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Cambridge English



SECOND EDITION

Complete Advanced



Student's Book
with answers

Guy Brook-Hart and Simon Haines



English
Profile



For revised exam from 2015

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1 Our people

Starting off

1 Work in small groups. How do you think these things reflect our personality? (Give examples.)

- the job we choose
- the subject(s) we choose to study
- our free-time interests
- the clothes we wear
- the friends we choose

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

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

competent conscientious genuine idealistic
imaginative insecure insensitive modest naïve
open-minded outgoing protective self-centred
unconventional

Personality attributes		
Usually positive	Usually negative	Could be either

3 Choose adjectives from Exercise 2 and talk to your partner.

- 1 Explain how three of the adjectives form part of your personality.
- 2 Use three different adjectives to describe one of your close friends.



Listening | Part 4

1 Work in pairs. You will hear five short extracts in which people are talking about a family member they admire. Before you listen, look at the list of occupations (A–H) in Task One.

- What do you think attracts people to these occupations?
- Which do you think is easiest and which is the most difficult to learn?

Exam information

In Listening Part 4

- you hear five short monologues on related subjects and you do two listening tasks
- in each task you have to choose one answer for each speaker from a list of eight options
- you hear each speaker twice.

This part tests your ability to identify the gist of what the speakers say, their attitude and the main points, and to interpret the context they are speaking in.

TASK ONE

For questions 1–5, choose from the list (A–H) the person who each speaker is talking about.

A a deep-sea diver		
B a fisherman/fisherwoman	Speaker 1	<input type="text"/> 1
C a gardener	Speaker 2	<input type="text"/> 2
D a magician	Speaker 3	<input type="text"/> 3
E a musician	Speaker 4	<input type="text"/> 4
F an actor	Speaker 5	<input type="text"/> 5
G an archaeologist		
H an explorer		

TASK TWO

For questions 6–10, choose from the list (A–H) the quality the speaker admires about the person.


A a positive outlook on life		
B ability to anticipate problems	Speaker 1	<input type="text"/> 6
C an enquiring mind	Speaker 2	<input type="text"/> 7
D attention to detail	Speaker 3	<input type="text"/> 8
E calmness under pressure	Speaker 4	<input type="text"/> 9
F readiness to explain things	Speaker 5	<input type="text"/> 10
G kindness to children		
H originality and inventiveness		

2 Which of these phrases would you associate with each occupation? (You can associate some of the phrases with more than one occupation.)

- a few of his/her recordings
- complete dedication to his/her craft
- perform a new trick
- underwater adventures
- out in all weathers
- the first person to set foot in a place
- suffer from stage fright
- digging at some excavation or other

Now think of one more phrase you might associate with each occupation.

3 Look at the list of qualities (A–H) in Task Two and paraphrase each of them using your own words. Which quality would you associate with each occupation?

4  02 Now listen to the five speakers and do Tasks One and Two.

5 Work in pairs. Tell each other about someone interesting or unusual in your family or circle of friends.

- What do they do?
- What are they like?
- What is your relationship with them like?



Grammar

Verb forms to talk about the past

- 1 Look at these extracts 1–8 from Listening Part 4. Match the underlined verb forms with the explanations a–g. There are two verb forms you can match with one explanation.



- 1 We loved his stories of the strange creatures he'd seen.
- 2 When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing.
- 3 When she invited me to come out on one of her trips ...
- 4 We've listened to them so many times.
- 5 He'd drop whatever he was doing.
- 6 She never used to panic.
- 7 Even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site.
- 8 He's been spending a lot of time recently getting this new show ready.

- a something that happened at a specific time in the past
- b a repeated action or habit in the past which doesn't happen now
- c an activity which started before and (possibly) continued after an event in the past
- d something which happened before another activity or situation in the past
- e something which happened before another activity or situation, with an emphasis on the length of time
- f an activity that started in the past and is still happening, with an emphasis on the length of time
- g something that has happened more than once at times which are not stated between the past and the present

→ page 177 Language reference: Verb forms to talk about the past


- 2 Put the verbs in brackets into the simple or continuous form of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen *has been working* (work) in Singapore since he (leave) university two years ago, but next year he expects to be transferred to Hong Kong.
- 2 Alexander takes university life very seriously. He (study) here for six months and he still (not go) to a single party!
- 3 Maria (come) round to dinner last night. She (start) telling me her life story while I (make) the salad and (continue) telling it during dinner.
- 4 Ivana (have) a splitting headache yesterday evening because she (work) in the sun all day and she (not wear) a hat.
- 5 I (grow) up in a house which (belong) to my great-great-grandfather. We (sell) it now because it was too big for our small family.

- 3 Circle the correct alternative in *italics* in each of the following sentences.

- a My teachers (1) *were often getting* / *often used to get* annoyed with me when I was at school because I (2) *never used to bring* / *had never brought* a pen with me and I (3) *would always ask* / *have always asked* someone if I could borrow theirs.
- b The village (4) *used to be* / *would be* very quiet and remote until they (5) *built* / *had built* the motorway two years ago. In those days everybody (6) *would know* / *used to know* everyone else, but since then, a lot of new people (7) *came* / *have come* to live in the area and the old social structures (8) *gradually changed* / *have gradually been changing*.
- c When I was a child, both my parents (9) *used to go* / *were going* out to work, so when they (10) *would be* / *were out*, my grandmother (11) *was looking* / *would look* after me.



4  Exam candidates often make mistakes with present perfect, past and past perfect tenses. In the sentences below, circle the correct alternative in *italics*.

- 1 In recent times people *had* / *have had* more contact with their friends through email and mobile phones than they did in the past.
- 2 The feedback we received from our clients meant we *have been* / *were* able to provide excellent advice to the people developing the product, which they then acted on.
- 3 The party was great and the best bit for me *has been* / *was* the jazz band.
- 4 We should have had a really good holiday for what we paid, but unfortunately we discovered that they *didn't organise* / *hadn't organised* anything very much so it was rather a disappointment.
- 5 While I was studying in England, I *haven't taken* / *didn't take* an examination because it was not offered to me or to any of my fellow students either.
- 6 Are you going to the dinner on Saturday? A lot of my other friends *were invited* / *have been invited* and I know they'd love to meet you.
- 7 I *have only lived* / *have only been living* in Geneva for the past few months, though Madeleine, who you met yesterday, *lived* / *has lived* here all her life.
- 8 Petra looks after my children very well. I *haven't noticed* / *didn't notice* any weaknesses in her character, so I'm sure you'll be happy to offer her a job.



Reading and Use of English | Part 8

Exam information

In Reading and Use of English Part 8, you must match ten questions or statements with a text divided into four to six sections or four to six separate short texts.

This task tests your ability to read quickly and understand details, opinions and attitudes and to locate specific information.



Rafael Nadal



Julia Roberts



Nelson Mandela



Beyoncé

1 Work in small groups. You are going to read extracts from four autobiographies. Before you read, discuss these questions.

- 1 What things make an autobiography entertaining?
- 2 What things do you expect to find out by reading an autobiography?
- 3 Of the people photographed above, whose autobiography would you be interested in reading? Why?

Our people

2 Work in pairs. Read questions 1–10 carefully and for each question

- a underline the key idea
b paraphrase it as if you were the person speaking.

Example

1 My mother worries too much about the danger I might be in.

Who says

one of their parents can be unnecessarily protective?

☐ 1

they have changed during the course of their working life?

☐ 2

their parents never imagined the consequences of something they said?

☐ 3

they discovered the job they wanted in an unlikely place?

☐ 4

one parent saw the project as an opportunity for both the parents?

☐ 5

they gain satisfaction from the way their work affects others?

☐ 6

they thought the future promised them surprising experiences?

☐ 7

their upbringing was unusual?

☐ 8

they were enthusiastic but nervous about the job they were going for?

☐ 9

they achieved promotion by staying in the job longer than other people?

☐ 10

3 For questions 1–10 in Exercise 2, choose from the extracts A–D. The extracts can be used more than once.

4 Work in small groups. Discuss these questions.

- Which of the people in the texts would you be most interested to meet?
- How important do you think parents' opinions are when choosing a career?
- What other factors should young people take into account when choosing a career?

My early career



A Linda Greenlaw

I am a woman. I am a fisherman. Neither abused nor neglected, I am the product of a blissful and unique childhood, a rare claim these days. Like all young children, I believed wholeheartedly in the words of my mother and father. It was only natural that I took seriously the assertions of my parents that I could do whatever I liked with my life, become anything I wanted. Although the advice they gave was well intentioned, my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman.

Fishing my way through college, I made my first deep-sea trip at the age of nineteen aboard the *Walter Leeman*. By the time I graduated from college I had outlasted the original crew members I had started with, most of whom moved on to boats of their own, and became captain of the boat by attrition. Promising my parents that I would postpone law school for just one year, I became a full-time fisherman.

Adapted from *The Hungry Ocean*

B Eric Idle

When you make an audience laugh, they really do love you, and that's one of the nicest things about being a comedian. Usually you've touched them at a time when they needed some kind of reassurance or they wanted something or they were feeling depressed and then you made them feel better. So there is a sort of healing thing to it.

But you don't sit and think, 'I'm going to have a career now.' Things just happen. I stumbled into performing at Cambridge University. I think there's something very seductive about the glamour of dressing up and playing someone else, and that comes from a sadness. I think I only became any good eventually through Monty Python* by being disguised and by being other people and it was only latterly in my life that I have been able to be funny as myself or be confident. I don't have to put on a disguise or wear a wig now but that's what I used to do.

*Monty Python's *Flying Circus* was a comedy series broadcast between 1969 and 1974.
Adapted from *The Pythons Autobiography*



C Emma Richards

It had been only a few short months before that I'd made a flying visit to Scotland to tell my parents I was going to sail around the world. Dad had picked me up from Glasgow airport. He'd asked if I was up for a wedding or a party, the kind of occasions for which I'd normally make a flying visit.

'No,' I said. 'I've got something to tell you. I'm going to sail around the world alone.'

My mum often doesn't sleep when I'm at sea. She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago. She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers. She said it'd be great to see all those places, they'd be there to support me. She just kept talking.

Adapted from *Around Alone*

D Kate Adie

Then, in a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading, but I wasn't very busy; and there in the classifieds was an advertisement, headed *BBC Radio Durham*. I can still remember the jump it gave me, as the small private thought woke up at the back of my mind and leaped around shouting silently: this is it, this is it.

I didn't dare tell anyone, not my parents, nor my friends, and I realised with some trepidation that I wanted it very much indeed. Somehow the life with the BBC might satisfy a lot of unarticulated longing for ... I wasn't sure what; just something to do with bigger events, the wider stage, the unexpected.

Adapted from *The Kindness of Strangers*




Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them.

A made B gave C said D expressed

- 2  Exam candidates often use the wrong verb when they should use *give* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- When you print the article, we also expect you to give an apology.
- Her report on the trip did not show accurate information so we were quite confused.
- I have some suggestions to give before the forthcoming trip.
- I hope your company will give me at least a partial refund.
- I'm so grateful that you have made me the chance to attend the course.
- In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
- Installing modern technology will give a good impression of the college.
- Our evening lectures were made by 'experts' who knew nothing about the subject.
- There is another recommendation I would like to give concerning the club.

- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.

- a speech, lecture, talk, performance
- (someone) information, details, advice, instructions
- a(n) recommendation, comment, apology, suggestion
- someone a(n) chance, opportunity
- someone a refund, their money back
- a phone call
- an impression on someone
- someone an impression

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4 you

- complete six sentences with between three and six words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage grammar, vocabulary and collocations.

- 1 Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- His actions were based on what his uncle advised him to do.
ADVICE
The basis for his actions him.
A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised
- Alba made every effort to arrive at the meeting on time.
BEST
Alba to the meeting on time.
A did her best to get
B made the best to arrive
C tried very hard to make it
- Unless the product is in perfect condition, we cannot return your money.
REFUND
We will be unable the product is not in perfect condition.
A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

- 4 Otto's teachers were favourably impressed by the presentation he gave to the class.

IMPRESSION

Otto's presentation to the class
his teachers.

- A gave a favourable impression to
B made a favourable impression on
C made an impression which was found very favourable by

- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I would often go cycling with my father when I was a child.

USED

My father cycling with him when I was a child .

- 2 Having apologised, Klaus shook my hand.

APOLOGY

When Klaus , he shook my hand.

- 3 Anna has been trying as hard as possible to take care of her children.

CAN

Anna has been doing the after her children.

- 4 For me, the second chapter was more convincing than the rest of the book.

PERSUASIVE

I found the second chapter other part of the book.

- 5 I never planned to annoy you.

AIM

It you angry.

- 6 I've never had problems with my car before.

TIME

This is the me problems.



Speaking | Part 1

Exam information

In Speaking Part 1 the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family and your interests, etc.

This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

- 1 Work in pairs. Read the questions below from Speaking Part 1. Which questions are
a mainly about the present? b mainly about the past?

How would you answer each question?

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

- 2 03 Listen to two students, Marta and Lukas. Which question does each of them answer?

Marta: Lukas:

- 3 04 Now listen to them again, with the examiner's questions, and say if the following statements are true (T) or false (F).

- 1 They both give very brief answers.
- 2 They give some details or reasons to support their answers.
- 3 They use a range of tenses appropriately.
- 4 They speak in a relaxed, natural way.

- 4 Think about how you could answer each of the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

page 194 Speaking reference: Speaking Part 1

Writing | Part 1

An essay

Exam information

In Writing Part 1 you write an essay in which you discuss a question or topic. You are given

- three areas to consider and you must discuss two of them
- three opinions which you can use if you wish.

This part tests your ability to develop an argument or discussion, express your opinions clearly and support your ideas with reasons and examples.

1 Underline the key ideas in the writing task below.

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

Methods schools and universities use to help students find suitable jobs

- providing courses and qualifications
- work experience programmes
- careers advice

Some opinions expressed in the seminar:

'We study lots of things which we'll never use in any future job.'

'Without work experience you'd have no idea what to study at university.'

'Some of my teachers can't give me advice because they've never done any job other than teaching.'

Write an essay discussing **two** of the methods in your notes. You should explain **which method is more effective**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

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



2 Work in small groups.

- Discuss each of the methods and whether or not you agree with the opinions expressed in the seminar.
- During your discussion, express your own opinions on the methods and give reasons for your opinions.
- Take notes on the main ideas which arise during the discussion.

3 Read the writing task in Exercise 1 again. Do you think the following sentences are true (T) or false (F)? Why?

- 1 You must discuss all three methods.
- 2 You must decide which is the best method.
- 3 You must say whether you agree or disagree with the opinions expressed.
- 4 If you use any of the opinions, you should express them in a more formal style.
- 5 When you express your opinion, you should say why you hold that opinion.
- 6 You can expand the topic to talk about other issues related to work that interest you.
- 7 You can write your answer using a bulleted list of points instead of formal paragraphs.
- 8 The task contains a word limit, but if you write 300 words you will get higher marks.

- 4 Read Cristina's essay. Then complete the plan she wrote beforehand by matching the notes (a–e) with the paragraphs.

For many young people it is hard to find the sort of job they aspire to. ¹This is in part due to a mismatch between what education provides and what employers believe ²they require.

Schools and universities should offer students courses which provide ³them with qualifications which will attract potential employers. However, employers often complain that courses are too theoretical and do not teach students the practical skills ⁴they will need in the workplace.

While I understand ⁵this viewpoint, I do not entirely share ⁶it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. ⁷These abilities will be useful throughout people's working lives. To achieve ⁸this, I do not think it matters whether someone studies history or theoretical physics as long as the right teaching methods are used. Students will then pick up the specific job skills they require very quickly once they are in full-time employment.

It is often suggested that young people need to gain work experience in order to make an informed choice of university course and career. Although I believe ⁹this helps to focus students' minds on what working life will be like, generally speaking it is not possible for students to get a wide enough range of experience to be able to choose ¹⁰their career wisely.

I would therefore argue that the best way to help young people find suitable jobs is to give them an excellent general education while ensuring that employers realise how valuable ¹¹it is.

Plan

Para 1: Introduction:

Para 2:

Para 3:

Para 4:

Para 5: Conclusion:

- a education should teach students to think – useful for every job
- b provide a good all-round education + persuade employers of its importance
- c employers say courses not practical enough
- d difficulty finding jobs – education vs. employers' needs
- e work experience often too limited for students to make informed choices



- 5 Work in pairs. Discuss these questions.

- 1 Why is it important to underline the key ideas in the writing task?
 - 2 Why should you write a plan before you write your essay?
 - 3 Did Cristina follow her plan exactly?
 - 4 Has she dealt completely with the instructions in the writing task?
 - 5 What words and phrases does she use in her essay to introduce her opinions?
 - 6 To what extent do you agree with Cristina's point of view?
 - 7 Why is it important to make your opinions clear in an essay?
- 6 When you write, it is important that each paragraph should cover a different aspect of the subject and that sentences should be linked together using clear references. What do the underlined reference words in Cristina's essay refer to?
- 7 Write your own plan for the writing task in Exercise 1. When you have finished, compare your plan with a partner's.
- 8 Read Cristina's essay in Exercise 4 again and highlight any words or phrases you would like to use in your essay. Also, copy them to your plan and to your notebook.

Then write your essay following your plan.

➔ page 186 Writing reference: Essays



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**Teacher's Book with
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**English
Profile**

For revised exam from 2015

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Our people

Unit objectives

- **Reading and Use of English Part 8:** introduction to task type, identifying key ideas in questions, paraphrasing
- **Writing Part 1:** introduction to essay writing; analysing the task, planning, linking sentences and paragraphs with clear references
- **Reading and Use of English Part 4:** introduction to task type, identifying why answers are correct
- **Listening Part 4:** introduction to task type, predicting what will be said and how ideas will be expressed
- **Speaking Part 1:** introduction to task type, giving extended answers, giving extra details, using a variety of tenses
- **Grammar:** revision of verb forms to talk about the past, focusing on common mistakes by Advanced candidates with present perfect and past tenses
- **Vocabulary:** collocations with *give* and *make*

Starting off

1 *As a warmer*

- Ask students to work alone and write on a piece of paper six statements which describe their personality, some positive and some negative, e.g. *I'm an extremely tidy person, I've got a very quick temper*, etc. Tell them three of the statements should be true and three false and they should be mixed up.
 - Students then work in small groups. They take turns to show their paper to the other students, who try to guess which statements are true and which are false.
 - The student who is being discussed should then confirm or deny what their partners say and say why.
 - When they have finished, ask the whole class how easy it was to guess which statements were true or false and what they based their judgements on.
- 2 If you wish, print out and photocopy the wordlist for this unit from the Teacher's Resources CD-ROM and ask students to refer to it as they do the exercise.

Answers

Usually positive: competent, conscientious, genuine, imaginative, modest, open-minded, outgoing

Usually negative: insecure, insensitive, naïve, self-centred

Could be either: idealistic, protective, unconventional

- 3 Encourage students to tell anecdotes or give examples which illustrate the adjectives they have chosen.

Listening | Part 4

- 1 **As a warmer** Ask students to look at the photos with Task One covered and to say what they think each occupation is and what the person is doing.
- 2 Tell students that predicting what they might hear is an important skill for success in listening exercises.

Suggested answers

A underwater adventures, out in all weathers

B out in all weathers

C complete dedication to his/her craft

D perform a new trick, complete dedication to his/her craft


E a few of his/her recordings

F suffer from stage-fright

G digging at some excavation or other, out in all weathers, the first person to set foot in a place

H the first person to set foot in a place, out in all weathers, underwater adventures

- 3 **Alternative treatment** Ask students to work in pairs and explain what each option means, e.g. Task Two A: *If someone has 'a positive outlook on life', they are probably optimistic, expect good results from their activities and expect to be successful.*

- 4  Point out to students that there are two tasks that they must deal with, and also that they may hear the answer to Task Two before they hear the answer to Task One. Play the recording through without stopping, then wait ten seconds and play it again.

Answers

1 B 2 G 3 D 4 A 5 E 6 E 7 F 8 D 9 G
10 A

CD 1 Track 02

Speaker 1

It's funny because I was never really aware of just what an extraordinary woman my Aunt Patty was. I mean, she was always away working so I didn't really see too much of her. When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing. I suppose she was unconventional in that not many women are attracted to that sort of job. She'd be out in all weathers, even in these really mountainous seas, but, you know, she never used to panic – she just got on with the job, whatever the danger. She was totally competent, even when things got really rough. And, do you know, she'd never learnt to swim!

Speaker 2

For my dad nothing was too much trouble, especially when people showed a bit of interest in what he was up to. You know, when he was working he'd be digging away at some excavation or other and members of the public, visitors, would just come up to him and start talking to him and he'd drop whatever he was doing and, you know, even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site with a free lecture thrown in. Personally, I wouldn't have that sort of patience, but then I guess I take more after my mother, who's always in a rush.

Speaker 3

My brother's a real perfectionist. You know, he's been spending a lot of time recently getting this new show ready and he's been going to incredible lengths to get this new trick right, like he's been practising and practising in front of this video camera he's got for weeks, it seems – it's been driving the rest of us mad! What he does is he plays it back afterwards, the camera I mean, to check you can't see how it's done from any angle. He just wants to hoodwink absolutely everyone – you know how observant kids are – so he goes on and on till he's got everything totally satisfied.

Speaker 4

Ivan was really one of my dad's mates, but we counted him as one of the family. And he was one of those outgoing types who could speak to anyone and incredibly generous with us kids – always came back with

some unusual gift or other from his trips. And then he'd sit down with us and help us do our schoolwork and so on. We loved him and we loved his stories of his underwater adventures and the strange creatures he'd seen. He made it sound as if he'd been doing something extremely dangerous and he'd been incredibly brave. No doubt we were a bit naïve, but we lapped it all up.

Speaker 5

Margo was one of my mother's cousins, actually. Personally, I never got to know her well because she was always travelling here and there – she had so many engagements. I've got a few of her recordings from her younger days, though. The sound quality's not too good now because we've listened to them so many times, and you know, after a time the vinyl gets worn out, but I think her playing really does reflect her optimism and joy. You just wouldn't suspect that she was going blind at the time. What courage in the face of such an affliction, don't you think?

Extension idea Write on the board the following expressions used by the speakers. Then replay the recording and ask students to guess the meaning of each expression from the context.

- 1 *a real eye-opener* (a new discovery)
 - 2 *thrown in* (added free as a bonus)
 - 3 *going to incredible lengths* (taking a great deal of time and effort)
 - 4 *lapped it up* (accepted it eagerly and without question – like a kitten drinking milk)
 - 5 *worn out* (no longer fully functional because it has been used many times)
- 5 **Alternative treatment** Ask students to give a short talk on this subject. They should:
- take a few minutes to prepare and make notes
 - talk for one or two minutes to their partner
 - expect to answer a few questions from their partner about their talk.

Grammar

Verb forms to talk about the past

1 **As a warmer** Ask students:

- *When you're speaking in (students' own language), do you often talk about the past?*
- *What things in the past do you most often talk about?*
- *Do you find it interesting to talk about the past? Why (not)?*

Answers

1 d 2 c 3 a 4 g 5 b 6 b 7 e 8 f

When they have finished the exercise, go through the Language reference on page 178 (Verb forms to talk about the past) with them.

2 **Answers**

- 1 left
- 2 has been studying, hasn't gone/been
- 3 came, started, was making, continued
- 4 had, had been working / had worked, hadn't been wearing / wasn't wearing
- 5 grew, belonged / had belonged, have sold

3 **Answers**

- 1 often used to get 2 never used to bring 3 would always ask
- 4 used to be 5 built 6 used to know
- 7 have come 8 have gradually been changing
- 9 used to go 10 were 11 would look

Extension idea Ask students to write two or three sentences about themselves using the tenses focused on in the exercise.



Answers

- 1 have had 2 were 3 was 4 hadn't organised
- 5 didn't take 6 have been invited 7 have only been living, has lived
- 8 haven't noticed

This may be a suitable moment to do the Unit 1 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 8

- 1 **As a warmer** With books closed, tell students they are going to read some short extracts from autobiographies. Ask them to work in pairs and tell each other about one incident in their early lives which they would put in their own autobiography.
- 2 Tell students that in Reading and Use of English Part 8, if they spend some time studying the questions before they read the texts, it should save them time when they read.
 - Underlining the key idea will help them to focus on the intention of the question.
 - Paraphrasing the question will help them to consider how the idea may be expressed in the text itself.

Suggested underlining

- 1 one / parents / unnecessarily protective
 - 2 changed during / working life
 - 3 parents never imagined / consequences of something they said
 - 4 discovered / job / in an unlikely place
 - 5 one parent saw / project / opportunity for both the parents
 - 6 gain satisfaction / work affect others
 - 7 future promised / surprising experiences
 - 8 upbringing / unusual
 - 9 enthusiastic / nervous about the job
 - 10 promotion by staying / longer than other people
- 2 I've changed during the time I've been working.
 - 3 They never expected that what they had said would have that result.
 - 4 I never thought I'd find the job by looking there.
 - 5 He thought it was something they could both take advantage of.
 - 6 I feel good about the way my work affects other people.
 - 7 My future will be unpredictable and contain unexpected events.
 - 8 My childhood wasn't normal.
 - 9 I realised with some trepidation that I wanted it very much.
 - 10 I was given a better position because all my colleagues left the company.

- 3 Tell students that as they are familiar with the questions, they should aim to answer them by reading each text just once. Point out that in the exam they won't have much time for going back and forth between the texts and the questions and that by studying the questions first they should avoid having to do this.

Alternative treatment To give students practice in summarising a short text and speaking at length, you can do the following:

- Students work in groups of three. Each group reads one text only from Exercise 3 and chooses the questions that correspond to that text.
- They now form new groups of four, with students who have read the other three texts. They take turns to summarise the text they have read and explain the answers to the questions for that text.

Answers

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

Notes

- 1 C She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago.
- 2 B I don't have to put on a wig or wear a disguise now but that's what I used to do.
- 3 A Although the advice they gave was well-intentioned, my parents never dreamed that it might come back to haunt them
- 4 D In a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading ... and there in the classifieds was an advertisement.
- 5 C She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers.
- 6 B When you make an audience laugh, they really do love you.
- 7 D The life with the BBC might satisfy a lot of unarticulated longing for ... the unexpected.
- 8 A I am the product of a blissful and unique childhood, a rare claim these days.
- 10 A I had outlasted the original crew members I had started with ... and became captain of the boat
- 4 **Extension idea** Ask students: *One of the writers seemed to know what they wanted from an early age: which writer? (Answer: Linda Greenlaw) Do you think life is easier for people who know what they want from an early age, or more difficult? Which type of person are you?*

Vocabulary**Collocations with *give* and *make***

1 **Answer**
B

2 

Answers

1 give make 2 did not show did not give 3 give make
4 correct 5 made given 6 give make
7 correct 8 made given 9 give make

3 **Answers**
1 give 2 give 3 make 4 give 5 give
6 make 7 make 8 give

Reading and Use of English | Part 4

- 1 Before students do the exercise, go through the exam instruction with them. Elicit the key ideas in the rubric i.e. *similar meaning, Do not change the word given, between three and six words.*

Tell students that the incorrect answers in Exercise 1 contain typical errors that candidates make in this part of the exam.

Alternative treatment With books closed, write the four questions on the board without the answers A–C. Ask students to answer the questions in pairs. They then open their books to see if their answer for each question coincides with one of the answers A–C, before finally deciding which of these options is correct.

Answers

- 1 B (A contains seven words while the maximum is six; C does not contain the word given.)
2 A (B is not correct English; C does not contain the word given.)
3 C (A does not mean the same; B contains too many words.)
4 B (A is not correct English; C is both incorrect and contains too many words.)

Extension idea When students have done the exercise, round up with the whole class, eliciting why the wrong answers are incorrect.

- 2 **Answers**
- 1 often used to take me
 - 2 had made an/his apology
 - 3 best she can to look
 - 4 more persuasive than any
 - 5 was never my aim to make/get
 - 6 first time my car has given/caused

3 Point out that many of the questions will contain both a grammar and a vocabulary transformation element.

Speaking | Part 1

1 **As a warmer** With books closed, tell students that in Speaking Part 1 they will be asked questions about themselves, their background and their activities and interests (you can write these as headings on the board). Ask them to work in small groups and brainstorm five or six questions they might be asked. They then open their books and compare their questions with questions 1–8 in this exercise.

Answers
a 1, 3, 4 b 2, 5, 6, 7, 8


2 

Answers
Marta: 2 Lukas: 6

CD 1 Track 03

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Lukas: One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

- 3  When students have answered the questions, elicit from them why it's important to:
- give fairly long answers (Answer: This allows the examiners to listen and assess their level of spoken English.)
 - give details to support their answers (Answer: This shows they can express themselves confidently and at length.)
 - use a variety of tenses (Answer: To show their command of grammar.)
 - speak in a natural, relaxed way (Answer: This part of the test is intended to be a fairly informal conversation.).

You can also point out that in preparation students can think about how they would talk about their activities and interests, but they should not prepare set speeches. The examiners want to hear natural, spontaneous English.

Answers
1 F 2 T 3 T 4 T

CD 1 Track 04

Examiner: Marta, can you tell me, have you ever had the opportunity to really help a friend?

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Examiner: Thank you. Lukas, a question for you. What's your happiest childhood memory?

Lukas: One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

4 **Alternative treatment** Tell students they can also ask each other some of the questions they prepared for the warmer with Exercise 1.

There is extra help for students on Speaking Part 1 in the Speaking reference on page 193.

Writing | Part 1

An essay

1 **As a warmer** With books closed, ask students:

- *What help or advice does the education system in your country give to help young people decide on a career?*
- *How useful or helpful is the system?*

With books open, tell students that one of the key assessment criteria for the Writing exam is 'content' which focuses on how well the candidate has achieved the task. It is therefore very important to analyse the task and be certain what it is asking and what it involves before starting to write. Underlining the key ideas helps with this.

Suggested underlining

education system does enough to help young people to find jobs / fit / abilities and interests / courses and qualifications / work experience / careers advice / study things / never use in any future job / without work experience / no idea what to study / teachers can't give me advice / two methods / more effective / giving reasons / own words

2 If your students did the warmer in Exercise 1, tell them they can add ideas which arose then to their discussion and notes.

3 **Answers**

- 1 F (You should discuss two methods.)
- 2 T ('explain which method is more effective')
- 3 F (It's not obligatory – you can use the opinions if you wish.)
- 4 T (They're written in an informal style, whereas an essay should be fairly formal.)
- 5 T ('giving reasons in support of your answer')
- 6 F (You should ensure that everything you write is relevant to the task.)
- 7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)

4 Tell students that they are also assessed in the exam for 'organisation'. It is therefore essential to think and plan before they start writing, so that their ideas are organised in a logical and coherent way.

Answers

Para. 1: d Para. 2: c Para. 3: a Para. 4: e
Para. 5: b

5 This exercise recaps some of the points made earlier. Point out also that the purpose of an essay is to develop and express an opinion on a subject and that students should ensure that their opinions are:

- logically developed
- supported by reasons and examples
- clear to the reader.

If they have managed these things, they have fulfilled the requirements of the task.

Answers

- 1 To make sure you deal with the task as exactly as possible
- 2 You will score higher marks if you write a coherent, structured answer.
- 3 Not exactly – she also included how students can learn necessary skills while working.
- 4 Yes
- 5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
- 6 *Students' own answer*
- 7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

6 Point out to students that organisation involves linking ideas together in paragraphs which make it easier for the reader to follow the argument of the essay.

Tell them they also score marks for 'communicative achievement', so that clear writing which convinces the reader of their point of view is also essential.

Answers

- 1 the fact that many young people find it hard to find the sort of job they aspire to
- 2 employers
- 3 students
- 4 students
- 5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
- 6 this viewpoint
- 7 critical thinking skills
- 8 developing critical thinking skills
- 9 work experience
- 10 students'
- 11 an excellent general education

7 Give students five minutes or so to write their plan. Tell them that when they compare their plans, they can also make amendments to them.

- 8 This task is probably best done as homework. Encourage students to use the essay in Exercise 4 as a model and especially to use words and phrases from it in their own answers. Point out that it is important to follow the plan they have written in order to achieve a well-organised answer to the task and to answer within the word limits set by the exam, i.e. 220–260 words.

For more on writing reports, refer students to page 190 (Writing reference – Reports).



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Complete Advanced



Workbook
with answers

Laura Matthews and Barbara Thomas



English
Profile

For revised exam from 2015

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1 Our people

Grammar

Verb forms to talk about the past

- 1 Read part of a story about a woman returning home and then put the verbs in brackets into the correct past tense.

As Anne drove west, she (1) *felt* (*feel*) almost as though she were driving in a dream. But as she (2) (*get*) closer to home, there was an excitement she (3) (*not experience*) for years. She (4) (*live*) abroad for so long that she (5) (*forget*) what it was like to feel that you really belonged somewhere. Her family were there, in her village, and they (6) (*wait*) for her. As she (7) (*come*) over the hill, the view (8) (*be*) the same as it (9) (*always / be*). She noticed a young man who (10) (*walk*) purposefully towards the centre of the village. As the car drew near, he (11) (*turn*) and (12) (*nod*) as people do in this part of the world. She (13) (*not realise*) until then that it was Niall, a boy she (14) (*babysit*) many times when she was a teenager. So not everything (15) (*stay*) the same. Anne herself (16) (*also / change*) of course. The night before, she (17) (*stay*) in a hotel in Dublin and the receptionist (18) (*ask*) her '(19) (*you / be*) to Ireland before?' But what could she expect when her accent (20) (*almost / disappear*)?



- 2 Read each pair of sentences and then answer the question which follows.

1 A Katrina studied Portuguese when she arrived in Brazil.
B Katrina has been studying Portuguese since she arrived in Brazil.

In which sentence is Katrina still in Brazil? B

2 A My brother was always borrowing my things when we were teenagers.

B My brother always borrowed my things when we were teenagers.

In which sentence does the speaker seem slightly irritated?

3 A Has Richard rung this morning?

B Did Richard ring this morning?

In which sentence is it still morning?

4 A My school team won the regional championship five times.

B My school team has won the regional championship five times since 1997.

In which sentence does the speaker think the team might win the regional championship again?

5 A When Giulia got home, her friends made her a meal.

B When Giulia got home, her friends had made her a meal.

In which sentence was the meal ready when Giulia arrived?

Used to

- 3 Look at the past tense verbs in these sentences. Rewrite any sentence where the verb can be replaced by *used to*. Write 'No' for any sentence that cannot be changed.

Did parents use to be

1 ~~Were parents~~ stricter with their children fifty years ago, do you think?

2 After I left school, I went abroad twice to work as an au pair.

3 People wrote letters by hand or on a typewriter until computers became widespread.

4 Is lunch still as important in your country as it was?

5 My father has worked in several different countries so I've been to lots of different schools.

6 I spent last summer helping my grandparents decorate their house.


7 Did you get as stressed at your last job as you do here?

8 I speak Russian quite well as I studied it for four years.

9 Japanese people didn't eat as much chicken in the past as they do now.

10 Wasn't there a factory on this site until a few years ago?

Used to and be/get used to

- 4  *Used to* and *be/get used to* have different meanings and forms. Look at these sentences written by exam candidates. Find the mistake in each one and then correct it.

- The children hate walking because they are ^{used} ~~use~~ to going everywhere by car.
- Some students are used to eat a snack during classes.
- Hockey didn't used to be very popular in Spain.
- Even if you find joining a new school difficult at first, you will soon get used to.
- Were you used to work under pressure in your old job?
- If you do not used to walking every day, you will find a trekking holiday very difficult.
- Have you got used to cook for yourself?
- José use to be a good swimmer when he was younger.
- Travel helps you be used to different ways of doing things.
- Laura was used to have a lot of noise around her because she came from a big family.

Vocabulary


Adjectives describing personality

- 1 Choose one word from the box to fit in the gap in each sentence. There are two words that don't fit anywhere.

competent conscientious genuine idealistic
insensitive ~~modest~~ outgoing protective
self-centred unconventional

- You should tell everyone about the prize you won – you're much too~~modest~~.....
- Jamie is very about making sure he does a job properly and to the best of his ability.
- My Spanish isn't brilliant but I'm enough to write an email or book a hotel.
- Peter is so to those around him that he doesn't even notice when he upsets someone.
- Many of us are when we're young and think we can change the way the world works.
- My brother is extremely and simply loves meeting new people.
- Anna is a very person; you can always trust that she means what she says.
- Joanna has always been extremely of her little brother because he is several years younger than her.

Collocations with give, do and make

- 2  Look at these sentences written by exam candidates and then choose the correct verb.

- Our college gives / makes us a wide choice of subjects to study.
- The students were asked to *give* / *make* their opinions about the new menu in the canteen.
- We *do* / *make* a lot of business with American companies.
- The politician asked the newspaper to *do* / *make* an apology for the inaccuracies in their report.
- I have *done* / *made* hundreds of exercises on grammar and vocabulary this week.
- We can *give* / *make* a discount to our regular customers.
- The strike didn't *do* / *make* any harm to local businesses.
- Silva *gave* / *made* a remark about her sister which I thought was a bit unkind.
- The college hopes to *do* / *make* a profit by selling its magazine.
- The bus company has *done* / *made* improvements to the services it offers.
- It is too late to repair some of the damage *done* / *made* to the environment.
- It is worth *doing* / *making* an effort to look back at what you've learnt.
- Nowadays both men and women *do* / *make* the housework but it wasn't like that in the past.
- You will have to *do* / *make* your own bed every morning while you are living here.
- The band *gave* / *made* the best performance of their lives last night.



Reading and Use of English | Part 5

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



Richard Benson:
author of extract
'A visit home'.

A visit Home

Amid the swarming, clattering travellers, railway staff and suitcases, I saw the thick, dark eyebrows of my brother Guy lift by approximately one millimetre in greeting as I came down the steps of the footbridge and out into the station forecourt. Guy speaks like most men in the village we come from, i.e. not at all until he has spent five minutes considering whether there are other means of communication he can use instead. His

line 12 favourites are the eyebrow-raise, the shrug, and the brief tilt of his chin; if he is feeling particularly emotional, he may perform all three together. That morning, as I worked my bags through the other passengers, he kept his eyebrows raised. Standing in his work clothes, he looked rather out of place, resembling a large, solitary rusty nail in the midst of, but apart from, the crowd of people: his steel-capped boots, battered, formless jacket and heavy stubble seemed to be causing many people
line 19 to give him a wide berth, diverting their path to the exit rather than heading for it directly.

'Hello, Guy,' I said.

'Now then,' he replied. 'Give me one of your bags.'

'Thank you,' I said, and passed him a large bag.

'Whatever have you got in here?' he exclaimed.

My brother is appalled by indulgences such as luggage, although his exclamations are less aggressive than resignedly bemused. With Guy, you have to understand that when he asks what on earth you've got in a bag, it is a way of saying, 'Hello, how are you?'

'It'll be the computer that's heavy. And there are some books,' I explained.

'Books,' he said wearily, shaking his head.

'Sorry.'

'Doesn't matter,' he said. 'It's not that heavy.' He yanked the bag up onto his shoulder.

'It's nice to see you, Guy.'

Guy raised his eyebrows and chin five millimetres, and strode off towards the car park.

I felt relieved by his distracted, unemotional expression because it was usual: since he was a small child he had gone through much of life looking as if he was pondering the answer to a complex mathematical problem. But as I caught up with him and looked at him from the side, I noticed dark half-circles below his eyes.

'Are you all right, then?' I said.

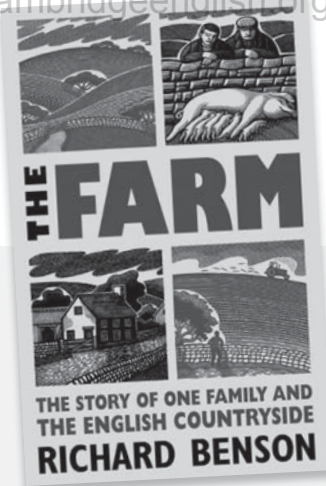
He raised his eyebrows again, and blew out through pursed lips. He looked as if he were trying to pop the features off his face. Then he gave me the sort of consolation smile you give people when they've asked a stupid question, batted his lashed black-brown eyes and shrugged.

'You look a bit worn out,' I said.

'I should think I do,' he said. 'I've been doing twelve-hour days on the farm since July. Sling your bags into the back of the van then.'

This was not as straightforward as he made it sound. He used the van as a workshop, storage unit and mobile home, and so as well as the usual driving-dregs of sweet wrappers and plastic bottles, there was farm equipment of an often surprising scale – straw bales, black polythene barrels, bundles of shovels and forks, metal toolboxes which were themselves almost as large as small cars, and other tools which I did not recognise or understand. Intermingled with that were random, inexplicable household articles: sofa cushions, half a dozen plant pots and a roll of carpet.

It takes only twenty minutes to drive through the hills to our village, but that day the journey seemed to take forever. Neither of us could think of anything to say to each other so Guy pretended to concentrate on the speed of his windscreen wipers which were keeping the driving rain off the windscreen so he could see the road ahead. I, on the other hand, leant my forehead against the side window, looking out at the scenery which was so familiar to me but was actually obliterated by the horizontal rain.



- 1 What aspect of Guy's personality is the writer reinforcing when he says 'if he is feeling particularly emotional, he may perform all three together' (lines 12-13)?
 - A His facial expressions are difficult to interpret.
 - B His speech is always backed up by non-verbal expressions.
 - C He is very controlled when expressing his feelings.
 - D He can give out conflicting messages about what he is thinking.
- 2 What is meant by many people giving Guy 'a wide berth' (line 19)?
 - A People were staring at him because of the way he looked.
 - B People were getting annoyed with him because he was in their way.
 - C People did not understand what he was doing there.
 - D People did not feel comfortable getting too close to him.
- 3 How does the writer feel when Guy complains about his bag?
 - A He knows he shouldn't take the complaint seriously.
 - B He thinks Guy is making an unnecessary fuss.
 - C He wishes Guy had not greeted him with a complaint.
 - D He is embarrassed about bringing so much luggage.
- 4 As they walk towards the car park, the writer realises that
 - A he is not being sensitive enough about Guy's situation.
 - B there is a change in Guy's normal behaviour.
 - C Guy's expression seems more worried than usual.
 - D he had more reason to be concerned about Guy than he initially thought.
- 5 What does the writer exaggerate when he is describing the back of the van?
 - A the combination of items
 - B the size of some of the contents
 - C how old some of the contents were
 - D how many items were unnecessary
- 6 What does the writer say about the journey in the van?
 - A He preferred to look out at the countryside rather than talk.
 - B He didn't speak to Guy because the driving conditions were difficult.
 - C The fact that they travelled in silence seemed to make it longer.
 - D It was much slower than usual because of the weather.

Writing | Part 1

An essay

Read this essay written by a student and the teacher's notes and then rewrite the essay, making the corrections that the teacher suggests.

Essay: Is it better to travel alone, or with other people?

In my opinion, travelling is very exciting, and all people, including me, likes to travel, because it is allowing you to meet new countries and cultures. But that which you have to decide is if you should travel alone, or with others. There are advantages and disadvantages to each. If you travel alone, you are free to going anywhere; there is no one who will deny to follow you to the place you want to go! However, you may feel extremely lonely. You haven't got anyone to enjoy the trip with. Except from that, a solo trip is more expensive, because you have to pay for everything yourself and you can't divide the cost with anyone. In case you travel with your friends, you will enjoy the journey more than if you are alone. Humans are social creatures and to be with someone else is good for your mind. With friends, the travel will not be boring! In fact, there aren't many disadvantages to travelling with friends. The only one is that you might be disagree with them about the places you want to visit. This isn't a serious disadvantage, because sooner or later you have to reach a decision. Finally, you could travel with your parents. This is the best case because you aren't responsible for anything and you go everywhere your parents go. You probably haven't to pay for anything yourself. However, if you are above the years of eighteen, you won't want to travel with your parents, because this will guide you, which is something you don't want. You must want to decide what to do and this is impossible with your parents around.

This is a good essay, but there are a few things you can do to improve it.

- 1 In several places I've underlined where you've used the wrong word or expression, and you need to replace them with one of these words:
age, apart, discover, everyone, if, journey, refuse, restrict, share, solution, what, whether.
- 2 I've shown six verbs where you've used the wrong form or tense.
- 3 Please divide your essay into four paragraphs!

Listening | Part 4

02 You will hear five short extracts in which people are talking about their friends.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker originally met their friend.

TASK TWO

For questions 6–10, choose from the list (A–H) the quality each speaker's friend has.

While you listen you must complete both tasks.

- A at a musical event
- B on public transport
- C through a relative
- D at school
- E through another friend
- F at work
- G at a sporting event
- H as a neighbour

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

- A a talent for listening
- B a reluctance to criticise
- C a desire to share
- D willingness to apologise
- E kindness to others
- F enthusiasm for new ideas
- G an ability to keep secrets
- H continual optimism

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10

