

COMPLETE

ADVANCED

Workbook
without answers
with Audio

Third edition



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1 People like us

Grammar

Verb forms to talk about the past

- 1 Circle the correct alternative in *italics* to complete the text.

When I (1) *was growing up* / *grew up*, my parents (2) *would be* / *were* very protective of me. They (3) *have had* / *had* me when they were older and (4) *had always wanted* / *have always been wanting* a daughter. When I was a young child, I (5) *was loving* / *loved* being an only child as I (6) *got* / *had been getting* all my parents' attention. When I became a teenager, my parents realised they (7) *had been spoiling* / *were spoiling* me for too long and I (8) *became* / *had become* rather self-centred. I've got children of my own now. Since they (9) *had been* / *were* born, I (10) *have been trying* / *had been trying* hard not to spoil them because I want them to grow up into thoughtful and considerate adults.



- 2 Find and correct the errors in six of these sentences.

- 1 My grandfather used to be very open-minded but he's changed as he's got older.
- 2 When I was walking down the high street on Saturday, I had bumped into a girl I was at school with.
- 3 Yesterday was a school day so what have you been doing hanging round in the park at 10 o'clock in the morning?
- 4 My brother would be a faster runner than me but nowadays I can run much faster than he can.
- 5 I used to hate going to visit my cousins because they would wind me up all the time.
- 6 When Marlana finally turned up, we have been waiting for over an hour.
- 7 Rafi was an imaginative child; he had been always thinking up stories.
- 8 I think I'm losing my voice. I talked all day.

- 3 Complete the sentences with the correct past form of the verbs in brackets.

- 1 When my grandmother was growing up, she (has) to do without luxuries because her family (be) very poor.
- 2 Jason (fall) apart when he heard that he (fail) all his exams.
- 3 Every Sunday in the summer when I was a child, we (pack) up a picnic and (go) off into the countryside on our bikes.
- 4 What (happen) when I called you last night? Your dog (bark) so loudly!
- 5 Simon (not work) there long when Grace (join) the company.
- 6 Sorry I look such a mess. I (garden) all afternoon.
- 7 I (be) excited to meet Miranda last week as I (never meet) anyone so unconventional before.
- 8 Dylan (manage) to catch up with all his friends before he (head) off to Australia.

Vocabulary

Collocations with *give* and *make*

- 1 Complete the sentences with the correct form of *give* or *make*.

- 1 You seem to have a good impression on Mr Cullen – he wants to offer you the job.
- 2 We like to our students the opportunity to go on a school trip at least once a year.
- 3 When I was young, my parents me lots of good advice but I didn't always take it.
- 4 Would you mind me more details about the club and how I could join it?
- 5 I'm lucky that my parents always time to play with my brother and me.
- 6 Both reports and proposals usually involve recommendations.
- 7 This Thursday, the police will be coming to school to a talk about online safety.
- 8 Unfortunately, I can't go to the concert tonight. I hope they'll me my money back.

2 Complete the phrases 1–8 with *give* or *make*. Then match the phrases to the correct definitions A–H.

- 1 an apology
- 2 (someone) a refund/their money back
- 3 a lecture
- 4 (someone) some information/details
- 5 a phone call
- 6 a suggestion
- 7 a comment
- 8 (someone) instructions

- A tell someone some facts
- B say you are sorry
- C remark on something
- D teach a large group of students at university
- E tell someone how to do something
- F return some money to someone
- G put forward an idea for consideration
- H contact someone by phone

Reading and Use of English Part 4

In Part 4, you often have to identify a 'chunk' of language, such as a fixed phrase, dependent preposition or phrasal verb, as well as making grammatical changes – remember that two different changes are needed for each question.

Exam advice

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 Local volunteers deliver the newsletter every week.

BASIS

The newsletter by local volunteers.

- 2 Jo suggested making the exam longer.

INCREASE

Jo said it would be a good idea of the exam.

- 3 Sue was visiting her great-aunt for the first time.

PAID

Sue her great-aunt before.

- 4 It's fine to borrow money occasionally

HARM

There's a loan from time to time.

- 5 People have fewer children than they did in the past.

MANY

People as they used to.

- 6 He can't be allowed to continue to behave so badly.

STOP

We have to his bad behaviour.

Listening Part 4

When you choose between the options for a speaker, remember that some options may seem quite tempting when you listen, but only one option in each task will be correct for that speaker.

Exam advice



You will hear five short extracts in which people are talking about someone they admire.



TASK ONE

For questions 1–5, choose from the list (A–H) the qualities each speaker believes the person they admire has.

- A being determined and hard-working
- B being fun and sociable
- C being unconventional and open-minded
- D being analytical and a problem-solver
- E being persuasive and self-assured
- F being rational and sensible
- G being calm and self-aware
- H being exciting and adventurous

Speaker 1

	1
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Speaker 4

	4
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Speaker 2

	2
--	---

Speaker 5

	5
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Speaker 3

	3
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TASK TWO

For questions 6–10, choose from the list (A–H) what change the speaker made as a result of this person's influence.

- A starting a business
- B clearing their debts
- C taking up a new activity
- D changing profession
- E acquiring self-belief
- F gaining a qualification
- G improving their social life
- H stopping judging people

Speaker 1

	6
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Speaker 4

	9
--	---

Speaker 2

	7
--	---

Speaker 5

	10
--	----

Speaker 3

	8
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People like us

Reading and Use of English Part 8

You are going to read four reviews of a book about friendship which is aimed at young adults. For questions (1–10), choose from the reviews A–D. The reviews may be chosen more than once.

Which reviewer

- 1 disagrees with the author on a cause of problems in relationships?
- 2 questions the author's understanding of the complexity of relationships?
- 3 admits they don't always pay their full attention when someone speaks?
- 4 realises that their interactions with friends often lacked depth?
- 5 refers to a specific case when not being aware of a friend's situation caused a problem?
- 6 appreciates the author's attitude to occasionally putting one's own interests first?
- 7 writes positively about the value of the book's visual aspects?
- 8 was surprised by how an action recommended in the book was received?
- 9 mentions someone who was concerned about others' behaviour?
- 10 doubts the reliability of some of the accounts in the book?

The words used in the questions will not be the same as those in the text: look out for synonyms and antonyms as well as paraphrases of the ideas in the questions.

Exam advice

Make new friends...but keep the old - four book reviews

Everyone was raving about this book, so I finally got myself a copy. Having read it from cover to cover, I am still in two minds about it. To my way of thinking, it oversimplifies relationships and seems to imply that if you do X, then Y will happen, which is not necessarily the case. It included some sweeping generalisations about males and females and how they operate within friendships, which I find difficult to accept. On the other hand, it did do me good to reflect on how I handle conflict with the people close to me and some parts of it were thought-provoking, particularly the part about setting boundaries. I thought it was selfish to refuse to do certain things for my friends, but now I realise that boundaries are an important part of self-care. It is refreshing to be told that doing something for yourself is a positive not a negative.

A

I don't think I'd ever paid a compliment to any of my peers because I'd assumed I'd just be ridiculed. So, the other day I told my friend I liked his new haircut and he was actually pleased! This is just one of the effects this book had on me.

What I liked most about it were the suggested 'tasks' – like paying a compliment to someone – things which don't take much effort but have a massive impact. I realised that I have often taken my friends for granted and assumed they'd be there in my time of need, but I didn't put much effort into the relationships. Most communication between us was superficial – either we'd be talking about trivial things or we were complaining endlessly about homework and exams. I didn't realise the importance of showing appreciation for the people we care about or the effect meaningful friendships can have on one's overall well-being. Personally, I'd lose the pictures, though – they are cute but a bit of a distraction.

C

This book was recommended to our class by our deputy head teacher, who warned that some of us didn't know where to draw the line between friendly banter and bullying. It made me think differently about how I interact with my mates; for example, like many people, I'm guilty of selective listening, which can be detrimental to friendships. What the book has to say about the distractions of technology also rang a bell with me, because often we don't take notice of what our friends are saying or maintain eye-contact because we're too busy checking social media. There was a story in the book about a girl who was on the verge of dropping out of school because she was being bullied but her so-called friends didn't even realise what was going on. It highlighted the need to be more observant and proactive with friends rather than just reacting to what they tell us. Another thing I have taken away is the need to be spontaneous and touch base with friends just to show them I'm there for them.

B

I can't quite make up my mind about this book, but then I'm still only about two thirds of the way through it. What I love is that it seems very inclusive, and the writer seems to

value diversity. Having said that, there are a few parts I find quite irritating. Whilst the author is well aware of the fact that relationships can be complicated, I can't subscribe to the assumption that every emotional issue inevitably stems from our childhood. It doesn't necessarily follow that a difficult start in life leads to less harmonious relationships in adulthood. Some of the examples seem a touch contrived and I question whether they are based on actual people. I'd have preferred a more scientific approach with deeper insights to explore some of the more intricate relationships that are mentioned in the book. The illustrations, while not strictly necessary in a book aimed at this age group, really cheered me up!

D



Writing Part 1

An essay

1 Read the exam task below. Say **Yes** or **No** to the following statements.

- 1 You should give your views on all three of the ideas. Yes / No
- 2 You must choose which of the two ideas you feel is the best choice. Yes / No
- 3 You must refer to at least one of the opinions in the task. Yes / No
- 4 When referring to the opinions, you should paraphrase. Yes / No
- 5 You should write as much as you possibly can. Yes / No

As well as your content and language, you will be marked on your organisation: ensure you have a clear introduction and conclusion as well as a separate paragraph for each of the two items you discuss.

Exam advice

Your class has attended a panel discussion in the Town Hall about who should be chosen as your town's 'Person of the Year'. You have made the notes below:

Ideas for Person of the Year

- A local politician
- A teacher
- A sportsperson

Some opinions expressed in the discussion:

'Politicians divide public opinion.'

'The work of teachers is important to everyone.'

'Sports people bring fame to our town.'

Write an **essay** discussing **two** of the types of people who could be chosen for Person of the Year. You should **explain which you feel is more suitable**, giving **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.

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

2 Read the essay written by an exam candidate who completed this Part 1 task. Then complete it using the linking words and phrases from the box below. Some words can be used in more than one space.

although despite firstly however in this way
moreover nevertheless on the other hand secondly since



'Person of the Year' is a prestigious award given to someone from our town every year. It's always a difficult choice to make. So many make a valuable contribution to our community.

(1) , we can only recognise one with this award. I would like to give my views on two of the

types of people the town could honour (2) : a teacher and a sportsperson.

(3) , let's consider teachers. 'Ordinary' citizens such as these are often overlooked for awards of this type, (4) the vital work they do in our communities. On the one hand, we should definitely show our appreciation for their role in our lives.

(5) , it would be difficult to choose just one teacher as the recipient of the award, (6) they all work so hard on our behalf.

(7) , I would like to consider the pros and cons of choosing a sportsperson. On the positive side, the well-known sportsmen and women from our town are an inspiration to young people. (8) , they have given us all something to celebrate and put our small town on the map. (9) , those who excel in sports have already been rewarded for their efforts with trophies, medals and celebrity.

Having considered these two groups of people, my personal view is that the award should go to a sportsperson. (10) teachers definitely deserve our appreciation and respect, I feel it would be difficult to single out just one to receive this accolade.

3 Read the model essay again. Has the writer:

- 1 written within the word limit? Yes / No
- 2 discussed two of the ideas? Yes / No
- 3 given their opinion on which is the most suitable? Yes / No
- 4 organised their writing into paragraphs? Yes / No
- 5 used a wide range of vocabulary and sentence structure? Yes / No