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Cambridge English



SECOND EDITION

Complete Advanced



Student's Book
with answers

Guy Brook-Hart and Simon Haines



English
Profile

For revised exam from 2015



Cambridge English



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Unit title	Reading and Use of English	Writing
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2 Mastering languages	Part 6: Endangered languages Part 3: The naming of products	Part 2: A report on English-language TV programmes
<i>Vocabulary and grammar reviews Units 1 and 2</i>		
3 All in the mind	Part 5: The next step in brain evolution Part 2: Nature vs nurture, Where do my talents come from?	Part 1: An essay on methods schools and universities should use to help students with stress
4 Just the job!	Part 8: Graduate jobs: advice from an expert Part 1: Friends benefit firms	Part 2: A report on a work experience programme
<i>Vocabulary and grammar reviews Units 3 and 4</i>		
5 Dramatic events	Part 7: A walk in the woods Part 4: Key word transformation	Part 2: A proposal on honouring a local hero
6 Picture yourself	Part 5: Teenage self-portraits Part 2: Art for offices; Graffiti: art or vandalism?	Part 2: A review of a book
<i>Vocabulary and grammar reviews Units 5 and 6</i>		
7 Leisure and entertainment	Part 7: Your guide to virtual worlds Part 1: The changing face of Bollywood	Part 2: An informal letter about free-time activities in your town
8 Media matters	Part 6: The ethics of reality TV Part 3: Broadcasters must find ways to regain public trust	Part 2: A proposal for a series of television documentaries
<i>Vocabulary and grammar reviews Units 7 and 8</i>		
9 At top speed	Part 7: Bugatti Veyron Part 4: Key word transformation	Part 1: An essay on technological progress
10 A lifelong process	Part 8: Choosing a university Part 1: Why do we need lifelong learning?	Part 2: A report on ways of attracting students to a language school
<i>Vocabulary and grammar reviews Units 9 and 10</i>		
11 Being somewhere else	Part 5: Disappearing into Africa Part 2: Island wanted; Paradise found	Part 2: A review of two hotels
12 The living world	Part 7: Alex the African Grey Part 3: Species loss accelerating	Part 2: A proposal on ways of conserving resources and reducing waste
<i>Vocabulary and grammar reviews Units 11 and 12</i>		
13 Health and lifestyle	Part 8: Unusual national sports Part 3: Why I run	Part 2: A letter of complaint about a sports club
14 Moving abroad	Part 6: Cities and immigration Part 4: Key word transformation	Part 1: An essay on helping immigrants to integrate
<i>Vocabulary and grammar reviews Units 13 and 14</i>		

Listening	Speaking	Vocabulary	Grammar
Part 4: Unusual occupations	Part 1	Collocations with <i>give</i> and <i>make</i>	Verb forms to talk about the past
Part 1: Language learning, Spelling reform, Job interviews	Part 2	Collocations with <i>make</i> , <i>get</i> and <i>do</i>	Expressing purpose, reason and result
Part 2: 'Face-blindness' – a psychological condition	Part 3	Nouns which can be countable or uncountable Formal or informal?	<i>no, none, not</i> The passive
Part 2: The co-operative movement	Part 4	Dependent prepositions Adjective–noun collocations (1)	Expressing possibility, probability and certainty
Part 1: Dramatic past experiences	Part 2	Idiomatic language	Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form
Part 3: An interview with a portrait artist and his sitter	Part 3	Adjective–noun collocations (2)	Avoiding repetition
Part 4: Talking about music	Part 4	Complex prepositions Money words	Linking ideas: relative and participle clauses; apposition
Part 3: An interview about news reporting	Part 3	'Talking' verbs	Reported speech Transitive verbs
Part 1: Rail travel, Olympic records, Space travel	Part 2	<i>action, activity, event</i> and <i>programme</i>	Time clauses Prepositions in time expressions
Part 2: Studying Arabic in Abu Dhabi	Part 4	<i>chance, occasion, opportunity</i> and <i>possibility</i>	Expressing ability, possibility and obligation
Part 1: Travelling on a river, A sponsored walk, A conversation between two travellers	Part 1	Phrasal verbs <i>at, in</i> and <i>on</i> to express location	Conditionals
Part 2: Climate change and the Inuit	Part 3	Prepositions following verbs Word formation	Nouns and articles
Part 3: Allergies	Part 2	Prepositions following adjectives	Ways of contrasting ideas The language of comparison
Part 4: Migration	Part 4	<i>learn, find out</i> and <i>know</i> ; <i>provide, offer</i> and <i>give</i>	Comment adverbials and intensifying adverbs Cleft sentences for emphasis



Introduction

Who this book is for

Complete Advanced 2nd Edition is a stimulating and thorough preparation course for students who wish to take the **Cambridge English: Advanced** exam from 2015). It teaches the reading, writing, listening and speaking skills necessary for the exam as well as the grammar and vocabulary which, from research into the **Cambridge Learner Corpus**, are known to be essential for exam success. For those of you who are not planning to take the exam in the near future, the book provides you with skills and language highly relevant to an advanced level of English (Common European Framework of Reference level C1).



What the book contains

In the **Student's Book** there are:

- 14 units for classroom study. Each unit contains:
 - practice in two parts of the Reading and Use of English paper and one part of each of the other three papers in the Cambridge English: Advanced exam. The units provide language input and skills practice to help you deal successfully with the tasks in each part.
 - essential information on what each part of the exam involves, and the best way to approach each task.
 - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing Cambridge English Advanced writing tasks.
 - grammar activities and exercises for the grammar you need to know for the exam. When you are doing grammar exercises you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which are known to cause problems for students in the exam.
 - vocabulary necessary for the exam. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which Advanced candidates often confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise the grammar and vocabulary that you have studied in each unit.

- A **Language reference** section which clearly explains all the main areas of grammar which you will need to know for the exam.
- **Writing and Speaking reference sections.** These explain the possible tasks you may have to do in the Writing and Speaking papers, and they give you examples together with additional exercises and advice on how best to approach these two papers.
- A **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.

Also available:

- **Two audio CDs** containing listening material for the 14 units. The listening material is indicated by different-coloured icons in the Student's Book as follows:
 02,  02
- A **Workbook** containing:
 - 14 units for homework and self-study. Each unit contains full exam practice in one or two parts of the Reading and Use of English paper.
 - full exam practice in one part of the Listening paper in each unit.
 - further practice in the grammar and vocabulary taught in the Student's Book.
 - exercises for the development of essential writing skills such as paragraph organisation, self-correction, spelling and punctuation based on the results from the Cambridge Learner Corpus.
 - an audio CD containing all the listening material for the Workbook.

Cambridge English: Advanced

content and overview

Part / timing	Content	Test focus
Reading and Use of English 1 hour 30 minutes	Part 1 A modified cloze test containing eight gaps, followed by eight multiple-choice questions Part 2 A modified cloze test containing eight gaps Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word Part 5 A text followed by six 4-option multiple-choice questions Part 6 Four short texts, followed by four cross-text multiple-matching questions Part 7 A text from which six paragraphs have been removed and placed in jumbled order, together with an additional paragraph, after the text Part 8 A text or several short texts, preceded by ten multiple-matching questions	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills, including understanding of specific information, text organisation features, implication, tone and text structure.
Writing 1 hour 30 minutes	Part 1 One compulsory question Part 2 Candidates choose one task from a choice of three questions.	Candidates are expected to write an essay in response to a proposition to discuss, and accompanying text. Candidates are expected to be able to write non-specialised text types such as a letter, a report, a review or a proposal.
Listening Approximately 40 minutes	Part 1 Three short extracts or exchanges between interacting speakers. There are two multiple-choice questions for each extract. Part 2 A monologue with a sentence-completion task which has eight items Part 3 A text involving interacting speakers, with six multiple-choice questions Part 4 Five short, themed monologues, with ten multiple-matching questions	Candidates are expected to be able to show understanding of feeling, attitude, detail, opinion, purpose, agreement and gist.
Speaking 15 minutes (for pairs)	Part 1 A short conversation between the interlocutor and each candidate (spoken questions) Part 2 An individual 'long turn' for each candidate followed by a response from the second candidate (visual and written stimuli, with spoken instructions) Part 3 A two-way conversation between the candidates (written stimuli, with spoken instructions) Part 4 A discussion on topics related to Part 3 (spoken questions)	Candidates are expected to be able to respond to questions and interact in conversational English.

1

Our people

Starting off

1 Work in small groups. How do you think these things reflect our personality? (Give examples.)

- the job we choose
- the subject(s) we choose to study
- our free-time interests
- the clothes we wear
- the friends we choose

What sort of personalities do you imagine the people in the photographs have?

2 These adjectives can be used to describe personality. Complete the table by writing each adjective in the correct column.

competent conscientious genuine idealistic
imaginative insecure insensitive modest naïve
open-minded outgoing protective self-centred
unconventional

Personality attributes		
Usually positive	Usually negative	Could be either

3 Choose adjectives from Exercise 2 and talk to your partner.

- 1 Explain how three of the adjectives form part of your personality.
- 2 Use three different adjectives to describe one of your close friends.



Listening | Part 4

1 Work in pairs. You will hear five short extracts in which people are talking about a family member they admire. Before you listen, look at the list of occupations (A–H) in Task One.

- What do you think attracts people to these occupations?
- Which do you think is easiest and which is the most difficult to learn?

Exam information

In Listening Part 4

- you hear five short monologues on related subjects and you do two listening tasks
- in each task you have to choose one answer for each speaker from a list of eight options
- you hear each speaker twice.

This part tests your ability to identify the gist of what the speakers say, their attitude and the main points, and to interpret the context they are speaking in.

TASK ONE

For questions 1–5, choose from the list (A–H) the person who each speaker is talking about.

- | | | |
|---------------------------|-----------|------------------------|
| A a deep-sea diver | | |
| B a fisherman/fisherwoman | Speaker 1 | <input type="text"/> 1 |
| C a gardener | Speaker 2 | <input type="text"/> 2 |
| D a magician | Speaker 3 | <input type="text"/> 3 |
| E a musician | Speaker 4 | <input type="text"/> 4 |
| F an actor | Speaker 5 | <input type="text"/> 5 |
| G an archaeologist | | |
| H an explorer | | |

TASK TWO

For questions 6–10, choose from the list (A–H) the quality the speaker admires about the person.


- | | | |
|----------------------------------|-----------|-------------------------|
| A a positive outlook on life | | |
| B ability to anticipate problems | Speaker 1 | <input type="text"/> 6 |
| C an enquiring mind | Speaker 2 | <input type="text"/> 7 |
| D attention to detail | Speaker 3 | <input type="text"/> 8 |
| E calmness under pressure | Speaker 4 | <input type="text"/> 9 |
| F readiness to explain things | Speaker 5 | <input type="text"/> 10 |
| G kindness to children | | |
| H originality and inventiveness | | |

2 Which of these phrases would you associate with each occupation? (You can associate some of the phrases with more than one occupation.)

- a few of his/her recordings
- complete dedication to his/her craft
- perform a new trick
- underwater adventures
- out in all weathers
- the first person to set foot in a place
- suffer from stage fright
- digging at some excavation or other

Now think of one more phrase you might associate with each occupation.

3 Look at the list of qualities (A–H) in Task Two and paraphrase each of them using your own words. Which quality would you associate with each occupation?

4  **02** Now listen to the five speakers and do Tasks One and Two.

5 Work in pairs. Tell each other about someone interesting or unusual in your family or circle of friends.

- What do they do?
- What are they like?
- What is your relationship with them like?



Grammar

Verb forms to talk about the past

- 1 Look at these extracts 1–8 from Listening Part 4. Match the underlined verb forms with the explanations a–g. There are two verb forms you can match with one explanation.



- 1 We loved his stories of the strange creatures he'd seen.
- 2 When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing.
- 3 When she invited me to come out on one of her trips ...
- 4 We've listened to them so many times.
- 5 He'd drop whatever he was doing.
- 6 She never used to panic.
- 7 Even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site.
- 8 He's been spending a lot of time recently getting this new show ready.

- a something that happened at a specific time in the past
- b a repeated action or habit in the past which doesn't happen now
- c an activity which started before and (possibly) continued after an event in the past
- d something which happened before another activity or situation in the past
- e something which happened before another activity or situation, with an emphasis on the length of time
- f an activity that started in the past and is still happening, with an emphasis on the length of time
- g something that has happened more than once at times which are not stated between the past and the present

→ page 177 Language reference: Verb forms to talk about the past


- 2 Put the verbs in brackets into the simple or continuous form of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen has been working (work) in Singapore since he (leave) university two years ago, but next year he expects to be transferred to Hong Kong.
- 2 Alexander takes university life very seriously. He (study) here for six months and he still (not go) to a single party!
- 3 Maria (come) round to dinner last night. She (start) telling me her life story while I (make) the salad and (continue) telling it during dinner.
- 4 Ivana (have) a splitting headache yesterday evening because she (work) in the sun all day and she (not wear) a hat.
- 5 I (grow) up in a house which (belong) to my great-great-grandfather. We (sell) it now because it was too big for our small family.

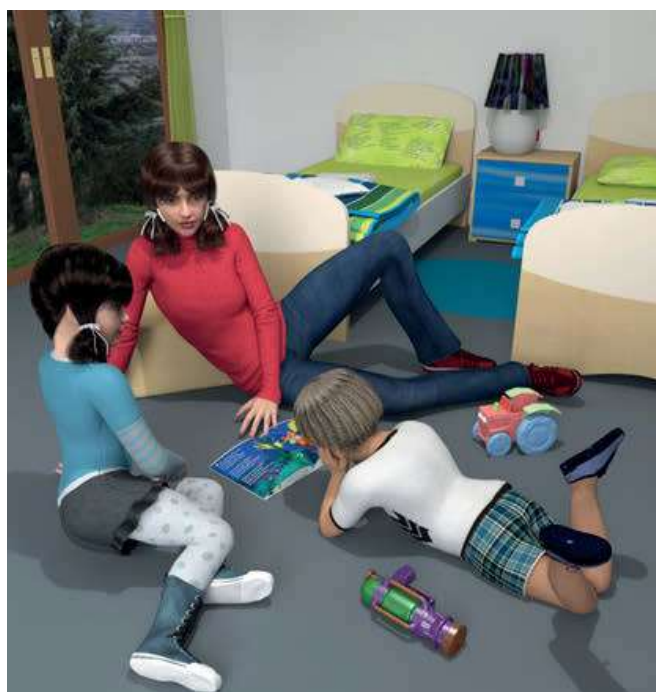
- 3 Circle the correct alternative in *italics* in each of the following sentences.

- a My teachers (1) *were often getting* / *often used to get* annoyed with me when I was at school because I (2) *never used to bring* / *had never brought* a pen with me and I (3) *would always ask* / *have always asked* someone if I could borrow theirs.
- b The village (4) *used to be* / *would be* very quiet and remote until they (5) *built* / *had built* the motorway two years ago. In those days everybody (6) *would know* / *used to know* everyone else, but since then, a lot of new people (7) *came* / *have come* to live in the area and the old social structures (8) *gradually changed* / *have gradually been changing*.
- c When I was a child, both my parents (9) *used to go* / *were going out* to work, so when they (10) *would be* / *were out*, my grandmother (11) *was looking* / *would look* after me.



4  Exam candidates often make mistakes with present perfect, past and past perfect tenses. In the sentences below, circle the correct alternative in *italics*.

- 1 In recent times people *had* / *have had* more contact with their friends through email and mobile phones than they did in the past.
- 2 The feedback we received from our clients meant we *have been* / *were* able to provide excellent advice to the people developing the product, which they then acted on.
- 3 The party was great and the best bit for me *has been* / *was* the jazz band.
- 4 We should have had a really good holiday for what we paid, but unfortunately we discovered that they *didn't organise* / *hadn't organised* anything very much so it was rather a disappointment.
- 5 While I was studying in England, I *haven't taken* / *didn't take* an examination because it was not offered to me or to any of my fellow students either.
- 6 Are you going to the dinner on Saturday? A lot of my other friends *were invited* / *have been invited* and I know they'd love to meet you.
- 7 I *have only lived* / *have only been living* in Geneva for the past few months, though Madeleine, who you met yesterday, *lived* / *has lived* here all her life.
- 8 Petra looks after my children very well. I *haven't noticed* / *didn't notice* any weaknesses in her character, so I'm sure you'll be happy to offer her a job.

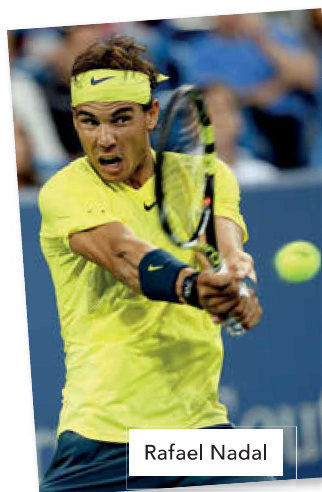


Reading and Use of English | Part 8

Exam information

In Reading and Use of English Part 8, you must match ten questions or statements with a text divided into four to six sections or four to six separate short texts.

This task tests your ability to read quickly and understand details, opinions and attitudes and to locate specific information.



Rafael Nadal



Julia Roberts



Nelson Mandela



Beyoncé

1 Work in small groups. You are going to read extracts from four autobiographies. Before you read, discuss these questions.

- 1 What things make an autobiography entertaining?
- 2 What things do you expect to find out by reading an autobiography?
- 3 Of the people photographed above, whose autobiography would you be interested in reading? Why?

2 Work in pairs. Read questions 1–10 carefully and for each question

- a underline the key idea
- b paraphrase it as if you were the person speaking.

Example

1 *My mother worries too much about the danger I might be in.*

Who says

one of their parents can be unnecessarily protective?

☐ 1

they have changed during the course of their working life?

☐ 2

their parents never imagined the consequences of something they said?

☐ 3

they discovered the job they wanted in an unlikely place?

☐ 4

one parent saw the project as an opportunity for both the parents?

☐ 5

they gain satisfaction from the way their work affects others?

☐ 6

they thought the future promised them surprising experiences?

☐ 7

their upbringing was unusual?

☐ 8

they were enthusiastic but nervous about the job they were going for?

☐ 9

they achieved promotion by staying in the job longer than other people?

☐ 10

3 For questions 1–10 in Exercise 2, choose from the extracts A–D. The extracts can be used more than once.

4 Work in small groups. Discuss these questions.

- 1 Which of the people in the texts would you be most interested to meet?
- 2 How important do you think parents' opinions are when choosing a career?
- 3 What other factors should young people take into account when choosing a career?

My early career



A Linda Greenlaw

I am a woman. I am a fisherman. Neither abused nor neglected, I am the product of a blissful and unique childhood, a rare claim these days. Like all young children, I believed wholeheartedly in the words of my mother and father. It was only natural that I took seriously the assertions of my parents that I could do whatever I liked with my life, become anything I wanted. Although the advice they gave was well intentioned, my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman.

Fishing my way through college, I made my first deep-sea trip at the age of nineteen aboard the *Walter Leeman*. By the time I graduated from college I had outlasted the original crew members I had started with, most of whom moved on to boats of their own, and became captain of the boat by attrition. Promising my parents that I would postpone law school for just one year, I became a full-time fisherman.

Adapted from *The Hungry Ocean*

B Eric Idle

When you make an audience laugh, they really do love you, and that's one of the nicest things about being a comedian. Usually you've touched them at a time when they needed some kind of reassurance or they wanted something or they were feeling depressed and then you made them feel better. So there is a sort of healing thing to it.

But you don't sit and think, 'I'm going to have a career now.' Things just happen. I stumbled into performing at Cambridge University. I think there's something very seductive about the glamour of dressing up and playing someone else, and that comes from a sadness. I think I only became any good eventually through Monty Python* by being disguised and by being other people and it was only latterly in my life that I have been able to be funny as myself or be confident. I don't have to put on a disguise or wear a wig now but that's what I used to do.

*Monty Python's *Flying Circus* was a comedy series broadcast between 1969 and 1974.
Adapted from *The Pythons Autobiography*

**C Emma Richards**

It had been only a few short months before that I'd made a flying visit to Scotland to tell my parents I was going to sail around the world. Dad had picked me up from Glasgow airport. He'd asked if I was up for a wedding or a party, the kind of occasions for which I'd normally make a flying visit.

'No,' I said. 'I've got something to tell you. I'm going to sail around the world alone.'

My mum often doesn't sleep when I'm at sea. She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago. She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers. She said it'd be great to see all those places, they'd be there to support me. She just kept talking.

Adapted from *Around Alone*

**D Kate Adie**

Then, in a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading, but I wasn't very busy; and there in the classifieds was an advertisement, headed *BBC Radio Durham*. I can still remember the jump it gave me, as the small private thought woke up at the back of my mind and leaped around shouting silently: this is it, this is it.

I didn't dare tell anyone, not my parents, nor my friends, and I realised with some trepidation that I wanted it very much indeed. Somehow the life with the BBC might satisfy a lot of unarticulated longing for ... I wasn't sure what; just something to do with bigger events, the wider stage, the unexpected.

Adapted from *The Kindness of Strangers*




Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them.

A made B gave C said D expressed

- 2  Exam candidates often use the wrong verb when they should use *give* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- When you print the article, we also expect you to give an apology.
- Her report on the trip did not show accurate information so we were quite confused.
- I have some suggestions to give before the forthcoming trip.
- I hope your company will give me at least a partial refund.
- I'm so grateful that you have made me the chance to attend the course.
- In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
- Installing modern technology will give a good impression of the college.
- Our evening lectures were made by 'experts' who knew nothing about the subject.
- There is another recommendation I would like to give concerning the club.

- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.

- a speech, lecture, talk, performance
- (someone) information, details, advice, instructions
- a(n) recommendation, comment, apology, suggestion
- someone a(n) chance, opportunity
- someone a refund, their money back
- a phone call
- an impression on someone
- someone an impression

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4 you

- complete six sentences with between three and six words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage grammar, vocabulary and collocations.

- 1 Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

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 three and six words, including the word given.

- His actions were based on what his uncle advised him to do.
ADVICE
The basis for his actions him.
A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised
- Alba made every effort to arrive at the meeting on time.
BEST
Alba to the meeting on time.
A did her best to get
B made the best to arrive
C tried very hard to make it
- Unless the product is in perfect condition, we cannot return your money.
REFUND
We will be unable the product is not in perfect condition.
A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

- 4 Otto's teachers were favourably impressed by the presentation he gave to the class.

IMPRESSION

Otto's presentation to the class
his teachers.

- A gave a favourable impression to
- B made a favourable impression on
- C made an impression which was found very favourable by

- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I would often go cycling with my father when I was a child.

USED

My father cycling with him when I was a child.

- 2 Having apologised, Klaus shook my hand.

APOLOGY

When Klaus , he shook my hand.

- 3 Anna has been trying as hard as possible to take care of her children.

CAN

Anna has been doing the after her children.

- 4 For me, the second chapter was more convincing than the rest of the book.

PERSUASIVE

I found the second chapter other part of the book.

- 5 I never planned to annoy you.

AIM

It you angry.

- 6 I've never had problems with my car before.

TIME

This is the me problems.

Speaking | Part 1

Exam information


In Speaking Part 1 the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family and your interests, etc.

This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.


- 1 Work in pairs. Read the questions below from Speaking Part 1. Which questions are
a mainly about the present? b mainly about the past?

How would you answer each question?

- 1 What do you most enjoy doing with your friends?
- 2 Have you ever had the opportunity to really help a friend? How?
- 3 Would you prefer to spend your holidays with your family or your friends?
- 4 What is the best way for people visiting your country to make friends?
- 5 Who do you think has influenced you most? Why?
- 6 What is your happiest childhood memory?
- 7 Who is the best teacher you've ever had?
- 8 Tell me about a friend of yours and how you got to know him or her.

- 2  03 Listen to two students, Marta and Lukas. Which question does each of them answer?

Marta: Lukas:

- 3  04 Now listen to them again, with the examiner's questions, and say if the following statements are true (T) or false (F).

- 1 They both give very brief answers.
- 2 They give some details or reasons to support their answers.
- 3 They use a range of tenses appropriately.
- 4 They speak in a relaxed, natural way.

- 4 Think about how you could answer each of the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

→ page 194 Speaking reference: Speaking Part 1



Writing | Part 1

An essay

Exam information

In Writing Part 1 you write an essay in which you discuss a question or topic. You are given

- three areas to consider and you must discuss two of them
- three opinions which you can use if you wish.

This part tests your ability to develop an argument or discussion, express your opinions clearly and support your ideas with reasons and examples.

1 Underline the key ideas in the writing task below.

Your class has taken part in a seminar on whether the education system does enough to help young people to find jobs which fit their abilities and interests. You have made the notes below.

Methods schools and universities use to help students find suitable jobs

- providing courses and qualifications
- work experience programmes
- careers advice

Some opinions expressed in the seminar:

'We study lots of things which we'll never use in any future job.'

'Without work experience you'd have no idea what to study at university.'

'Some of my teachers can't give me advice because they've never done any job other than teaching.'

Write an essay discussing **two** of the methods in your notes. You should explain **which method is more effective**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.



2 Work in small groups.

- Discuss each of the methods and whether or not you agree with the opinions expressed in the seminar.
- During your discussion, express your own opinions on the methods and give reasons for your opinions.
- Take notes on the main ideas which arise during the discussion.

3 Read the writing task in Exercise 1 again. Do you think the following sentences are true (T) or false (F)? Why?

- 1 You must discuss all three methods.
- 2 You must decide which is the best method.
- 3 You must say whether you agree or disagree with the opinions expressed.
- 4 If you use any of the opinions, you should express them in a more formal style.
- 5 When you express your opinion, you should say why you hold that opinion.
- 6 You can expand the topic to talk about other issues related to work that interest you.
- 7 You can write your answer using a bulleted list of points instead of formal paragraphs.
- 8 The task contains a word limit, but if you write 300 words you will get higher marks.

- 4 Read Cristina's essay. Then complete the plan she wrote beforehand by matching the notes (a–e) with the paragraphs.

For many young people it is hard to find the sort of job they aspire to. ¹This is in part due to a mismatch between what education provides and what employers believe ²they require.

Schools and universities should offer students courses which provide ³them with qualifications which will attract potential employers. However, employers often complain that courses are too theoretical and do not teach students the practical skills ⁴they will need in the workplace.

While I understand ⁵this viewpoint, I do not entirely share ⁶it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. ⁷These abilities will be useful throughout people's working lives. To achieve ⁸this, I do not think it matters whether someone studies history or theoretical physics as long as the right teaching methods are used. Students will then pick up the specific job skills they require very quickly once they are in full-time employment.

It is often suggested that young people need to gain work experience in order to make an informed choice of university course and career. Although I believe ⁹this helps to focus students' minds on what working life will be like, generally speaking it is not possible for students to get a wide enough range of experience to be able to choose ¹⁰their career wisely.

I would therefore argue that the best way to help young people find suitable jobs is to give them an excellent general education while ensuring that employers realise how valuable ¹¹it is.

Plan

Para 1: Introduction:

Para 2:

Para 3:

Para 4:

Para 5: Conclusion:

- a education should teach students to think – useful for every job
- b provide a good all-round education + persuade employers of its importance
- c employers say courses not practical enough
- d difficulty finding jobs – education vs. employers' needs
- e work experience often too limited for students to make informed choices



- 5 Work in pairs. Discuss these questions.

- 1 Why is it important to underline the key ideas in the writing task?
- 2 Why should you write a plan before you write your essay?
- 3 Did Cristina follow her plan exactly?
- 4 Has she dealt completely with the instructions in the writing task?
- 5 What words and phrases does she use in her essay to introduce her opinions?
- 6 To what extent do you agree with Cristina's point of view?
- 7 Why is it important to make your opinions clear in an essay?

- 6 When you write, it is important that each paragraph should cover a different aspect of the subject and that sentences should be linked together using clear references. What do the underlined reference words in Cristina's essay refer to?

- 7 Write your own plan for the writing task in Exercise 1. When you have finished, compare your plan with a partner's.

- 8 Read Cristina's essay in Exercise 4 again and highlight any words or phrases you would like to use in your essay. Also, copy them to your plan and to your notebook.

Then write your essay following your plan.

→ page 186 Writing reference: Essays


2

Mastering languages

Starting off

- 1 Work in pairs. Read the following remarks and write a word or phrase from the box in each gap.

a bit rusty accurately aims an excellent command
bilingual fashionable loanwords fluency
highly articulate mother tongue pick up switch

- 2  05 Check your answers by listening to the speakers.

- 3 Work in pairs. Which of the speakers' opinions do you agree with? Which do you disagree with? Why?



People tend to be (1)
– they speak the regional and the national
language and they (2)
between languages with ease.



Lots of (3) are coming
into the language, particularly from English,
so my (4) is not at all the
same as it was, say, fifty years ago.



My English has got
(5)
because I don't use it very
often.



Living in the country, you just
(6) the
language naturally and that's just
about the best way to learn it.



I aim to achieve (7)
of English, which means becoming
(8) and being able to
use the language (9)



I wouldn't consider accuracy to be as
important as (10)
when learning a foreign language.



We should be teaching young people
how they can use language effectively to
achieve their (11)

Listening | Part 1

Exam information

In Listening Part 1

- you hear three short conversations on different themes
- you have to answer two multiple-choice questions with three options about each conversation.

This part tests your ability to identify both the gist and specific details in the conversation and to identify the speakers' attitudes and opinions and how they agree or disagree.

1 You will hear three different extracts. Before you listen, work in pairs. Read questions 1–6 and discuss the following.

- Why would you learn the local language of a place you are visiting?
- In question 2, which of the options A–C do you think is essential for adults who want to learn a new language?
- What do you think is meant by 'spelling reform'?
- In question 4, how are options A, B and C related to spelling reform?
- How would you answer question 5?
- In question 6, which of the options A–C would be most helpful for non-native speakers looking for jobs?

Extract One



You hear two travellers talking about language learning.

- Why did the man learn the local language in Mongolia?
 - to deal with awkward situations
 - to learn other skills from local people
 - to have direct contact with the people around him
- They both agree that people wanting to learn a new language must
 - have a talent for language learning.
 - be prepared to work hard.
 - be ready to take risks.

Extract Two

through thorough though
plough rough cough

You hear two teachers, Rajiv and Susan, discussing the need for English spelling reform.

- Rajiv argues that spelling should be reformed because it would
 - make learning more pleasant for young children.
 - reduce the number of mistakes his students make.
 - make written publications shorter.
- Rajiv and Susan agree that simplified spelling would
 - reduce learning difficulties.
 - improve foreign learners' pronunciation.
 - produce substantial economic savings.



Extract Three

You hear an conversation between two researchers who have studied job interviews conducted in English.

- What does the woman consider the main problem for non-native speakers?
 - Their English is not good enough.
 - Their body language may be misleading.
 - Their answers are unsuitable.
 - They agree that the recruitment process might be improved by
 - training interviewers to ask clearer questions.
 - replacing interviews with practical tests.
 - changing interviewers' expectations.
- 2** **06** Now listen, and 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.
- 3** Discuss these questions.
- What are the main difficulties for people wanting to learn your language?
 - What, for you, are the main difficulties of doing an interview in an exam or for a job in English?

Vocabulary

Collocations with *make, get and do*


- 1 Form collocations with the words in **bold** by writing *make, get* or *do* in the correct form in the gaps in these extracts from Listening Part 1.

- But you a conscious **decision** to learn it when you were in Mongolia, didn't you?
- What's essential, though, is **an effort**.
- I remembered those dictation **exercises**.
- As a language teacher it would my **life** a lot **easier**.
- **the questions right** would be useful training for many interviewers.

- 2 Exam candidates often use the wrong verb with the words and phrases in the box. Write each word or phrase in the correct column of the table below. Two words/phrases can be written in more than one column.

~~a comment~~ a course a decision a mistake ~~a job~~
 an effort a point a proposal a qualification
 a suggestion activities an apology business
 complaints changes exercise further information
 friends harm one's money back one's best
 some shopping sport household chores the cooking
 the right choice use of something an improvement

make	get	do
a comment	a job	a job

- 3  Each of the sentences below contains a mistake made by candidates with a collocation of *make, do* or *get*. Correct the mistakes.

- Before working in our shop you first make a one-week course in developing photos.
- A lot of my time was wasted, so I think I should receive some of my money back.
- She did everything possible to turn the trip more pleasant.
- We were made to work very hard at school and that certainly didn't make me any harm.
- We need to reduce the time taken to achieve all the tasks mentioned above.

- Other members of the club have given suggestions about a quiz or karaoke night to form part of our social programme.
- We'd be very grateful if you'd make your best to solve this problem.
- You can spend lots of time at this holiday camp practising exercise and having a great time!



Reading and Use of English | Part 3

Exam information

In Reading and Use of English Part 3

- you read a text of 150–170 words with eight gaps and one example (0)
- in each gap you write the correct form of the word given in CAPITALS at the end of the line.

This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes.

- 1 Work in small groups. How many words can you form from each of these base words?

govern care critic child break occasion force
 deep fragile friend repair

Example

govern: *government, governmental, governable, ungovernable, ungovernably, governing, governor*

- 2 Look at your answers to Exercise 1. Which of these suffixes did you use?

-ion, -ment, -less, -ise, -ally, -hood, -able, -ly, -ful, -en, -ity, -ship

Which of the suffixes above are used to form

1 verbs? 2 nouns? 3 adjectives? 4 adverbs?

- 3 Can you think of other suffixes which are used in each of the categories 1–4 in Exercise 2? For each suffix, write one word as an example, e.g. nouns: *-ness: kindness*.