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GOLD

advanced

with 2015 exam specifications

exam maximiser with key

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Introduction to the Gold Advanced Exam Maximiser

The **Gold Advanced exam maximiser** is specially designed to maximise your chances of success in the Cambridge: Advanced examination.

The **exam maximiser** will help you prepare for the Cambridge English: Advanced (CAE) exam by offering you:

- **further practice and revision** of all the important vocabulary, grammar and skills (reading, writing, listening and speaking) that you study in the **Gold Advanced Coursebook**.
- **more information** about the kinds of questions you will have to answer in the Cambridge English: Advanced exam.
- **guidance** with the strategies and techniques you should use to tackle exam tasks.
- **exam-style exercises** so that you can practise using the techniques.
- **regular extra Use of English** sections to help you practise the language and strategies you have learned.
- details of common mistakes at this level and how to avoid them.
- **a complete practice exam** which you can use for preparation just before you sit for the exam. This means that you will know exactly what to expect in each paper and there are no unpleasant surprises.

How can I use the Gold Advanced Exam Maximiser?

The **exam maximiser** is very flexible and can be used by students in a variety of situations and in a variety of ways. Here are some typical situations:

- 1 You are doing a Cambridge English: Advanced course with other students, probably over an academic year. You are all planning to take the exam at the same time.

You are using the **Gold Advanced Coursebook** in class. Sometimes you will also do the related exercises or even a whole unit from the **exam maximiser** in class; your teacher will also ask you to do exercises from it at home as well. You will use the entire **exam maximiser** or you will use it selectively, depending on your needs and the time available.

- 2 You have already done a Cambridge English: Advanced course and you are now doing an intensive course to prepare for the exam.

Since you have already worked through the **Gold Advanced Coursebook** or perhaps another Cambridge English: Advanced Coursebook, you will use the **exam maximiser**

in class. This, together with practice tests such as Pearson's **Practice Tests Plus: Cambridge Advanced 2 New Edition** (2014) will give you a concentrated and highly focused short exam course.

- 3 You have a very short time in which to prepare for the Cambridge English: Advanced exam.

Your level of English is already nearing Cambridge English: Advanced exam standard, although you have not been following a coursebook. You now need specific exam skills. You will use the **exam maximiser** independently, because you need practice in the exam tasks and strategies for approaching them.

- 4 You are re-taking the Cambridge English: Advanced exam as unfortunately you were not successful in your first attempt.

You may need to retake the exam because you were not sufficiently familiar with the exam requirements. You will not need to follow a coursebook, but you will use the **exam maximiser** to develop your exam techniques and build up your confidence.

- 5 You are preparing for the Cambridge English: Advanced exam on your own.

Maybe you are not attending a Cambridge English: Advanced class, but wish to take the exam and prepare for it independently. You will get the practice and preparation by using the exam maximiser by itself. You can give yourself additional practice by using practice tests such as Pearson's **Practice Tests Plus: Cambridge Advanced 2 New Edition** (2014) just before taking the exam.

What is in the Gold Advanced Exam Maximiser?

Each unit has **grammar, vocabulary, listening, speaking and writing** sections. These are linked to the topics of the Gold Advanced Coursebook, and provide further practice in relevant skills and exam tasks. There are **Use of English** sections in exam format after every two units which provide more practice in the tasks and are based on the topic areas of the two units.

At the back of the book, there is a short section giving examples of **common language errors** and short activities to help you avoid making them. There is also a section on **exam strategies** for the **writing** and **speaking** papers.

Once you have worked through all the units, you will be ready to try the **Practice exam** at the back of the book.

Exam overview

There are four papers in the Cambridge English: Advanced exam:

Reading and Use of English	1 hour 30 minutes (40% of marks)
Writing	1 hour 30 minutes (20% of marks)
Listening	40 minutes (approx) (20% of marks)
Speaking	15 minutes (20% of marks)

The **Certificate in Advanced English** (CAE) is at Cambridge/ALTE level 4, set at C1 level on the Common European Framework of Reference. Candidates achieving a Grade A receive a certificate stating they demonstrated ability at C2 level. Candidates who perform below C1 level receive a certificate stating they demonstrated ability at B2 level.

Paper	Formats	Task focus
Reading and Use of English: eight parts, 56 questions	<p>Part 1: multiple-choice cloze: choosing which word from a choice of four fits in each of eight gaps in a text</p> <p>Part 2: open cloze: writing the missing word in each of eight gaps in a text</p> <p>Part 3: word formation: changing the form of a given word to fit eight gaps in a text</p> <p>Part 4: keyword transformations: completing six new sentences so they have a similar meaning to those given</p> <p>Part 5: answering six multiple-choice questions on one long text</p> <p>Part 6: reading four short texts to match questions or statements</p> <p>Part 7: choosing which paragraphs fit into gaps in a text</p> <p>Part 8: deciding which section of a single text or which text out of several contains given information or ideas</p>	<p>Part 1: use of vocabulary e.g. idioms, collocations, fixed phrases, phrasal verbs, complementation</p> <p>Part 2: awareness and control of grammar with some vocabulary</p> <p>Part 3: vocabulary, in particular the use of the correct form of a given word</p> <p>Part 4: use of grammatical and lexical structures</p> <p>Part 5: reading for detailed understanding of a text, opinion, attitude, tone, purpose, main idea</p> <p>Part 6: comparing and contrasting opinions and attitudes across four short texts</p> <p>Part 7: reading to understand text structure, coherence and cohesion</p> <p>Part 8: reading to locate relevant ideas and information in a single text or several texts</p>
Writing Part 1: one compulsory task	Part 1: using given information which provides context and ideas for an essay of 220–260 words	Part 1: writing an essay based on two points from three given points. Candidates evaluate the points and express their own opinions, with reasons
Writing Part 2: one task from a choice of three	Part 2: producing one piece of writing of 220–260 words from a choice of three which may include a letter, review, proposal or report	Part 2: writing for a specific reader using appropriate layout and register, and a variety of functions
Listening: four parts, 30 questions	<p>Part 1: three short unrelated extracts, each with two multiple-choice questions</p> <p>Part 2: monologue with a sentence-completion task</p> <p>Part 3: interview with one or more speakers and six multiple-choice questions</p> <p>Part 4: five short monologues on a theme to match to one of eight options in two tasks</p>	<p>Part 1: understanding gist, feeling, attitude, opinion, speaker purpose, etc.</p> <p>Part 2: understanding and recording specific information</p> <p>Part 3: understanding attitude and opinion of one or more speakers</p> <p>Part 4: understanding gist, attitude, main points, etc.</p>
Speaking: four parts	<p>Part 1: general conversation</p> <p>Part 2: comparing two out of three pictures and answering two further questions</p> <p>Part 3: conversation between candidates based on a question and written prompts. Candidates then negotiate towards a decision</p> <p>Part 4: discussion on topics related to Part 3</p>	<p>Part 1: general social language</p> <p>Part 2: comparing, speculating and expressing opinions</p> <p>Part 3: giving and asking for opinions, explaining, negotiating, etc.</p> <p>Part 4: expressing and justifying opinions and ideas</p>

Where we live

1

Speaking


Interview (Part 1) ► CB page 6

About the exam:

In Speaking Part 1, the examiner asks you and the other candidate questions about yourself. These are often about your interests, experiences and plans. You may be asked two or three questions, depending on the time.

Strategy:

Don't just give a one-word answer or say *yes/no*. Try to extend your answer into a couple of sentences but be careful you don't go on for too long.

1  **01 Listen to the questions an examiner asks. Match the examiner's questions (1–6) with the answers (A–E). There is one extra question for which there is no answer.**

- A** That's a difficult one. Probably working in America? I've got to finish my studies first and then I'd like to travel and work my way across the USA.
- B** By using social networking sites. I'm on Facebook a lot and, of course, I text and email my best mates regularly and we meet up a lot too.
- C** Most of the time I tend to stay in my country. We've got some lovely seaside towns and, of course, we have the mountains too.
- D** Let's think ... Most probably I'll be doing an assignment. I've got one to finish for my history course and the deadline is Monday.
- E** Yes, I used to play a lot of tennis when I was at secondary school. I belonged to a tennis club then, too. But I gave it up when I left and went to university. Not enough time, I'm afraid.

Use of English

multiple-choice cloze (Part 1) ► CB page 7

Match 1–6 with A–F to make collocations.

- | | |
|-------------|-------------------|
| 1 spend | A development |
| 2 social | B success |
| 3 personal | C time together |
| 4 live | D alone |
| 5 promote | E framework |
| 6 a mark of | F economic growth |

About the exam:

In Reading and Use of English Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct option may be:

- part of a fixed phrase or collocation.
- a phrasal verb.
- a connector.
- the only word that fits grammatically in the gap.

Strategy:

- Read the title and the whole text so that you get an idea of what it is about.
- Go through the text stopping at each gap. Read the four options.
- Check the words before and after the gap.
- Choose the best option.
- When you have finished, read the text again with the words inserted to check that it makes sense.

2 Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

SCENE | 16

So who needs people?

People have always seen themselves as social animals, with living together as the norm, but increasing numbers are (0) down as singles. Why is this happening?

It's often presented as indicating the undesirable (1) of society but, actually, the reality is more interesting and less worrying. One reason more people (2) for the single life is they can (3) it but since we are able to do many things that we decide not to do, this financial answer is just one part of the explanation. Another is the communications and technological revolution, which allows people to (4) social events when they're living alone. But a key (5) seems to be that today, young people define living alone in a positive way, as a (6) of success. They see it as a way to (7) time in developing themselves personally and professionally. This means that the whole social framework is being transformed, changing not only how we understand ourselves and our relationships but also the way we build places to live and (8) economic growth. ■

- | | | | | |
|---|--------------------|---------------|----------------|-----------------|
| 0 | A settling | B placing | C putting | D sitting |
| 1 | A damage | B breakage | C splinter | D fragmentation |
| 2 | A pick | B opt | C select | D decide |
| 3 | A afford | B pay | C spend | D provide |
| 4 | A get through with | B put up with | C take part in | D keep out of |
| 5 | A contingency | B factor | C enquiry | D question |
| 6 | A mark | B brand | C label | D symptom |
| 7 | A contribute | B make | C invest | D supply |
| 8 | A expose | B outline | C uncover | D promote |

Grammar

perfect and continuous forms ► CB page 8

1 Choose the correct alternative in each sentence.

- We've painted the kitchen and *it's taking such a long time/ we're glad it's over.*
- By this time next Tuesday *I'll have lived/ I've lived* here for a month.
- When it got to six o'clock, *it had been raining/ it had rained* for ten hours.
- I've been spending hours on this research and *I still haven't finished/ it was hard work.*
- Looking back, I've realised why *I made/ I've been making* that one mistake last year.
- We've only studied together for a short time but *I've known/ I've been knowing* him for several years.

2 Put the verbs in the box in the correct category.

agree believe belong
care deny feel have
hear like own prefer
smell taste understand want

- Verbs of feeling
- Verbs of knowing or thinking
- Verbs of possession
- Verbs of communicating
- Verbs of sensing

3 Decide if the verbs in Activity 2 are stative (S), dynamic (D) or can be both (B).

4 Decide if one or both sentences are possible in each item. Tick (✓) the sentences that are correct.

- A I'm not liking living here.
B I don't like living here.
- A She has a baby.
B She's having a baby.
- A I feel quite ill.
B I'm feeling quite ill.
- A My stomach hurts.
B My stomach is hurting.
- A I need a new place to live.
B I'm needing a new place to live.
- A Who does this car belong to?
B Who is this car belonging to?

5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- I (*smell*) something burning. Did you leave the oven on?
- He (*prefer*) to sit at the back and waste time to doing some real work.
- I (*see*) Carol at the meeting tomorrow – I could ask her then.
- I'm sorry, I've got to go. My friend (*arrive*) at the airport this afternoon!
- He (*think*) of buying a new flat but he can't really afford it.
- This ice cream (*taste*) salty but I quite like it!

Vocabulary

figurative language ► CB page 9

1 Complete the sentences with the correct form of the words in the box.

 bark buzz groan roar screech
 stumble swarm thunder tremble whine

- By the time I got into the auditorium, the place with excitement. The award for Best Actor had just been announced.
- The film crew had to drive off quickly as a small herd of elephants across the stretch of grassland.
- A dog ran across the road and the car to a halt just in front of it.
- A group of journalists round the actress as she came out of the airport.
- Our trainer instructions at us continuously for over an hour. I was exhausted.
- My voice as I delivered the speech because I was so nervous.
- As part of the game, six children jumped onto the bed and it under their weight.
- I remember sitting in the dentist's waiting room, absolutely petrified by the of the drill I could hear in the next room.
- My uncle with laughter when I told him about the mistake I'd made at work.
- My presentation wasn't very well prepared but I managed to through it.

Reading

Multiple choice (Part 5) ► CB page 10

About the exam:

In Reading and Use of English Part 5, you read a text and then answer six multiple-choice questions about it. Each question gives you four options to choose from. Only one is correct.

Strategy:

- Read the text and the title quickly to get an idea of what it is about. Then read the questions but do not look at the options yet as this can be confusing.
- Find the section of text that the question relates to and read it carefully. Think of the answer without referring to the options. Find information to support your answer.
- Look at the options and choose the one that is closest to your idea.
- Make sure that there is evidence for your answer in the text and that it is not just a plausible answer you think is right.
- Remember that the correct option will not be phrased in the same way as in the text.

1 Read the article on the right. What is the writer's main purpose?

- to persuade other people to live in Spain
- to explain the difficulties of settling down in another country
- to describe the pleasures of the writer's current life

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What is most unexpected for the writer?
 - the early arrival of a plane that is usually late
 - something she subconsciously includes in a message
 - a difficult question she is asked by her family
 - the respect other travellers give her
- Feeling comfortable in another country isn't easy if
 - you are not accepted by the local people.
 - you are always moving on.
 - you are out of touch with your family.
 - you have some official problems.
- The writer compares her accommodation in Madrid and Patagonia to focus on
 - expenses.
 - practicalities.
 - health problems.
 - ethical issues.
- What does the writer say about feeling at home in Madrid?
 - It didn't happen quickly.
 - It depended on finding a good place to live.
 - It was a result of becoming proficient in Spanish.
 - It required an acceptance of a slower lifestyle.
- According to the writer, which aspect of Spanish culture gives both traditional and modern experiences?
 - sport
 - food
 - shopping
 - nightlife
- The writer believes that expats are often
 - disappointed by their new life.
 - insecure in the first few months.
 - anxious about their decision to move.
 - unlucky in their choice of destination.

Madrid, my home sweet home

It took a long time, but expat Isabel Eva Bohrer is finally ready to call Madrid her home.

'Back home!' Whenever I board and disembark a plane, I make a point of texting my family about the status of my travels. The Iberia flight from Munich, where I grew up, to Madrid, where I had been living for two years, had been on time. 'That's a surprise', I thought – the Spanish airline is notorious for its delays and strikes. Yet when I hit the 'Send' button of my phone, I was caught even more profoundly by surprise. For the first time, I had referred to Madrid as my home.

As expats, we are bound to reflect on the notion of home at one point or another. Where is home? For many expats, the concept isn't black or white. Home involves numerous gray areas, including family and friends, memories, language, religion, lifestyle, culture and more. Having lived abroad in the United States, Argentina, Chile, Brazil, Switzerland and France, among others, I knew what it was like *not* to feel at home. In the United States, not having a Social Security Number made me an outsider, causing numerous inconveniences, such as not being able to get a phone contract with certain providers. In Brazil, not speaking the language perfectly had made me uneasy as I sensed that people talked behind my back.

In Spain, my blonde hair and fair skin clearly marks me as not a native. And yet, over the course of two years, I have managed to feel at home in the Spanish capital. My unpretentious apartment in the barrio de Salamanca – as opposed to the waterproof tent I had lived in while working on an organic farm in the Argentine Patagonia – allowed me to unload my baggage, both physically and mentally. Instead of having to gather wood for the night's fires, as I had done when hiking in the South American mountains, I could settle down and focus on my professional goals as a writer.



But the feeling of home transcends the mere fact of having a somewhat permanent place to live. It is a mental sensation of equilibrium that is achieved over time. For me, feeling at home in Madrid has been a slow progressing relationship. The city initially made my acquaintance as a child: I had attended several summer camps to improve my language skills. At age 16, I completed an internship at an architecture firm in the north of the city. And at age 22, the capital and I hit a home run: I came back for good, moving in to my current piso (apartment). Slowly but surely, I learned to live the Spanish lifestyle. Dealing with *cantamañanas* (literally translated as 'those who sing tomorrow') is the quotidian routine here.

As a natural optimist, I continue to believe in all the positive aspects of living in Madrid. If sports ignite your spirit, Spaniards will welcome you to cheer along – the third-straight crowning of the Spanish football team at Euro 2012 was unprecedented. Unparalleled, too, is the nightlife, which will enthrall flamenco lovers and clubbing addicts alike. At 8 a.m. you can watch the sun rise with *chocolate con churros*. In

fact, the culinary joys never seem to sleep in Spain. There are tapas bars open at all hours, too many to enumerate. For the best *bacalao* (cod fish) in town, try Casa Labra, and the Bar Los Caracoles near the Rastro flea market for some Spanish *escargot*.

From the azure sky, my glance returned to the SMS on my phone: 'Glad to hear you arrived safely,' my family had texted back. Though they referred to that particular Munich-Madrid flight, I read the message as a more universal interpretation of the expat lifestyle. As expats, we undergo a period of ambiguity, in which we always feel like those who have just arrived. But if you give your new destination a chance, it can eventually become your home.

3 Match the adjectives from the article (1–6) with their meanings (A–F).

- | | |
|-----------------|---------------------------------|
| 1 notorious | A never happened before |
| 2 numerous | B famous for something negative |
| 3 unpretentious | C impossible to match or equal |
| 4 quotidian | D a large number of |
| 5 unprecedented | E down to earth, simple |
| 6 unparalleled | F everyday |

4 Complete the sentences with the correct form of the underlined words in the article.

- Paul is a nice guy but he's got a load of I don't think he's got over losing his second wife yet.
- I was grateful for your help.
- The actors are superb and they the audiences every night.
- Coffee has started to give me indigestion problems and I will have to give it up
- You need to phrase the letter carefully so that there's no possibility of at all.
- The that the film's leading actor was sitting somewhere in the audience was exciting.

Listening

Multiple matching (Part 4) ► CB page 12

About the exam:

In Listening Part 4, you hear five different people talking about the same topic. There are two tasks with eight options each. As you listen, you have to choose which option refers to each speaker. You hear each of the extracts twice.

Strategy:

- Read through all the options for each task.
- Mark any key words in the options.
- Remember you will not hear the same words in the extract, but a synonym or paraphrase.
- Try to do both tasks at the same time and use the second listening to check your answers.

1 Match the phrases (1–6) with their paraphrases (A–F).

- | | |
|------------------------------|--------------------------------------|
| 1 I can chill out. | A It can be boring. |
| 2 I should try. | B ... is a disadvantage. |
| 3 It can be mundane. | C I should make the effort. |
| 4 I'm able to think clearly. | D I'm able to relax. |
| 5 The downside is ... | E it's my responsibility. |
| 6 It's up to me. | F I can get things into perspective. |

2 02 You will hear five short extracts in which people are talking about living alone. While you listen, you must complete both tasks.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker values most about living alone.

- | | | |
|---|-----------|--------------------------------|
| A the chance to relax | Speaker 1 | <input type="text" value="1"/> |
| B the lack of responsibility to others | Speaker 2 | <input type="text" value="2"/> |
| C the absence of noise | Speaker 3 | <input type="text" value="3"/> |
| D the ability to learn new skills | Speaker 4 | <input type="text" value="4"/> |
| E the freedom to speak their mind | Speaker 5 | <input type="text" value="5"/> |
| F the opportunity to think clearly | | |
| G the possibility of developing new interests | | |
| H the wide choice of friends to spend their time with | | |

Grammar

emphasis with inversion ► CB page 13

1 Complete the sentences with the correct form of the verbs in brackets. Add any other words necessary.

- At no time (*tell*) us where she was planning to live.
- Not only (*move into*) a new flat last month, he changed his job as well.
- Seldom (*know*) a better person to share a flat with me.
- Under no circumstances (*buy*) a new flat without consulting me!
- Scarcely (*choose*) the new flat than she changed her mind.
- Hardly (*finish*) painting the flat when my friend spilled coffee over the wall.

2 Rewrite the sentences using inversion. Start with the words in brackets.

- She had only just woken up when the builders arrived. (*hardly*)
- This is the most beautiful house I have ever seen. (*never before*)
- They have never told anyone why they decided to move. (*at no time*)
- It's not often that I see people living in such poor conditions. (*rarely*)
- He closed the front door and immediately realised he'd left his key inside the flat. (*no sooner*)
- You must never open the door to strangers at night! (*under no circumstances*)

Task 2

For questions 6–10, choose from the list (A–H) what problem each speaker identifies about living alone.

- | | | |
|------------------------------------|-----------|---------------------------------|
| A not having a family | Speaker 1 | <input type="text" value="6"/> |
| B feeling bored | Speaker 2 | <input type="text" value="7"/> |
| C getting practical help | Speaker 3 | <input type="text" value="8"/> |
| D not eating well | Speaker 4 | <input type="text" value="9"/> |
| E having to do housework | Speaker 5 | <input type="text" value="10"/> |
| F needing to meet new people | | |
| G not being able to ask for advice | | |
| H managing financially | | |

Writing

Essay (Part 1) ► CB page 14

About the exam:

In Writing Part 1, you write an essay (220–240 words) using information that you are given, and develop and support an argument on a particular topic. The style should be appropriately formal.

Strategy:

- Read the input information carefully and ensure that you include everything that is required. You will need to discuss two of the three points given, reach a conclusion and give reasons for your opinions.
- Make sure you plan your essay well and balance your arguments by trying to give pros and cons to different suggestions or options.
- Write a first draft and check it for accuracy and organisation. Also check that you have used a good range of vocabulary and structures in your answer.

1 Look at the exam task and the two plans. Then read the sample answer and decide which plan the writer has followed.

Your class has been watching a panel discussion about how the problem of lack of housing in towns and cities can be solved. You have made the notes below.

How housing problems in cities and towns can be solved

- renovate empty properties
- extend the suburbs
- build high-rise blocks

Some opinions expressed in the documentary

'We shouldn't use up any more countryside because we've lost enough green space over the years as it is.'

'There's no point building more new houses when there are so many empty places with no one in them.'

'High-rise buildings are terrible places to live and people can feel really isolated in them.'

Write an essay for your tutor discussing **two** of the solutions in your notes. You should **explain which solution is better, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the documentary but you should use your own words as far as possible.

Write your **essay** in **220–260** words in an appropriate style.

Plan 1

- **Introduction:** explain the housing problems in your area and summarise the three approaches to solving it
- **Paragraph 1:** say why extending suburbs would not be a good idea
- **Paragraph 2:** say why building high-rise blocks would not be a good idea
- **Conclusion:** say why renovating properties would be the best answer

Plan 2

- **Introduction:** describe problem briefly and say what might happen if nothing is done
- **Paragraph 1:** say why renovation is a good idea but give a drawback, too
- **Paragraph 2:** say why high-rise blocks could be good in spite of previous problems
- **Conclusion:** say why both would be preferable to losing countryside and give final opinion

Most of us are all too well aware that there is a real shortage of affordable housing in towns and cities today. Properties in central locations are extremely expensive and whether you are planning to rent or buy, the prices are increasing all the time. The government and local councils need to take steps to address this issue otherwise many people will be forced to commute long distances to work.

One answer might be to renovate the thousands of existing properties that currently stand empty. This would cost far less than building completely new homes and it would improve the appearance of some neighbourhoods that have become relatively run-down. One obstacle to this, however, is the fact that the owners of some of these empty or even derelict properties are often impossible to trace. A possible solution might be the imposition of compulsory purchase orders on properties like these.

Another option could be to use the limited space available to construct modern, high-rise buildings that could house large numbers of families, rather than single dwellings. The original tower blocks that became popular in the last century failed their occupants in many ways. They had many design faults and did not cater well for the large number of people who lived in them. However, modern, well-designed buildings that include a range of facilities on site, surrounded by landscaped gardens and plenty of green space, could prove successful.

In conclusion, I must point out that there is no easy solution to this problem. Much depends on the amount of money available to invest. In my opinion, renovation is the most obvious solution and the less we encroach on the countryside, the better.

2 Read the sample answer again and find words that the writer has used instead of the words below.

- | | |
|------------|--------------|
| 1 going up | 5 now |
| 2 problem | 6 quite |
| 3 if not | 7 difficulty |
| 4 solution | 8 invade |

3 Do the exam task in Activity 1.

The art of conversation

2

Speaking

Long turn (Part 2) ► CB page 16

About the exam:

In Speaking Part 2, you will be asked to talk on your own for about a minute. You will be given three pictures relating to a topic and asked to choose two of them to talk about. You will always have to do three things: compare the pictures and answer two questions. The questions are written above the pictures, so you can look at them again while you're speaking.

Strategy:

- Choose which two pictures you want to talk about and tell the examiner.
- When you compare the pictures, talk about their main focus (e.g. places, the people, feelings, reactions) and any other relevant points. Do not give a detailed description of each picture. Use phrases like *both pictures show ...* and *in both situations ...*
- Remember to address the different parts of the task and try to speak for the full minute.

- 1** **03** Look at the exam task. Read a candidate's answer and think of possible words or phrases that could fill the gaps. Then listen and check your answers.

Look at the pictures. They show people whose jobs require them to communicate well. Compare two of the pictures and say why the people need to communicate well while doing these jobs and what skills they need to be able to do this.

OK, I'm going to look at these two pictures – the one of the doctor and the one of the politician; at least I'm (1) he's a politician because he looks as if he's trying to get over some important point or other! Both pictures show, as you say, people who need to communicate well in their jobs. In (2), both of them have to get across important information but for different reasons. The doctor is trying to explain something to just two people, a mum and child in his surgery, whereas the politician is talking to a whole group of journalists; I'd (3) it's probably just before an election and he's trying to persuade people to vote for him. The doctor has to make sure that the mum understands what's wrong with her child and also I (4) saying that the doctor has to be careful not to communicate any anxiety to the child. The politician, on the other hand, has to appear confident, convincing and persuasive, and he needs to be a bit creative with the truth sometimes! I don't (5) that all politicians are liars but as (6), they need at least to be very good actors!



Use of English

Word formation (Part 3) ► CB page 17

About the exam:

In Reading and Use of English Part 3, you read a text with a gap in some of the lines. Change the word in capitals at the end of these lines so they fit the gap in the same line.

Strategy:

- Read the title and the whole text so that you know what it is about.
- Look at each sentence in detail.
- Think about what kind of word you need and whether you need a negative prefix or a suffix.
- Read the sentence again to check whether you need a plural form.
- Check your spelling, as it must be correct.

- 1** Read the article again. For questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Listening

Multiple choice (Part 1) ► CB page 18

About the exam:

In Listening Part 1, you listen to three short dialogues or extracts and answer two multiple-choice questions on each one. You hear each extract twice.

Strategy:

- Read the questions and the options carefully before you listen.
- Questions often focus on attitude, opinion or purpose, so try to focus on the general meaning of what the speakers are saying and why they are saying it.
- Don't choose an option because you hear the same word.

- 1** **04** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear part of a discussion between two people who attended a marketing conference.

- What is the man doing?
A giving his opinion of the conference
B explaining why he attended the conference
C describing his reaction to speakers at the conference
- What do the speakers agree about the conference?
A It was a waste of time.
B It was better than expected.
C It exhibited some interesting new products.

Extract 2

You hear part of a radio discussion about the art of conversation.

- How does the man feel about conversation?
A embarrassed about talking to strangers
B confused about the use of technology
C concerned about people not talking to each other
- What do the speakers agree about?
A It is important to talk face to face.
B Twitter can be a useful means of communication.
C People need to be taught how to conduct conversations.

Extract 3

You hear part of a radio discussion between two speech therapists.

- How does the woman feel about being a speech therapist?
A stressed by what she has to do
B worried about the amount of work involved
C concerned that people don't understand her job
- What do both speakers think is important in their job?
A being able to speak clearly
B working as part of a team
C having had good training

COMMENT
NEW MEDIA

Two million followers – really?

Some users of Twitter have thousands of followers. Clearly, they are (0) *fascinating* **FASCINATE** people. But some of their followers are pretty silent and (1); in fact, they don't seem remotely interested in the (2) of the person they are following. And there's a reason for this: they are (3), added to the person's account by companies that sell fake social media followers to anyone hoping to boost their reputation. The number of followers a user has is often seen as an indicator of their social influence or (4) Therefore, people such as artists or aspiring musicians might not find the idea (5) Having thousands of followers could enhance their image as a (6) commodity and even lead to offers of work. Although it's not (7) to sell followers, and it can be lucrative, somehow it feels (8) and unsatisfying. If your followers are fake, they don't care about you – and certainly don't read your comments. So what's the point of tweeting at all?

RESPOND

CONTRIBUTE

FABRICATE

POPULAR

APPEAL

DESIRE

LEGAL

ETHIC

FASCINATE

RESPOND

CONTRIBUTE

FABRICATE

POPULAR

APPEAL

DESIRE

LEGAL

ETHIC

Grammar

articles ► CB page 19

1 Find and correct the mistakes with articles.

- 1 I love talking to the friends; we often meet just to chat.
- 2 Good conversation involves listening to other people's ideas and responding to them with the ideas of your own.
- 3 My favourite holiday destination is United States – it's such a diverse country.
- 4 I often listen to a radio discussions – people have such interesting opinions and it's often worth downloading the podcast to listen to the discussion again.
- 5 Being sensitive to others when taking part in a general discussion is useful quality to have.
- 6 I work from the home and I find I miss the company and companionship of the office!
- 7 When I work, I often listen to a music – it helps me to concentrate on the work in hand.
- 8 I'm thinking of getting the new job – the one I'm doing now is really getting me down!
- 9 It seems as though whatever happens, rich get richer and poor get poorer.
- 10 People often complain about the behaviour of young but they're not all bad!

Reading

Gapped text (Part 7) ► CB page 20

About the exam:

In Reading and Use of English Part 7, you read a text with six missing paragraphs. You choose the correct paragraph to fill each gap from a jumbled list. There is one extra paragraph you do not need.

Strategy:

- Read the text quickly, ignoring the gaps, to get a good idea of what it is about.
- Try to guess the sort of information that might be missing.
- Scan the jumbled list of options.
- Use clues in the paragraphs before and after the gaps to help you choose the ones that fit.
- Make sure that the completed text makes sense and is logical.

1 Read the article and decide if the statement is true (T) or false (F). Ignore the gaps.

Ekman believes that his techniques can be used to reveal any attempts at deception.

2 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

- A But once he had spotted the first one, he soon found three more examples in that same interview. 'And that,' says Ekman, 'was the discovery of microexpressions: very fast, intense expressions of concealed emotion.'
- B Ekman, incidentally, professes to be 'a terrible liar' and observes that although some people are plainly more accomplished liars than others, he cannot teach anyone how to lie. 'The ability to detect a lie and the ability to lie successfully are completely unrelated,' he says. But how can what he has learned help crime-solving?
- C But how reliable are Ekman's methods? 'Microexpressions,' he says, 'are only part of a whole set of possible deception indicators. There are also what we call subtle expressions. A very slight tightening of the lips, for example, is the most reliable sign of anger. You need to study a person's whole demeanour: gesture, voice, posture, gaze and also, of course, the words themselves.'
- D You also know, of course, that psychiatric patients routinely make such claims and that some, if they are granted temporary leave, will cause harm to themselves or others. But this particular patient swears they are telling the truth. They look, and sound, sincere. So here's the question: is there any way you can be sure they are telling the truth?
- E Generally, though, the lies that interest Ekman are those in which 'the threat of loss or punishment to the liar is severe: loss of job, loss of reputation, loss of spouse, loss of freedom'. Also those where the target would feel properly aggrieved if they knew.
- F 'Suppose,' Ekman posits, 'my wife has been found murdered in our hotel. How would I react when the police questioned me? My demeanour might well be consistent with a concealed emotion. That could be because I was guilty or because I was extremely angry at being a suspect, yet frightened of showing anger because I knew it might make the police think I was guilty.'
- G The facial muscles triggered by those seven basic emotions are, he has shown, essentially the same, regardless of language and culture, from the US to Japan, Brazil to Papua New Guinea. What is more, expressions of emotion are involuntary; they are almost impossible to suppress or conceal. We can try, of course.

Do fleeting changes of facial expression show whether someone is telling lies?

Psychologist Paul Ekman believes he has the answer, he tells Jon Henley.

Forty years ago, research psychologist Dr Paul Ekman was addressing a group of young psychiatrists in training when he was asked a question whose answer has kept him busy pretty much ever since. Suppose you are working in a psychiatric hospital like this one and a patient who has previously been aggressive comes to you. 'I'm feeling much better now,' the patient says. 'Can I have a pass out for the weekend?'

1

It set Ekman thinking. As part of his research, he had already recorded a series of twelve-minute interviews with patients at the hospital. In a subsequent conversation, one of the patients told him that she had lied to him. So Ekman sat and looked at the film. Nothing. He slowed it down and looked again. Slowed it further. And suddenly, there, across just two frames, he saw it: a vivid, intense expression of extreme anguish.

2

Over the course of the next four decades, Ekman successfully demonstrated a proposition first suggested by Charles Darwin: that the ways in which we express anger, disgust, contempt, fear, surprise, happiness and sadness are both innate and universal.

3

However, particularly when we are lying, 'microexpressions' of powerfully-felt emotions will invariably flit across our faces before we get a chance to stop them. Fortunately for liars, as many as ninety-nine percent of people will fail to spot these fleeting signals of inner torment. But given a bit of training, Ekman says, almost anyone can develop the skill.

4

The psychologist's techniques, he concedes, can only be a starting point for criminal investigators applying them. 'All they show is that someone's lying,' he says. 'You have to question very carefully because what you really want to know is why they are lying. No expression of emotion, micro or macro, reveals exactly what is triggering it.' He gives an example.

5

Plus there are lies and lies. Ekman defines a lie as being a deliberate choice and intent to mislead, and with no notification that this is what is occurring. 'An actor or a poker player isn't a liar,' he says. 'They're supposed to be deceiving you – it's part of the game. I focus on serious lies: where the consequences for the liar are grave if they're found out.'

6

Just read microexpressions and subtle expressions correctly, however, and Ekman reckons your accuracy in detecting an attempt at deception will increase dramatically. However, when it comes to spotting really serious lies – those that could, for example, affect national security – he says simply that he 'does not believe we have solid evidence that anything else works better than chance.' Is he lying? I couldn't tell. ■

3 Match the words from the article (1–6) with their meanings (A–F).

- | | |
|-------------|-----------------------|
| 1 innate | A admit |
| 2 contempt | B distress, suffering |
| 3 concede | C inborn |
| 4 grave | D scorn, disrespect |
| 5 demeanour | E very serious |
| 6 anguish | F behaviour, manner |

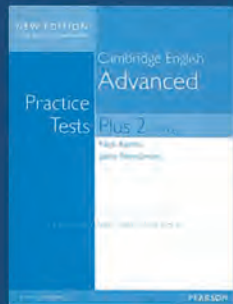
4 Complete the collocations from the article with adjectives. Look at the meanings in brackets to help you.

- 1 choice (not accidental)
- 2 expression (impossible to control)
- 3 conversation (following, coming after)
- 4 liar (practised, very good)
- 5 evidence (strong)
- 6 signal (very quick)

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