

COMPLETE

ADVANCED

Student  Book
without answers
WITH DIGITAL PACK

Third edition



C1

Greg Archer, Guy Brook-Hart,
Sue Elliot and Simon Haines

Map of the units

Unit title	Reading and Use of English	Writing	Listening
1 People like us	Part 8: 'You can choose your friends' Part 4: Key word transformation	Part 1: An essay: Methods schools use to help students find jobs	Part 4: Five people talking about a close friend
2 More than words	Part 3: 'You'll always have your accent – or will you?' Part 6: 'Using movies to help learn a language'	Part 2: A report: Foreign language learning in your country	Part 1: Three short conversations about language and communication
Vocabulary and grammar review Units 1 and 2			
3 Mind, body and soul	Part 5: 'Living with synaesthesia' Part 2: 'The importance of music' 'Forest bathing'	Part 1: An essay: How schools can ensure students don't suffer too much stress	Part 2: Personality quiz
4 Career paths	Part 1: 'Zero-hours contracts' Part 8: 'What do you bring to the table?'	Part 2: An email: Young people, migration and opportunities	Part 3: An interview with two business leaders about an open salary policy
Vocabulary and grammar review Units 3 and 4			
5 Events to remember	Part 4: Key word transformation Part 7: 'A cycle ride'	Part 2: A proposal: Identifying someone who should be honoured	Part 1: Three short conversations about dramatic past experiences
6 Creative pursuits	Part 5: 'The camera never lies' Part 2: 'Live or recorded?' 'The timeless appeal of the selfie'	Part 2: A review: A film you didn't expect to like but did	Part 2: A talk offering career advice by a professional artist
Vocabulary and grammar review Units 5 and 6			
7 In your free time	Part 7: 'Young film actors' Part 1: 'The power of art galleries'	Part 2: An informal letter: Replying to a friend's dilemma	Part 4: Five people talking about the experience of going to a concert to listen to a band
8 Sound and vision	Part 3: 'The future of TV' Part 6: 'Bring a social media influencer'	Part 2: A proposal: Identifying what should be included in a TV programme	Part 3: An interview about student media organisations
Vocabulary and grammar review Units 7 and 8			
9 Invention and innovation	Part 7: 'A welcome/unwelcome visit' Part 4: Key word transformation	Part 1: An essay: Online safety An essay: How technology has benefited society	Part 1: Three short conversations about technology
10 Learning for life	Part 1: 'The candle problem' Part 8: 'A first time for everything'	Part 2: A report: Improving an education establishment	Part 2: A presentation on 21 st century skills
Vocabulary and grammar review Units 9 and 10			
11 Globetrotters	Part 5: 'Into the desert' Part 2: 'Caretakers wanted' 'Living in a castle'	Part 2: A review: Two hotels in your area	Part 1: Three short conversations about travel
12 Our planet	Part 7: 'The dramatic life – so far – of Birdgirl' Part 3: 'What drives an eco-warrior?'	Part 2: A proposal: An environmental campaign	Part 2: A podcast about living and working in Antarctica
Vocabulary and grammar review Units 11 and 12			
13 A healthy lifestyle	Part 8: 'Sports and me!' Part 3: 'The joy of a warm bath'	Part 2: A letter: Suggesting how council funds should be best spent	Part 3: A radio interview about sleep
14 A new land	Part 6: 'The psychology of emigration' Part 4: Key word transformation	Part 1: An essay: Problems arising from large-scale migration from the countryside to cities	Part 4: Five people talking about their reasons for moving to another country
Vocabulary and grammar review Units 13 and 14			



Speaking	Vocabulary	Grammar
Part 1: Responding to questions about yourself, your friends and family	Collocations with <i>give</i> and <i>make</i>	Verb forms to talk about the past
Part 2: Talking about how people explain things Talking about intergenerational conversations	Collocations with <i>make</i> , <i>get</i> and <i>do</i>	Expressing purpose, reason and result
Part 3: Discussing actions that help people prevent or cope with stress	Multi-word verbs Verb collocations	<i>no, none, not</i> The passive
Part 4: Talking about people's opinion regarding satisfaction at work	Dependant prepositions Adjective-noun collocations (1)	Expressing possibility, probability and certainty
Part 2: Talking about people doing dangerous activities	Idiomatic language	Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form
Part 3: Discussing factors that affect people's enjoyment of a movie Discussing what motivates a person to take a course in a creative activity	Adjective-noun collocations (2)	Avoiding repetition
Part 4: Discussing ways to get to know other people	Complex prepositions Money words and idioms	Linking ideas: relative and participle clauses Linking ideas: apposition
Part 3: Discussing how people's ideas are affected by media influence	Prefixes and suffixes Reporting verbs	Reported speech Transitive and intransitive verbs
Part 2: Talking about how people use technology	Multi-word verbs <i>action, activity, event</i> and <i>programme</i>	Future perfect and continuous <i>be</i> + <i>to</i> infinitive Objects, reflexives and reciprocals
Part 4: Discussing opinions on different styles of learning	<i>chance, occasion, opportunity</i> and <i>possibility</i>	Expressing ability, possibility and obligation
Part 1: Responding to questions about travel	Fixed phrases <i>at, in</i> and <i>on</i> to express location	Conditionals <i>wish</i> and <i>if only</i>
Part 3: Discussing how environmental issues affect people's lives	Prepositions following verbs Word formation	Countable and uncountable nouns Articles
Part 2: Discussing the effectiveness of and qualities needed for different physical activities	Prepositions following adjectives	Ways of contrasting ideas The language of comparison
Part 4: Discussing issues regarding moving to another country	Comment adverbials and intensifying adverbs <i>learn, find out</i> and <i>know</i> <i>provide, offer</i> and <i>give</i>	Emphasis

Introduction

Who this book is for


Complete Advanced is a stimulating and thorough preparation course for learners who wish to take the **C1 Advanced exam** from **Cambridge Assessment English**. It helps them to develop the necessary reading, writing, listening and speaking skills for the exam, as well as teaching essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language based around engaging topics, all highly relevant for learners moving towards a C1 level of English.

What the Student's Book contains:

- **14 units for classroom study.** Each unit comprises:
 - an authentic exam task taken from each of the four papers (Reading and Use of English, Listening, Speaking and Writing) in the C1 Advanced exam.
 - Exam advice boxes containing essential information on what each part of the exam involves, and the best way to approach each task.
 - a wide range of enjoyable speaking activities designed to increase learners' fluency and ability to express themselves.
 - a step-by-step approach to doing C1 Advanced Writing tasks.
 - grammar activities and exercises for the grammar that learners need to know for the exam; grammar exercises with the symbol  are based on research from the **Cambridge Learner Corpus** and deal with the areas which often cause problems for candidates in the exam.
 - vocabulary activities and exercises for the vocabulary that learners need to know for the exam; vocabulary exercises with the symbol  feature words which C1 Advanced candidates often confuse or use wrongly in the exam.
- **Seven unit reviews** comprised of exercises which revise the grammar and vocabulary in each unit.
- **Speaking and Writing banks.** These explain the possible tasks students may have to do in the Speaking and Writing papers, and provide examples and models together with additional advice on how best to approach these Speaking and Writing exam tasks.
- A **Grammar reference section** which clearly explains, unit by unit, all the main areas of grammar which you will need to know for the **C1 Advanced exam**. There are also practice exercises for all grammar points.
- **Cambridge One Digital Pack** For more information about the Digital Pack, please scan the QR code.



Also available

- A Student's **Workbook** containing 14 units for homework and self-study. Each unit contains further exam-style exercises to practise the reading, listening and writing skills needed in the **C1 Advanced exam**. In addition, they provide further practice of grammar and vocabulary, using information about C1 Advanced candidates' common errors from the Cambridge Learner Corpus .
- **Downloadable audio** containing all the listening material for the Workbook.
- A **Teacher's Book** containing:
 - **step-by-step guidance** for teaching activities in the Student's Book
 - a number of suggestions for **alternative treatments** of activities in the Student's Book listening material.
 - **complete answer keys** including audioscripts for all the listening material.
 - **access to extra photocopiable materials online** to practise and extend language abilities beyond the requirements of the **C1 Advanced exam**.
- A **Test Generator** containing:
 - a **Grammar and Vocabulary Test** at 'standard' and 'plus' levels of each of the 14 units in the Student's Book.
 - three **Term Tests** including grammar, vocabulary and C1 Advanced Reading and Use of English, Writing, Speaking and Listening exam tasks.
 - an **End of Year Test** including grammar, vocabulary and Advanced Reading and Use of English, Writing, Speaking and Listening exam tasks.

C1 Advanced content and overview

PART/TIMING	CONTENT	EXAM FOCUS
Reading and Use of English 1 hour 30 minutes	<p>Part 1 A modified cloze containing eight gaps followed by eight 4-option multiple-choice items.</p> <p>Part 2 A modified cloze test containing eight gaps.</p> <p>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.</p> <p>Part 4 Six separate items, 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.</p> <p>Part 5 A text followed by six 4-option multiple-choice questions.</p> <p>Part 6 Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts.</p> <p>Part 7 A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.</p> <p>Part 8 A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.</p>	<p>Candidates are expected to demonstrate their knowledge of vocabulary and grammar in parts 1–4, and their reading comprehension skills in parts 5–8.</p> <p>Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion, and text structure throughout the exam.</p>
Writing 1 hour 30 minutes	<p>Part 1 Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.</p> <p>Part 2 Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing.</p> <p>The task types are:</p> <ul style="list-style-type: none"> • letter/email • proposal • report • review 	<p>Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.</p>
Listening Approximately 40 minutes	<p>Part 1 Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.</p> <p>Part 2 A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording.</p> <p>Part 3 A conversation between two or more speakers of approximately four minutes. There are six multiple-choice questions, each with four options.</p> <p>Part 4 Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.</p>	<p>Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc.</p>
Speaking 15 minutes	<p>Part 1 A short conversation between the interlocutor and each candidate (spoken questions).</p> <p>Part 2 An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them.</p> <p>Part 3 A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (2 minutes) and a decision phase (1 minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak.</p> <p>Part 4 A discussion on topics related to the collaborative task (spoken questions).</p>	<p>Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion.</p> <p>Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate.</p>

1

People like us



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

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

3 Look at the statements below and say if they are true (T) or false (F) for you.

- 1 My close friends tend to be people who are very similar to me.
- 2 People tell me I take after a particular person in my family.
- 3 I'd describe myself as a fairly outgoing person.
- 4 I find it easy to get on with most people I meet.
- 5 People would probably say I'm hard-working.
- 6 There's one thing I wish I could change about myself!
- 7 The number of friends and followers I have on social media is very important to me.

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

chaotic competent conscientious considerate
genuine hilarious idealistic imaginative insecure
insensitive naïve open-minded outgoing
protective self-centred supportive
thoughtful unconventional well-organised

Personality attributes		
Usually positive	Usually negative	Could be either

5 Choose adjectives from Exercise 4 and talk to your partner.

- 1 Explain how three of the adjectives form part of your personality.
- 2 Use three different adjectives to describe someone you know.

Listening Part 4

- In Listening Part 4, you hear five short monologues on related subjects and you do two listening tasks.
- You have to choose one answer for each speaker in each task, 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 or the main points, and to interpret the context they are speaking in.

Exam
info

- 1 Work in pairs. You will hear five short extracts in which people are talking about a close friend. Before you listen, look at the list of ways in which each speaker's friendship began (A–H) in Task One. Look at each option and think about what you might hear.
- 2 Now look at Task Two (A–H). The options are about what the speaker has learnt about friendship. Talk about each statement with a partner. How important do you think they are in friendships?
- 3 Now listen to the five speakers and do Tasks One and Two.
- 4 Compare your answers with a partner. Do you agree? Listen to the recording again, paying particular attention to the items where your answers were different.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker's relationship with their close friend began.

- | | |
|---|--|
| A through attending a pre-arranged meeting | |
| B through a mutual friend | |
| C through an unavoidable commitment | Speaker 1 <input type="text" value="1"/> |
| D through having an interest in common | Speaker 2 <input type="text" value="2"/> |
| E as a result of an unfortunate incident | Speaker 3 <input type="text" value="3"/> |
| F as a result of being at an unusual social gathering | Speaker 4 <input type="text" value="4"/> |
| G through a family connection | Speaker 5 <input type="text" value="5"/> |
| H as a result of having a similar sense of humour | |

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker says they have learnt about friendship as a result of their relationship with their close friend.

- | | |
|--|---|
| A True friends will always be supportive. | Speaker 1 <input type="text" value="6"/> |
| B Friends are bound to fall out at times. | Speaker 2 <input type="text" value="7"/> |
| C An ability to tolerate people's behaviour is necessary. | Speaker 3 <input type="text" value="8"/> |
| D Initial impressions aren't always valid. | Speaker 4 <input type="text" value="9"/> |
| E It's important to adapt to friends' situations. | Speaker 5 <input type="text" value="10"/> |
| F Friendships are more easily damaged than family relationships. | |
| G Shared experiences are extremely important. | |
| H Complete honesty isn't always advisable. | |

- 5 Look at the following verbs and verb phrases from the recording. Match each phrase with its meaning.

- | | |
|---------------|----------------------------------|
| 1 bump into | A keep thinking or talking about |
| 2 let down | B disintegrate |
| 3 put up with | C become friends quickly |
| 4 dwell on | D like |
| 5 hit it off | E tolerate |
| 6 fall out | F disappoint |
| 7 fall apart | G meet by chance |
| 8 take to | H argue and stop being friends |

- 6 Use suitable phrases from Exercise 5 to complete the sentences. Make any changes necessary. There are two phrases that you do not need to use.

- 1 Our friendship for a while following an argument, but we're OK again now!
- 2 My sister always borrows my clothes, but I don't really mind. I just it.
- 3 Pablo tends to things, instead of just forgetting about them.
- 4 I Sarah in the supermarket. It was a nice surprise!
- 5 Ben and I straightaway. We got on well immediately.
- 6 I didn't James when I first met him, but now I really like him.

Grammar

Verb forms to talk about the past

The **COMPLETE** grammar reference

▶ Scan the QR code, watch the video, then turn to page 162



1 Look at these extracts 1–6 from Listening Part 4. Match the underlined verb forms with the explanations A–F.

- 1 I'd known Nigel for years – we'd done the same course at uni, but had never really hung out.
 - 2 I bumped into her after locking myself out of our apartment block one night.
 - 3 During the interval I ran into Amara and it turned out we'd had the same opinion of him.
 - 4 The costume she was wearing was so astonishing that I simply had to ask her about it.
 - 5 We've had our ups and downs, too, over the years, and fallen out.
 - 6 We'd meet occasionally at parties.
- 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 that was in progress around a particular past time
 D something which happened before another situation in the past
 E a longer action or situation which had continued up to a specified moment in the past
 F a recurring action or event that started in the past and has continued until now

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 (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 Choose the correct option 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 grandparents (11) *were looking* / *would look* after me.



- 4 Work in pairs. Student A: Ask questions 1–3 to Student B. Student B: Ask questions 4–6 to Student A. Give detailed answers and ask follow-up questions.

What was the last ...

- 1 television series / film you watched?
- 2 present you received?
- 3 post you liked on social media?
- 4 celebration you attended?
- 5 book/article you read?
- 6 holiday you went on?

- 5 Exam candidates often make mistakes with present perfect, past simple 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* any activities or local food, 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.
- 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

- In Reading and Use of English Part 8, you must match ten questions or statements with a text divided into four 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.

Exam
info



- 1 Work in small groups and discuss the questions below.

- What are teenagers' lives like in your country?
- How important is it to spend time with family?
- What kinds of things can cause difficulties between teenagers and their families?

- 2 Read through the questions in Exercise 3, to familiarise yourself with them before you read the four texts. Underline the key words in the sentences, so that you know what information to look for in the texts, then paraphrase each one as if you were the person speaking.

- 3 You are going to read an article in which young people give their views on their siblings during their teenage years. For questions 1–10, choose from the people A–D. The people may be chosen more than once.

Which person

- | | |
|---|---------------------------------|
| 1 mentions a downside of seeking an honest opinion from a family member? | <input type="text" value="1"/> |
| 2 is grateful to a family member for providing a place of escape whenever needed? | <input type="text" value="2"/> |
| 3 jokingly accuses a family member of displaying exactly the behaviour they're claiming to protect the writer from? | <input type="text" value="3"/> |
| 4 understands that they tend to incorporate a feature of their upbringing into their current lifestyle? | <input type="text" value="4"/> |
| 5 expresses appreciation for what the writer feels is undeserved support from a family member? | <input type="text" value="5"/> |
| 6 admits that a family member has remained over-protective of the writer? | <input type="text" value="6"/> |
| 7 has finally come to recognise the advantages of their upbringing? | <input type="text" value="7"/> |
| 8 mentions that a family member had an irritated response to something apparently insignificant? | <input type="text" value="8"/> |
| 9 missed having an ally in the family? | <input type="text" value="9"/> |
| 10 acknowledges a family member's positive role in their own development? | <input type="text" value="10"/> |

- 4 Look at the phrasal verbs in the extracts from Reading Part 8. What does each one mean?

- ... people tend to come out with all the usual assumptions, like whether everyone looks on me as the baby of the family.
- ... he's been the one who's always known exactly how to wind me up.
- But none of that gets in the way of my close relationships with either of them.
- ... I've become determined to catch up with her.
- ... the rest of the family have always tolerated [her bad moods] and put them down to her frustration ...
- ... chaos is now something I can't do without, ...
- ... one of my older brothers, the only other one left at home, headed off for uni, ...
- ... he's finally settled down in his own flat ...
- it's ... a relief to just turn up to unannounced ...

- 5 Work with a partner. Which of the four people do you feel you have the most in common with? Why?

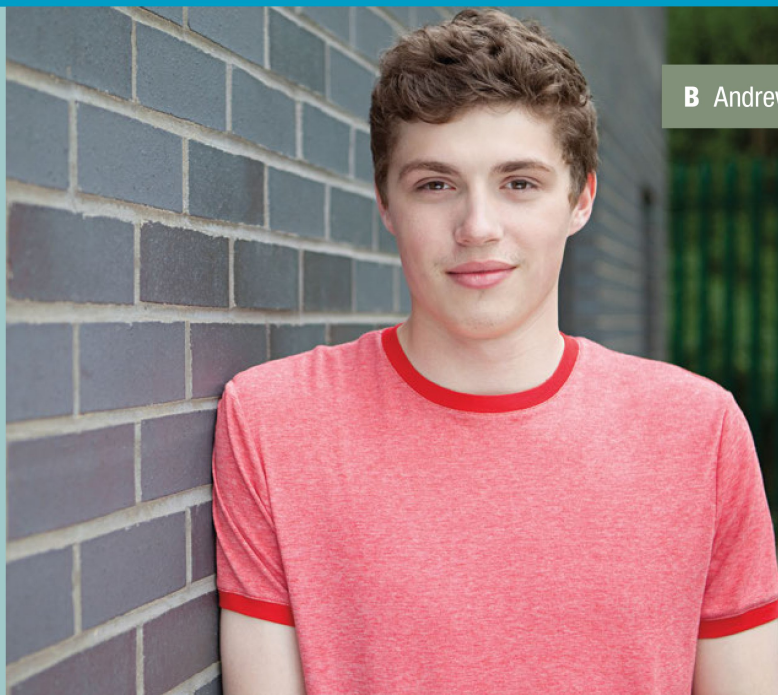
You can choose your friends

Four young people talk about their teenage years, and their siblings.



A Sarah (18)

When I mention I'm the youngest of five, people tend to come out with all the usual assumptions, like whether everyone looks on me as the baby of the family. I've always hotly denied that. Admittedly, though, my older sister will still warn me a car's coming as we cross busy roads – but with the best of intentions, I know. And thankfully, she's been considerate enough to never once mention in front of my friends the time, aged six, I decorated my face with her makeup. Until recently, too, my brother had a tendency to judge whatever I was watching as far too violent – only to grab the remote off me in what I can only describe as a rather rough manner! And I guess, of my two siblings, he's been the one who's always known exactly how to wind me up – typical older brother! But none of that gets in the way of my close relationships with either of them. Underneath it all, they are both incredibly thoughtful and always make time for me. I'm really lucky to have them.

**B Andrew (21)**

People assume that growing up with a high-achieving sister might have been demoralising somehow, but nothing could have been further from the truth. In fact, if anything, she's been so well organised and conscientious in her approach to studying that it's been hugely motivating for me, as I've become determined to catch up with her. Admittedly, she's often got into bad moods over the years, but I think the rest of the family have always tolerated them and put them down to her frustration in trying to get where she wanted to be, but seeing her ambitions obstructed in some way. Having said that, though, the trigger for her kicking off could just be as simple as my attempting to set the table for dinner while she'd got all her books laid out on it! Anyway, the thing is, she's sometimes seen me at my absolute worst, which she really shouldn't have had to put up with, and yet, she's still stuck by me no matter what! You really can't put a price on that.

Growing up surrounded by an incredibly diverse range of people (my father's family are from South America and my step-mother's Swedish) I always felt that family life for me and my brother, Tom, was slightly chaotic – always travelling, never settling anywhere. But as a result, we've experienced a huge range of languages, lifestyles and cultures, so our lives have been by no means limited. And I don't know about Tom, but while I've personally reached a point where I can now appreciate what a privileged life that's been, I also know that chaos is now something I can't do without, to the point where I approach my studies and my personal life in quite a disorderly way – but it seems to work! My ambition's to become a professional artist, but I'm constantly looking for reassurance that my work's worth something. As a last resort, I might even ask my brother, but his response has sometimes been far from what I was hoping to hear. But there you go – flattery's overrated, in my view!

C Isabella (19)**D Ibrahim (23)**

Being the youngest child was great – until the day that one of my older brothers, the only one left at home, headed off for uni, leaving me alone at home with just my parents, and no-one to complain to or roll my eyes at secretly across the table when there was some discussion going on that we'd heard a million times before! But my brother still sided with me whenever he came back from uni – and he and I still maintained our very effective cheaters' partnership in family card games! We don't always see eye to eye, but it's clear he's always had my best interests at heart – and I've always tried to return that kindness. And even now that he's finally settled down in his own flat nearby, it's still a kind of open house – and a relief to just turn up to unannounced when life with my parents gets a bit too much. So, despite any miscommunication and frustrations over the years, we're still there for each other.

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.

Underneath it all, they are both incredibly thoughtful and always time for me.

A do B give C make D take

- 2 Exam candidates often confuse the verbs *give* and *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 give 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
- time for someone
- something a miss

Reading and Use of English Part 4

- 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.
- You must use a word given in CAPITALS without changing it in any way.
- This part tests your ability to manage grammar, vocabulary and collocations.

Exam info

- 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.

- 1 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

- 2 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

- 3 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 Kate is both considerate and conscientious.

ONLY

Kate is also conscientious.

- 2 Dan didn't go to the match with Paul because of their argument several days previously.

OUT

Dan didn't go to the match with Paul because they few days previously.

- 3 My sister is far better organised than me.

NEARLY

I as my sister.

- 4 Everyone considers me to be an expert on photography – but I'm not, really!

LOOKS

Everyone an expert on photography – but I'm not, really!

- 5 Being completely honest about your opinions isn't always advisable.

IDEA

It isn't completely honest about your opinions.

- 6 I often used to go walking through the forest with my parents when I was younger.

WOULD

My parents take walks through the forest when I was younger.



Speaking Part 1

▶ Page 205 Speaking bank
Speaking Part 1

- 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.

Exam
info

1 Work in pairs. Read the questions below from Speaking Part 1. Which questions are

- mainly about the present?
- mainly about the past?

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

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



Marta: Lukas:

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



- They both give very brief answers.
- They give some details or reasons to support their answers.
- They use a range of tenses appropriately.
- 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.

Writing Part 1: An essay

► **Page 193 Writing bank**
An essay

- 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.
- You are given 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.

Exam
info

1 Work in pairs. Discuss the questions.

How do people decide on a career to follow?

How does the education system in your country help students find a career?

In your own experience, how helpful or useful is the system for helping students find a career?

2 Underline the key ideas in the writing task below.

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

Ways in which schools can help students with their future careers

- offering a wide variety of courses
- work experience programmes
- careers advice departments within schools

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 which career you would or wouldn't like to do.'

'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 **essay** in 220–260 words in an appropriate style.



3 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.

4 Read the writing task in Exercise 2 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.

- 5 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. This is in part due to a mismatch between what education provides and what employers believe they require.

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

While I understand this viewpoint, I do not entirely share it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. These abilities will be useful throughout people's working lives. To achieve this, 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 this 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 their 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 it is.



Plan

Paragraph 1: intro
 Paragraph 2:
 Paragraph 3:
 Paragraph 4:
 Paragraph 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

6 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?

7 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?

8 Write your own plan for the writing task in Exercise 2. When you have finished, compare your plan with a partner's.

9 Read Christina's essay in Exercise 5 and highlight any words you would like to use in your essay.

10 Copy the words and phrases you highlighted into your plan.

11 Write your essay following the plan.

2

More than words



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

I think it's due to globalisation, but 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 a different country, you just
(6) the local language
naturally and that may well be the best way
to learn it.



I'm aiming to achieve (7)
of English, which means becoming
(8) and being
able to use the language
(9) and effortlessly.

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



It's all very well being able to say what you
think and feel, but you've got to be able to
sell yourself, sell your product, achieve your
(11)

Starting off

- 1 Work in pairs. Read the following seven people's remarks
and write a word or phrase from the box in each gap.
Then check your answers by listening to the speakers.



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

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



Listening Part 1

- 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.

Exam
info

- 1 Work in pairs. Read and discuss the following questions.
Give reasons for your answers.

- What do people enjoy about learning another language?
- Would you consider doing a course on the origins of your first language?
- Do you enjoy reading great works of literature?
- Is it important to study literature at school?
- What are your three most common reasons for sending emails?
- Are there any differences in the language people use for face-to-face conversation and for texting?

2 You will now hear the first part of Extract One. Try to answer the question below in your own words, then check your ideas with a partner. Which aspect of studying languages do the friends disagree on?

3 Now listen to the second part of Extract One and repeat the task from Exercise 2. What does the woman believe is the main benefit of doing the course?

4 Listen to Extract One in full and choose the correct answers from options A–C. You hear two people talking about an evening class the woman is doing.

- 1** Which aspect of studying languages do the friends disagree on?
 - A** It is difficult to learn without an effective teacher.
 - B** It is rare to take a course in expectation of financial reward.
 - C** It is important to engage with the content of a course in a personalised way.
- 2** The woman believes that the main benefit of doing the course is
 - A** applying its content to the understanding of wider issues.
 - B** recognising its relevance to global communication.
 - C** learning about history through the lyrics of old songs.



5 Choose the correct answers, A–C, for Extracts Two and Three. Use the same approach as in Exercises 2–4:

1) read the question only, 2) listen, 3) match what you hear to the correct option.

Extract Two

You hear two literature students talking about the relevance of their subject.

- 3** According to the woman, the main value of literature of the past is
 - A** the way in which it reflects eternal human concerns.
 - B** the detail it presents when describing past ways of life.
 - C** the opportunity it brings to evaluate modern culture.
- 4** Why does the man believe that literature should be studied at school?
 - A** It impacts positively on a student's ability to write essays.
 - B** It improves students' understanding of the lesson content in other classes.
 - C** It provides students with a potential source of emotional support.

Extract Three

You hear two friends discussing different styles of writing.

- 5** When talking about the response to his job application, the man suggests that
 - A** the accepted conventions of writing should be more flexible.
 - B** an awareness of context is more important than writing skills.
 - C** humour is an important part of communication.
- 6** What is the woman doing?
 - A** suggesting that all text messages should not be written in a particular style
 - B** illustrating older people's objections to the informal style of text messages
 - C** evaluating the effect of the style of text messages compared to spoken conversation

6 Discuss these questions.

- Which aspects of your language would you enjoy teaching someone about? Why?
- Do you believe that an appreciation or understanding of literature can impact positively on other areas of study? Why? / Why not?
- Do you think it's easy for people to misjudge the tone or intention of a text message or email? How can we avoid this?

Vocabulary

Collocations with *make*, *get* and *do*

1 Form collocations with the words in bold by writing the correct form of *make*, *get* or *do* in the gaps in the sentences below.

- I'm **a course** on the origins of the English language.
- It **sense** to study a language you're already fluent in.
- I **the impression** that people generally prefer to learn a new language, hoping it might help their future earning potential.
- I think that's a bit short-sighted, but I do **their argument**.
- Apparently, I **an unsuitable comment** in my application.

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. Three words/phrases can be written in more than one column.

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

make	get	do
<i>a comment</i>	<i>a job</i>	<i>a course</i>

3 Each of the sentences below contains a mistake or an uncommon collocation. Replace a word in each sentence with *make*, *get* or *do*.

- 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

- 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.

Exam info

1 Listen to five people speaking in English. Which part of the UK are they from?

Scotland Northern Ireland Northern England
Southern England Wales

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Speaker 5:



2 Look at the transcript of what was said. How many words can you make from each of the underlined words?

My best friend is from another part of the country to me and I absolutely love her accent; it's really different from mine.

friend: friendship(s), friendly, unfriendly, unfriendliness, friendless(ness), befriend(ed), defriend(ed), unfriend(ed)

- 3 What prefixes and suffixes did you use in your answers to Exercise 2? Can you think of more prefixes and suffixes, and words they attach to?
- 4 In the Advanced exam, correct spelling is extremely important. In Reading and Use of English Part 3, you will lose a mark if you spell your answer incorrectly. Find and correct the spelling mistakes in the sentences below.

My friend's accent is much softer, so even when she's irritated or having an argument she sounds like she's entirely relaxed. I find it really fascinating that two people who are essentially from the same part of the country can have such dissimilar accents.

- 5 Work in pairs and look at the text in Exercise 6. Student A: quickly read the first paragraph; Student B: quickly read the second paragraph. When you have finished, turn away from the text and summarise your paragraph to your partner.



- 6 For questions 1–8, read the text again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

You'll always have your accent – or will you?

For centuries, people existed in isolated (0) communities far from one another. Rarely was there any spoken (1) between groups, so regional accents became established because they were only used by a finite number of people. (2), there have been long periods when one might barely detect a single change in pronunciation. Through time, however, an accent would develop as a result of migrants arriving from other regions, bringing with them some distinct (3) in the way they spoke the language.

How long it takes for an accent to change is difficult to assess and largely (4) , although we can certainly work from the general (5) that it happens more quickly than it used to. In today's world, there are many factors that determine a person's accent, such as class, education and (6) The latter has certainly had a hugely (7) effect on the way in which modern languages are spoken, particularly in cities and larger towns, where multicultural populations are more (8) than elsewhere.

COMMUNE

ACT

HISTORY

DIFFERENT

MEASURE

ASSUME

ETHNIC

INFLUENCE

NUMBER

- 7 Work in small groups to discuss the following questions.
 - How widely do accents vary in your country?
 - Are there any accents in your language that you find difficult to understand?
 - Have you ever wanted to change your accent in some way? Why? / Why not?
 - How important is it for you to develop a 'native' accent in the language you are studying?

Reading and Use of English Part 6

- In Reading and Use of English Part 6, you read four short extracts from texts on the same subject.
- You must answer four questions.
- This part tests your ability to identify similarities, differences and connections between opinions and attitudes expressed in the extracts.

Exam
info

- 1** You are going to read four extracts from articles in which academics give their views about using movies to help learn a language. Before you read, complete the questionnaire below by placing a cross on each dotted line to indicate how far you agree or disagree. Then work in small groups and compare and explain your answers.

I much prefer to watch movies in my own language than in English.

Disagree ————— Agree

I believe it is possible to become fluent in a language solely by watching films and TV series.

Disagree ————— Agree

I generally choose subtitles in my own language when watching movies produced overseas.

Disagree ————— Agree

I enjoy the challenge of watching an English-language film without any on-screen subtitles.

Disagree ————— Agree

I often make notes of new vocabulary when I am watching a movie with English subtitles.

Disagree ————— Agree

I prefer watching movies with the dialogue dubbed into my language to having subtitles provided on-screen.

Disagree ————— Agree

- 2** Work with a new partner. Imagine that you are giving advice to Paola, a student who is learning English and considering using movies to help her improve. What would you say in answer to her questions below?

- Do movie scripts provide good examples of how people speak to each other in real life?
- Should I watch movies with subtitles on? If so, should they be in my language or in English?
- What notes should I make when I'm watching a movie? How much time should I set aside for reviewing them?
- How important is it to memorise what you hear in movies if you want to learn a language?

- 3** Read Extract A and answer the following questions.

- What does the writer say about movie scripts providing good examples of how people speak to each other in real life?
- Does the writer agree with your advice to Paola?
- What do the other writers in Extracts B, C and D have to say on this idea?
- Who agrees with Extract A?

A

If the key to engaging fully with language learning is for a student to find something they identify with, movies are perfect resources for learning. Script writers today are exceptionally skilled in reproducing genuine discussions, so it makes sense to note down unknown phrases while watching a film, take them away and investigate how they are used by proficient speakers in different contexts. These days, this can easily be done with the help of the internet and, although it takes patience and concentrated effort to become familiar and confident with the language as it is spoken on screen, it certainly brings rewards. Conversely, if the student reads the subtitles in their mother tongue – translated from the original – this minimises any potential for improvement as the viewer relaxes into the role of passive consumer, rather than active learner.

B

There is widespread agreement that bringing movies into the language learning process can be extremely valuable. That said, learners should avoid the temptation to repeat the carefully chosen language of a screenplay with the intention of communicating in an entirely natural way. The act of remembering and reciting phrases from films is unlikely to take a language learner very far. Furthermore, despite many tales I have heard of someone becoming proficient by spending hours on end passively watching one full movie after another, I always have my doubts. 'How did you manage it?' I ask. 'I listen in English and read subtitles in my language,' comes the reply. With the aid of a translation on screen, it is too easy to drift into enjoying the film on its own merits instead of focusing on the task at hand. As such, success seems improbable. Instead, allocating a little time each day to interpreting and understanding short sections of dialogue would seem to be the optimal route to achievement.

C First-language subtitles allow the viewer to connect the known language (the one they are reading) to the unknown speech (the one they are hearing), with the result that they become more open to learning opportunities. Movie dialogue is perfectly capable of capturing the patterns of everyday speech, so a vocabulary notebook can be filled with examples of useful and authentic dialogue for the learner to adopt as their own. And, just as one would never expect to make huge improvements through sitting down and reading a dictionary from cover to cover, this notebook should be similarly treated as a reference tool for ongoing practice. A regular review of one's notes is the way forward, as the 'little-and-often' method creates the ideal conditions for learning. After all, becoming fluent in a language is essentially about being able to remember a huge range of set phrases and structures, and delivering them in conversation.

D Many people devote hours on end to repeated viewings of the same film in order to build their ability to quote whole sections of dialogue by heart. This is a solid idea, if the only aim is to impress and entertain one's fellow film enthusiasts, rather than being able to converse with somebody else in an authentic way. While a belief did exist for many years among language learners that this type of 'rote learning' through repetition and, principally, memorisation, was an effective route to proficiency, this idea has since been rejected as entirely false. So too has the notion that reading subtitles is always a means for successful language development. This certainly can be the case, but studies have shown there is little effect on the learning process if these are displayed in the language of the viewer, rather than as spoken by the actors.



4 Now do the exam task. For questions 1–4, choose from the extracts A–D. The extracts may be chosen more than once.

Which extract ...

- 1 shares C's view of the extent to which movie scripts effectively imitate real-life conversation?
- 2 expresses a different belief from the others about the helpfulness of reading subtitles in one's first language?
- 3 expresses a similar view to B about the value of setting aside time for frequent study?
- 4 takes a similar position to D when considering how memory impacts on language learning?

 1

 2

 3

 4