

 MACMILLAN EXAMS

Ready for Advanced

coursebook with key

3rd Edition

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Introduction

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

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

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

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

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

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

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

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

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

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

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

Overview of the Examination

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

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

Reading and Use of English 1 hour 30 minutes

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

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

One cool guy

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

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

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

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

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

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

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

Word formation: Adjectives and adverbs

- 1 In the first and third conversations in Listening 1, which suffix was added to all of the following nouns to create adjectives?

count _____ limit _____ point _____

- 2 Using the suffixes in the box, write the corresponding adjective for each of the words below. The same suffix is needed for all three words in each group, though spelling changes may be required in some of them. The exercise begins with an example (0).

-ory	-less	-able	-ent	-ative	-ial	-ic	-ous	-y
------	-------	-------	------	--------	------	----------------	------	----

0	allergy	<u>allergic</u>	science	<u>scientific</u>	drama	<u>dramatic</u>
1	approach	_____	apply	_____	believe	_____
2	argument	_____	administer	_____	provoke	_____
3	introduce	_____	contradict	_____	prepare	_____
4	chat	_____	mud	_____	rock	_____
5	luxury	_____	mystery	_____	monster	_____
6	end	_____	price	_____	sleep	_____
7	persist	_____	appear	_____	obey	_____
8	manager	_____	secretary	_____	territory	_____

- 3 Complete each gap with the appropriate form of the word in capitals at the end of the line. The word you need may be an adjective or an adverb. A negative affix may also be needed. The exercise begins with an example (0).

- 0 I don't understand how he got the job. He's far too incompetent **COMPETENCE** to be put in charge of a school.
- 1 Her work has been acclaimed for its sensitivity of style and _____ use of imagery. **IMAGINE**
- 2 Her performance at work was considered _____ and her contract was not renewed. **SATISFY**
- 3 It is becoming _____ difficult for artists to obtain public funding for their work. **INCREASE**
- 4 The assistants in Gamidges are unhelpful and _____. I shall shop elsewhere in future! **COURTESY**
- 5 My grandfather was extremely _____ about astronomy; the planets were his great passion. **KNOWLEDGE**
- 6 We strayed from the path at some point and got _____ lost. **HOPE**
- 7 Although several companies made _____ losses, the market as a whole was buoyant. **SUBSTANCE**
- 8 The bookcase was placed _____ near the door to hide a huge crack in the wall. **STRATEGY**

Writing

Part 2

Report

- 1 Read the following Part 2 task, then look at the two sample answers on page 35 and decide which is better.

You have been asked to **write a report** for an international research company about the nature and quality of advertising in your country.

Your report should

- describe some of the positive and negative aspects of **two** different forms of advertising in your country.
- say how effective these advertising methods are.
- suggest one or two changes which could be introduced to counter the negative aspects.

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



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LOTTO 450 MILLIO

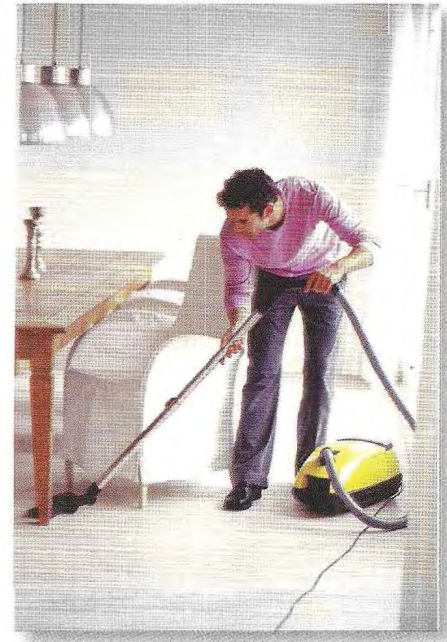
Listening 1


Part 3

Multiple choice  1.20

1 You will hear an interview with a sociologist and former counsellor called Adrian Mitchell, who has just published a book on family relationships. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 Why did Adrian decide to write a book on family relationships?
 - A He was persuaded by others in his field.
 - B He was encouraged by the success of his previous publication.
 - C He felt it was a natural outcome of his work in sociology.
 - D He believed it was probably expected of him.
- 2 Adrian says that he gave up his role as a counsellor because
 - A he was unable to remain objective.
 - B he felt overloaded with responsibility.
 - C it no longer provided sufficient challenge.
 - D he resented its impact on his own physical health.
- 3 Adrian says that the average 21st-century husband
 - A may be suffering a form of identity crisis.
 - B is still reluctant to participate in housework.
 - C secretly wishes to earn more than his wife.
 - D is happy to have been relieved of certain duties.
- 4 Adrian explains that his children did not feature in his book because
 - A academic publications should have an impersonal tone.
 - B they were unwilling to be exposed in such a way.
 - C he was reluctant to take advantage of their willingness to please.
 - D descriptions of family experiences were becoming formulaic.
- 5 Adrian criticizes certain media reports on social issues for
 - A their misleading use of statistics.
 - B the sensational style they are written in.
 - C the way they overlook areas of progress.
 - D their focus on superficial subjects.
- 6 What does Adrian say about the institution of marriage?
 - A It will continue to decline in popularity.
 - B It is undervalued in modern society.
 - C Its purpose is not the same for everyone.
 - D It requires more compromise than many people realize.




- 2  Do you agree with Adrian that newspapers tend to focus on the negative when they are discussing new trends in society?

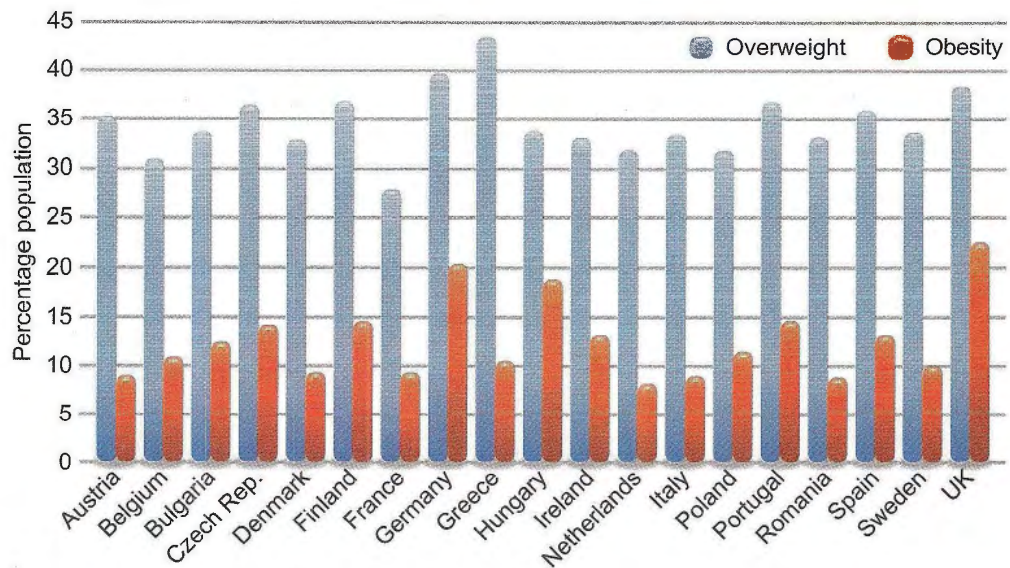
To what extent can we believe the information presented in printed and online newspapers?

Writing

Part 1

Essay

- 1  Look at the following chart showing statistics for obesity. Which countries have the highest and lowest rates of obesity? Why do you think these countries suffer/don't suffer from this crisis?



- 2 Read the following Part 1 task and a student's answer (ignoring the gaps). Has the student responded to all parts of the task?

Your class has recently attended a lecture on what methods governments should use to tackle obesity in schoolchildren. You have made the notes below:

Methods governments should use to tackle obesity in schoolchildren

- lessons on nutrition
- sports facilities
- legislation

Some opinions expressed in the lecture:

'If parents don't provide healthy meals, there's not much schools can do.'

'Schoolkids should be getting more exercise.'

'We need new laws so that people are less likely to buy junk food.'

Write an essay for your tutor discussing **two** of the methods in your notes. You should **explain which method you think is more important** for governments to consider, **giving reasons** in support of your answer.

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

Obesity: how do we tackle it?

Obesity has become a major issue for many developed countries. (1) _____ does it affect the quality of life of millions of people, but it has serious consequences for a country's economy and health services. It is evident, (2) _____, that this is a problem that demands urgent action. There are many practical steps that governments could take to tackle it, but the following two would probably be the most effective.

Firstly, governments need to impose stricter laws (3) _____ the sale and marketing of fast food to young children. Fast food chains should (4) _____ be allowed to

Language focus: Reported speech

A Direct and reported speech


- 1 In the following example, an extract of direct speech from the listening has been reported. What tense changes have been made after the reporting verbs in **bold**?

Presenter: 'Have other people noticed the effects?'

Lynnie: 'Yes, they have. And they've grown used to my new look now.'

The presenter **asked** Lynnie if other people had noticed the effects and she **replied** that they had, and **added** that they'd grown used to her new look.

What other changes do you notice?

 Read more about these changes in Part A of the Grammar reference on page 220.

- 2 For questions 1–4 below, refer to the direct speech to help you complete the gaps in the reported version. Use the reporting verbs in the box. **Do not write more than two words in each gap.** The exercise begins with an example (0).

warned	announced	reminded	repeated
pointed out	predicted	conceded	
admitted	stressed	concluded	

- 0 'Yes, I do accept the situation is critical, but let me say once again that we are doing our best to find a solution.'
The Prime Minister **conceded** that the situation **was** critical, but **repeated** that the government **was doing** its best to find a solution.
- 1 'Yes, I did sell the stolen paintings, but I would like to mention that I have given all the proceeds to charity.'
The defendant _____ that she _____ the stolen paintings, but _____ to the court that she _____ all the proceeds to charity.
- 2 'I think there'll be more than 250 000 taking part in the protest. There might be some violent activists – so be careful!'
The police chief _____ that there _____ over 250 000 taking part in the protest. He _____ his men that there _____ some violent activists and **urged them to be careful.**
- 3 'The result of all this is that we must increase profits. Remember – if we don't, the company will go bankrupt.'
The Managing Director _____ that they _____ increase profits and _____ the board that if they _____, the company _____ bankrupt.
- 4 'I'd just like to tell everyone that I intend to resign at the end of this season. I should emphasize that I have not been asked to leave.'
The manager has _____ that he _____ to resign at the end of this season. He _____ that he _____ been asked to leave.

B Alternative verb patterns

- 1 Many reporting verbs can be followed by alternative verb patterns to the 'that' clause seen in section A.

Example:

'I should have started younger,' said Dr Evans.

Dr Evans **regretted** that he **had not started** younger.

Dr Evans **regretted** **not starting/having started** younger.

- 2 Match the groups of verbs A–D with the corresponding verb patterns 1–4.

- 1 doing something
2 to do something
3 someone to do something
4 (that) someone (should) do something

A
urge
remind
warn

C
suggest
deny
admit

B
promise
agree
refuse

D
suggest
insist
agree

- 3 Add each verb in the box to the appropriate group A, B, C or D. Some verbs belong to more than one group, as with **suggest** in groups C and D.


threaten	recommend	persuade
ask	encourage	demand offer

C Verbs and dependent prepositions

Complete each gap with an appropriate preposition. Use the same preposition for both gaps in each sentence.

Example:


- 0 Management were able to discourage workers from going on strike, but the union would not be dissuaded from taking legal action.
- 1 I apologized _____ arriving late, but she thanked me _____ turning up at all.
- 2 He congratulated me _____ passing my driving test and insisted _____ buying me a drink.
- 3 She accused him _____ deception and spoke _____ reporting him to the police.
- 4 The union protested _____ the decision to sack him, but his own colleagues supported the move and argued _____ reinstating him.
- 5 She consented _____ the interview but objected _____ being photographed.

 Read more about the points in sections B and C above in Part B of the Grammar reference on page 220.

Reading and Use of English 1

Part 2

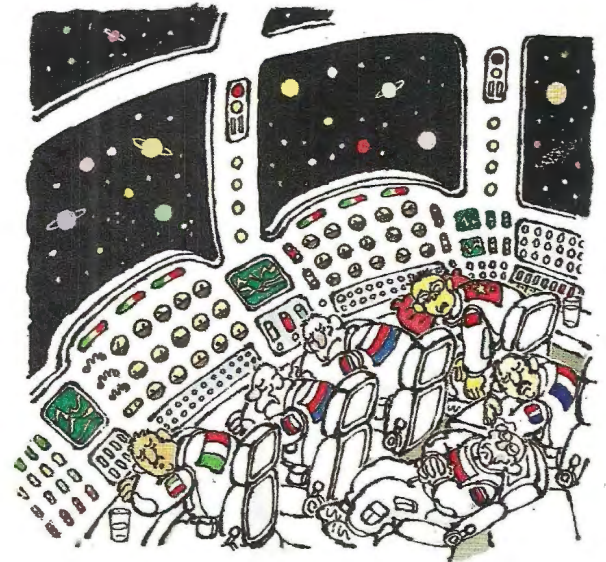
Open cloze

- 1  You are going to read a text about a real experiment in which six men (three Russians, an Italian, a Frenchman and a Chinese) were sealed inside a fake spacecraft. The aim of the experiment was to see how they would cope with being cut off from the real world for 18 months – about the time it might take to get to Mars.

- 0 What issues and challenges do you think astronauts would face on a real flight to Mars?


Which of these do you think the men in the experiment experienced?

- 2 Read the text below, ignoring the gaps. Are any of the points you discussed in exercise 1 mentioned?
- 3 For questions 1–8, read the text again and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**.



Getting ready for Mars

The 'Mars500 project' (0) *WAS* an experiment that simulated a return mission to Mars. Spending 18 months in a sealed facility in Moscow (1) access to natural light or fresh air, six men were monitored as they attended (2) their daily duties. A study into (3) each of them coped with the psychological and physical constraints of the mission has found that there were wide differences in their wake-sleep patterns. For example, (4) most of the crew began to sleep for longer periods as the mission progressed and boredom set in, one individual slept progressively less, resulting (5) him becoming chronically sleep-deprived towards the end of the mission. Identifying bad sleepers could be important on a real Mars mission, during (6) people are required to be constantly alert even when days are tediously similar. Researchers warn that for any astronaut heading to Mars, exciting as the trip might initially seem, (7) could be problems with stress brought on by the monotony of routine. However, they also report that (8) some personal tensions between crew members, there was overall harmony within the group.

- 4  Do you think you would be a good candidate for a mission to Mars? Why/Why not?

Which of the following statements is most similar to your attitude towards space exploration? Explain why.

It's a waste of money.

It's vital that we continue to invest in space exploration.

I'd seize the chance to go up in space!

It's too dangerous to even think about!

I'm not remotely interested.

Do you think people will have reached Mars in your lifetime? Why/Why not?

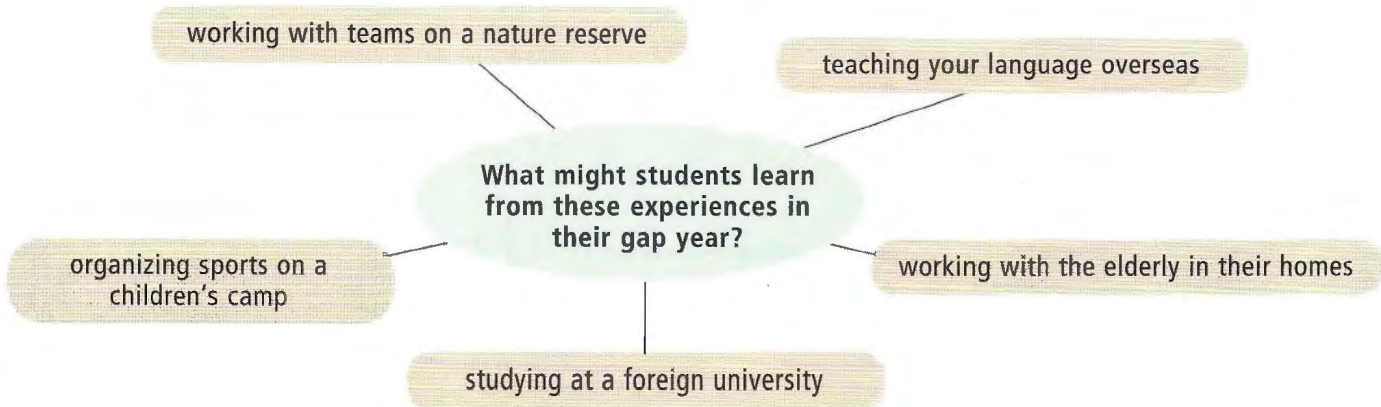
Speaking 1

Part 3

Collaborative task



1 Here are some different experiences that students might encounter in their gap year. Talk to each other about what students might learn from these experiences.



2 Now decide in which of these situations a student would encounter most problems.

Useful language

When talking about the problems you might encounter, try to use some of the vocabulary in section A of the Wordlist on page 208.

Speaking 2

Part 4

Further discussion

Discuss the following questions:

- How might parents feel about their children spending their gap year abroad?
- Do you agree that 'Experience is the best teacher'? Why/Why not?
- What has been your most valuable learning experience to date?
- What things can we learn from elderly people and what can we teach them?
- Some people think that young people have too many opportunities nowadays. What would you say to them?

Language focus 2: Adverbs of degree

- 1 Look at the following phrases from Extract One of the listening.
- I'm **absolutely delighted** that ...
 - ... celebrity chefs have had a **fairly large** hand in this.
 - ... it's a **bit vague**, that label ...
 - ... it's **very interesting** to see ...

Absolutely is not normally used with the adjectives in **b**, **c** or **d**. Nor are *fairly*, *a bit*, *very* used with the adjective in **a**. Why is this?

What other adverbs of degree can be used with the adjectives in **b**, **c** and **d**?

- 2 Which of the following adjectives are gradable (used with *very*, *fairly*, etc) and which are non-gradable (used with *absolutely*)?

Example:

Gradable: *tasty* Non-gradable: *starving*


tasty	starving	frightened	pleased	huge
furious	dirty	ridiculous	tired	incredible

- 3 What is the meaning of *quite* in these two sentences?
- This fish is **quite** tasty.
 - This fish is **quite** delicious.
- 4 There are a number of other adverbs which can be used to intensify or emphasize adjectives, as in these examples.

The tap water here is **perfectly** safe to drink.
The water in this river is **highly** toxic to fish.
I am **fully** conscious of the risks involved in swimming here.

In 1–6, cross out the adjective which does not normally collocate with the adverb at the beginning of the line. There is an example at the beginning (0).

- | | | | |
|---|------------------|----------------------|---------------|
| 0 | perfectly | clear | normal |
| | | dependent | capable |
| 1 | highly | gifted | promising |
| | | talented | clever |
| 2 | fully | aware | worried |
| | | booked | equipped |
| 3 | wholly | informed | inappropriate |
| | | inadequate | unacceptable |
| 4 | entirely | free of charge | different |
| | | old | wrong |
| 5 | utterly | ridiculous | opposed |
| | | qualified | disgraceful |
| 6 | totally | unnecessary | unexpected |
| | | independent | intelligent |

- 5  Tell your partner about a time when you were
- absolutely terrified.
 - completely lost.
 - utterly exhausted.
 - highly motivated.
 - totally wrong.
 - extremely embarrassed.

Writing 2

Part 2

Report

You have been asked to write a report for an international survey about eating habits in your country. Your report should address these three questions:

- How have eating habits changed in your country in recent years?
- How positive are these changes?
- What developments may take place in the future?

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

How to go about it

- Consider all three questions in the task and make notes under headings such as the following:

Eating with family vs eating alone *Health foods*

Traditional food vs fast food *Eating times*

The headings you choose will depend on the situation in your country.

- Write a paragraph plan. Two possible alternatives are:

A

- Introduction
- Changes
- How positive
- Future developments

B

- Introduction
- Eating with family vs eating alone
- changes, how positive, future developments
- Traditional food vs fast food
- changes, how positive, future developments
- Eating times
- changes, how positive, future developments

- For vocabulary of *Possibility*, see page 208 and of *Changes* see page 209.

- When you have finished the report, give it a title and add paragraph headings.

Note that *I don't think so* is more common than *I think not*.

- *if not/so* to replace whole clauses
Are you free on Friday? If so, do you fancy going to the cinema? If not, how about next week?
- *one/ones* to replace countable nouns
What sort of ice cream would you like? A plain one or one with chocolate sauce on?
Those red apples are much tastier than these green ones.

Ellipsis

Ellipsis involves omitting words to avoid repetition.

- 1 It is common to omit words after *and* and *but*.
I live and (I) work in Madrid.
John was impressed, but I wasn't (impressed).
We play tennis on Saturdays and (we) sometimes (play) on Sundays, too.
- 2 The main verb can be omitted after an auxiliary verb.
I'd do it myself if I could. (= if I could do it myself)
She said she would phone, but she hasn't.
He said he saw her there, but he can't have.

Adverbs can be placed before the auxiliary.
'Can you turn the heating on?' 'I already have.'

be cannot be omitted after a modal verb.
'Is the shop open yet?' 'It might be.'

been can be omitted in a perfect passive, except after a modal verb.
'Has she been promoted?' 'Yes, she has.'
He wasn't sent to prison, but he should have been.
- 3 Instead of repeating a full infinitive expression we can simply use *to*.
I don't eat much cheese now, but I used to.

Relative clauses

A Defining relative clauses

These contain essential information which identifies the person or thing being talked about. *Who* and *which* can be replaced by *that*, and the relative pronoun can be omitted if it is the object of the verb in the relative clause. No commas are required at the beginning or end of the relative clause.

The woman who/that used to babysit for us has just got married.
It's not the kind of novel which/that appeals to me.
I know a boy whose father is a professional diver.
Just a quick note to thank you for the flowers (which/that) you sent me.

When and *why* can also be omitted in defining relative clauses.

I'll never forget the day (when) Geoff resigned.
The reason (why) he left is still unclear.

Where cannot be omitted. Compare the following:
That's the shop where we bought our bed.
That's the shop (which/that) we bought our bed in.

In more formal English, prepositions can be placed before the relative pronouns *whom* and *which* (but not *that*).
They returned to the shop in which the bed had been purchased.

B Non-defining relative clauses

These contain non-essential information: we can identify which person or thing is being talked about without the information in the relative clause. *That* cannot be used and the relative pronoun cannot be omitted. Commas are required at the beginning and the end of the relative clause (except when the end of the relative clause is also the end of the sentence).

Our former babysitter, who got married last year, has just had her first child.

His first novel, which was largely autobiographical, became an overnight success.

Alan Smith, whose father is a professional diver, is the only boy in our class who can't swim.

Which is used in non-defining relative clauses to refer to a whole clause.

He works 12 hours a day, which must be very tiring.

What is not used to refer to a whole clause. It means 'the thing that'.

Let me know what you decide to do.

What I need right now is a cup of tea. (see Unit 9)

Unit 6

Passives

A Form

The passive is formed with the appropriate tense or form of the verb *to be* and the past participle of the main verb:

We should have been told earlier.

A full investigation is currently being carried out.

The passive cannot be used with intransitive verbs.

The rabbit was disappeared by the magician. X

B Use

The passive is used to focus attention on the action or the person or thing affected by the action, rather than on the agent, the person or thing that performs the action.

Smith was jailed for three years.

If the agent is mentioned, the preposition *by* is used:

The President was criticized by members of his own party.

The choice between active and passive is often influenced by context. 'Given' or previously mentioned information usually comes at the beginning of a clause or sentence and new information towards the end. In the following example, *The letter* is 'given' information: it is referred to in the previous sentence (*Albert Einstein wrote to President Franklin Roosevelt*). Since it is not the agent of the verb '*compose*', the passive form is necessarily used.

In 1939 Albert Einstein wrote to President Franklin Roosevelt, urging the United States to develop an atomic bomb. The letter was composed by the Hungarian-born physicist and biophysicist Leo Szilard, a former colleague of Einstein, who felt it would have more influence if it were signed by his eminent friend.

There is also a tendency to place long phrases towards the end of the clause. If, as in the above example, the agent is a long phrase (*the Hungarian-born physicist*, etc) this appears at the end of the clause and the passive form is necessarily used. Also:

The meeting was attended by representatives of the five permanent members of the UN Security Council.

C Not mentioning the agent

The agent is not usually mentioned in passive constructions:

- if the agent is unknown or unimportant
Lunch will be served from one o'clock in the canteen.
- if it is obvious who the agent is
The musician was arrested at his home on Friday.
- if the agent is 'people in general'
The passive is not used with intransitive verbs.
- to avoid the use of 'you' in official notices
Unsold tickets must be returned by 16th August.