

 MACMILLAN EXAMS

Ready for Advanced

coursebook with key

3rd Edition

Roy Norris
Amanda French



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Introduction

Welcome to *Ready for Advanced*, a course which is designed to help you prepare for the *Cambridge English: Advanced* examination, also known as *Certificate in Advanced English (CAE)*.

This book contains a wide range of activities aimed at improving your English and developing the language and skills which you will need to pass the examination. As well as providing relevant practice in reading, writing, listening and speaking, each unit of *Ready for Advanced* includes one or more Language focus sections, which analyse the main grammar areas at advanced level, together with Vocabulary slots, which give particular emphasis to collocation.

The course also includes a systematic approach to word formation, which appears as a task type in the Reading and Use of English paper. At regular intervals, you will find special sections which focus on the most important aspects of this task, ensuring that you are properly prepared to deal with it in the examination.

At the end of every unit, there is a two-page Review section, which enables you to revise and practise the new language you have encountered in the unit.

Throughout the book you will find the following boxes, which are designed to help you when performing the different tasks:

What to expect in the exam: these contain useful information on what you should be prepared to see, hear or do in a particular task in the examination.

How to go about it: these give advice and guidelines on how to deal with different task types and specific questions.

Don't forget!: these provide a reminder of important points to bear in mind when answering a particular question.

Useful language: these contain vocabulary and structures which can be used when doing a specific speaking or writing activity.

Further information and advice on each of the papers in the *Cambridge English: Advanced* exam is included in the five supplementary '*Ready for ...*' units. These are situated at regular intervals in the book and can be used at appropriate moments during the course. The Ready for Writing unit contains model answers for each of the main task types, together with advice, useful language and further writing tasks for you to complete.

At the end of the book you will find an extensive Wordlist, which builds on the vocabulary areas seen in the units, as well as the Listening scripts and a Grammar reference. This contains detailed explanations of the grammar areas seen in the units.

Overview of the Examination

The *Cambridge English: Advanced* examination consists of four papers, as shown below and on page 5. The Writing, Listening and Speaking papers each carry 20% of the total marks; the Reading and Use of English paper carries 40% (20% for the Reading tasks and 20% for the Use of English tasks). A low mark in one paper does not necessarily mean a candidate will fail the examination; it is the overall mark which counts.

For more information and advice on each paper, see the appropriate '*Ready for ...*' unit, as well as the relevant sections in the main units of the book.

Reading and Use of English 1 hour 30 minutes

There are eight parts to this paper: Parts 1 to 4 are grammar and vocabulary tasks; Parts 5 to 8 are reading tasks. For the Use of English tasks, each correct answer in Parts 1 to 3 receives one mark; each question in Part 4 carries up to two marks. For the reading tasks, each correct answer in Parts 5 to 7 receives two marks, and there is one mark for each question in Part 8.

Part	Task Type	Number of Questions	Task Format
1	Multiple-choice cloze	8	A text with 8 gaps; there is a choice of 4 answers for each gap.
2	Open cloze	8	A text with 8 gaps, each of which must be completed with one word.
3	Word formation	8	A text containing 8 gaps. The task is to complete each gap with the correct form of a given word.
4	Key word transformation	6	Gapped sentences which must be completed using a given word.
5	Multiple choice	6	A text followed by multiple-choice questions with four options.
6	Cross-text multiple matching	4	Four short texts followed by multiple-matching questions. These require candidates to compare opinions and attitudes expressed in the texts.
7	Gapped text	6	A text from which paragraphs have been removed. Candidates replace each of these in the appropriate part of the text.
8	Multiple matching	10	A text preceded by multiple-matching questions which require candidates to find specific information in a text or texts.

Writing 1 hour 30 minutes

There are two parts to this paper, each of which carries the same number of marks. Part 1 is compulsory, so must be answered by all candidates, whereas in Part 2 candidates choose one from three tasks. Candidates are required to write 220–260 words for each part.

Part	Task Type	Number of Tasks	Task Format
1	Essay	1 (compulsory)	Candidates write an essay based on two points from a choice of three. They explain which of the two points is more important, giving reasons for their opinions.
2		3 (candidates choose one)	A writing task with a clear context, purpose for writing and target reader. Candidates write one of the following: letter, proposal, report, review.

Listening about 40 minutes

This paper consists of four parts with a total of 30 questions, each of which carries one mark. Each part contains one or more recorded texts, and all recordings are heard twice. Candidates are tested on their ability to understand, for example, gist, main points, specific information, function, purpose, feelings, attitudes and opinions.

Part	Task Type	Number of Questions	Task Format
1	Multiple choice	6	Three short unrelated extracts from exchanges between interacting speakers. For each extract there are two multiple-choice questions, each with three options.
2	Sentence completion	8	A monologue lasting approximately 3 minutes. Candidates write a word or short phrase to complete sentences.
3	Multiple choice	6	A conversation between two or more speakers, lasting approximately 4 minutes. Multiple-choice questions have four options.
4	Multiple matching	10	Five short monologues on the same theme, each lasting approximately 30 seconds. There are two separate tasks. For each task you are required to select the correct option from a choice of eight.

Speaking 15 minutes

There are four parts to this paper. There are usually two candidates and two examiners. Candidates are required to demonstrate their spoken language skills in a range of contexts.

Part	Task Type	Time	Task Format
1	Social interaction	2 minutes	Candidates give personal information in response to questions from the interviewer.
2	Long turn	4 minutes	Each candidate talks about a set of pictures for about 1 minute, and comments on the other candidate's pictures for about 30 seconds.
3	Collaborative task	4 minutes	Candidates are given instructions with written prompts which they use for discussion (2 minutes) and then a decision-making task (1 minute). The giving of instructions takes about 1 minute.
4	Further discussion	5 minutes	The interviewer leads a discussion which is related to the topic of Part 3.

Roy Norris

Amanda French

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Aiming high

Speaking

Part 2

Long turn

Look at these pictures. They show people facing different challenges.



Student A:

Compare **two** of the pictures, and say what challenges the people face, the kind of problems they might encounter, and how they might be feeling.

Student B:

When your partner has finished talking about the two pictures, say which of them represents the more difficult challenge.



How to go about it

- When comparing your pictures, talk about the similarities and differences between them.
e.g. *Both pictures show ..., but this one ..., whereas the other one ...*
- Speculate about the pictures as indicated in the instructions. You are not asked simply to describe what is happening.
e.g. *They might (well) have problems finishing.*
She's likely to/She'll probably find it quite tough to begin with.
I expect/imagine they're feeling a little lonely at the moment.
- Use a wide range of vocabulary. For example, when speculating about people's feelings, go beyond the use of simple words such as **happy**, **sad** or **nervous**.

Before you do the task, complete the following exercise.

Useful language

Arrange the words and phrases in the box into three groups according to whether they can be used instead of:

very happy

sad or wanting to cry

nervous or worried

tearful

tearful	anxious	delighted	apprehensive	miserable	elated
close to tears	thrilled	tense	weepy	on edge	overjoyed


Now change roles. Follow the instructions again using the remaining pictures.



Reading and
Use of English

Part 5

Multiple choice

- 1  You are going to read an article about Parker Liautaud, a young man who has been on several polar expeditions. With your partner discuss your ideas on the following:
- the type of person who would take up such a challenge
 - their reasons for doing so
 - the preparation required
 - the conditions or difficulties they experience in the Arctic and the Antarctic
- 2 Now read the article. For questions 1–6 on page 9, choose the answer (A, B, C or D) which you think fits best according to the text.



How to go about it

- Before you look at the questions, quickly read through the whole text to get an idea of the content.
Give yourself three minutes to read the text on page 8. Look for information on Parker Liautaud which is relevant to the points in exercise 1. Compare your answers with a partner.
- During both your quick read and your more detailed read, you will need to use context to help you guess the meaning of unknown vocabulary, as you may not take a dictionary into the exam.
*Discuss with your partner the possible meanings of the words in **bold** in the first two paragraphs.*
- Read each question carefully and find the parts of the text which relate to each one. In Part 5 of the Reading and Use of English paper, the questions follow the same order as the information in the text.
Don't choose your answers yet. In the margin, mark the general area of the text which is relevant to each question.
- For each question, eliminate the options which are clearly wrong and choose the best answer.
Underline key phrases or sentences in the text which help you make your choice.
- Reread the questions. Do the options you have chosen accurately reflect the information you have underlined in the text?
Justify your answers to your partner, explaining why other options are incorrect.

One cool guy

How Parker Liautaud aims to save the world, one polar expedition at a time

There are things that you expect to see **etched** into the face of every polar explorer: broken veins; the scars of a few battles with frostbite. On meeting Parker Liautaud at Venice Beach in sunny California, I see he has yet to gain a single one of these. Appearances can be deceptive, though. At 17, Parker has already taken part in three serious polar expeditions. It's also worth mentioning that he happens to have **impeccable** manners and that quiet sense of self-confidence common among the products of expensive boarding schools. Born in California, he and his four siblings spent their formative years in the UK, after their father, a successful businessman, decided that the family might benefit from spending some time in London.

Until 13, Parker was an ordinary kid. That changed after he met polar explorer Robert Swan. They began an email correspondence which **escalated** into a friendship that eventually saw the then 14-year-old invited to join a trip to the Antarctic. He said yes almost instantly. Friends and family, to whom he'd so far shown he had no particular interest in outdoor pursuits, particularly polar ones, were **perplexed** – to say the least. 'I was the second-choice goalkeeper for the third-lowest football team in school. So the prospect of me hauling a sled across miles of snow was kind of a **farce**, and I was really not taken seriously,' he recalls. He ate lots of chicken, spent a long time in the gym, and proved them wrong.

The following year, Liautaud cooked up a more ambitious plan: to become the youngest-ever person to trek to the North Pole. He found a new accomplice, the veteran explorer Doug Stoup, and through a mixture of charm and luck raised the roughly \$150 000 cost of the record attempt. Then disaster struck. The early months of 2010, when the duo set out were among the warmest on record. The Pole, which is essentially a GPS location on a constantly-drifting collection of ice sheets, became virtually inaccessible, surrounded by patches of uncovered ocean. A trip which had intended to raise awareness of melting ice caps had been obstructed. By melting ice caps. 'We would get up, battle through these difficult conditions for 15 hours, then wake up the next morning and find that we were further away from the Pole than we'd started the previous morning,' he says. After 14 days' trying, and with rations running low, they admitted defeat.

Liautaud came home and decided to try again. He raised another six-figure sum and set off in spring 2011. Conditions were cold but perfect, and he and Stoup reached the Pole in no time. 'By complete coincidence, we arrived at the moment when a helicopter landed to drop off a group of tourists who'd paid to spend ten minutes there,' he recalls. 'Explorers call them "champagners". Anyway, it was all a little weird. It felt like I had just finished a cross-country ski race, or something.' Ignoring the onlookers, he promptly 'checked in' to the North Pole on the social media site, Foursquare. At the time, that was also a first.

While it might not have made him the youngest North-Poler, the success did give Liautaud a platform to continue advocacy against climate change, through both his campaigning website, *The Last Degree*, and work with pressure groups. His view is that it's his generation, rather than the one that today's world leaders belong to, that must push hardest for cuts in carbon emissions. They are the ones with the most at stake. Scientific opinion regarding the existence and scale of the problem is pretty much settled, he argues, adding that the portion of the public which still doubts the reality of man-made climate change – and remains hostile to legislation that might solve it – is largely ill-informed, although 'that isn't necessarily their fault'.

Liautaud's advocacy work has made him enemies. When Anthony Watts, a prominent climate change sceptic, wrote a scathing blog entry attacking one of his polar expeditions, Liautaud was referred to as a 'joke' by media figures. But Liautaud's high-profile polar trips are certainly shaping the climate-change debate. He has already contributed to research projects carried out by the International Atomic Energy Agency and will soon set up two stations to record weather data. It must be an exhausting life, fraught with hostility. But Liautaud seems to relish the fight. When you've hauled a sled across hundreds of miles of frozen tundra, lived off freeze-dried food for weeks, and learnt how to ward off a hostile polar bear, attempting to save Planet Earth is all in a day's work.

- 1 When the writer met Parker Liautaud at Venice Beach, he was
 - A impressed by his level of maturity.
 - B amused by his youthful appearance.
 - C concerned about his uninformed beliefs.
 - D prepared to find reasons to dislike him.

- 2 When Parker agreed to go to the Antarctic with Robert Swan, other people
 - A attempted to talk him out of it.
 - B advised him on aspects of preparation.
 - C were puzzled about his decision.
 - D were supportive of his plans.

- 3 Parker and Doug Stoup were prevented from reaching the North Pole by
 - A the movement of the ice.
 - B the failure of equipment.
 - C the severity of the weather.
 - D their own physical limits.

- 4 What is Parker emphasizing in the sentence 'It felt like I had just finished a cross-country ski race.'?
 - A his sense of relief on completing his trek
 - B the desire to celebrate a hard-won victory
 - C the fact that a crowd had witnessed his achievement
 - D the contrast between his previous attempt and this one

- 5 What does the writer suggest about Parker and his fight against climate change in the fifth paragraph?
 - A His arguments must be based on proven fact.
 - B He needs to adjust his approach if he wants a wider audience.
 - C He is yet to understand the complexity of politics.
 - D It is younger people that he wants to target.

- 6 What point does the writer make about the criticism directed at Parker?
 - A It is the reaction of a minority of people.
 - B Parker is quite capable of dealing with it.
 - C It has become increasingly unfair.
 - D It is not something that Parker pays attention to.

Reacting to the text

Is Parker Liautaud the sort of person you might admire? Why/Why not?

Parker has been able to fund his trips by getting large corporations and charities to sponsor him: why do you think these organizations were willing to help?

Talk about one of your own personal achievements. If possible, comment on what motivated you, your preparations and the feelings you experienced.

Language focus 1: Modal verbs 1: *Might, could, may and can*

- 1 Sentences 1–7 all contain the modal verb *might*. Match each of the sentences to the idea they express.

present possibility	future possibility	past possibility
past possibility which did not happen	annoyance	
concession	lack of enthusiasm	

- You might at least help me!
- I wish you'd drive more carefully. You might have had an accident back there.
- I do hope they're OK. They might have had an accident or something.
- I might be home a bit later tonight. I've got a meeting at five.
- Put the telly on – there might be something good on.
- There's nothing on telly, so we might as well go to bed.
- He might be good-looking, but he can't sing very well.

With no change in meaning, *might* can be substituted by *could* in sentences 1–5 and *may* in sentences 3–7.



- 2 Complete each of these sentences in an appropriate way. Compare your ideas with those of a partner.

- I'm so angry with him. I do think he might have ...
- We've missed the beginning, so we may as well ...
- It was rather dangerous. Someone could have ...
- I can't find it anywhere. I think I may have ...
- She might have a university degree, but ...
- Cheer up! It might ...

- 3 The following sentences 1–6 all contain the modal verb *can/can't*. Match each of the sentences to the idea they express.

request	deduction	criticism	inability
theoretical possibility	prohibition		

- It can store up to 30 000 separate images.
 - You can be really irritating sometimes, you know.
 - Can you hold this for a second?
 - I can't do it – I'm not tall enough.
 - It can't be very healthy if it's got all that in it.
 - No, you can't! It's far too late.
- 4 With your partner, think of a context for each of the sentences in exercise 3. Use modal verbs to express your ideas.

Example:

- 1 *This could be somebody talking about a piece of software – a compact disc for example. It might be a shop assistant trying to sell it.*

Read more about *might, could, may and can* in the Grammar reference on page 215.

Extension

- 1 In addition to using modal verbs, there are several alternative ways of expressing future possibility. In sentences **a** and **b** one of the four possibilities has a different meaning to the other three. Underline the odd one out.
- There's a *strong/distinct/faint/real* possibility that I could lose my job.
 - There's an *outside/a slight/a fair/a remote* chance that Lara might be at the party tonight.

In sentences **c** and **d** underline the **incorrect** alternative.

- They have *every/good/little/no* chance of winning.
- You could *easily/well/conceivably/predictably* get there in under two hours.

What is the difference in meaning between sentences **e** and **f**?

- She's *highly likely* to pass the exam.
- She's *hardly likely* to pass the exam.

- 2 Complete the following sentences so that they express your true feelings about the future.

- I think I stand a good chance of ... (+ gerund).
- To improve my chances of ... (+ gerund), I need to ...
- In the world today we face the very real possibility that ... will ...
- There's an outside chance that ... will/might/could ...
- It seems highly unlikely that ... will ...

Comment on and discuss each other's views.


Vocabulary: Collocations

- 1 Complete each of the gaps with one of the nouns from the box.

challenge	success	motivation
ambition	failure	

- a The film *Star Wars* **was an overnight** _____.
- b I **have a burning** _____ **to** travel to Australia.
- c When pupils tire of studying, a system of rewards can help **increase student** _____.
- d Sadly, my attempts to learn Japanese **met with complete** _____.
- e The government **faces the formidable** _____ **of** reducing unemployment.

- 2 In exercise 1, the words in **bold** are 'collocates' of the nouns you wrote. This means that they are often used together with those nouns. Write a new sentence for each noun, using the collocates in **bold**. The sentences must be true.

- 3  Compare and discuss your sentences with another student.

- 4 In sentence **e** in exercise 1, the verb *face* collocates with *challenge*. Which of the five nouns do each of the following pairs of verbs collocate with?

fulfil	a/an _____	end in	_____
realize		result in	_____
achieve	_____	improve	_____
enjoy		lack	_____
take up	a/an _____		
rise to			

- 5 The adjective *formidable* also collocates with *challenge*. All three words in each of the groups below can be used in combination with one of the nouns from exercise 1. Write an appropriate noun in each of the spaces.


a major/new/daunting _____

b secret/lifelong/main _____

c total/continued/dismal _____

d huge/great/resounding _____

e high/strong/poor _____


- 6  Study the collocations in this section for two minutes, then close your book and write down as many as you can remember. Compare your results with your partner's.



Listening

Part 1

Multiple choice 1.1–1.3

- 1  What awards, international and national, are well known in your country? Have you ever won an award, prize or trophy for anything? If so, how did you feel about receiving it?
- 2 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

What to expect in the exam

- There are four parts to the Listening paper. In Part 1 you will always hear three short extracts from different conversations. There are two multiple-choice questions for each extract.
- In the exam, you will hear each extract twice before the next one is played.

Extract One

You hear two musicians from the same group talking about an awards ceremony.

- 1 According to the man, why did the group not attend the ceremony?
- They believed it would be morally wrong.
 - They were busy doing concerts.
 - They did not expect to win.
- 2 According to the woman, the people who voted for the group
- have been loyal fans for a long time.
 - will soon lose interest in their music.
 - agree with their ideals and beliefs.



Extract Two


You hear part of a radio discussion in which two people are talking about sport.

- 3 The first man says that the home team lost because
- some team members were inexperienced.
 - their training has not been effective.
 - they were too confident of a win.
- 4 Both speakers dislike the way that two players
- react to media attention.
 - are behaving in a disloyal way.
 - have little to offer as role models.



Extract Three

You hear two university students talking about a fund-raising event called *40-hour Famine*.

- 5 According to the woman, the purpose of *40-hour Famine* is to
- encourage students to do some charity work abroad.
 - persuade people to give money to charity regularly.
 - help people understand the effects of famine on people's lives.
- 6 After taking part in last year's *40-hour Famine* event, the man says he was
- proud of what he had achieved.
 - determined to do better in the future.
 - disappointed he had not fulfilled his aim.
- 3  Do you know of any cases where someone has turned down an award? Why did they reject it?



Talk about something you failed to achieve. How disappointed were you?

Word formation: Nouns

- 1 Which suffixes are added to the following verbs to create nouns?

achieve motivate fail

- 2 Complete each gap with an appropriate noun form of the word in capitals at the end of the line. Use each suffix in the box once only and make any further spelling changes necessary. The noun you require may also need a plural ending or a negative prefix (*un-*, *in-*, *im-*, *dis-*, etc). There is an example at the beginning (0).

-hood -ship -ure -al -ness -ation
-ance -ence -iety -ity -ment -age -cy

- | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------|
| 0 His latest <u>publication</u> is a book of verse on the theme of relationships. | PUBLISH |
| 1 Light _____ will be served from 3.30pm in the main hall. | REFRESH |
| 2 Union members expressed their _____ of the management's offer by walking out of the meeting. | APPROVE |
| 3 In her _____ to answer the phone, she almost fell down the stairs. | EAGER |
| 4 In the interests of safety, a number of standard _____ need to be followed . | PROCEED |
| 5 Her 5000-metre run paled into _____ when compared with the marathon her grandfather completed the following week. | SIGNIFY |
| 6 The _____ of the device is what has made it so popular. | SIMPLE |
| 7 I cannot comment; I have been sworn to _____ on the matter. | SECRET |
| 8 The cost of _____ has increased by 10% this year. | MEMBER |
| 9 Customers will be required to pay for any _____. | BREAK |
| 10 There is every _____ that prices will continue to rise next year. | LIKELY |
| 11 He valued his _____ too much to ever want to get married. | DEPEND |
| 12 It's quite natural to experience a certain amount of _____ on your first day at work. | ANXIOUS |

- 3 Using the same suffixes as in exercise 2, write noun forms for the following words. The same suffix is needed for all three words. Some words require further spelling changes. The exercise begins with an example (0).

- | | | | | | |
|--------------|------------------|------------|----------------|----------|-----------------|
| 0 notorious | <u>notoriety</u> | various | <u>variety</u> | sober | <u>sobriety</u> |
| 1 please | _____ | expose | _____ | close | _____ |
| 2 appear | _____ | annoy | _____ | rely | _____ |
| 3 store | _____ | short | _____ | pack | _____ |
| 4 rehearse | _____ | renew | _____ | propose | _____ |
| 5 efficient | _____ | intimate | _____ | vacant | _____ |
| 6 enjoy | _____ | require | _____ | commit | _____ |
| 7 prosperous | _____ | original | _____ | familiar | _____ |
| 8 leader | _____ | companion | _____ | partner | _____ |
| 9 neighbour | _____ | father | _____ | adult | _____ |
| 10 absent | _____ | persistent | _____ | evident | _____ |
| 11 selfish | _____ | tired | _____ | careless | _____ |
| 12 explain | _____ | interpret | _____ | apply | _____ |

- 4 Look back at the reading text on page 8 and underline those nouns which have been formed by the addition of a suffix to a verb, adjective or another noun. Add them to the list in exercise 3.

Language focus 2: Spelling

- 1 Look at these two extracts from the reading text on page 8.

After 14 days' trying, ... they **admitted** defeat.

Liautaud was **referred** to as a 'joke' by media figures.


The final consonant of the verbs *admit* and *refer* is doubled to form the past tense. Similarly, the consonant is doubled in *drumming* and *beginning*, but not in *claiming* or *opening*. Why is this?

- 2 What is the *-ing* form of the following verbs?

fulfil	limit	set	upset	target
forbid	write	wait	travel	panic

- 3 For each of the following groups of four words, find the incorrectly spelt word and correct it. The exercise begins with an example (0).

	<i>insistence</i>		
0	importance	insistance	appearance tolerance
1	apparent	pleasent	different independent
2	occasion	accountant	neccessary accident
3	publically	optimistically	scientifically dramatically
4	separate	desperate	immediate definate
5	unreasonable	irresponsable	irritable indispensable
6	chefs	roofs	safes leafs
7	exceeding	succeeding	proceeding preceeding
8	embarrassment	accommodation	bussiness committee
9	unnatural	unknown	dissappointed dissatisfied
10	believe	recieve	seize weird
11	financial	influencial	commercial beneficial
12	cemetery	factory	bakery surgery

- 4  Work with a partner. You are going to dictate ten two-word items of vocabulary to each other. Student A should turn to page 204 and Student B to page 207.

Writing

Part 2

Formal letter

What to expect in the exam

In Part 2 of the Writing paper, you might have the opportunity to write a letter or an email. You may be required to use a formal or less formal style, depending on your reason for writing, and on the target reader. You will not need to include addresses, but you should know how to begin your letter/email appropriately (e.g. To the Editor, Dear Sir/Madam, Dear Simon Smith, To whom it may concern, To all staff members, Hi Rose) and finish it (e.g. Yours sincerely, Regards, Thank you for your attention, See you soon).

- 1 Read the following Part 2 task and the model answer.

Does the answer address all aspects of the task?

Would it have a positive effect on the manager reading it?

You are planning an event to raise public awareness about a project that is important to you. You decide to write a letter to the manager of a large organization to ask for money to help finance the event.

Your letter should explain

- what the project is.
- what the event will involve.
- how the money will be used.

Write your **letter** in **220–260** words.

Dear Ann Robertson

I am writing on behalf of Devonport Community Centre, where I am Social Secretary. As you may know, the community centre runs many evening classes for adults and provides a variety of sports programmes for teenagers. We also offer after-school care and activities for many local children whose parents are at work. Unfortunately, our kitchen facilities are in urgent need of an upgrade, and as a non-profit organization, we need assistance to raise the necessary funds.

We are planning to hold a fair in March to help finance our project. There will be demonstrations by our tae kwon do group, entertainment from our musicians, food stalls set up by parents and many activities for young children to enjoy. We hope that the event will not only help us to buy new equipment for the kitchen, but will also encourage local builders, plumbers and other craftsmen to volunteer some of their time.

In order to attract people to our fair, we would also like to set up a rock climbing wall and inflatable castle. We are therefore hoping that you might be able to help us by paying for the hire of this equipment. Naturally, we would be very happy to promote you as our key sponsor.

If sponsorship from Fresh World were possible, I would be happy to arrange a meeting at any time that was convenient to you.

Thank you for your attention.

Yours sincerely

Jason Norwood

- 2 Appropriate paragraphing and good use of a range of linking devices are essential features of all writing tasks in the *Cambridge English: Advanced* exam.
- What information is contained in each paragraph of the model answer above?
 - Underline examples of words or phrases that link ideas or sentences.

- 3 For most *Advanced* writing tasks, you will need to persuade the target reader that something is a good idea or the right course of action to take.

How might the following elements of the model answer have a positive effect on the manager?

- the way the writer describes the community centre and the event
- the point at which the writer asks for money
- the verbs and tenses used by the writer in the third and fourth paragraphs

- 4 To obtain a high mark in the *Advanced* examination you need to use a wide range of relevant vocabulary and structures.

Circle language the writer uses to refer to the issue of 'money' without using the word, e.g. *non-profit organization*.

- 5 Write your own **letter** for the question in exercise 1 in **220–260** words.

How to go about it

- Plan carefully what you will say for each part of the question. Organize your ideas into logical paragraphs. *For this question you could devote one paragraph to each of the three bullet points, as in the model answer.*
- Be persuasive, but not aggressive. Write your answer in an appropriate register. *A formal register would help ensure that your request for money is taken seriously by the manager.*
- Use a range of relevant vocabulary, grammatical structures and linking devices.
- Begin and end your letter in a suitable way.

1

Review

Modal verbs

Complete each gap with one word.

- 1 Sometimes you _____ be so uncaring – I do think you might _____ come to see me in hospital after I'd had my operation!
- 2 She _____ be just a six-month-old baby, but she's already showing signs of being intelligent.
- 3 The next bus isn't likely _____ come for an hour or so, so we may as _____ walk.
- 4 It seems highly _____ that it will rain today, but we _____ well have a few showers tomorrow.
- 5 You could _____ least have made the effort to do some revision. Now you have absolutely _____ chance of passing the exam.
- 6 The ruling party succeeded _____ being re-elected, but didn't manage _____ retain their overall majority in parliament.

Spelling

Each numbered line in the following text contains a spelling mistake. Find the mistakes and correct them.

- 1 Clearly, student motivation is an important influence on learning. It is also believed,
- 2 though, that students' perceptions of their learning experiences generally influence
- 3 their motivation more than the actual, objective reality of those experiences. The
- 4 Attribution Theory of Motivation identifies two types of student. The first type credit
- 5 their success to their own ability and effort. If they are successful in an exam, they
- 6 attribute their achievement to themselves, feel proud and are keen to take on further
- 7 tasks of this nature. They work hard because they see a clear relationship between
- 8 the effort made and the results obtained. If they fail, they put this failure down too
- 9 their own lack of effort and are confident that if they try harder in the future, they
- 10 will have more success. The second type attribute success to external factors. If they
- 11 perform well in an exam, they consider that it was easy and they were lucky. They
- 12 feel little pride in their achievements and show little interest in taking on further
- 13 tasks. If they fail, they attribute their poor performance to their own lack of ability
- 14 and are unlikely to see any reason to hope for an improvement in the future. They
- 15 do not perceive the link between effort and results, and lack the motivation to keep trying.

Reading and
Use of English

Part 3

Word formation

For questions 1–8, read the text below. 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). Write your answers **IN CAPITAL LETTERS**.

Don't forget!

You may need to write the negative or plural form of a word.

REWARDING CHILDREN

Cash rewards are a common form of (0) *MOTIVATION*, used by parents with high (1) to encourage their children to work hard at exam time. Some youngsters receive (2) of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam (3) or should they, as many parents and teachers feel, be offered in (4) of a child's effort, regardless of results? The latter approach would solve the problem of how parents reward children with different levels of (5) ; imagine, for example, a family with one child who is academically gifted and another who has learning (6) The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades, the withholding of promised financial rewards would only compound the child's feeling of (7) However, some leading educational psychologists believe that parents should rely on their own (8) in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash payouts.

MOTIVATE

EXPECT

PAY

PERFORM

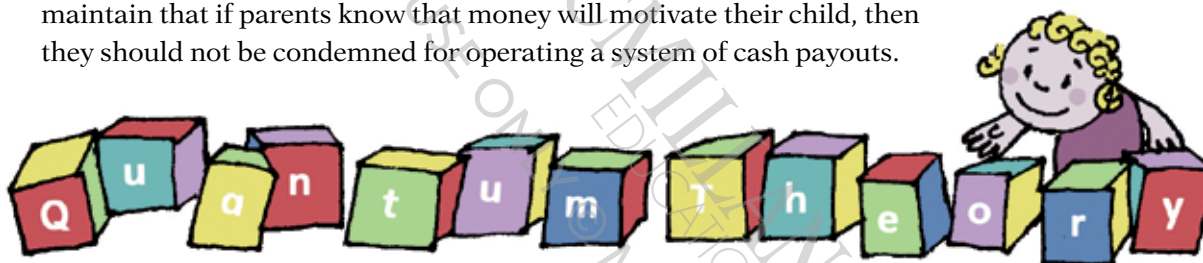
RECOGNIZE

ABLE

DIFFICULT

FAIL

JUDGE



Word combinations

For sentences 1–10 underline the correct alternative.

- 1 There's a *heavy/hard/strong/tough* possibility I'll get a pay rise in January.
- 2 He hasn't got the *fairest/slightest/longest/thinnest* chance of winning the election. He's far too unpopular.
- 3 There is *every/each/all/very* likelihood that the government will introduce the measures this year.
- 4 There were far more of them than us. We didn't *stand/face/hold/keep* a chance against them.
- 5 She was clearly rather worried and seemed close to *edge/nerves/tension/tears*.
- 6 I'm *elated/delighted/pleasant/anxious* to meet you at last, Mr Wood. Let me take your bag.
- 7 The young singer *fulfilled/enjoyed/was/became* overnight success last year when her debut single *Burning Ambition* reached number 1.
- 8 He had never acted before, but he *rose/arose/aroused/raised* to the challenge and gave a very convincing performance.
- 9 At 85 she says she's unlikely to realize her *resounding/longing/lifelong/overall* ambition of learning to fly.
- 10 Snacks and *easy/loose/light/full* refreshments are available in the lounge area.



2 Times change



Listening 1

Part 2

Sentence completion 1.4

- 1  These photographs were all taken over 50 years ago. How has life changed since then? If the same photographs were taken now, which features would be the same and which would be different?
- 2  You will hear a student called Simon Todd, giving a presentation about a visit he made to a national museum. What different aspects of history and human development do museums show?

What to expect in the exam

- There is always a pause before you hear the listening. Use this to read through the questions and predict the type of answer required; for example, a place name, an area of study, a type of job, an object or a process.
- You should write the actual words you hear in the recording.
- Answers are usually single words or short noun phrases of no more than three words.
- For some of the questions you will hear distractors: words which might at first seem relevant, but which do not complete the answer correctly. For question 1, for example, you will hear Simon mention two fields of research, but only one of these is related to the curator's museum job.
- Check your answers; incorrect spelling and grammar may lose marks.
- Part 2 is always a monologue. As with all recordings in the Listening paper, it is played twice.

- 3 Before you do the task, read all the questions and try to predict the type of information you might hear for each one.
- 4 For questions 1–8, complete the sentences with a word or short phrase.

Working at the National Museum

The curator had chosen (1) as her specialization in the museum.

The curator said that good (2) were vital for anyone working at the museum.

The curator explained that the (3) of an item often requires collaboration.

Simon says that keeping (4) would be his weak point if he were a curator.

As well as working with other professionals, the curator deals with questions from the (5)

Simon recommends looking at the old (6) on the walls.

Simon says that the museum often has to turn down (7) that people want to donate.

The curator told Simon that finding ways to save (8) was the museum's greatest challenge.

Speaking

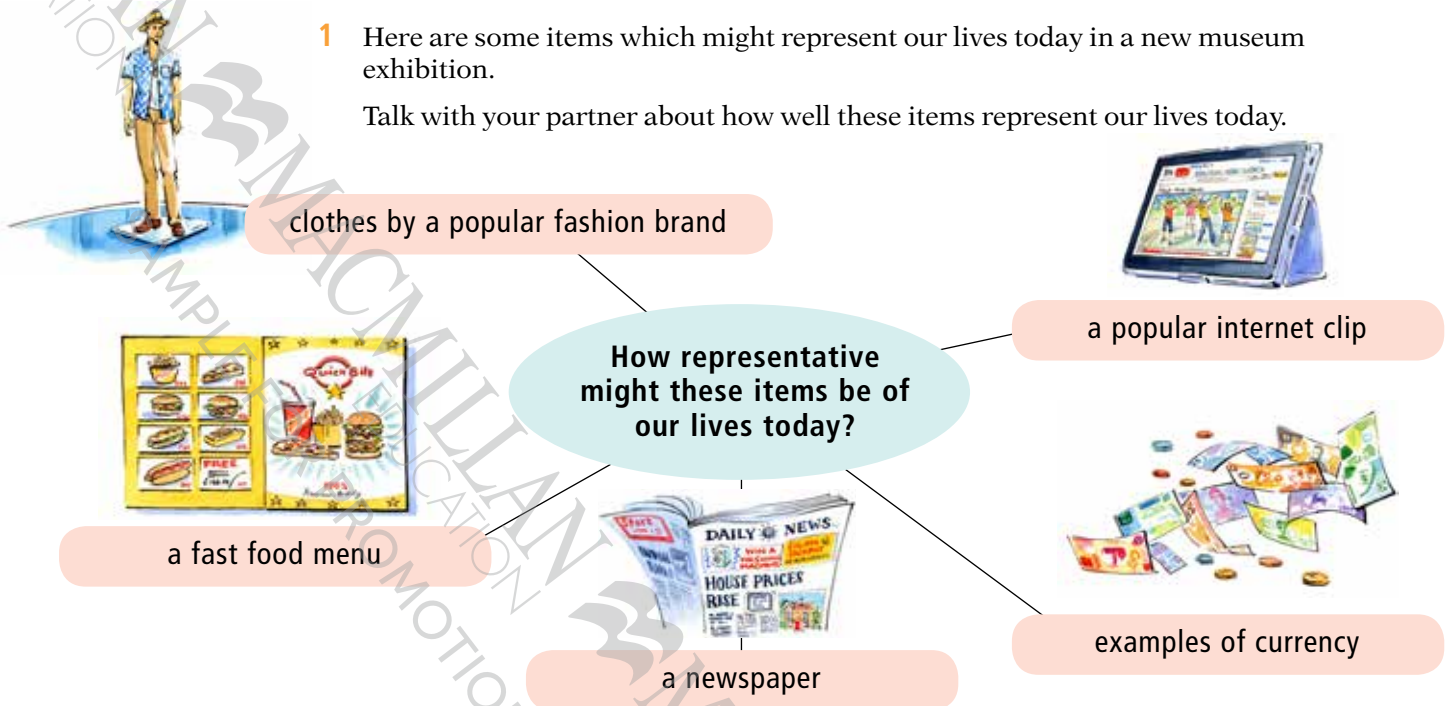
Part 3

Collaborative task 

Read tasks 1 and 2 below. Then, before you do the tasks, read the information in the boxes at the bottom of the page.

- 1 Here are some items which might represent our lives today in a new museum exhibition.

Talk with your partner about how well these items represent our lives today.



- 2 Now decide which item would be of most interest to future generations visiting the museum.

How to go about it

- Part 3 is an interactive task. As well as giving your own opinions, ask your partner what they think and respond to their comments. Always give reasons for your opinions.
- In task 1, you can talk about the areas in any order you choose. Say as much as you can about each one.
- Do not start to make your decisions for task 2 while you are doing task 1. They are two separate tasks.
- In task 2, you do not have to agree with your partner when making your final decision.
- In both tasks, aim to demonstrate your linguistic ability by using a wide range of vocabulary and structures.

Useful language

Complete each of the gaps with one of the phrases in the box. There is an example at the beginning (0).

are unlikely to be using
be intrigued to see
would not be complete without
is a distinct possibility that
might conceivably be obsolete
would demonstrate very clearly
is a part of everyday life

- 0 There *is a distinct possibility that* people in the future won't ever have seen coins or cash.
- 1 The exhibition _____ one or two items of fashion clothing.
- 2 Fast food _____, so something representing that would be of interest.
- 3 Future generations would _____ the various means of payment we use today.
- 4 This kind of video _____ what many people today enjoy watching on the Internet.
- 5 Newspapers _____ within the next ten years.
- 6 People _____ newspapers as a source of information in 100 years' time.

Reading and
Use of English 1

Part 2

Open cloze

What to expect in the exam

- The open cloze is a short text with eight gaps, each of which has to be filled with one word.
- The main focus is on grammatical words, e.g. prepositions, auxiliary verbs, articles, relative pronouns and conjunctions.

- 1 Read the following text, ignoring the gaps for the moment. Which famous toy is being described?

THE IMPOSSIBLY CURVY DOLL

More than one billion have been sold (0) *SINCE* her first appearance at the New York Toy Fair in 1959.

Originally known (1) the 'Teenage Fashion Model', she was a perky blue-eyed blonde with a ponytail in a swimsuit.


It was while she was watching her daughter Barbara playing with cut-outs of adult women (2) creator Ruth Handler first came up (3) the idea. At the

time, dolls in America always took the form of babies so when she first proposed a prototype to executives at the toy company, Mattel, she (4) turned down.

But eventually Handler won over the all-male management, and the first toy doll in the USA with breasts went (5) production. Fame was not long in coming, and as her world expanded, so too (6) the profits for Mattel. She took on numerous different identities, (7) as astronaut, vet or surgeon and she acquired many friends, notably Ken, (8) name came from Handler's son.

- 2 Read the text again and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**. Make sure you read the example.


When you have finished, justify your answers to your partner, with particular reference to words and sentences before and after the gaps.

- 3  Here is the final paragraph of the text above. Read it and discuss the following question: Do you agree more with Handler or the feminists?

She was not without her critics. Her shapely figure was essentially unattainable and feminists attacked Handler for presenting young girls with an image of adult beauty they could never achieve. Handler was not bothered by this. 'My whole philosophy was that through the doll, the little girl could be anything she wanted to become,' she later wrote.

Language focus 1: Talking about the past

A Review

 Complete each of the spaces with an appropriate form of the verb in brackets. Choose from the past, past perfect or present perfect, in either the simple or continuous form. There may be more than one possible answer. If so, explain any differences in meaning.

- 1 I _____ (never/kiss) anyone until I _____ (meet) you.
- 2 That's the third time I _____ (have) to tell you to stop shouting!
- 3 It looks as if he _____ (cry) again. His eyes are all red and puffy.


- 4 I used to get so annoyed with him. He _____ (always/lose) things.
- 5 She _____ (eat) a particularly large meal and she suddenly started to feel sick.
- 6 Marjorie _____ (leave) when Paul _____ (arrive).
- 7 You know that book you _____ (tell) me about last week? Well, I _____ (buy) it. Look.
- 8 I hated that school. If I _____ (not do) my homework, they used to punish me. If I _____ (do) it, they'd tell me to do it again.


B Further ways of talking about the past

1 Underline the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.

- 1 **When I was a teenager** I *used to know/would know/knew* the words to all *The Beatles* songs.
- 2 **It's years since** I've *ridden/haven't ridden/rode* a bike. I'm not sure if I could do it now.
- 3 **I'd like to have travelled**/have liked to travel/have liked to have travelled **more when I was younger**.
- 4 **I remember** that concert. **It was the first time** I've *seen/I'd seen/I was seeing* the band play live.
- 5 **I'd rather my parents** *didn't make/wouldn't have made/hadn't made* me go to piano lessons **when I was little**.

- 6 She was *going to work/thinking to work/to have worked* in her mother's business, but decided instead to continue her studies.
- 7 *After he'd done/Having done/Being done* it once, he was happy to give another presentation.
- 8 It has not rained since *he's been here/he got here/his arrival*.

 Check your answers by reading the Grammar reference on pages 215 and 216.

- 2  Rewrite sentences 1–5 so that they are true for you. Use the words in **bold** together with an appropriate verb in the correct form. Compare your sentences with those of your partner.

Reading and Use of English 2

Part 8

Multiple matching



- 1 What period of time do you think each of these images is from? These images appear in four different books dealing with a particular historical subject. What do you think the subjects might be?
- 2 You are going to read a review of history books. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

How to go about it

- Skim through all four sections quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can.
- Do the same for the other three sections.
- If there are any questions you have not answered, scan the sections again, looking for the specific information you need.
- To help you, parts of section A have been underlined. Match these parts to the appropriate questions. As you answer the other questions, underline the relevant parts of sections B–D in the same way.

In which section are the following mentioned?

- personal stories being expressed in an amusing way 1
- the idea of enjoyment coming from a sense of nostalgia 2
- the possibility that people will not be reading page by page 3
- the fact that certain people have been looking forward to a book's publication 4
- an element that makes the book superior to others on the same topic 5
- the effective way the book has been compiled from different kinds of text 6
- the reviewer's disapproval of the insufficient depth of investigation 7
- the view that this book will alter the way you feel about the subject matter 8
- an autobiographical element explaining the author's motivation 9
- the possibility of disapproval of the author's handling of a particular issue 10

This month's history books

Eric Moore reviews a selection of history publications

A

Britain under the reign of Queen Victoria (1837–1901) witnessed a great leap forward in technological terms, propelled by the Industrial Revolution. Social reform, however, took longer to gain momentum. In *The Unseen*, Amelia Drew skilfully intersperses extracts from Victorian household management manuals describing the duties of young servants with contemporary pamphlets calling for improvements in working conditions. The diary entries of Drew's great-grandmother also appear, allowing us a glimpse into the gruelling and monotonous life of a housemaid. Drew does not shy away from providing meticulous descriptions of the foul tasks that servants were charged with and the kind of horrific injury that befell very young factory workers, and in doing so, dispels any lingering romantic notions of this era. This is a compelling book, but I suspect one that will be dipped into rather than read in its entirety.

B

In January 1918, the first cases of a new strain of influenza were observed in Kansas, USA. The ensuing pandemic lasted to December 1920, spreading across Europe, and even to the Arctic, claiming an estimated 20–50 million lives. With little understanding of how the 'Spanish flu' virus spread, many people were forced to rely on folk remedies such as eating onions or wearing goose fat poultices. In *Contagion*, Dirk Smithey takes a comprehensive look at over 2000 years of disease and treatment. He is not the first to attempt this, but he writes with unusual compassion, and in doing so, elevates his work above the rest. Interestingly, once we arrive in the 21st century, Smithey makes reference to the anti-immunization trend, but does not enter the debate, a decision I suspect may irritate those working towards the elimination of needless childhood disease. All in all, an alarming yet fascinating read.

C

Since walking out of the continent now known as Africa, modern man has regularly packed his bags and moved on. Such journeys into the unknown often require a leap of faith. This is the case for many of the subjects interviewed in Aisha Dunbar's *Worlds Apart*, a group of people who underwent the immigrant experience in the 1970s. As they recall the cultural and language barriers they once had to face, they all speak of the need to believe that life will get better. In the first chapter, Dunbar herself provides a first-hand account of being on the receiving end of racism and the strategies she employed to deal with those who abused her, and cites this as her incentive for assembling this collection of other voices. *Worlds Apart* is, admittedly, a slightly sentimental book, particularly in the narrative thread that connects each person's story, but the anecdotes they tell are often genuinely humorous and uplifting.

D


Fans of Neil Gough's *The Right Man*, a look at political campaigning in the 21st century, have eagerly anticipated a follow-up, but whether his latest volume, *In Retrospect*, rises to the challenge is arguable. This book poses the question 'does advertising merely reinforce stereotypes or create them?' It is bursting with commercial artwork and slogans from the 1950s onwards, and some may appreciate the trip down memory lane to a time when 'real men' smoked pipes and wore fedora hats, and when slogans such as 'Christmas morning she'll be happier with a Hoover and Don't worry darling, you didn't burn the beer' were perfectly acceptable. Where *In Retrospect* falls down is its lighter emphasis on the analysis side of things, and thus it feels a superficial read at times. Nevertheless, a treasure worth buying or giving.

Reacting to the text

Which of these books would you be interested to read? Why?

Describe a book, film or TV programme that provides an insight into the way people once lived. Which period of time does it deal with? Is it historically accurate?


Language focus 2: Nouns in formal English

- 1  Look at the following pairs of sentences. In each case the second sentence is an alternative way of expressing the first sentence, which appeared in the reading text above. What differences do you notice between each pair of sentences? Comment on the use of nouns and verbs.
- Smithey makes reference to the anti-immunization trend.
 - Smithey mentions indirectly the fact that they were generally against immunizing people.
 - Such journeys into the unknown often require a leap of faith.
 - When you set off like this and put yourself into new situations, you often have to believe that things will get better, even though you can't be sure of this.
- 2 Nouns help to convey information clearly and concisely, and are far more frequent in formal written English than in conversation. For questions 1–4, use the information in a, which is more conversational, to complete the gaps in b, which is more formal.
- Example:**
- I thought the painting was very simple and different to anything else I'd seen before. I was very impressed.
 - I was most impressed by the simplicity and originality of the painting.
- He applied for the job and he was clearly a bit disappointed when he heard they'd turned him down.
 - He was unable to hide his _____ at their rejection of his _____.
 - The employees said they thought it would be a good idea if the company reduced the working day by just a little, but management said they didn't approve of the idea at all.
 - Management voiced their strong _____ of the employees' _____ for a slight _____ in the working day.
 - I have to tell you that I'm not satisfied with the service you offer. I often have to wait a long time for things to get here, even though you say that you send them sooner than 24 hours after you receive an order.
 - I must express my _____ with the standard of your service. Delivery of goods is often subject to _____, despite your _____ that orders are dispatched within 24 hours.
 - People fail to understand how important it is to recycle waste, and I think it's because they don't know anything about the environment and they don't get taught enough about it at school.
 - People's _____ to understand the _____ of recycling waste is the _____ of a lack of environmental _____ and insufficient _____ on the subject.
- 3 In 1–4 in exercise 2, there are more verbs in a than in b, and more nouns in b than in a. What other differences do you notice between the language used in informal and formal registers?

Writing

Part 2

Review

- 1  Which of these films (1–5) would you be most likely to watch? Why?

1



2



3



- 2 Read the following Part 2 task and the model answer.

Which film shown in the five posters do you think the review is describing?

You see the announcement below on a film review website called *FilmScape*.

The Past is Back

The film industry has often turned to history as a source of inspiration, but some of its attempts to bring the past to life have been better than others. Next month we'll be bringing you our top ten recommendations for historical films, and we welcome your suggestions.

So, send in a review which describes a historical film, explaining why it is worth watching, and in what ways it could have been better.

Write your **review** in **220–260** words.

_____ is a spectacular dramatization of the events that took place in the early 17th century when English settlers first made contact with Native Americans. The legendary story of Pocahontas, a powerful chief's daughter, and how she saved the life of John Smith, has been told many times in literature, song and film, but in this period piece, director Terrence Malick takes a more honest approach.

Smith, played by Colin Farrell, is portrayed as a fantasist; a man who ignores the brutality of the 'noble savages' and at the same time alienates his fellow Britons who are struggling to survive the harsh winter. As for Pocahontas (actress Q'orianka Kilcher), the movie quite rightly implies that it is not love that makes her save Smith, but curiosity and empathy for the hardship this strange man faces. Indeed, the element of 'strangeness' is what really makes the film stand out. The Algonquin people and the Britons are shown regarding each other in complete wonder. There is a moving scene in which Smith and Pocahontas teach each other simple words; this sort of scenario often feels rather contrived, but here there is a genuine feeling of discovery.

This is a visually stunning epic, and skilfully avoids the usual stereotyping of Native Americans. However, if historical accuracy is what you are after, you may feel let down. Pocahontas is shown as a young woman, whereas in reality, she is said to have been ten years old when she first met Smith. Her later life in London also seems slightly idealized. All in all, a masterful film.

4



5



- 3 What is the purpose of each paragraph?
- 4 In your own words, say why the writer thinks the film is 'worth watching' and how it 'could have been better'.
- 5 Some sentences in the review use past forms of a verb and others use present forms. Underline four examples of each. Then decide why a present or past form is used.
- 6 Make a note of those adjectives used by the writer to express an opinion. Include any accompanying adverbs or nouns.

Example: *spectacular dramatization*

Divide the adjectives in section **B** on page 211 into two groups, positive and negative.

- 7 Complete each of the spaces with one of the nouns from the box.

objection	development	fact	adaptation	performances	clichés	eyes
-----------	-------------	------	------------	--------------	---------	------

- 1 Both lead actors give remarkable _____ which won them each an Oscar®.
- 2 Told through the _____ of a young soldier named Jamie, it opens on a sweet note and quickly turns tragic.
- 3 This is a clever _____ of the original story, and goes on to explore the motives of the hero.
- 4 Unfortunately, the film relies too heavily on special effects rather than character _____.
- 5 It was let down by the usual _____ of most action movies; the big speech just before the battle, for example.
- 6 My one _____ to the movie is that the accents of the supporting cast are often unconvincing.
- 7 The end of the film is hardly based on _____. Indeed, no survivors were ever found.
- 8 Now write your own answer to the task in **220–260** words.

Don't forget!

- Aim to grab the reader's interest from the beginning.
- Express your opinions throughout your answer.

Listening 2

Part 4

Multiple matching  1.5-1.9

- You will hear five short extracts in which people are talking about changes in their lives.
- To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.

What to expect in the exam

- Part 4 consists of a multiple-matching format in which there are five short monologues on the same theme.
- There are two connected tasks. For each task, you must choose five correct answers from a list of eight options.
- In the exam, you will have 45 seconds to read through the tasks.
- You hear all the extracts once, then the whole sequence is played again.

TASK ONE

For questions 1-5, choose from the list (A-F) what led to the change in the life of the speaker.

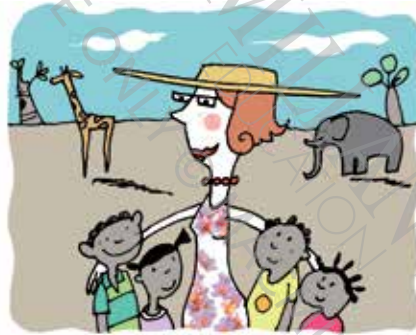
While you listen you must complete both tasks.


A the desire to avoid unwanted attention	Speaker 1	<input type="text"/>	<input type="text"/>	1
B the desire to travel	Speaker 2	<input type="text"/>	<input type="text"/>	2
C the desire to maintain a positive relationship	Speaker 3	<input type="text"/>	<input type="text"/>	3
D the desire to be challenged	Speaker 4	<input type="text"/>	<input type="text"/>	4
E the desire to show other people were wrong	Speaker 4	<input type="text"/>	<input type="text"/>	4
F the desire to fulfil an ambition	Speaker 5	<input type="text"/>	<input type="text"/>	5

TASK TWO

For questions 6-10, choose from the list (A-F) how the speaker feels about this change.


A excited	Speaker 1	<input type="text"/>	<input type="text"/>	6
B regretful	Speaker 2	<input type="text"/>	<input type="text"/>	7
C ashamed	Speaker 3	<input type="text"/>	<input type="text"/>	8
D scared	Speaker 4	<input type="text"/>	<input type="text"/>	9
E grateful	Speaker 4	<input type="text"/>	<input type="text"/>	9
F proud	Speaker 5	<input type="text"/>	<input type="text"/>	10



-  Talk to your partner about a time in your life when something changed. Mention the following in relation to the change:
 - the reasons for it
 - how easy or difficult it was
 - your feelings before and afterwards
 - other people's attitudes
 - the consequences of the change

Vocabulary: Changes

A Verb + noun collocations

 When or why might you change each of the items in the box?

Example:

You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.

your doctor	your name	your mind	your tune
gear	the subject	sides	places
a tyre	your ways		


B Adjective + noun collocations

1 The following adjectives can all be used with the noun *change*.

Complete each of the sentences **1–4** with a suitable group of adjectives **a–d**. All of the adjectives in each group must be appropriate for the sentence you choose.

- a** economic/political/social
- b** dramatic/sudden/considerable
- c** pleasant/refreshing/welcome
- d** far-reaching/significant/sweeping

- 1 It **made a/an** _____ **change to** see Alex in a suit. He looked very smart for once.
- 2 The government has announced plans **to make** _____ **changes** to the tax system next year.
- 3 The **pace of** _____ **change** has been rather slow in this country recently.
- 4 The lottery win **brought about a/an** _____ **change** in her circumstances, which she is finding it difficult to cope with.

2  Rewrite sentences **1–4** so that they are true for you/your country/the world in general. Use the words in **bold**, together with an appropriate adjective. Compare your sentences with those of other students in your class.

C Other verbs of change

For questions **1–5** decide which word, **A**, **B**, **C** or **D** best fits each space. The verb you choose must be appropriate for the gaps in both sentences. The words in **bold** are typical collocates of the verb.

- 1 **a** It took him a while to _____ **to being a parent**.
b You can _____ **the height of the chair** by pulling this lever here.
A switch **B** alter **C** vary **D** adjust
- 2 **a** The old windmill has been _____ **into a small** guest house.
b Graham Greene _____ **to Catholicism** at the age of 21.
A transferred **B** transformed **C** converted **D** adapted
- 3 **a** **Prices** _____ **according to** the time of year you decide to travel.
b We were advised to _____ **the children's diet** as much as possible.
A adapt **B** shift **C** vary **D** modify
- 4 **a** Members of the rock group were asked to _____ **their behaviour** or else leave the hotel.
b We had to _____ **the design** of the car to take account of the rough terrain.
A modify **B** amend **C** transfer **D** convert
- 5 **a** Twelve European countries _____ **over to the euro** on 1 January 2002.
b I _____ **shifts with** Brian so I could go to my sister's wedding.
A shifted **B** switched **C** transformed **D** altered

2

Review

Language focus: Talking about the past


In 1–8, write one of the auxiliary verbs from the box in the first space and an appropriate verb in the correct form in the second space. Use each auxiliary verb once only. There is an example at the beginning (0).

have	been	having	had	would
was	were	has	did	

- 0 The phone rang just as we were leaving the house.
- 1 It was the first time I _____ abroad.

- 2 _____ his ambition, he promised to spend more time with his family.
- 3 Since I've known him he _____ that suit twice.
- 4 He was to _____ in the final, but he was injured in a league match.
- 5 It's years since I _____ out to dinner by my partner.
- 6 When we were little, my dad _____ often _____ us a story at bedtime.
- 7 I'd have liked to have _____ a second chance, but it wasn't possible.
- 8 I wasn't allowed to see the film, but they _____ me read the book.

Vocabulary: Changes

- 1  For 1–8, decide whether the meaning of the two items of vocabulary is more or less the same or different. Explain any differences in meaning.

Example:

- 0 transfer money/convert money

Different. When you transfer money, you move it from one place to another, e.g. from one account to another. When you convert money, you change it from one currency to another.

- 1 adjust to university life/adapt to university life
- 2 adjust a piece of clothing/alter a piece of clothing
- 3 convert a farm into a hotel/transform a farm into a hotel
- 4 change your ways/modify your behaviour
- 5 change your ways/change your tune
- 6 vary the menu/adapt the menu
- 7 change sides/switch sides
- 8 switch to the euro/convert into euros
- 2 Match each of the verbs in the box with the group of words which collocate with it. The first one has been done for you.


adjust	convert	modify	switch	vary
--------	---------	--------	--------	------

- 1 vary the menu/your routine/in size
- 2 _____ to Islam/dollars into euros/the loft into a bedroom
- 3 _____ your belt/the straps on a bag/the brakes on a car
- 4 _____ TV channels/university courses/from dictatorship to democracy
- 5 _____ your language/your views/a piece of equipment

Reading and
Use of English

Part 1

Multiple-choice cloze

- 1  Read the following text quickly, ignoring the gaps for the moment. Is the writer of the text generally positive or negative about the experience of the first immigrant workers in Britain?
- 2 For questions 1–8, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

CHANGING COUNTRIES

(0) a new life and hoping for a significant (1) in their standard of living, foreign workers began flocking into Western Europe during the 1950s. In Britain, some of the first immigrants arriving from the West Indies and the Indian subcontinent were welcomed by brass bands, but the dream of a new life soon (2) sour for many.

Attracted by the promise to earn good money and learn new skills, the reality they found was often one of low wages and, in many (3) , unemployment. There were times when the newcomers encountered open hostility; in 1958, riots (4) out in Notting Hill, west London, when gangs of white youths began taunting immigrants.

Yet despite the (5) difficulties they encountered, many foreign workers did manage to (6) to their new conditions, settling in their new adopted country and prospering. Their contribution had the effect not only of speeding up the (7) of economic change in the post-war period, it also (8) Western Europe into a multiracial society.



- | | | | |
|-----------------|---------------|----------------|-------------|
| 0 A Searching | B Wishing | C Seeking | D Leading |
| 1 A switch | B change | C modification | D variation |
| 2 A turned | B converted | C switched | D moved |
| 3 A occasions | B examples | C ways | D cases |
| 4 A broke | B carried | C came | D started |
| 5 A several | B high | C numerous | D heavy |
| 6 A fit | B adjust | C match | D suit |
| 7 A growth | B motion | C pace | D step |
| 8 A transformed | B transferred | C modified | D shifted |

Grammar reference

Unit 1

Modal verbs 1: *might, could, may* and *can*

- 1 *might, could* and *may* can be used to express present, future and past possibility:
*Try the shop on the corner – they **might have** what you're looking for.*
*Economists warn that house prices **could rise** even further next year.*
*She **may not have received** your letter yet.*

The addition of *well* after the modal verb expresses more probability.
*Take an umbrella – it **may/could/might well rain** later on.*

- 2 *might* and *could* can be used to express:
- past possibility which did not happen
*We **could have won** the game, but Joe missed a penalty.*
*It's a good thing I was wearing a crash helmet. I **might have been** seriously injured.*
 - annoyance
*You **could at least say** you're sorry!*
*He **might have told** me he was going to be late!*

- 3 *might* and *may* can be used to:
- express concession
*He **might have failed** his degree, but he's earning much more than me.*
(= Although he failed his degree, he's earning much more than me.)
*She **may be** very famous, but that doesn't give her the right to behave like that in public.*
 - suggest what one should do when there is no better alternative
*I **might as well go** shopping with my parents – I've got nothing else to do.*
*You'll find out the truth sooner or later, so I **may as well tell** you now what happened.*

- 4 *can* and *may* (more formal) can be used to:
- give or refuse permission
*You **may/can borrow** up to three DVDs at any one time from the library.*
*You **can't/may not go** until you have finished.*
 - make offers
***May I be** of assistance?*
***Can I carry** that for you?*

- 5 *can* and *could* can be used to:
- make requests
***Can/Could you give** me a hand, please?*
 - ask for permission
***Can/Could I open** the window?*

The more formal *may* can also be used.
***May I ask** a personal question?*

- 6 *can* and *could*, in the negative form, can be used to express certainty:
*She **can't be** more than about 20 years old.*
*It **couldn't have been** a bear that we saw – it was far too small.*

- 7 *can* can be used to express:
- theoretical possibility
*The new concert hall **can seat** over 3000 people.*
 - ability or inability
*I **can understand** some Italian, but I **can't speak** it very well.*
 - criticism
*She **can say** some very hurtful things sometimes.*

- 8 *could* can be used to express:
- ability or inability in the past
*My late grandfather **could play** the banjo, but he **couldn't sing** very well.*

When we talk about ability to do something on one occasion in the past, *could* is not possible. Instead, *was/were able to, managed to* or *succeeded in* have to be used.
*I **managed to speak** to Frank last night, but I **couldn't persuade** him to come to the opera with us.*

- permission or prohibition in the past
*When I was at school the boys **couldn't wear** earrings, but the girls **could**.*

When we talk about permission to do something on one occasion in the past, *be allowed to* has to be used.
*I **was allowed to leave** work early yesterday to go and meet my husband at the airport.*

Unit 2

Talking about the past

1 Past simple

The past simple can be used to refer to:

- completed actions, events or situations which happened at a specific time or over a specific period of time in the past
*I **sold** my car about three months ago.*
*When we **lived** in York, my father **ran** a small bakery.*
- habitual actions or behaviour in the past
***Did you bite** your nails when you were a child?*
*When I was a teenager, my mum **got** really angry if I **didn't tidy** my bedroom.*

Used to + infinitive can also be used to refer to past situations and habitual actions. *Would* + infinitive can be used to refer to past habitual actions, but not situations.
*Every summer we **used to/would go** to Scotland to visit my grandmother.*
*I **used to** (not would) **have** a parrot, but he escaped.*

2 Past continuous

The past continuous can be used to refer to:

- situations or actions in progress at a particular moment in the past
*This time last year I **was taking** the Advanced exam.*
- a past situation or action which was in progress when another action occurred
*We **were still having** breakfast when Mark and Marian called round.*
- past actions or situations occurring at the same time
*She **was working** hard to earn some extra money and he **was spending** it all on new gadgets.*
- repeated past actions, which the speaker finds annoying
*She **was always complaining** about something.*

3 Present perfect

The present perfect links past events and situations with the present.

- A The present perfect simple can be used:
- to talk about recent past events which have some relevance to the present
*They **can't afford** to go on holiday – they **'ve just bought** a new car.*
 - to describe situations which started in the past and continue to the present
*We **'ve had** these saucapans since we got married 43 years ago.*
 - to talk about events which occurred at some time between the past and present. The exact time they occurred is either unknown or unimportant.
*I **'ve already seen** United play three times this season.*

Grammar reference

- after the expression *this/that/it is the first/second/third, etc time ...*
This is the fourth time I've seen United play this season.
 - after the expression *it's (two/three, etc) years/a long time since ...*. The past simple is also possible.
It's years since I've had/I had bacon for breakfast.
 - with another present perfect to describe two states or actions which have existed or occurred together.
We've been burgled twice since we've lived here.
- B** The present perfect continuous is used with verbs which describe actions (e.g. *give, play, take*), but not with verbs which describe states (e.g. *be, know, like*). It can be used to:
- emphasize the duration of a situation or activity
He's been working on his first novel for over ten years.
 - suggest that a situation or activity is temporary
My kitchen's being redecorated so I've been eating at my mum's.
 - suggest that a situation or activity is incomplete
I've been reading that book you lent me – I think I know how it's going to end.
 - focus on the repetition of a situation or activity. The number of times it is repeated can only be included with the simple, not the continuous form.
Someone's been phoning you.
She's phoned about six or seven times this morning.
- C** Both simple and continuous forms of the present perfect can be used to talk about the present effects of a past event.
I'm exhausted! I've been cleaning the house all morning. (an activity)
Sally can't drive for a while; she's broken her leg. (a single action)

4 Past perfect

- A** The past perfect simple can be used:
- to show that a past event or situation occurred before another past event or situation
As soon as the film started, I realized I had seen it before.
 - to describe situations which started in the past and continued to a later point in the past
They had known each other for several years before they got married.
 - after *that/it was the first/second/third, etc time ...*
We went to Switzerland last summer; it was only the second time we'd been abroad.
 - after *it was (two/three, etc) years/a long time since ...*
It was a long time since she had last seen her old school friend.
 - after certain time linkers, e.g. *after, before, by the time, as soon as, once, when, until*
It was dark by the time I had finished repairing the roof.

The past simple can be used if the order of events is clear:
I had a relaxing bath after I got home from work last night.
or if the second event occurred as a result of the first.
When the music started, everyone got up to dance.

Participle clauses can sometimes be used in place of clauses with *when* or *after* and the past perfect.

Having eaten his sandwich, he put his coat on and left.
(= After he had eaten his sandwich, he put his coat on and left.)

For more information on participle clauses, see Unit 10 on page 222.

- B** The past perfect continuous can be used in similar ways to the present perfect continuous, but instead of linking past events and situations with the present, it links them with another point in the past. It is not used with stative verbs (e.g. *be, know, like*).
- I'd been waiting for over an hour when she finally arrived.* (duration)
She found out that her son had been using her credit card to buy computer games. (repetition)

You only had to smell his breath to know he'd been smoking. (effects of a past event)

5 Unfulfilled past events

The following structures can be used to talk about events which were intended to take place, but which did not happen.

I was going to send you an email, but I had a few problems with my computer.

I was about to call the doctor, but then the pain suddenly disappeared.

She had been/was thinking of going to Iceland, but changed her mind and went to Norway, instead.

The meeting, which was to have taken place last weekend, was unexpectedly cancelled.

6 Expressing preferences about the past

The following structures can be used to express how we would like the past to have been different.

• *would like/love/prefer to + perfect infinitive, or would have liked/loved/preferred to + infinitive or perfect infinitive*

We would like to have stayed longer, but we had to catch the train.

She would have loved to tell/to have told him what she thought of him.

If the subject of *would like*, etc is not the same as the subject of the verb which follows, an appropriate noun or object pronoun is inserted before the infinitive.

She would have preferred him to say it to her face, rather than put it in a letter.

• *would rather/sooner + perfect infinitive*

We stayed in a hotel, but I'd sooner have slept in a tent.

If the subject of *would rather/sooner* is not the same as the subject of the verb which follows, the past perfect is used.

Would you rather I hadn't said anything about it to Matt?

For information on using *wish/if only* and conditional sentences to describe imaginary situations in the past, see section A in Unit 3 below.

Unit 3

Hypothetical situations and conditionals

Past tenses can be used to talk about unlikely, imaginary or impossible situations in the present, past or future.

A Past situations

• *wish/if only + past perfect* can be used to express wishes, regrets and criticisms about the past

I wish I hadn't eaten my dinner so quickly. I've got indigestion now.

If only you had listened to my advice. You wouldn't be in this mess.

• *should + perfect infinitive* can also be used to express regrets and criticisms about the past

We should have brought an umbrella. We're going to get soaking wet now.

You shouldn't have spoken to him like that. I'm not surprised he's upset.

• Third conditional sentences (*if + past perfect, would/might/could + perfect infinitive*) can be used to speculate about how things might have been different in the past

If you had been paying attention, you might have understood what I was saying.

(= You weren't paying attention, so you didn't understand.)

If it hadn't been for that traffic jam on the motorway, we would have got here on time.

(= Because of the traffic jam we arrived late.)

Listening scripts

Unit 1 (Page 12)



1.1-1.3

Part 1: Multiple choice

Extract One

M = Man W = Woman

M: You know, when we heard we'd been nominated for an award – and we knew who the other nominees were – well, just for a brief moment, I guess we got a kick out of it. I mean, the other bands are guys we really respect, but we've always used our music to attack capitalism. It would be incredibly hypocritical to go to a ceremony sponsored by the corporate world.

W: Yeah, and we knew who had voted for us. We've been together for four years, and the people who liked our music from the start, the ones who've been coming to the gigs, they know what our principles are. And they wouldn't go in for that kind of thing. But you know, you get your first number one single and the mainstream music listeners think you're a new band and they go out and vote for you. For a moment in time your song's getting the biggest number of hits – and then the public move on.

Extract Two

OM = Older man YM = Younger man

OM: Well – obviously – I was gutted that the home team didn't come out on top, but it wasn't altogether a surprise. Three of the players were making their debut, and you can tell they were a bit overawed by the occasion, and it impacted on the overall team performance. You can't put the blame on the coach – giving the novices a chance was a management decision, and it backfired. That's all I've got to say on that game, but I have to say that I do have a problem with the way that a couple of the players only seem interested in offering their skills to the highest bidder. They've got no regard for the fans, apparently.

YM: That's what it looks like, certainly on the outside. It's a shame because those guys have inspired a generation. You have to wonder whether the newspapers are doing what they usually do and stirring up a bit of controversy – but if it's true the players are quitting and going overseas just for the big dollars, that's very disappointing.

Extract Three

W = Woman M = Man

W: *40-hour Famine* is about students not eating food for 40 hours. The idea is to promote a bit more awareness of what it's like for people who are starving through no fault of their own – say through crop failure or drought. Many students are too young to volunteer to go overseas and help out directly and they haven't got the cash to make monthly donations, but taking part in this is something they *can* do. And, of course, the sponsorship they get goes to excellent charities. This is my first year, but it's Tom's second, isn't it, Tom?

M: Yeah.

W: How did you do last year?

M: I only made it to 35, actually. I felt really dizzy and had to give up. But no one made me feel like I'd let them down; they were just concerned. I thought 'Oh, well, I'll make sure I manage it next time.' And look ... in another four hours I will have reached that goal.

Unit 2 (Page 18)



1.4

Part 2: Sentence completion

Hi. I'm Simon, and last week I got to spend a whole day at the National Museum where I was shown around by one of the curators. I'd only been there as a visitor before, so it was interesting to find out what goes on behind the scenes. The collections at the museum are quite diverse – there's a whole floor devoted to the natural environment, for example, and, of course, a large section for Pacific cultures. Melanie, the curator, told me she'd done a degree in anthropology, but when she applied to the museum, she decided to focus on social history, and she's been working in that area ever since. I thought it would be worth asking what sort of educational background most of the other curators had, and what sort of work experience you needed if you wanted a position there, but apparently it's your communication skills that really count. They're essential for all museum staff.

Then I asked Melanie to explain what kind of things she's personally responsible for. She said that whenever the museum acquired a new object, the first stage of the process was identification. That might involve, for example, finding

out where and when something was made, that sort of thing. She would do that by herself, but she'd work with other specialists if the object was in any way damaged, and needed restoration of some kind. Then, we went on to talk about one aspect of being a curator that I know I'd be hopeless at if I had to do it – and that's when they have to write and maintain records. You obviously have to be meticulous about detail.

Melanie also spends some of her time preparing for conferences, and liaising with other curators or researchers working in the same field. She also has to reply to the correspondence and enquiries she gets from the public, and this can take up quite a bit of time.

I was also curious to know what Melanie liked most in the collection, and she said it was a series of letters sent by a soldier to his wife back home. I had a look and they were certainly very moving. What really caught my eye, though, and you can see them all along the walls, were a lot of advertisements from the 20th century. They really give you an insight into people's lifestyle at the time. Well worth a look if you go to the museum.

Melanie told me that many exhibits have been gifted, so, for example, most of the paintings have been donated not bought. Apparently, it's not just wealthy benefactors, but ordinary people who want to offer a family heirloom, say. So recently, for instance, a woman brought in an antique clock in perfect working order. Melanie has to say no to photo albums, however, because it's so hard to preserve them.

I'm going to finish by mentioning the biggest problem the museum has – and it's not something you'd automatically think of. When it comes to preserving the physical exhibits, the curators are confident that they've got that under control, but they're not so good at preserving digital data, and they're investigating new storage formats to ensure it's preserved for posterity.

Well, I hope I have given you a better idea of what it's like to work at the museum.

Listening scripts

Unit 2 (Page 26)



1.5-1.9

Part 4: Multiple matching

Speaker 1

I'd given up just about everything – the job, the house, the car – and gone to Spain to be with my husband. Then six months later it was all over. Both of us believed we'd rushed into marriage too soon and there was little that made us compatible as spouses. At the same time, we felt the friendship that had drawn us together in the first place was just too valuable to throw away and the only way to save it was by splitting up. The thing is, I remember hugging Alfonso at the airport, boarding the flight to Manchester and waiting to feel some kind of relief. It didn't come. By the time we landed, I had this awful sense that we'd rushed just as fast into a divorce. A year has passed and I still can't help wishing we'd put a bit more effort into staying together.

Speaker 2

I was a no-hoper at school, see. No one had heard of dyslexia in those days, so my teachers just classed me as an 'idiot'. I might have behaved myself later if I'd been given a bit more attention then, but I was told time and time again that I was going to be a failure. It surprised no one, including myself, that I ended up in prison, but all that time on my hands gave me the chance to think. I realized I'd turned out just how they said and I wanted to prove it could be different. I did a law degree while I was inside, and it was tough, I tell you, but since I got out, I've never looked back. I'm about to become a partner in a law firm and that's an achievement that gives me immense satisfaction.

Speaker 3

I'd always wanted to do voluntary work, ever since I qualified as a nurse. Marriage and children always got in the way of my plans, though, but now that the kids were older, there didn't seem any reason to put it off, even though I was coming up to my 50th birthday. And once I'd got their backing, there was no stopping me, really. Of course, I missed them all when I was there, but I just threw myself into my work. I had to, really. It was a very isolated rural area – there was no running water, no medicines and so much poverty. But I can't tell you how much I appreciate the fact that I was given the chance to go – it was a real eye-opener and I learnt so much about their culture and about myself – for that I'll always be thankful.

Speaker 4

I'd worked my way up to supervisor and got just about as far as I could go in the company. It was a responsible position and gave us a certain amount of security and, I suppose, that's why I stuck it for so long. Inevitably, though, it got to the point where the routine just got too

much. I wasn't developing professionally and nothing about the job pushed me to better myself. So when Sue suggested taking over a café franchise, I jumped at the chance. Neither of us had a background in catering, but we refused to be daunted. We had to learn all aspects of the business in a very short time, but I found it all very thrilling, and still do. Even now I wake up every day really looking forward to going in to work – being in a new environment and dealing with the fast pace.

Speaker 5

I'd been biting my nails since I was a three-year-old, apparently. It had never really bothered me before, despite my parents' constant moaning. They made me put this liquid on them called 'No-bite'. Tasted horrible, it did – until I got used to it, that was. When I started work, though, I began noticing the looks of mild horror on the customers' faces. Every time I was wrapping up a present or was just resting my hands on the counter, I could sense them staring and it made me incredibly self-conscious. So I had these plastic tips put on and that gave my nails the chance to grow. No one notices them anymore so the problem is essentially solved, but it has nothing to do with my willpower. It's actually humiliating for a 23-year-old to be wearing plastic tips. It's a secret I would hate my boyfriend to find out.

Unit 3 (Page 32)



1.10-1.12

Part 1: Multiple choice

Extract One

M = Man W = Woman

M: The last book I wrote was something my publisher *asked* me to write – about the River Thames, and its history – and it wasn't a passion of mine, that sort of thing – and to this day I'm not entirely sure why the publisher approached *me*, but I could imagine how *other* people might be interested, so I signed up. And once I'd got into it, I found the whole thing quite intriguing. I'd rather not have had to limit our investigation just to the inner city, but there's only so much you can pack into 400 pages. Now it's finished, I have to say I rather miss working on it. Do you enjoy the research side of things?

W: Not so much, but now we have the Internet, of course.

M: Indeed, but can you trust what you read?

W: The way I see it, the Internet's given us access to limitless knowledge. If only we'd had it when I was first starting out – it would have saved me countless trips to the library and a lot of time and effort. Sure you have to check and cross reference things, but I can live with that.

Extract Two

M = Man W = Woman

M: I don't know if you've heard, but I'm off to Greece once the term finishes. I'm joining up with this team of archaeologists – they need people to do the physical stuff – the digging, I mean. It won't be paid, but it'll give me some real experience in the field – even if it's not strictly relevant to the courses I'm taking next year – and it'll make a change from the tedious kind of jobs I normally end up doing during the holidays.

W: Well, I imagine you'll really get a lot out of it. After I finished my first degree – and we're talking, er, at least ten years ago now, I got offered a position with a really prestigious firm of architects – and I felt I couldn't say no, especially because we were all still waiting for the exam results to come out. And it was good there, but I still wish I'd given myself the chance to consider something else. Well, that's why I've come back to university, I suppose.

Extract Three

EM = English man

AM = American man

EM: If you only hang out with other game designers, if gaming is your entire world, that's actually going to work against your development. The people on top in this profession are the ones with, I'd call it, an 'insatiable curiosity' for, say, history, science, music – that kind of thing. Anyway, when I'm starting out on a new game, I'll work out what the goal is. That's my priority. So, for example, for my last game it was the idea that Man is a part of Nature, not separate, and I'll go from there. The people and the overall image come later down the line.

AM: I probably have a similar approach and I agree that whatever you're designing – be it a first-person shooter, action-adventure, role-playing, whatever ... if you want to become one of the great game designers, you need a great deal of general knowledge and an enquiring mind. A good grasp of behavioural psychology is also essential. Without this, you won't convince anyone, and playing a game without conviction is rather pointless.

Unit 3 (Page 36)



1.13

Part 3: Multiple choice

P = Presenter H = Helena

P: With me today on *Infospeak* is journalist and writer, Helena Drysdale. Hello, Helena, and welcome to the programme.

Answer key

Unit 1 Aiming high

Speaking: Long turn Page 6

Useful language

very happy: delighted, elated, thrilled, overjoyed

sad or wanting to cry: tearful, miserable, close to tears, weepy

nervous or worried: anxious, apprehensive, tense, on edge

Reading and Use of English: Multiple choice Page 7

1

the type of person who would take up such a challenge

Paragraph 1: He's now 17, he has impeccable manners and self-confidence.

Paragraph 2: He used to have no interest in outdoor pursuits.

Paragraph 6: He appears to be the kind of person who 'relishes a fight'.

their reasons for doing so

Paragraph 2: He formed a friendship with explorer Robert Swan, who invited him on a trip.

Paragraph 3: He wanted to become the youngest-ever person to trek to the North Pole and also raise awareness about melting ice caps.

Paragraphs 5 & 6: He's campaigning to raise awareness about climate change.

the preparation required

Paragraph 2: *He ate lots of chicken, spent a long time in the gym, ...*

Paragraphs 3 & 4: raising money to fund his treks

the conditions or difficulties they experience in the Arctic and the Antarctic

Paragraph 3: *The Pole, ... became virtually inaccessible, surrounded by patches of uncovered ocean.*

Paragraph 6: *... hauled a sled across hundreds of miles of frozen tundra, lived off freeze-dried food for weeks, and learnt how to ward off a hostile polar bear, ...*

How to go about it

'etched': You usually see scars and broken veins carved into or marked on the faces of polar explorers.

'impeccable': Parker has perfect manners.

'escalated': The email correspondence between Parker and Robert Swan grew into a friendship.

'perplexed': Parker's friends and family were confused by his decision to go to the Antarctic.

'farce': When friends and family thought about the non-sporty Parker hauling a sled across the ice, they thought this was a ridiculous situation.

2

1 A Lines 15–20 ... *he happens ... boarding schools.*

2 C Lines 38–43 *Friends and ... the least.*

3 A Lines 68–73 *The Pole ... uncovered ocean.*

4 C Lines 95–105 *'By complete ... or something.'*

5 D Lines 118–136 *His view ... their fault'.*

6 B Lines 154–164 *It must ... day's work.*

Language focus 1: Modal verbs 1: *might, could, may and can* Page 10

1

1 annoyance

2 past possibility which did not happen

3 past possibility

4 future possibility

5 present possibility

6 lack of enthusiasm – 'might/may as well' is a fixed phrase

7 concession

2

Possible answers

1 I'm so angry with him. I do think he might have phoned to say he couldn't come.

2 We've missed the beginning, so we may as well go home and watch a DVD.

3 It was rather dangerous. Someone could have fallen over it and broken their leg.

4 I can't find it anywhere. I think I may have left it on the bus on my way home.

5 She might have a university degree, but she has no idea how to talk to the public.

6 Cheer up! It might stop raining later and then we can go out.

(*'Cheer up! It might never happen' is often said to someone who looks sad.*)

3

1 theoretical possibility 2 criticism 3 request

4 inability 5 deduction 6 prohibition

4

Suggested/possible answers

2 This could be a girl telling off her boyfriend. It could be that he played a practical joke on her, but she didn't see the funny side of it.

3 This might be a magician, asking someone in the audience for help.

4 This could be a younger brother. He could be trying to retrieve a football from a tree.

5 This might be a parent trying to dissuade a teenager from eating a bar of chocolate.

6 This could be a parent refusing to allow their young child to stay up beyond their bedtime to watch something on TV.

Extension

1

a 'faint' suggests that it is not very possible. The other adjectives express the opposite.

b 'a fair' expresses a reasonable degree of possibility. The others suggest it is not very possible. Note that *could*, *might* and *will* can all be used with these two sentences. *may* is less frequent.

c 'good' is not correct. ('a good' would be correct)

d 'predictably' is not possible here. It is an attitude marker meaning 'as is to be expected', often found

at the beginning of a sentence and usually with past reference:

Predictably, house sales rose as a result of the cut in the interest rate.

He was predictably turned down for the job because of his poor health.

It is also often used to qualify adjectives.

He is predictably upset at what happened.

e 'highly likely' means 'very probable'.

f 'hardly likely' means 'not very probable'.

2

Possible sentences

- 1 I think I stand a good chance of passing the *Advanced* exam.
- 2 To improve my chances of doing so, I need to read a lot outside of the class.
- 3 In the world today we face the very real possibility that computers will one day replace books in schools.
- 4 There's an outside chance that I could be going to the States on holiday next year.
- 5 It seems highly unlikely that I will get a decent pay rise this year.

Vocabulary: Collocations Page 11

1

a success b ambition c motivation d failure e challenge
Note that 'an overnight success' means it is sudden and unexpected.

4

fulfil/realize *an ambition*

achieve/enjoy *success*

take up/rise to *a challenge*

end in/result in *failure*

improve/lack *motivation*

5

a challenge b ambition c failure d success e motivation

Listening: Multiple choice Page 12

2

1 A 2 B 3 A 4 B 5 C 6 B

Word formation: Nouns Page 13

1

achieve-ment motivat-ion fail-ure

2

1 refreshments 2 disapproval 3 eagerness

4 procedures 5 insignificance 6 simplicity 7 secrecy

8 membership 9 breakage(s) 10 likelihood

11 independence 12 anxiety

3

1 pleasure, exposure, closure

2 appearance, annoyance, reliance

3 storage, shortage, package

4 rehearsal, renewal, proposal

5 efficiency, intimacy, vacancy

6 enjoyment, requirement, commitment

7 prosperity, originality, familiarity

8 leadership, companionship, partnership

9 neighbourhood, fatherhood, adulthood

10 absence, persistence, evidence

11 selfishness, tiredness, carelessness

12 explanation, interpretation, application

4

advocacy, agency, appearance, awareness, coincidence,

collection, confidence, correspondence, existence,

friendship, hostility, legislation, location, mixture, reality

Also: champagners, emissions, explorer, leaders, tourists

Language focus 2: Spelling Page 14

1

Verbs ending in consonant + vowel + consonant double the final consonant if the final syllable is stressed or if there is only one syllable.

2

fulfilling, limiting, setting, upsetting, targeting (*targetting*

is also used. This is true also of *focusing/focussing* and

benefiting/benefitting), forbidding, writing, waiting,

travelling (*traveling* in American English), panicking

3

1 pleasant – pleasant

Note the differences between the noun *appearance* (see example 0) and the adjective *apparent*.

2 necessary – necessary

3 publically – publicly

4 definate – definite

5 irresponsible – irresponsible

6 leafs – leaves

Other examples with this spelling change are

calf – calves; half – halves; life – lives; loaf – loaves;

self – selves; shelf – shelves; wife – wives

7 preceeding – preceding (from the verb *precede*)

Note the spelling difference between *exceed/succeed/proceed* and *precede/recede/concede*.

8 bussiness – business

9 dissappointed – disappointed

disappear is also commonly misspelt by students.

10 recieve – receive

Seize and *weird* are correct, exposing the often quoted

spelling 'rule' of 'i before e, except after c'. This only

seems to be true (and worth learning) for words such

as *believe, relieve, achieve* and *conceive, receive, deceive*.

11 influencial – influential

12 factery – factory

Writing: Formal letter Page 14

1

The answer addresses all aspects of the task and would have a positive effect on the manager reading it.

2

Paragraph 1: Reason for writing; description of project; need for money and reason

Paragraph 2: Description of the fundraising event; expected outcomes

Paragraph 3: How the company's sponsorship money will be used; benefit to company

Paragraph 4: Closing comments; suggestion for meeting

Linkers: As you may know, also, Unfortunately, therefore, Naturally

3
the way the writer describes the community centre and the event

In the first paragraph the writer suggests that the community centre benefits many local people, including adults, teenagers and children, and fulfils a range of purposes. This would be more likely to attract a potential sponsor's attention. The writer also provides a good amount of detail about the event to show that it will be well organised and interesting; this should also encourage a sponsor to help out.

the point at which the writer asks for money

The writer doesn't ask for money until the third paragraph – using paragraphs one and two to convince the potential sponsor that the community centre is a worthwhile cause.

the verbs and tenses used by the writer in the third and fourth paragraphs

The writer uses modal verbs 'would' and 'might', and a 2nd conditional (*If sponsorship from Fresh World were possible, I would be happy to arrange a meeting at any time that was convenient to you.*) because of the tentative nature of the request: there is no guarantee that the manager of Fresh World will agree.

4
*we need assistance
to help finance our project
help us by paying for the hire
our key sponsor
If sponsorship ... were possible*

5

Sample answer

Dear Sir/Madam,

I am writing to ask if you are interested in acting like a sponsor for a children's sports club.

The club was set out a year ago by local voluntaries and our goal is to encourage kids from different social enviroments to make sports. We've seen the advantages on the children's health from doing regular exercise and we also believe that team spirit in youngers will help to them in other aspects of their life.

Until now we have been using the playing fields at Wentworth College. However, some club members have problems getting to the college, so we would like to rent a field and changing rooms closer to the centre of town. Consequently we need obtain a quite large amount of money, so we are planning an event to earn money.

We will charge a small entrance ticket and there will be various activities which people will have to pay for. We would like to have a lottery for a pair of football boots, have an arching and a long jump competition. We also have baby photos of famous sports personalities which aspirants have to guess. There will be stalls selling second hand sports equipment and a healthy selection of food and drinks will also be served.

We would be extremely grateful if you could provide us t-shirts with the club logo on and some prizes for the competitions as different items of sports equipment.

I look forward to your reply.

Yours faithfully,

Katerina

247 words

Examiner's comment

Content: The writer addresses all three points successfully. Good realization of task.

Communicative achievement: Register is consistently formal and polite. The target reader would be well informed and would consider sponsoring the club.

Organization: The introductory paragraph introduces the purpose of the letter well and subsequent paragraphs are well organized.

Language: There are some grammatical errors – *acting like*, misuse of bare infinitive – *need obtain*, omission of preposition – *provide us t-shirts*. However, the writer shows a good control of tenses – *have been using*, *we are planning*, *will also be served*. Word choice is sometimes incorrect – *set out*, *aspirants*, and there are errors with word formation – *voluntaries*, *youngers*, *arching*, as well as some spelling mistakes – *enviroments*. However, the writer has used a range of vocabulary related to the theme – *sponsor*, *goal*, *playing fields*, *changing rooms*, *long jump*, *club logo*.

Mark: Good Pass

Review 1 Pages 16 and 17

Modal verbs

1 can, have 2 may/might 3 to, well
4 unlikely/improbable, may/might/could 5 at, no 6 in, to

Spelling

1 important 2 generally 3 objective 4 identifies
5 successful 6 themselves 7 of 8 to 9 confident
10 factors 11 were 12 interest 13 their
14 improvement 15 perceive

Reading and Use of English: Word formation

- 1 EXPECTATIONS
- 2 PAYMENT(S)
- 3 PERFORMANCE(S)
- 4 RECOGNITION
- 5 ABILITY
- 6 DIFFICULTIES
- 7 FAILURE
- 8 JUDGEMENT/JUDGMENT

Word combinations

- 1 strong 2 slightest 3 every 4 stand 5 tears 6 delighted
7 enjoyed 8 rose 9 lifelong 10 light

Unit 2 Times change

Listening 1: Sentence completion

Page 18

4

- 1 social history
- 2 communication skills
- 3 restoration
- 4 records
- 5 public
- 6 advertisements/adverts/ads
- 7 photo albums
- 8 digital data

Speaking: Collaborative task Page 19

Useful language

- 1 would not be complete without
- 2 is a part of everyday life
- 3 be intrigued to see
- 4 would demonstrate very clearly
- 5 might conceivably be obsolete
- 6 are unlikely to be using

Reading and Use of English 1: Open cloze Page 20

1

Mattel's Barbie dolls

2

- 1 AS 2 THAT 3 WITH 4 WAS 5 INTO 6 DID 7 SUCH
8 WHOSE

Language focus 1: Talking about the past Page 20

A Review

- 1 (had) never kissed, met *The past perfect of 'kiss' is optional since the sequence of events is made clear by 'until'.*
- 2 have had
- 3 has been crying
- 4 was always losing (*indicating irritation*)
- 5 ate (*first she ate the large meal, then she started to feel sick*)/was eating (*she started to feel sick while she was eating it*)/had eaten (*focus on the completed action: she had finished eating it before she started to feel sick*)/had been eating (*focus on the activity rather than the completed action*)
- 6 Marjorie left when Paul arrived: *She left after Paul arrived, possibly as a consequence of his arrival.*
Marjorie had left when Paul arrived: *She left before Paul arrived.* Marjorie was leaving when Paul arrived/was arriving: *Both events occurred simultaneously.*
- 7 told/were telling (*no difference in meaning*), bought/have bought *The speaker may be situating in his/her mind the action of buying at some specific past time (e.g.*

last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (*the book he/she is holding now*).

- 8 didn't do/hadn't done, did (do)/had done *The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasize the sequence of events.*

B Further ways of talking about the past

- 1 used to know/knew. *would* cannot be used with a verb which is used statively.
- 2 I've ridden/I rode
- 3 All three are possible.
- 4 I'd seen
- 5 hadn't made
- 6 going to work/to have worked (*thinking of/about working*)
- 7 After he'd done/Having done
- 8 All three are possible.

Reading and Use of English 2: Multiple matching Page 21

2

- 1 C 2 D 3 A 4 D 5 B 6 A 7 D 8 A 9 C 10 B

Language focus 2: Nouns in formal English Page 23

1

The main difference is the greater number of nouns in the first sentences from the text and the higher frequency of verbs in the second, alternative sentences.

2

- 1 disappointment, application
- 2 disapproval, suggestion/proposal/request, reduction
- 3 dissatisfaction, delay(s), claim/assertion/guarantee/assurances
- 4 failure/inability, importance, result/consequence, awareness/knowledge, education/teaching

3

The following features appear in **a** and are more characteristic of an informal style.

- contractions
- phrasal verbs *turned down*
- informal language such as *get* (3a), *a bit* (1a), *just* (2a)

Note also there are more words in **a** than in **b** e.g. (2a) 33 words (2b) 17 words.

Writing: Review Page 24

2

The New World (because this is a term often used first by 16th- and 17th-century Europeans to describe the Americas)

3

Paragraph 1: This provides an overview of the film and its genre.

Paragraph 2: This provides more detail about the characters in the film and the events that unfold.

Paragraph 3: This answers the question 'why it is worth watching, and in what ways it could have been better.'

4
It is in the third paragraph that the writer mainly focuses on 'why it is worth watching' e.g. The film is beautiful to watch (*a visually stunning epic*), and it doesn't represent the Native Americans in a clichéd way (*skilfully avoids the usual stereotyping of Native Americans*). The writer suggests the film could have been better by saying that the film does not show history as it really happened: there are details about Pocahontas which are simply not true.

The writer also shows support for the film by saying that the director has shown the real reason why Pocahontas saved Smith, and praising a scene in which Pocahontas and Smith teach each other new words.

5
The writer mainly uses past forms to describe real events, and present forms to describe the situation and events of the film.

6
Adjectives and adverbs/nouns in the text
legendary story, honest approach, complete wonder, genuine feeling, visually stunning, slightly idealized, masterful film

Adjectives in Wordlist
Some adjectives are open to interpretation

Positive
action-packed, atmospheric, compelling, credible, entertaining, exhilarating, fast-moving, gripping, impressive, innovative, memorable, moving, powerful, stunning

Negative
clichéd, disappointing, excruciating, implausible, overhyped, predictable, sentimental, tedious, unconvincing

- 7**
- 1 performances
 - 2 eyes
 - 3 adaptation
 - 4 development
 - 5 clichés
 - 6 objection
 - 7 fact

8

Sample answer

This summer I have seen an entertaining historical film: 'The King's Speech'. Normally I don't like films about royal people, but this one was very captivating. I felt interested from the first scene.

The film is set in the 1920's epoch and tells a story of King George 6th and his problem with speaking. It also shows how George 6th brother didn't want to be king because he was in love with a divorced woman and he abdicated.

Colin Firth is the perfect actor for this part. You feel very sorry for him with his affliction and you also get a good idea of how much his wife loved him, because despite she was a posh lady she asked a therapist who was not from the same class as her to help her husband.

Lionel Logue is also very convincing in the film, he is a failure actor who becomes a therapist. He is very bohemian and works with his patients in a dirty old office.

The filming gives a realistic picture of life at that time. You also see the beautiful English countryside and see how London changed since the 1920's. It also shows the beginning of the media image stage. Although some scenes are slow in general the film was perfect.

This is a great film for foreigner students because you can learn a lot about the British royal history and the actors are usually speaking slowly, so it is not too difficult to understand. I think you should include it in your top recommendations for a historic film.

261 words

Examiner's comment

Content: Generally good realization of task although there is not much mention of how the film could be improved.

Communicative achievement: Register is appropriately semi-formal as befits a film review. The reader would be informed and would consider using the piece in a magazine.

Organization: Well organized. Each paragraph covers a different point.

Language: There are a number of errors which suggest a lack of control, e.g. with the use of verbs – *I have seen, changed since, are usually speaking*, linkers – *despite*, word formation – *captivated, failure, foreigner*, and one misspelt word – *abdicated*. However, none of these seriously obscure communication. The review includes some appropriate vocabulary – *entertaining, scene, set, convincing*.

Mark: Pass

Listening 2: Multiple matching

Page 26

- 1**
1 C 2 E 3 F 4 D 5 A 6 B 7 F 8 E 9 A 10 C

Vocabulary: Changes Page 27

A Verb + noun collocations

Possible answers

your name you don't like it/you become a performer/you get married (some women in some countries)

your mind someone persuades you or you realize you're wrong/your opinion simply changes

your tune (= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion

gear (on a bike or in a car) you want to increase or decrease your speed/you go up or down a hill

the subject (= to start talking about a different thing) what you are talking about is embarrassing or causing people to get upset or angry

Answer key

sides you no longer share the opinions of the people or group (e.g. political party) you have previously supported
places to see a film, play, etc better/you want to sit next to someone else/you want to move to a non-smoking section
a tyre when you have a puncture or when the tyre is bald (= worn down)
your ways (= behave much better) after a period of time in prison or bad behaviour at school

B Adjective + noun collocations

1 c 2 d 3 a 4 b

C Other verbs of change

1 D 2 C 3 C 4 A 5 B

Review 2 Pages 28 and 29

Language focus: Talking about the past

- 1 had been/gone/travelled/worked
- 2 Having achieved/fulfilled/realized
- 3 has worn
- 4 have played
- 5 was taken
- 6 would ... read/tell
- 7 been given/granted
- 8 did let

Vocabulary: Changes

1

- 1 Same: both mean 'to get used to a new situation by changing your behaviour and/or the way you think'.
- 2 Different: If you adjust a piece of clothing, you move it slightly and correct its position so that it is in the right place or more comfortable, e.g. *He looked in the mirror and adjusted his tie.* If you alter a piece of clothing, you make changes to it so that it fits better, e.g. *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly.*
- 3 More or less the same: both mean to change a building in order to use it for a different purpose. ['Transform' perhaps emphasizes the fact that there has been a complete change.]
- 4 More or less the same: both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. 'Modify' usually suggests that these changes have been small.
- 5 Different: If you change your tune, you behave differently or express different opinions when your situation changes, e.g. *He always used to be criticizing management, but he soon changed his tune when he got promotion.* (See 4 for 'change your ways'.)
- 6 Different: If a restaurant varies the menu, it changes it regularly. If a restaurant adapts the menu, it makes changes to it to suit a particular situation or group of people, e.g. vegetarians, children, a wedding party.
- 7 Same: both can have the meaning of no longer sharing the opinions of the people or group you previously supported.
- 8 Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money

of their own country, in order to use it, for example, on holiday or on a business trip.

2

2 convert 3 adjust 4 switch 5 modify

Reading and Use of English: Multiple-choice cloze

1

In the second paragraph, the writer is negative. In the final paragraph, the writer is positive.

2

1 B 2 A 3 D 4 A 5 C 6 B 7 C 8 A

Unit 3 Gathering information

Speaking: Long turn Page 30

Useful language

- 1 **Positive:** efficient, convenient, cost-effective, handy, time-saving, inexpensive, rapid
Negative: costly, unreliable, frustrating
- 2 **Positive:** relevant, reliable, accurate, clear, unambiguous, useful, comprehensive, up-to-date
Negative: irrelevant, unreliable, inaccurate, unclear, ambiguous, useless, limited, misleading, vague

Listening 1: Multiple choice Page 32

1

1 B 2 A 3 C 4 A 5 C 6 A

Language focus 1: Hypothetical past situations Page 33

A *Wish/If only* and alternatives

1

- a Yes
- b The speaker is very unhappy about this.

2

The sentences will refer to the present or future if the present infinitive is used.

Practice

- 1 have gone to France (instead)
- 2 you'd/you had phoned earlier
- 3 you hadn't done that
- 4 you'd/you had gone to university
- 5 have mentioned it before
- 6 to have stayed longer

B Past conditionals

2

1 c 2 f 3 a 4 e 5 b 6 d

3

1 Sentences 1, 2, 3 2 Sentences 4, 5 3 Sentence 6