



OPEN WORLD

C1

ADVANCED**STUDENT'S
BOOK**

with answers

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

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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
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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?
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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

HOW TO USE THIS BOOK

WELCOME TO OPEN WORLD THE COURSE THAT TAKES YOU FURTHER

Learn about the features in your new Student's Book

4 THE NATURAL WORLD

GETTING STARTED

Work in groups. Do the quiz.

So, you think you know about space? Then put your knowledge to the test with this intergalactic quiz!

Round 1 – closest guess scores the point

- How fast is the speed of light?
- How many times wider is the Earth in comparison with the Moon?
- Approximately how much does a NASA spacecraft cost in US dollars?
- What is the diameter of the largest asteroid ever discovered?
- In which year will the orbit of Halley's Comet next bring it past the Earth?

Round 2 – true or false?

- The largest ever discovery of water in outer space was a vapour cloud which contains almost as much water as in all the Earth's oceans.
- The footprints left on the moon by astronauts between 1969 and 1972 are still visible.
- Scientists believe there is a planet made from diamonds.
- There is no sound in space.
- More solar energy hits the Earth every hour than the entire Earth population consumes in a year.

Bonus rounds (1 point for each)

1. Name all the planets in our solar system.

2. You are going to hear a student giving a presentation to his college astronomy club about a recent discovery made by scientists in the United States. First, look at Questions 1–4. Then, read the 'Listening Technique' box and answer the questions in 5.

LISTENING PART 2 TRAINING

PLANET 9

Darren says that the newly discovered body should be considered as a planet on account of its (1) ... People have used the phrase (2) ... to describe the body's behaviour. Planet 9 helps to explain the movements of a group of (3) ... objects in the Kuiper Belt. It was noticed that all of these objects were of the same (4) ... in their orbit of Planet 9. This could be only the (5) ... planet discovered in the solar system in modern times. As one of the first planets in the solar system, Planet 9 might have developed by collecting (6) ... on it. Planet 9's orbit can be explained as being the result of the effects of Jupiter's (7) ... At present there is still no (8) ... to support Batyagin and Brown's theories about Planet 9.

VOCABULARY

SPACE

1. Decide which of these words form compound nouns with space in English.

wait ✓ spacecraft orbit satellite
planet shuttle asteroid outer
rocket asteroid travel aliens
race tourism station

2. Complete the sentences with a compound noun from Exercise 1 in the correct form.

- A ... needs to be able to keep an astronaut safe and withstand extremes of temperature.
- Some historians say that the high costs of the ... between the USA and the USSR in the 1960s, 70s and 80s contributed to the eventual disintegration of the Soviet Union.
- I desperately hope that ... will become more affordable, as my ultimate dream is to orbit the Earth myself.
- In 1977, NASA launched two unmanned ... intended to study Saturn, Jupiter and their moons.
- In order for a ... to escape the Earth's gravity, it needs to hit a velocity of 11 km per second.

LISTENING TECHNIQUE

Always read the instructions before you listen, and decide what part of speech (noun, verb, adjective, adverb, phrase) is needed to fill each gap. Remember that the speaker is probably going to use synonyms and paraphrases of the words in the sentences around the gaps.

Look at these clues for questions 1–4.

(1) What could be a characteristic (noun) of the body which makes it a planet?

(2) How many words are you listening for here?

(3) What parts of speech would you expect to go before objects in the audio. What synonyms can you think of?

(4) The key to this answer is to listen out for a synonym of some in the audio. What synonyms can you think of?

GRAMMAR

VERB PATTERNS (3) – MULTI-WORD VERBS

GRAMMAR ON THE MOVE

Watch the video.

1. Read the information in the Grammar reference on page 207 and categorise the multi-word verbs according to type. Then decide what each means.

- How we **dispose of** our waste now will affect future generations.
- Politicians need to **put their differences aside** for the benefit of the environment.
- Too much plastic **ends up** in the oceans, contaminating life there, but no one takes responsibility for **cleaning it up**.
- More and more species are **dying out** due to deforestation and destruction of natural habitats.
- We cannot **leave it to governments to sort out** the environment; we need more direct action.
- Many manufacturers have **done away with** microplastics, which **kill off** marine life.
- A lot of people have **gone back to** growing their own fruit and vegetables rather than buying mass-produced versions in supermarkets.
- Governments across the world need to **put together** a plan to force industries to take responsibility for the environmental damage they cause.
- Scientists are working to **come up with** new types of plastic that are more biodegradable.
- I **call on** governments around the world to resolve these issues together.

2. Look at the following sentences and focus on the multi-word verbs. Correct any mistakes in the word order. Then decide what each multi-word verb means.

- Why do supermarkets **insist on** using so much plastic packaging on food products, and how is this **harmful to** the environment?
- Should cities and restaurants be required to **do away with** plastic straws and cups with lids?
- If an oil tanker causes a spill in international waters, whose responsibility should it be to **clean up** it?
- Do you think that environmentalists' concerns are **magnified**, or are they **backed by** science?
- What kind of **hurdle** do the majority of vehicles in your country **run on**, and how is this affecting the environment?

3. Rewrite the sentences to make them clearer.

- It is expected that it will take weeks or even months to clear the 45-kilometre-long oil slick up.
- It starts as a tiny seed but turns gradually into an enormous plant.
- Much discarded plastic ends up ultimately in the ocean.
- The oil industry accounts for significantly more air pollution than any other.
- We plan to do away completely with disposable cups in all of our stores.

4. Decide whether the underlined adverbs in the following sentences are in an appropriate position. Move any that aren't.

- Greenpeace was set initially up in Canada, but now operates throughout the world.
- It starts as a tiny seed but turns gradually into an enormous plant.
- Much discarded plastic ends up ultimately in the ocean.
- The oil industry accounts for significantly more air pollution than any other.
- We plan to do away completely with disposable cups in all of our stores.

5. Rewrite the sentences to make them clearer.

- It is expected that it will take weeks or even months to clear the 45-kilometre-long oil slick up.
- It starts as a tiny seed but turns gradually into an enormous plant.
- Much discarded plastic ends up ultimately in the ocean.
- The oil industry accounts for significantly more air pollution than any other.
- We plan to do away completely with disposable cups in all of our stores.

6. Work in pairs. Use the multi-word verbs in this section and make a list of suggestions or ideas for protecting the environment.

We need to stop disposing of plastic waste in the oceans as we are killing off marine life.

GRAMMAR REFERENCE

Multi-word verbs Page 207

SPEAKING

BUYING TIME AND KEEPING THE CONVERSATION GOING

1. 023 Match the HR manager's questions with Mariza's answers during her job interview with Mariza's Power For Tomorrow (GPT). Then listen and check.

- Being a record graduate, do you think you have enough experience for this post?
- How do GPT's core values reflect your own beliefs about the environment?
- What do you think you'd be doing if you hadn't chosen this career?
- How would someone who knows you well describe you?
- What do you hope you'll be doing in ten years' time?

A While it is true that I've only been in full-time work for a year, during that time I have also gained valuable skills by being involved in running various student groups. I am sure this will benefit me in the role with GPT.

B Well, I'd like to be making a difference, to be building a better future in some way. And I very much hope that can be with GPT.

C If you asked a colleague or line manager, they'd say I'm committed, focused and serious. But my friends look upon me as a bit of a joker!

D I've always been fascinated by the environment and wildlife, so perhaps I'd have trained as a vet.

E I'm passionate about reducing household emissions, and I know the company shares this vision.

2. 024 Listen again and add the phrases Mariza used to buy time.

3. Match 1–5 with A–E to make longer responses you could use to keep a conversation going. Then decide the function of each complete response.

- I beg your pardon.
- I know what you mean –
- That's a tricky one to answer.
- That's a really interesting idea –
- I wouldn't even know.

A how to begin to answer that.

B I didn't catch that.

C I've had a very similar experience myself.

D could you explain what you mean?

E but I'll give it a go.

4. Work with a partner. Practise taking turns and keeping the conversation going with appropriate phrases from this section by discussing the following opinions.

If all school children spent an hour a week collecting and disposing of litter from our streets, then the world would be a better place.

By being in cities, we lose sight of the beauty of nature.

Depositing animals of their liberty by keeping them in zoos is inhumane.

It's inevitable that some species of animal will die out over time. This has always been the case, and protecting endangered species is a waste of time and money.

DID YOU KNOW?

Different cultures have different ideas on how long a silence feels comfortable during a conversation. In English-speaking countries such as the UK and the US, one to two seconds feels comfortable. Anything longer can feel awkward. Therefore, need to think of what to say.

• If you need longer than one or two seconds, then say something in order to buy yourself some time.

This applies in formal situations such as the Speaking exam or job interviews, as well as in social situations.

GRAMMAR ON THE MOVE

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

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.

- Would you mind telling me how many children you have?
- Two of your children are twins, aren't they?
- Could you please tell me whether or not you will adopt any more children?
- Do you think it is easier to raise a biological child or an adopted child?
- What would you do if one of your children wanted to go and live in their country of birth?
- Who or what inspired you to become an actor?
- When did you decide to give directing a go?
- I'm about to tell you that there were more female directors in Hollywood!
- There should be more opportunities for young aspiring female directors, shouldn't there?
- 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. 009 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?

- a Two of your children are twins, aren't they?
b Two of your children are twins, aren't they?
- 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?

SPEAKING PART 1 TRAINING

1. 010 Listen to two students, A and B, answering a Speaking Part 1 question.

- What question do you think Antonio asked B?
- Whose answer is better? Why?
- 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 talk to each other and we (6) don't need to say anything. (7) I guess each other and we (8) sometimes even argue and don't speak, but that is (9) normal in any family relationship. (10) I 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 am sure 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 question. Try to expand your answers to three or four sentences and use more complex language to link and explain your ideas.

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

PUSH YOURSELF C2

RELATIONSHIP IDIOMS

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

books poles magnets injury chip high

- My brother borrowed my car without asking and when he returned it, it was scratched and dents on the passenger-side door had to add insult to injury.
- Although they are twins, Phil and David are as different as night and day.
- 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.
- I don't know how she got that job. She must have friends in places.
- I think I'm in my Mum's bad. I forgot to pick up her dry cleaning like she asked me to.
- There were so many negative comments on my latest tweet that I reduced me to, and I knew cry!

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

A make somebody cry
B hold a grudge or grudge against someone about something
C really 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.

DID YOU KNOW?

Find useful tips about the English language.

PUSH YOURSELF

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!		

- 4 002 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**  004 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?



- 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.

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

- 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.

➔ **GRAMMAR REFERENCE** / Future tenses: page 199

'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.

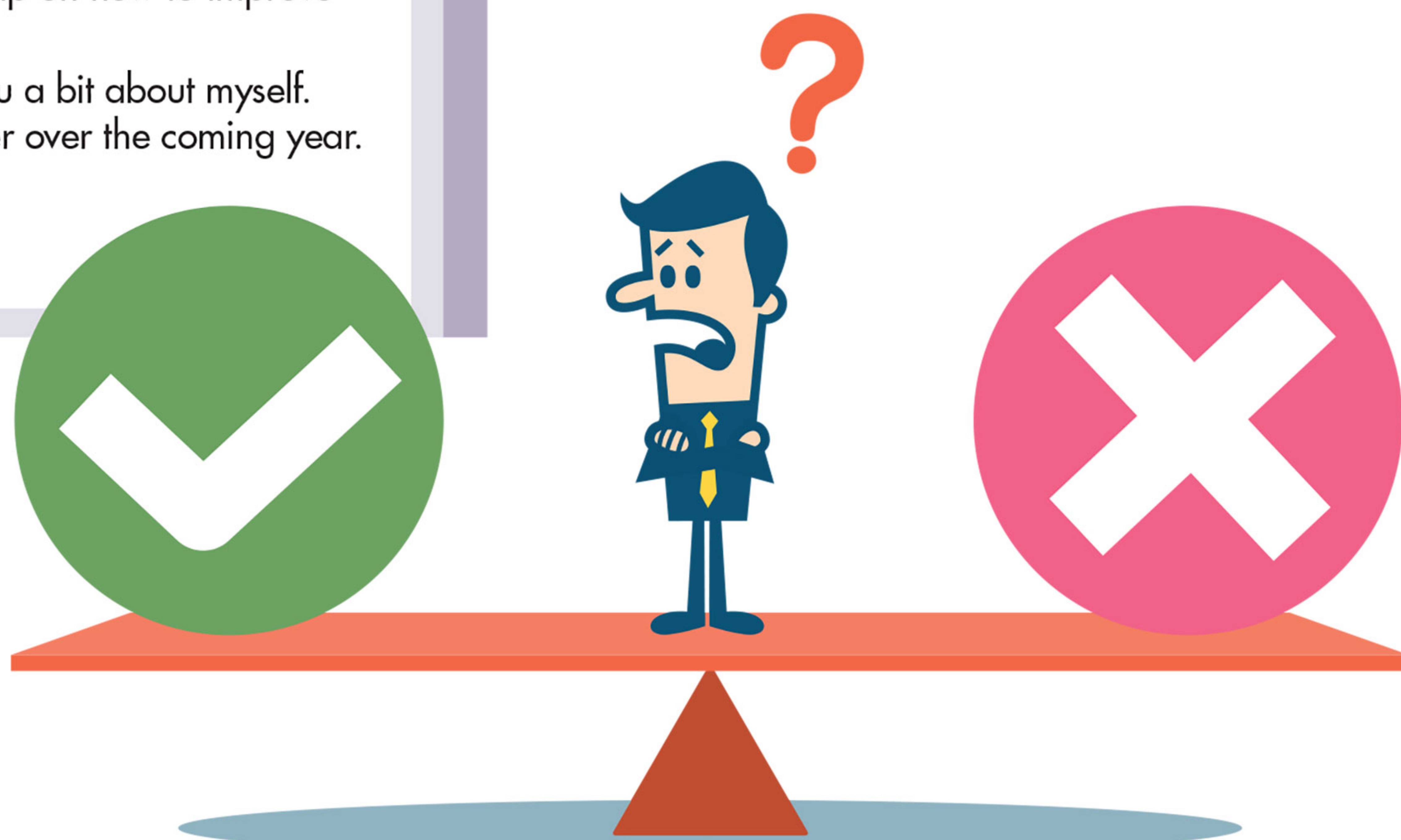
With best wishes,

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.





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)



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.'

Write an essay discussing friendship in two of the age groups. You should explain which time in life you think is more important for friendships, and give reasons to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

2 Work with a partner. Look at this student's essay and discuss the questions.

Most people recognise the importance of friendship, of having people of similar interests to turn to socially, outside of family. However, the significance of friends can vary throughout life's journey, and personally speaking, I would say that the older one becomes, the less important friends tend to be.

For me, friendships matter the most during your late teens and early adult life. When you are in secondary school, it is your friends with whom you share life experiences and it is them you turn to to discuss the things that matter. The generation gap between children and parents means that they don't understand each other in the same way. In a similar vein, friendships formed at university are often built on the shared experience of being away from home for the first time, and as such can also be deep and long-lasting.

However, when it comes to adult life, I would say that friends have a lesser role. Getting married, buying a house and having children is a full-time job, meaning that existing friendships often have to take a backseat. You may see your oldest friends and even form new friendships with, for example, work colleagues or other parents, but these are rarely as intimate as those in your youth as many of them are usually caught up in their own lives.

In conclusion, I think it is fair to say that during your youth, friends play a vital role in life, but their importance often diminishes with the responsibilities of adult life.

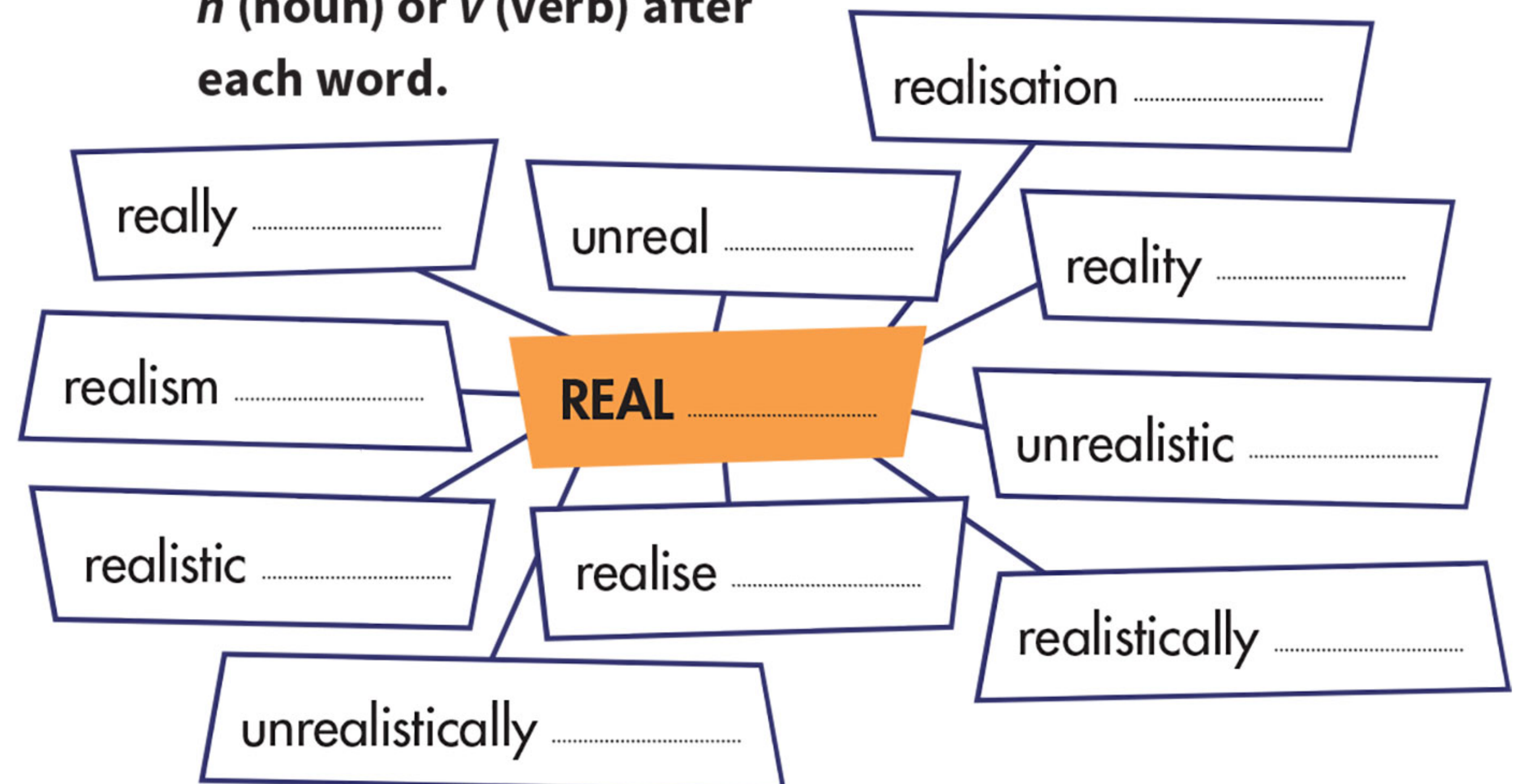
- 1 In the first paragraph, there are two sentences. What is the purpose of each?
- 2 In the second and third (body) paragraphs, which sentence in each introduces the main argument?
- 3 How many supporting points are there in each of these body paragraphs?
- 4 What is the purpose of the final paragraph?
- 5 Do you think this is a good answer to the question? Can you suggest any alternative ways to approach this essay?

3 Write your own answer to the question in 220–260 words.

READING AND USE OF ENGLISH

PART 3 TRAINING

1 Look at the mind map for the word REAL. Fill in the parts of speech. Write *adj* (adjective), *adv* (adverb), *n* (noun) or *v* (verb) after each word.



2 Choose one word from the REAL family for each gap.

- 1 My children like the idea of being independent but they are not so keen on the of paying their own way in life.
- 2 It's a bit to expect to get on well with everybody.
- 3, I don't think we can invite all of our cousins to the wedding – it will cost too much.

3 Look at gaps 1–2 in the word formation exercise and options A–D for each gap. Which part of speech is each option? Which one fits each gap?

- | | | |
|---|----------------|---------------|
| 1 | A frustrate | C frustration |
| | B frustrated | D frustrating |
| 2 | A supportive | C supported |
| | B unsupportive | D supporting |

Friends or contacts?

I find it (1) that social media sites use the word 'friends' instead of the more neutral 'contacts'. To me, a friend is a person you can turn to in difficult times, who will be (2) when you have problems. Also, your friends should (3) live reasonably close so that they can help out in a crisis. I suppose a social media contact could (4) care about you, but I usually trust people I know in real life much more. I am fine chatting online with people who share the same interests – in my case, ballroom dancing – as it can be difficult in real life to find friends who share my (5) for my hobby. I am still (6) and hoping to meet someone in the future but I have not seriously considered online dating. For one thing, my family's (7) would put me off.

FRUSTRATE

SUPPORT

IDEAL

GENUINE

**ENTHUSE
MARRY**

APPROVE

4 Now complete the rest of the gaps.

EXAM FOCUS

READING AND USE OF ENGLISH PART 5

✓ EXAM FACT

There are six multiple choice questions, each of which has four options. They test your detailed understanding of the text, including aspects such as the writer's opinion, attitude, purpose, use of examples and word choice.

! EXAM TIP

The correct answers are usually expressed with synonyms/paraphrase, and normally all the options are mentioned in some form but only one will answer the question.

You are going to read an article about twins. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

'The reality of twins'



As a child, I fantasised about being a twin. My favourite series of books featured a pair of twins called Pat and Isobel O'Sullivan. They were always playing tricks on the teachers at their boarding school, pretending to be one another, and the idea of having my own facsimile fascinated me. The reality is probably quite different. For a start, only about 10 percent of twins are identical, and having a fraternal – or non-identical – twin is not so different from having other siblings.

The likelihood of being a fraternal twin varies according to several factors, while a woman's chance of giving birth to identical twins is stable wherever she lives. The highest incidence of twins occurs in Africa, particularly among the Yoruba people, which could be linked to a particular type of yam in their diet. Other factors which make you more prone to conceiving twins include a history of twins in the family, being an older mother, having had several previous pregnancies and being of taller and heavier build.

The twin birth rate has risen all over the world in the last few decades. In the United States, it rose 76 percent between 1980 and 2009 from 18.8 to 33.3 per 1,000 births, which is clearly related to medical advances and procedures such as IVF.

Twins have always captured the popular imagination. Greek, Roman and Indian mythology all have examples which illustrate the different relationships between twins. One theme running through many mythologies is the association of twins with royalty. In one Greek myth, Castor and Pollux were twins but whereas Castor was a mortal, Pollux was the son of the god Zeus. Pollux's love for his twin led him to beg Zeus to let Castor live on, and Zeus created the astrological constellation Gemini in their honour. In sharp contrast, there was no love lost between mythical twin founders of Rome, Romulus and Remus, best known for being nurtured by a wolf. The competition between them led to fratricide – Remus was murdered by his twin brother, Romulus.

In the modern era, too, fascinating stories abound of the unique bond and intuition that exists between twins. One of my teachers at school once brought her twin sister along on a school trip and on the bus, they regaled us with stories of their experience as twins. One day apparently, Jill, the younger twin, was scheduled for surgery on her ear at 2 o'clock in the afternoon. At about 10am, my teacher, Jacky, was at home and suddenly experienced an excruciating pain in her left ear, making her fall to the ground. The pain vanished as quickly as it had appeared. Later, Jacky got a call from her mother, telling her Jill's surgery had been moved forward to 10am. Another time, the two of them were talking on the phone when Jacky smelt burning. She mentioned this to Jill, who ran to her kitchen to find her toast burning. I admit my younger self was intrigued and convinced, though now I sometimes wonder whether they were just good stories.

One particular case of identical twins, that of Mia Hansen and Alexandra Hauglum, who were separated at birth, would later reignite my interest in this subject matter. These Chinese twin girls were found abandoned in a cardboard box as babies and put up for adoption separately.

At the adoption agency, the two sets of parents – one American and the other Norwegian – noticed each other because they had chosen similar red and white checked gingham dresses to take their new babies home in. Chatting about the coincidence, the parents noticed the remarkable similarity between the babies as well. When they raised it with the authorities, they denied that the girls were related. Neither family could forget the meeting and eventually arranged DNA tests, which revealed the children were identical twins. The girls met in California when they were six and again in Norway when they were eight. Although they spoke different languages and had very different lifestyles, the similarities in personality, likes and dislikes, mannerisms and tone of voice were striking. This is a recurring theme in 'separated at birth' stories, revealing the role of nature in people's identities.

In spite of the growing rate of twin births, the allure of twins remains. Subject of myths and legends, suspicions and intrigue, considered both 'double trouble' and the greatest of blessings, twins will always remain a rich part of cultures all over the world.

- 1 Overall, how would you describe the writer's attitude towards twins?
 - A jealous of people who are twins
 - B surprised at people's interest in twins
 - C interested in stories about twins
 - D doubtful whether twins are special
- 2 The purpose of paragraph 2 is to explain ...
 - A why some people are more likely to have twins.
 - B why there are more fraternal than identical twins.
 - C why Yoruba women are more likely to have twins.
 - D why the number of twins being born has increased.
- 3 Why does the writer refer to twins from Greek and Roman mythology?
 - A to explain how Gemini became a sign of the zodiac
 - B to show that twins have always been of interest
 - C to demonstrate the importance of twin myths
 - D to make the point that twins rarely get on
- 4 How does the writer feel about her teacher's stories?
 - A amazed this happened to someone she knew
 - B convinced her teacher had lied about them
 - C unsure whether to believe them or not
 - D absolutely sure the stories were true
- 5 The purpose of the anecdote in paragraph 5 is ...
 - A to show that twins raised apart are still very similar.
 - B to suggest that female babies are not valued in China.
 - C to criticise the authorities for lying about the twins.
 - D to highlight the role upbringing plays in shaping a child.
- 6 The phrase 'recurring theme' (line 74) suggests that Mia and Alexandra's case is ...
 - A unclear.
 - B complicated.
 - C exceptional.
 - D typical.