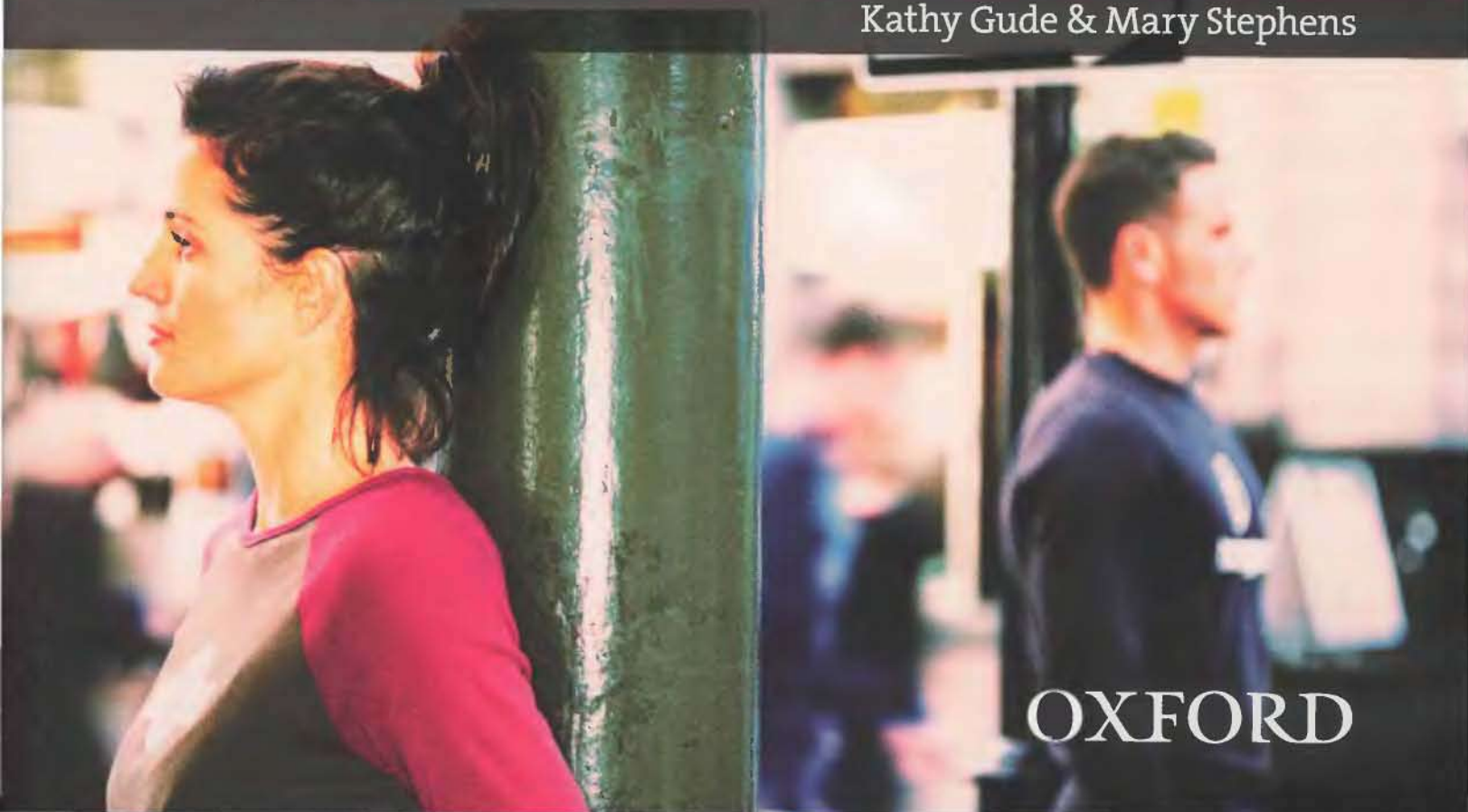


CAE Result

Student's Book

Kathy Gude & Mary Stephens



OXFORD

CAE Result

Student's Book

Kathy Gude & Mary Stephens

OXFORD
UNIVERSITY PRESS

| | Reading | Vocabulary | Grammar |
|---|---|--|---|
| 1 What are you like? page 9 | Part 3 Multiple choice Finding the real you | Character adjectives | Review of tenses |
| 2 Customs and traditions page 21 | Part 2 Gapped text Festival in the desert | Easily confused words (1) | Gerunds and infinitives Relative clauses |
| 3 Looking ahead page 33 | Part 1 Themed texts | Phrasal verbs with <i>up</i> and <i>down</i> | Future forms |
| 4 Into the wild page 45 | Part 2 Gapped text Saviours of the seas | Expressions with animals | Past tenses |
| 5 Health matters page 57 | Part 3 Multiple choice An unhealthy obsession | Health and fitness | Direct and indirect speech |
| 6 Would you believe it? page 69 | Part 4 Multiple matching Superheroes | Verbs of moving and looking | Modals |
| 7 Traces of the past page 81 | Part 1 Themed texts | Phrasal verbs with <i>off</i> and <i>in</i> | Participle clauses |
| 8 The big issues page 93 | Part 3 Multiple choice <i>Mean machines</i> | Big issues | Conditionals |
| 9 It's a crime page 105 | Part 4 Multiple matching Writing crime fiction | Crime and punishment | Passives |
| 10 Buying and selling page 117 | Part 2 Gapped text The appeal of eBay | Expressions with <i>business</i> , and words connected with shopping | Mixed conditionals and wishes |
| 11 Entertainment or art? page 129 | Part 1 Themed texts | Art and entertainment | Comparatives and superlatives |
| 12 A changing world page 141 | Part 4 Multiple matching Changing places | Expressions with <i>earth</i> , <i>world</i> and <i>ground</i> | Emphasis |
| | Lead in at the start of every Unit | Review at the end of every Unit | Exam Overview page 4 |



| Listening | Speaking | Use of English | Vocabulary | Writing |
|-------------------------------|---------------|---|---|-------------------------------|
| Part 4 Multiple matching | Part 1 | Part 3 Word formation Part 4 Gapped sentences | Expressions with <i>luck</i> | Part 2 A formal letter |
| Part 1 Short extracts | Part 2 | Part 2 Open cloze Part 5 Key word transformations | | Part 2 A proposal |
| Part 3 Multiple choice | Part 2 | Part 1 Multiple-choice cloze | Expressions connected with age | Part 1 A formal letter |
| Part 2 Sentence completion | Part 3 | Part 2 Open cloze | | Part 2 A contribution |
| Part 1 Short extracts | Parts 3 and 4 | Part 3 Word formation | Word formation (1) | Part 1 A letter |
| Part 4 Multiple matching | Part 2 | Part 1 Multiple-choice cloze Part 5 Key word transformations | Expressions with <i>right</i> and <i>left</i> | Part 2 An essay |
| Part 2 Sentence completion | Part 2 | Part 3 Word formation | Word formation (2) | Part 2 A competition entry |
| Part 3 Multiple choice | Parts 3 and 4 | Part 1 Multiple-choice cloze | Expressions with <i>end</i> | Part 2 A magazine article |
| Part 1 Short extracts | Part 2 | Part 2 Open cloze | Phrasal verbs with <i>out</i> and <i>over</i> | Part 1 A report |
| Part 3 Multiple choice | Parts 3 and 4 | Part 3 Word formation Part 4 Gapped sentences | Easily confused words (2) | Part 2 A report |
| Part 2 Sentence completion | Part 2 | Part 2 Open cloze Part 5 Key word transformations | Three-part phrasal verbs | Part 2 A review |
| Part 4 Multiple matching | Part 3 | Part 1 Multiple-choice cloze Part 4 Gapped sentences | Adverbs and their meanings | Part 1 A proposal |

Appendix
page 153

Writing Guide
page 155



Grammar Reference
page 166



Exam Overview

Introduction

The Certificate of Advanced English corresponds to Level Four in the Cambridge ESOL five-level system. It also corresponds to the Association of Language Teachers in Europe (ALTE) Level Four (Competent User), and Council of Europe level C1 (Effective Proficiency).

There are five papers in the examination, each worth 20% of the total marks. To achieve a passing grade (A, B or C) candidates must gain approximately 60% of the total marks available, or above. Candidates' grades are based on the total score from all five papers and there is no pass or fail grade for individual papers.

Paper 1 Reading (1 hour 15 minutes)

This paper has four parts, with a range of text types and comprehension questions on each one. There are 34 questions in total.

The texts may consist of several short pieces, and the length of texts in each part is between 550–850 words.

The texts are taken from newspapers, magazines, journals, fiction and non-fiction books, leaflets, brochures, etc.

| Part | Task type | Number of items | What you do | What it tests | How to do it |
|------|-------------------|-----------------|---|---|--------------|
| 1 | Themed texts | 6 | Choose the best answer from four-option multiple-choice questions | Understanding of a text and opinions or details expressed | page 34 |
| 2 | Gapped text | 6 | Decide where paragraphs belong in a text | Understanding of text structure and development | page 22 |
| 3 | Multiple choice | 7 | Choose the best answer from four-option multiple-choice questions | Understanding of a text and opinions or details expressed | page 10 |
| 4 | Multiple matching | 15 | Match prompts from to sections in a text | Understanding specific information, opinion and attitude | page 106 |

Marks

- Two marks for each correct answer in Parts 1, 2 and 3.
- One mark for each correct answer in Part 4.

Paper 2 Writing (1 hour 30 minutes)

This paper has two parts. The Part 1 question is compulsory and is based on input information. In Part 2, you choose one question from five.

Answers for Part 1 should be 180–220 words in length and answers for Part 2 should be 220–260 words in length.

The task types for Parts 1 and 2 include the following: articles, contributions to leaflets and brochures, letters, reports, proposals, reviews, essays, competition entries, set texts, memos.

Examples of Paper 2 questions types can be found in the Writing Guide on pages 155–165.

| Part | Task type | Number of items | What you do | What it tests | How to do it |
|------|---|---------------------------------|--|---|--------------------------------|
| 1 | Compulsory contextualised task based on one or more texts and/or visual prompts | One compulsory task | Read the input information and complete the task given. | Ability to evaluate and select information, express opinions, hypothesise and persuade. | page 43 page 150 |
| 2 | Contextualised task | One from a choice of four tasks | Select one question from a choice of five and complete the task given. | Ability to follow instructions and write in the correct style, layout and register in order to have a positive effect on the reader | page 18 page 43 page 165 |

Marks

- Parts 1 and 2 have equal marks.

Paper 3 Use of English (1 hour)

This paper has five parts, and a total of 50 questions.

The testing focus is on understanding and controlling elements of language, e.g. grammar, lexis, word formation, lexical and grammatical transformations, and spelling.

| Part | Task type | Number of items | What you do | What it tests | How to do it |
|------|--------------------------|-----------------|--|---|--------------|
| 1 | Multiple-choice cloze | 12 | Fill gaps in a text of about 200 words from multiple-choice options | Phrases, collocations, idioms, phrasal verbs, linkers, used to complete a text with the correct meaning and grammatical context | page 40 |
| 2 | Open cloze | 15 | Fill gaps in a text of about 200 words with one word per gap | Awareness and control of grammatical and lexicogrammatical items | page 28 |
| 3 | Word formation | 10 | Form appropriate words from the stems of words to fill gaps in a text of about 130 words | Ability to form parts of speech correctly | page 16 |
| 4 | Gapped sentences | 5 | Complete gaps in a set of three sentences using the same word in each gap | Awareness and breadth of lexical knowledge | page 17 |
| 5 | Key word transformations | 8 | Transform information from one sentence to another using three to six words including the word given | Awareness and control of grammatical structures and lexical items | page 29 |

Marks

- One mark for each correct answer in Parts 1, 2 and 3.
- Two marks for each correct answer in Part 4.
- Up to two marks for each correct answer in Part 5.
- All spellings must be correct.

Paper 4 Listening (approx. 40 minutes)

This paper has four parts and 30 questions.

The recorded texts may include the following:

- monologues: announcements, radio broadcasts, telephone messages, speeches, talks, lectures, anecdotes.
- conversations between two or more speakers: interviews, discussions, radio broadcasts.

The testing focuses on understanding specific information, gist, attitude, opinion, context, main points and detail.

Each Part is heard twice.

The speakers will have a variety of accents. There may be some background sounds, before the speaking begins, to give contextual information. There may also be some subdued reaction from audiences to talks, speeches, etc.

| Part | Task type | Number of items | What you do | What it tests | How to do it |
|------|---------------------|-----------------|---|---|--------------|
| 1 | Short extracts | 6 | Choose the best answer from multiple-choice questions on three unrelated short extracts with interacting speakers | Ability to understand topics, opinions and specific information | page 26 |
| 2 | Sentence completion | 8 | Write a word or short phrase heard in the monologue to complete gaps in sentences | Understanding of specific information and stated opinion | page 50 |
| 3 | Multiple choice | 6 | Choose the best answer from multiple-choice questions on conversations with two or more speakers | Ability to understand attitude and opinion | page 122 |
| 4 | Multiple matching | 10 | Select the correct answer from a list of eight options on five short theme-related monologues | Ability to understand gist, attitude, main points and context | page 14 |

Marks

- One mark for each correct answer.
- In part 2, spelling must be correct for common words and those considered easy to spell.

Paper 5 Speaking (15 minutes)

This paper has four parts.

The standard format is two candidates and two examiners, one acting as interlocutor and assessor, the other acting as assessor only. If there is an odd number of candidates, three candidates sit the test together at the end of the examining session.

| Part | Task type | Length | What you do | What it tests | How to do it |
|------|--|-----------|---|---|--------------------|
| 1 | Two-way conversation between candidates and interlocutor | 3 minutes | Ask and answer 'personal' questions | Ability to use general interactional and social language | page 15 |
| 2 | Individual long turns and brief responses | 4 minutes | Talk about two out of three pictures based on visual and written prompts for one minute | Ability to describe, speculate, compare and comment during a longer and organised discourse | page 27 page 39 |
| 3 | Two-way interaction between candidates | 4 minutes | Discuss a problem-solving task based on visual and written prompts | Ability to interact and exchange ideas, express opinions, agree or disagree, evaluate and reach a decision by negotiation | page 50 page 62 |
| 4 | As Part 1 | 4 minutes | Discuss issues related to the Part 3 task | Ability to talk about wider issues and express and justify opinions on them | page 62 |

Marks

- Candidates are assessed on their performance throughout the test in the following areas:
 - Grammar Resource – range and control.
 - Vocabulary Resource – range and control.
 - Discourse Management – ability to express ideas in coherent, connected speech without undue hesitation.
 - Pronunciation – individual sounds, stress and intonation.
 - Interactive Communication – initiating, responding and developing the interaction.
- The assessor marks according to detailed Analytical Scales, and the interlocutor gives a mark on a Global Scale, which is less detailed.

What are you like?

1

Lead in

- 1 What is your ideal job? Make a list of useful qualities for that job, e.g. *imagination*, *sensitivity*. Which do you possess?
- 2 Do the personality quiz below, then look at page 153 to discover the best career for you. Do you think the quiz is accurate? Why/Why not?

Head or Heart?

- 1 If your friend started dating someone you disliked and asked what you thought, would you ... ?
 - a be brutally honest
 - b be tactful but truthful
 - c tell a lie if necessary
- 2 If you are with friends and an argument breaks out, do you ... ?
 - a leave them to get on with it
 - b take the side of the person you agree with
 - c try to find a compromise
- 3 Which pair of words best describes you?
 - a logical and mature
 - b decisive and motivated
 - c caring and sensitive



Extrovert or Introvert?

- 4 When out with a group of your friends, how much of the talking do you do?
 - a hardly any
 - b quite a lot
 - c almost all
- 5 What do you tend to do when you meet new people socially?
 - a stick with the people you know
 - b worry about how to keep the conversation going
 - c mingle with as many new people as possible
- 6 Which pair of words best describes you?
 - a cautious and thoughtful
 - b inquisitive and independent
 - c lively and energetic

Facts or Ideas?

- 7 You buy a piece of furniture which you have to assemble yourself. Do you ... ?
 - a follow the instructions exactly
 - b scan the instructions then set them aside
 - c leap in, only referring to the instructions if you get stuck
- 8 When giving directions to your home, do you ... ?
 - a provide a step-by-step list of instructions
 - b draw a rough map
 - c just give general directions
- 9 Which pair of words best describes you?
 - a practical and efficient
 - b realistic and enthusiastic
 - c inventive and imaginative



Reading Part 3 Multiple choice

how to do it

- Read the text quickly for general meaning.
 - Read the question or stem but not the options.
 - Find the part of the text that relates to the question; remember, the questions are in order.
 - Read the options and eliminate any that are clearly wrong.
 - Choose the option that answers the question fully and accurately.
- tip**
Remember that there will be seven questions in the exam.

- 1 Read the text opposite and note down the main idea of each paragraph.
- 2 Choose the correct answer (A, B, C or D) to questions 1–5, and say why the other options are wrong. Question 1 has been done as an example.

Example

- 1 What reason is given in the first paragraph for the increased use of personality testing?
 - A It is used by 50% of managers. ✖
50% of managers are selected on the basis of these tests.
 - B It has been accepted by educational bodies. ✖
Personality tests may be used by universities in the future.
 - C Research has justified its use. ✓
See lines 4–7
 - D The tests are now available on the Internet. ✖
This is true but not the reason given for the increased use of personality tests.
- 2 What does the writer imply about the test she tried out herself?
 - A It didn't come up with the right result.
 - B It was psychologically challenging.
 - C It was a tedious way to spend her time.
 - D It was too personal for her liking.
- 3 The Myers-Briggs Type Indicator is based on the belief that
 - A character traits are largely inherited.
 - B certain personality traits are universal.
 - C character is largely decided from birth.
 - D some personality types are better than others.

- 4 What is the problem with personality tests, according to Dr Gill?
 - A They can have a negative effect on takers.
 - B People can easily lie about their true abilities.
 - C The results could be counter-productive for employers.
 - D Employers often find their results to be unreliable.
- 5 What final conclusion does the writer reach about the value of personality tests?
 - A They are not really worth doing.
 - B They may encourage greater realism.
 - C They are of doubtful value to employers.
 - D They can strengthen our self-image.

finding

Psychometric testing for recruitment – assessing personality traits as an indicator of performance in a certain role – has mushroomed as **studies**

- 5 **show their results to be three times more accurate** in predicting your job performance than all your previous
- 10 work experience combined. These tests are now included in virtually all graduate recruitment and in the
- 15 selection of more than 50 per cent of managers. Similar tests may be used in future as part of university applications, dating agencies swear by them, and they have been used to match pets to owners. Meanwhile online personality tests make the
- 20 Top 3 of Internet hits. We're living in the age of the personality test. So does your personality meet the grade? Would you rather have a strong will or strong emotions? And if you had to choose between being shipwrecked or lost in the jungle, which would you prefer?
- 25 For the purposes of research, I decided to try out one of these tests. At one particular site I was informed of my career personality and the number one job that matches it statistically. This is a key part of the appeal of online tests: the premise that there is a perfect job, a perfect mate, and
- 30 a perfect you, and all you have to do is unlock your subconscious inner self and they will materialise. These tests are also the perfect self-discovery vehicle for our alienated hi-tech age: intimate but anonymous. It is incredibly compulsive; when you get hooked on a test,

3 Match a-f with meanings 1-6, using the text to help you.

- | | |
|-------------------|---------------------|
| a indicator (1.2) | 1 argument |
| b emotion (1.22) | 2 disadvantage |
| c row (1.49) | 3 sign |
| d insight (1.53) | 4 feeling |
| e downside (1.73) | 5 typical behaviour |
| f tendency (1.99) | 6 understanding |

4 Have you ever taken a test like this? How useful or interesting was it?

the real you

you're there for hours. And there is no aspect 35
of life too mundane or frivolous to test for.

After 40 minutes of diligently recording my
reaction to a series of ink blots (Is the
mood of this picture sad,
nostalgic, happy, violent or 40
neutral? Can you find the
chicken in this picture?
Can you find your wife's/
husband's mother?) I
discovered I am mainly 45
motivated by peace. I might
have been more convinced
about this if I hadn't just had a
blazing row with my partner (my fault entirely).

If the tests were only amusing it wouldn't account 50
for their massive popularity. In fact, a large number
are decidedly unfunny, and seduce with promises of
genuine insight. This is true of the most popular personality
test in the world: the Myers-Briggs Type Indicator, which
spans the gulf between the cult of personality testing and 55
its science. Widely used in major corporations around the
world, it is based on the theory that we are born with a
predisposition to one personality type which stays more or
less fixed throughout life. You answer 88 questions and are
then given your 'type': Introvert or Extrovert, Thinking or 60
Feeling, Sensing or Intuitive, and Judging or Perceiving. If
you're Introverted, Intuitive, Feeling and Perceptive, you'll
probably find it harder to do work where you're required to
entertain, or persuade lots of people, such as a job in sales
or public relations. 65

Critics of testing mutter darkly about the 'social engineering'
aspect of personality tests, which often seem to be looking

for the same kind of person. Dr Colin Gill, a psychologist
specialising in personality testing, agrees that 'too many
70 organisations always want people with the same traits:
extrovert, agreeable, conscientious and open to new
experience.' But, he warns, these 'popular' personality traits
have their downside. 'An extreme extrovert tends to be a
selfish 'get on' type, who may walk over others. Overly-
75 conscientious people are prone to burn out and people who
are extremely open to new experience can be butterflies,
going from one big idea to the next without mastering any
of them.' All the same, the psychometric test is here to stay
– which may be why a whole sub-industry on cheating
80 personality tests has sprung up. 'It's possible to cheat',
admits expert David Bartram, 'but what's the point? Why try
to pretend you're an ambitious extrovert
if you're a more thoughtful introvert?
Having to fake the person you are at work
85 will be exhausting and
miserable and
probably
short-lived.'

Our obsession with
90 personality now invades every
aspect of our lives. If you ask an
expert for advice on your wardrobe or the sort of diet
you should go on, you'll probably be quizzed about your
personality. But it isn't all self-centred navel gazing. If
95 personality tests have any value to us (rather than
employers) perhaps it is this: to disabuse us of the illusion
that all of us are full of potential, and remind us of what we
are. If that happens to be an averagely ambitious introvert
with controlling tendencies (as my test results showed), then
100 so be it. As they say in one test when they ask for your age:
pick the one you are, not the one you wish you were.

Vocabulary

Character adjectives

1 Match character adjectives a-j with meanings 1-10.

- | | |
|-----------------|-------------------------------|
| a mature | 1 curious |
| b decisive | 2 outgoing |
| c motivated | 3 adult |
| d sensitive | 4 aiming high |
| e inquisitive | 5 keen |
| f ambitious | 6 withdrawn |
| g independent | 7 wanting to do things well |
| h conscientious | 8 self-reliant |
| i introverted | 9 firm |
| j extrovert | 10 aware of people's feelings |

2 Which of the adjectives in 1 are generally positive and which negative? Give examples.

3 Read the dictionary entry for words similar in meaning to *honest*. Use this information to complete sentences a-c below.

WHICH WORD?

Honest and **frank** refer to *what* you say as much as *how* you say it: *a(n) honest/frank admission of guilt*. They are generally positive words, although it is possible to be *too frank* in a way that other people might not like. **Direct**, **outspoken** and **blunt** all describe sb's manner of saying what they think. **Outspoken** suggests that you are willing to shock people by saying what you believe to be right. **Blunt** and **direct** often suggest that you think honesty is more important than being polite. **Open** is positive and describes sb's character: *I'm a very open person*.

Oxford Advanced Learner's Dictionary, 7th edition

- I hope you don't mind me being , but that dress really doesn't suit you.
- Some journalists are deliberately – they don't care who they upset, they just want a good story.
- You should ask Nick's opinion. You can trust him to tell you the truth, he's so

4 Discuss questions a and b.

- Which five character adjectives do you think a friend would use to describe you?
- Do you think we are born with certain character traits, or is our character formed as we grow up?

Grammar

Review of tenses GR p166-169

1 Match the verb forms in the sentences below with these tenses.

| | |
|------------------------|----------------------------|
| Present Simple | Present Perfect Continuous |
| Present Continuous | Past Simple |
| Future Simple | Past Continuous |
| Future Continuous | Past Perfect Simple |
| Present Perfect Simple | Past Perfect Continuous |

- Since I moved here, I've been learning to drive.
Since I moved here, I've learnt to drive.
- Carla's playing the guitar very well.
Carla plays the guitar very well.
- It started raining when I left the house.
It had started raining when I left the house.
- I'll be getting the dinner ready when you arrive.
I'll get the dinner ready when you arrive.
- When we got to her house, she cried.
When we got to her house, she'd been crying.
- My brother always tells me what to do.
My brother's always telling me what to do.
- We were having a party when my sister announced her engagement.
We had a party when my sister announced her engagement.

2 Explain the difference in meaning between the pairs of sentences in 1.

3 Complete sentences a-i using the correct form of the verbs in brackets.

- His back was aching because he (dig) in the garden all day.
- (your father/work) abroad at present?
- Maria left college early today because she (have) a dental appointment an hour ago.
- As soon as it stops raining, we (take) the dog for a walk.
- My neighbour couldn't stop because his bus (leave) and he didn't want to miss it.
- For the past six weeks, I (have) singing lessons.
- I can't phone you at that time because I (travel) on the underground.
- The photocopy machine (break down) twice already and it's not even lunchtime!
- As a rule, we (spend) part of each summer at my parents' house.

- 4 Correct any verbs in a–h which are not normally used in a continuous form.
- These gloves aren't mine – are they belonging to you?
 - My girlfriend doesn't like perfumes that are smelling of flowers – she prefers something more exotic.
 - Our teacher said we were all deserving a great deal of praise for our exam results.
 - Are you thinking what I'm thinking – that this new outfit just doesn't suit me?
 - I've always been hating getting up early in the morning, even in the summer.
 - This manual is containing all the information you need to run your new computer software.
 - At the moment I feel that you really aren't putting in as much effort as you could with your studies.
 - The hockey club we're belonging to is always on the lookout for new players.

- 5 Say which of these verbs are a) never used in a continuous form, or b) can be used in a continuous form but with a change in meaning.

| | | | |
|---------|---------|------------|--------|
| like | believe | know | remind |
| detest | hear | understand | belong |
| contain | taste | prefer | mean |

- 6 Match a–j with a suitable ending from 1–10 and explain how the verb tense changes the meaning.

- My favourite actor is appearing ...
 - I'm afraid the video appears ...
 - The manager is having ...
 - Celine has ...
 - Everyone thinks ...
 - She's thinking ...
 - Working as a wildlife guide really appeals ...
 - Our local school is appealing ...
 - I am seeing ...
 - I see ...
- ... a career adviser tomorrow to get advice on working in IT.
 - ... a lot of experience in working with children.
 - ... a meeting to discuss the new proposal.
 - ... for funds for a new building.
 - ... in a new musical in London's West End.
 - ... Jose will get the job.
 - ... of buying a car in the near future.
 - ... to be broken.
 - ... to me.
 - ... nothing but fields when I look out of my bedroom window.

- 7 Complete sentences a–e with the correct form of the verb.
- If you (feel) that I'm being unreasonable, please say so.
 - Sandra (smell) the blossom on her cherry tree when she was stung by a bee.
 - Even though you've explained it three times now, I still (not see) what you mean.
 - Since I was a young boy, I (have) a fear of heights.
 - (you/think) you could give me a hand lifting this equipment?

- 8 Read this extract from an email which was sent to an online penfriend agency, and correct any errors in tenses.



- 9 Write your own email introducing yourself to a penfriend, using the corrected version in 8 as a model.



Listening Part 4 Multiple matching



1



2



3



4



5

1 Why might someone decide to take up the hobbies and pastimes shown?

2 In 3 you will hear five people talking about their hobbies. First, listen and match the phrases they use (1–7) with the meanings (a–g).

- | | |
|-------------|---|
| 1b.... | a We all had different interests. |
| 2 | b I became really inspired by it. |
| 3 | c I was completely taken aback. |
| 4 | d I'd lost my job. |
| 5 | e I was chattering away about how busy I was. |
| 6 | f I'd had some difficulties with my job. |
| 7 | g I didn't have much to occupy myself with. |

how to do it

- Use the time allowed to read both tasks quickly.
- Remember there are two questions for each speaker.
- On the first listening, answer as many questions as you can from both tasks.
- Use the second listening to answer any questions you missed.

3 Read the how to do it box, then listen twice and do the exam task.

For 1–5, choose the people's reasons for taking up their new interest (A–H).

- | | | |
|-----------------------------------|-----------|------------------------|
| A to recover from an accident | Speaker 1 | <input type="text"/> 1 |
| B to please a relative | Speaker 2 | <input type="text"/> 2 |
| C to be more independent | Speaker 3 | <input type="text"/> 3 |
| D to broaden their horizons | Speaker 4 | <input type="text"/> 4 |
| E to fill in time | Speaker 5 | <input type="text"/> 5 |
| F to take some exercise | | |
| G to express their feelings | | |
| H to relieve the pressure of work | | |

For 6–10, choose the outcome of the speakers' new interests (A–H).

- | | | |
|---|-----------|-------------------------|
| A It's enabled me to win an award. | Speaker 1 | <input type="text"/> 6 |
| B It's inspired me to be more competitive. | Speaker 2 | <input type="text"/> 7 |
| C It's turned out to be quite profitable. | Speaker 3 | <input type="text"/> 8 |
| D It's become a kind of obsession. | Speaker 4 | <input type="text"/> 9 |
| E It's restored my faith in human nature. | Speaker 5 | <input type="text"/> 10 |
| F It's made me more critical of myself. | | |
| G It's revealed a new aspect of my personality. | | |
| H It's made me feel less dejected. | | |

4 Tell a partner about your hobbies and interests and why you enjoy them.

Speaking Part 1

- 1 In pairs, take it in turns to answer questions a–f. Try to use some of the phrases below.

- a Where were you born?
- b How long have you been studying English?
- c Have you always been interested in languages?
- d What's your favourite time of the year?
- e How would you describe your character?
- f What are your plans for the future?

Answering personal questions

Well, actually ...

That's a difficult question but ...

I've never given it much thought but ...

As a matter of fact ...

- 2 Listen to five students answering an examiner's questions. What different mistakes with tenses do they make?

- 3 In pairs, ask each other about the subjects in a–e. Use the phrases below to help you.

- a your favourite TV programme
- b your ideal job
- c a day out you have enjoyed
- d subjects you enjoyed learning at school
- e the kind of music you listen to

Asking for personal information

So, tell me what ... is.

Could you tell me about ... ?

I'd like to know what ... is/would be.

What would you say ... is/would be?

Could you describe ... ?

- 4 Listen to the next exam task and how two candidates answered it. Suggest three ways in which they could improve their performance.

how to do it

In Speaking Part 1 you may be asked to talk about a variety of topics, e.g. your past experiences, present circumstances or future plans, travel, education. Make sure you use the appropriate tenses.

- 5 In pairs, answer questions a–d giving reasons. Use the phrases below to help you.

- a Would you like to spend some time working in another country?
- b Do you think that having a lot of free time is a good or a bad thing?
- c How necessary is it to have good friends?
- d Which is more important: money or health?

Expressing personal views

In my opinion, ...

I think it's essential to ...

I strongly believe that ...

As far as I'm concerned ...

- 6 Listen to a candidate expressing a personal view and decide if her attempt is successful. Explain why.



Use of English Part 3 Word formation

- 1 Look at the title of the text below. Do you think it is possible to be 'born lucky'? Why/Why not?
- 2 Read the text and the **how to do it** box. Decide which part of speech belongs in gaps 1–10 in the text.
- 3 Complete the text using the words in CAPITALS in the correct form. Use the **tip** box to help you.

how to do it

- Decide what parts of speech you need. You may need to form words with negative meanings, or plurals.
- You may need to make more than one change to the word given. Check your spelling carefully.
- Read your completed text for overall sense.

Born Lucky?

Research shows some **0** differences in the **1** attitude and behaviour of lucky and unlucky people. If genes affect one's **2** and behaviour, as they no doubt do, then you can be born lucky.

Lucky people tend to create opportunities for good fortune by being extrovert, sociable and using open body language that gets people to respond to them. They are relaxed and **3** and, therefore, they may be more receptive to new opportunities. They also like change and **4** They might, for instance, alter their routine by thinking of a colour on their way to a party and then speaking to people wearing that colour. This brings about new **5** and the prospect of new friends.

Lucky people also have positive **6** of life. A famous experiment illustrates this. Psychologists told American high school teachers certain children in their class were especially **7** In fact, there was nothing **8** about them. The teachers, however, showered them with praise and **9** and the children responded by producing better schoolwork than others. The study shows the power of positive thinking.

Yet the converse is also true. Finnish researchers divided 2,000 men into 'negative', 'neutral' and 'positive' groups, depending on their outlook on life. Over a six-year period, those in the 'negative' group were **10** more susceptible to illness and accidents.

- 0 NOTICE**
1 PSYCHOLOGY
2 PERSONAL

3 APPROACH

4 VARY

5 POSSIBLE

6 EXPECT

7 GIFT

8 EXCEPTION

9 ENCOURAGE

10 DENY



The 10 missing answers in this text include:

- three singular nouns
- two plural nouns
- four adjectives
- one adverb

tip

Part 4 Gapped sentences

- 4 Read the dictionary entry for *create* below and match each definition (1–3) with sentences a–c.

create /kri:'eɪt/ verb

1 [VN] to make sth happen or exist: *Scientists disagree about how the universe was created.* ◊ *The main purpose of industry is to create wealth.* ◊ *The government plans to create more jobs for young people.* ◊ *Create a new directory and put all your files into it.* ◊ *Try this new dish, created by our head chef.* ⇨ note at MAKE 2 [VN] to produce a particular feeling or impression: *The company is trying to create a young energetic image.* ◊ *The announcement only succeeded in creating confusion.* ◊ *They've painted it red to create a feeling of warmth.* 3 to give sb a particular rank or title: [VN] *The government has created eight new peers.* ◊ [VN-N] *He was created a baronet in 1715.*

Oxford Advanced Learner's Dictionary, 7th edition

- a This soft lighting really helps to create a romantic atmosphere.
b The council have decided to create a new position for a deputy mayor.
c We need to create an educational system which gives equal opportunities to all.
- 5 Read questions a and b below and think of one word only which can be used appropriately in all three sentences. The **how to do it** box will help you.

how to do it

- Read the three sentences carefully and make a quick list of words that could complete each of the gaps.
- Look for one word that appears in all three lists, then try it again in each sentence.
- If the word doesn't fit each sentence, try other words from your lists.
- Remember that the word must be exactly the same for every sentence.

- a There is no whatsoever in my mind that this is the only course of action to take.
If in , always go for the easy option.
The evidence showed beyond any that the accused was innocent.
- b The holiday may much less relaxing than we anticipate.
Sally's determined to she has been right in her judgement.
The trouble with this job is that you feel you have to yourself all the time.

Vocabulary

Expressions with *luck*

- 1 Discuss the meaning of these expressions and match them with 1–8, then use them to complete a–h.

- | | |
|----------------------|---------------------|
| with any luck | beginner's luck |
| the luck of the draw | push your luck |
| take pot luck | no such luck |
| be out of luck | by a stroke of luck |



- 1 rely on continuing good luck
 - 2 fortunately and unexpectedly
 - 3 success at your first attempt
 - 4 risk the outcome
 - 5 decided by chance
 - 6 unfortunately not
 - 7 if things turn out well
 - 8 not be lucky this time
- a 'Did you manage to fix your car?' '.....' . It's a complete write-off.'
- b You shouldn't You haven't been caught speeding yet but you might be!
- c You may win the lottery – you may not. It's quite simply
- d The only problem with this cheap package holiday I've arranged is you can't choose your accommodation; you just have to
- e You, I'm afraid. I've just sold the last copy of that particular book.
- f I've just realised I've forgotten my house key, but my wife might be at home.
- g Jane missed the last bus but a friend was passing and gave her a lift.
- h Robert won his first professional tennis match but modestly said it was just !

- 2 When was the last time you were very lucky or unlucky? What happened?

Writing

Part 2 A formal letter WG p155

1 Read the writing task below and answer questions a and b.

- Who are you going to write to? For what purpose?
- What are the three things you must include?

A friend of yours is applying for a job as a holiday representative with an international holiday organisation. The company has asked you to provide a character reference for your friend. The reference should indicate how long you have known the person. It must also include a detailed description of the person's character and the reasons why he or she would be suitable for the job.

Write the reference in approximately 220–260 words.

2 Make notes on questions a–c.

- What sort of things might a holiday representative have to do?
- What skills might be needed?
- Which personal qualities might be needed for the job?

3 The two references opposite, A and B, were written by two different people. Read them and decide which person did not make a plan before starting to write. Give examples of the effect this has had on the organisation of the reference.

4 Read the references again and do tasks a–c.

- List the linking words in A and B (*so, because, etc.*). Which writer makes better use of them?
- Identify the purpose of each paragraph in B.
- Identify any useful phrases for references in general.

5 Read the question below, then write your reference. The **how to do it** box and **tips** will help you.

One of your friends has applied for a job teaching English abroad. They will also supervise pupils aged 10–16 outside school and organise games and activities. You have been asked to provide a character reference for your friend.

You should say how long you have known your friend and include a detailed description of their character. You should also give reasons why he or she would be suitable for the job.

Write your reference in 220–260 words.

tip

Describe two or three things the person has done which show the qualities/abilities that make them right for the job.

tip

Start a new paragraph for each complete change of topic but avoid one-sentence paragraphs. Try to include a topic sentence summarising the main idea of the paragraph. Expand on that idea and/or give examples in the rest of the paragraph.

how to do it



Read the task carefully and underline the key words.



Brainstorm ideas and select the best ones.



Organise your ideas and make a paragraph plan.



Link sentences and paragraphs where appropriate.

A

Dear Sir or Madam,

I am writing to you on behalf of Juan Fernandez.

I have known Juan for three years. We're in the same tutorial group at college.

He is very popular at college and certainly knows how to enjoy life.

Juan is very fit and healthy. He's good at sports.

Juan doesn't lose his temper very often. He'd be good at dealing with difficult customers and their complaints.

Juan's a complete extrovert. He loves being the centre of attention. He'd enjoy entertaining people in your resorts. In his free time, Juan likes to keep fit. He goes down to the gym most evenings and he swims and plays football. He's got lots of friends. He won't have a problem getting on with his clients.

Juan speaks fluent English. He will deal easily with different nationalities in the holiday destination. He's quite a laid-back person and he doesn't panic in difficult situations. You can rely on him to stay cool, calm and collected.

Juan works in a local bar on Saturdays and knows how to deal with difficult people. He doesn't lose his temper. He's prepared to listen, but he can be quite firm when it's necessary, too.

I am sure Juan will be a good holiday representative. I have no hesitation in recommending him for the post.

Yours faithfully,

Sylvia Garcia



B

To whom it may concern

Reference for Paola Gianni

I have known Paola for approximately six years. She is a very bubbly, down-to-earth character and gets on well with people of all ages, so she would be very popular with holiday groups. Paola helps run the local youth club in our area so she is very used to dealing with young people. The organisational and leadership skills she has learnt in this work should serve her well as a holiday representative. In times of crisis, Paola is an excellent person to have around because she is dependable and not inclined to panic or lose her temper. Although never bossy, she can take control of difficult situations without upsetting anyone. For this reason, I believe she would definitely be able to cope if things went wrong in a holiday situation.

When it comes to entertaining people, Paola is very talented, which might come in very useful in her role as a holiday representative. As well as singing and dancing, she plays the guitar and often takes part in performances at the youth club.

In addition to performing, Paola is an accomplished sportswoman. She is a strong swimmer and a qualified lifeguard. Her favourite sports include scuba-diving, windsurfing and waterskiing, at which she has reached competition level. With her enthusiastic, commonsense approach, she would ensure holidaymakers have safe access to a full range of beach activities.

In my opinion, Paola would make an excellent holiday representative. I have no hesitation in recommending her to your company.

Yours faithfully,

Antonio Calanducci

