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# C1

**ADVANCED**

**WORKBOOK**

with answers  
with Audio

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# TAKE IT FROM ME

## GRAMMAR

1 Read the article and answer the questions.

- 1 Who decided to implement a new study skill?
- 2 Who learnt English to meet new acquaintances?
- 3 Who was greatly influenced by an unanticipated encounter?
- 4 Who was encouraged to learn for commercial reasons?
- 5 Who was initially reluctant to learn English?
- 6 Who felt upset about their lack of communication skills?



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### Saeed

I first **had arrived** here with my parents when I was eight. I was really worried about living in a new country, especially as I wasn't knowing the language at all. Not a word! I soon discovered that it had been impossible to make friends without being able to chat to them in any way, so I had been forcing myself to do it, even though I couldn't get my ideas across at all. But I made some amazing friends. Looking back, the best thing about it was how much they helped me – I had never regretted pushing myself out of my comfort zone.

### Jules

By the time I left school, I was studying English for about six years, on and off, but not with any real interest. To tell you the truth, I looked forward to never saying another word in English. That summer, I went on holiday with my parents, and we had stayed in the same hotel as this Scottish family. The son, Nigel, was about my age. I never met anyone like him before, he was so open to adventure and had such a free spirit. I spent so much time talking to him about life, and what we both had hoped to get from it, I decided there and then to move to Scotland.

### Johan

My parents were really wanting me to get better at English so I could become involved their business. I registered for an online course and immediately was getting to work on my new language skills. Soon, my parents took me to a meeting with an Australian businessman who has been working with our company for several years. I couldn't understand a word, but knew immediately that I have been finding it so difficult to get what he was saying because I had never written anything down during my course, not a single word of vocabulary. I had improved since then, obviously!

2 Find and correct five past verb form mistakes in each section of the article. The first one has been done for you.

*I first arrived here ...*

3 Rearrange the words in bold to form correct sentences.

- 1 There is little doubt that the city **busier / become / will / increasingly** over the next five years.  
.....
- 2 I **over / heading / to / hopefully / am** my sister's this evening.  
.....
- 3 What time should we meet? I think **starts / film / at / the / eight thirty**.  
.....
- 4 I'm afraid there are no places left, but **you / sure / stay / will / make / on / we** the waiting list.  
.....
- 5 The rain has been terrible all day, but I **far / to / is / going / it / worse / get / suspect** before it gets better.  
.....
- 6 For your party next week, **everyone / inviting / be / you / will** from work?  
.....

4 Correct the mistakes in the sentences, then match them to the descriptions (A-E).

- 1 I'd love to come to your party, but I'm not sure if I can. I'm letting you know tomorrow.
  - 2 Markus says that he'll be here at five, unless the traffic is going to be dreadful.
  - 3 Have you heard about that amazing new restaurant in town? We go at the weekend.
  - 4 Suki will have her driving test at 11.00 tomorrow. That explains why she's so nervous.
  - 5 I'm sure I make friends when I start college, but I still don't want to go.
- A Expressing a future intention, desire, or promise.  
B Making a prediction about the future.  
C Using the present simple to describe a scheduled event at a known time in the future.  
D Using the present simple in first conditional clauses after the condition or time word.  
E Using the present continuous to talk about a fixed plan or arrangement.



## VOCABULARY


**Correct the spelling or word choice mistakes in the sentences. Tick (✓) any sentences which are correct.**

- Although we are so different, my best friend and I complement each other very well.
- Ben was sitting among his parents when his university acceptance letter arrived.
- I'd love to get some work experience at the gym, but I'm not sure whose the best person to contact.
- I get nervous talking to the principle, but she always listens to what you're saying.
- It's so much better when receipts are emailed to you – the paper ones are too easy to lose.
- My school runs entirely on the principle that the harder you study, the better your grades.
- My teacher told me I was the most opinionated student she had ever had. I took it as a complement.
- Now that the rain has finally stopped, I'm feeling all together more optimistic than I was yesterday.
- It doesn't matter whose fault it was, we need to make sure we fix this mess quickly.
- That was a wonderful meal – the chef is fantastic! I'd love to get the receipt for my main course.
- The wedding guests were gathered all together, waiting for the bride and groom to appear.
- Walking through the countryside is among the most relaxing things anyone can do.

## SPEAKING

**1 Complete the dialogue with the correct options.**

- A** I'm really enjoying our English lessons at the moment. The new teacher is really pushing us to improve with some of the activities we do, isn't she?
- B** (1) *Why's that? / Like what?*
- A** Well, getting us to use more idiomatic language in our speaking, for one thing. I feel like my conversations are starting to sound much more natural.
- B** (2) *That's true / I know what you mean.* I never realised how important that sort of thing is, if you're aiming to get to a really advanced level.
- A** (3) *No way! / Me neither.* I mean, when I started learning English, the teacher I had just made us do grammar exercises in every class. We never studied vocabulary and we certainly never practised our speaking.
- B** (4) *Really? / What a nightmare!*
- A** It was, but I just tried to keep reading as much as I could in English and kept a really good vocabulary notebook, even though the teacher never checked it.
- B** (5) *That sounds amazing, / That must have been frustrating,* especially because you were a student who really wanted to improve. My first teacher was nothing like that. In fact, every one of our classes was just focused on speaking.
- A** (6) *You're having me on! / You're so lucky!*
- B** Well, I'm not sure I'd say that. I don't think we learnt much vocabulary in his class, either. He certainly never got us to take notes. Anyway, at least we're both with a great teacher now.
- A** (7) *Exactly! / Me too!*

**2**  **02 Listen and check your answers to Exercise 1.**



**3 Complete the table with the words and phrases in italics from Exercise 1.**

 <b>EXPRESSING AN EMOTIONAL RESPONSE</b>	
<b>EXPRESSING AGREEMENT/COMPREHENSION</b>	
<b>ASKING FOR MORE DETAIL</b>	<i>Why's that?</i>

## READING



1 Choose the correct heading for each of the sections (A–D).

- 1 The appeal of simplicity and accessibility
- 2 A victim of its own popularity
- 3 The more things change, the more they stay the same
- 4 Modern techniques are only useful in the right hands

A \_\_\_\_\_



Native speakers of English are today in the minority, outnumbered five to one by those who use it as a second, third or even fourth language. With this has come a number of changes in the way the language is spoken, as people from across the world come together to communicate as best they possibly can, even with low levels of ability. It has led to some interesting transformations. For example, we have seen the emergence of *Spanglish* and *Singlish*, English mixed with, respectively, Spanish and Singaporean, in many cases creating elements of an entirely new language. Additionally, huge numbers of traditional 'mistakes' in grammar or vocabulary have tended to be disregarded, becoming entirely acceptable in conversation, even 'correct'. For these reasons, some people believe that, a hundred years from now, English will have become completely unrecognisable from the way in which it is currently used.

C \_\_\_\_\_



Globally, there is a growing proportion of people who have adopted English in addition to their own language, and this trend looks set to continue. A decade ago, it was expected that Chinese would soon replace English as the primary global language of communication, and a huge number of well-respected educators started encouraging schools to teach it to children from the age of four. Yet this development never quite happened and, in fact, some researchers now suggest that China is – or will soon become – the nation with the highest number of inhabitants who speak some form of English. Perhaps it is because the language is considered to be relatively easy to learn in comparison with most others spoken across the world. Indeed, given how easy it is to watch movies and TV shows in English, many people claim that they have learnt the language alone, in front of a screen. Equally importantly, though, most linguists believe that if you want to convey a simple message in simple terms, there is no better language available than English.

B \_\_\_\_\_

Aá

Another school of thought is that although English will change, particularly as native speakers are no longer the dominant group, it is conceivable that on the whole it will probably remain fundamentally the same. For one thing, as mobile technology becomes increasingly popular worldwide, texting is having a huge effect on the way we 'talk' to one another. Far from being, as many critics argue, an excessive oversimplification of the language, all texting has actually done is provide people with another form in which to communicate. It helps to make some of the more involved aspects of English less difficult, yet at the same time allows for a huge range of expression and creativity. So, in the future, the *medium* of communication will undergo huge changes, not the language itself.

D \_\_\_\_\_



English is, for many, also the global language of business. There are hundreds of apps available which claim to provide a reliable, instantaneous translation service, and thus can help anyone who wants to become an international business executive, even if they have only a beginner level of English. But how effective are these apps for the businessperson of the future? In high-level meetings, where decisions often need to be made quickly and decisively, would it not seem unprofessional to frequently stop a discussion to translate something you want to say through an app on your phone? There is also a strong case to argue that translation apps, while indisputably useful for tourists, will always lack accuracy and reliability when it comes to business situations where exactness is key and misunderstanding should be avoided where possible. While there is no doubt that improvements in technology can help more people to communicate in English, it needs to be used wisely.

2 Which section in the text:

- 1 suggests that technology can be unreliable in certain situations? \_\_\_\_\_
- 2 disagrees with B about whether English will survive in the future? \_\_\_\_\_
- 3 mentions the idea that English benefits from its lack of complexity? \_\_\_\_\_
- 4 praises the flexibility that technology can bring to conversations? \_\_\_\_\_
- 5 describes a prediction that did not come true? \_\_\_\_\_

3 Find words or phrases in the text that mean:

- 1 ignored (para A) \_\_\_\_\_
- 2 believable (para B) \_\_\_\_\_
- 3 essentially (para B) \_\_\_\_\_
- 4 complicated (para B) \_\_\_\_\_
- 5 comparatively (para C) \_\_\_\_\_
- 6 deliver (para C) \_\_\_\_\_
- 7 immediate (para D) \_\_\_\_\_
- 8 unquestionably (para D) \_\_\_\_\_

# LISTENING

**1** **03** Listen to Speakers A-C talking about their experiences of language learning. Which speaker mentions:

- 1 their intention to meet new people? .....
- 2 being able to resolve a frustrating situation? .....
- 3 making a sudden, unexpected decision? .....
- 4 sensing that a friendship has been improved because of their studies? .....
- 5 a lack of practice opportunities? .....
- 6 feeling a greater self-belief in their abilities? .....

**2** **03** Replace the underlined phrases in sentences 1-6 with the phrases in the box. Then listen again and check your answers.

more often than not    really took off    out loud  
word-perfect    immerse yourself in    tall order

- 1 To be honest, making any sort of progress in either was a real challenge.
- 2 ... the more you understand of a language, the more you can relax and integrate completely into the local culture.
- 3 I find it really helps me to focus. Well, most of the time!
- 4 My language skills improved very quickly from the first class.
- 5 I was really anxious and thought I'd just freeze if I said it so everyone else could hear.
- 6 Not 100% correct, but enough to get the point across.

# WRITING

**1** Complete the table with the pairs of matching formal and informal words and phrases in the box.

after-all    a great number of    by way of example  
entirely confused    far more demanding  
far superior    huge influence    it's no great shock  
it is little wonder    I mean    loads and loads of  
massive effect    much harder    so much better  
totally baffled    ultimately

FORMAL	INFORMAL
<i>ultimately</i>	<i>after all</i>



**2** Complete texts A and B with the correct words and phrases from the box.

## Text A

Hi Antonio,

Good to hear from you, and thanks for asking how my Spanish lessons are going. If I'm being honest, a lot of the time I'm (1) ..... about how to use all those verb forms correctly. (2) ....., in English, there aren't that many changes you can make to the form of a regular verb, but now I'm realising that there are (3) ..... ways you need to transform a verb in Spanish if you want people to understand you properly. But (4) ..... that I'm not making progress as quickly as I'd hoped.

(5) ....., just the fact that I'm an adult makes things (6) ..... I read this article the other day about how kids are (7) ..... than older people at learning a second or third language. Apparently, as you age, your first language has a (8) ..... on the way you learn another one, but kids don't have that. Maybe I'll just go into my next class and pretend I'm six!

Speak soon,

Colin

## Text B

### The difficulties of language learning in 'teenagehood'

In terms of learning a second or third language, the majority of research on the subject seems to prove that, (1) ....., children are (2) ..... to teenagers in their ability to understand and absorb language in a way that they can produce it themselves.

Most teenagers find learning a language (3) ..... than children do, and (4) ..... that this is the case. (5) ....., while a regular verb in English might only be altered in four ways (e.g. *work, works, working, worked*), in Spanish there are (6) ..... verb transformations that could occur if one wishes to be correctly understood. In this way, there is every reason for teenage students to find themselves (7) ..... by the new ways in which verb forms are used in the language they are attempting to learn – at this point in their lives, they have already developed a full language system, and this tends to have a (8) ..... on the learning process.

# 1 GOOD COMPANY

## GRAMMAR



**1** Choose the correct option in each sentence.

- 1 *Would/Could* you mind telling me about your extended family?
- 2 You may not get on with them now, but your parents are always going to be there for you, *aren't they/won't they?*
- 3 I was wondering *that you/if you* had Rayyan's number. I'd love to give him a call.
- 4 *Hadn't it been/Wouldn't it have been* a good idea to ask your dad before you took the car?
- 5 On *what/which* app did you meet your best online friend?
- 6 Life would be much easier without the constant pressure of social media, *weren't it/wouldn't it?*



**2** Match 1-8 with A-H and complete the sentences with the correct form of a verb in the box. The first one has been done for you.

- 1 We should go out to celebrate *finishing our last year at school together*. (E)
- 2 Steve has had another row with his coach – he's threatened
- 3 I can't quite believe it, but my mum is letting me
- 4 Almost immediately, Tomas regretted
- 5 The more friends he made online, the less he could imagine ever
- 6 Maria's grandfather was getting old, so she never minded
- 7 The kids are only three, so there's no use
- 8 After ten years apart, she was delighted

enjoy finish go hear help leave send take

- A the team.
- B life with real people again.
- C about what he had done since they last met.
- D that angry text to his brother.
- E our last year at school together.
- F to the concert on Saturday on my own.
- G them to the cinema for a few years yet.
- H him out with his shopping.





# VOCABULARY

**1** **04** Listen to five people describing someone they know. Choose the correct adjective that describes the person they are talking about. Then write the noun form of each adjective.



restless selfish humble conscientious narrow-minded

- 1 adjective ..... noun .....
- 2 adjective ..... noun .....
- 3 adjective ..... noun .....
- 4 adjective ..... noun .....
- 5 adjective ..... noun .....

**2** Put the adjectives in the box into the table to make the correct negative forms.

approachable biased competent flexible likeable loyal obedient  
passionate patient polite prejudiced rational responsible sincere tolerant

UN-	IN-	DIS-	IM-	IR-
approachable				

**3** Correct the mistakes with prefixes in the adjectives.

- 1 I don't know why Mariam still goes to French class with that incompetent teacher – I learnt nothing in the six weeks I attended the course.
- 2 My sister has a totally irrational fear of rabbits – they're not scary at all!
- 3 My dog Fido has been really unobedient lately, so I'm going to take him to puppy training classes.
- 4 In your completely disbiased opinion, is my essay for Professor Smith too critical?
- 5 It was so irresponsible of you and Mo to go to that party the night before your exam.
- 6 I need help with my art project, but the teacher is rather irapproachable.

## PUSH YOURSELF C2

Correct the mistakes in the relationship idioms.

- 1 My flatmate always eats my food without asking and **to put injury on insult**, he never bothers to replace it.
- 2 My sister and I are identical twins, but we're **poles away** when it comes to personality.
- 3 You need to watch what you say around Marco at the moment. He's **got a few chips on his shoulder** after he didn't get the promotion.
- 4 My cousins are all great. I've always **got on with them like a home in a fire**.
- 5 I'd love to come out tonight, but I'm **in my parents' naughty books** after I failed that exam.
- 6 My sister posted a nasty comment on a photo I shared – I was **reduced to crying**.



## READING AND USE OF ENGLISH PART 5

You are going to read an article about making friends online. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

### Fair-weather friends for hire

line 8

'So, how did you two meet?' In today's world, such an enquiry is likely to be met with a familiar, one-word response: 'online'. Indeed, according to latest figures, for modern city dwellers, there is now a 30% chance that the couple will have met online. By 2050, this figure may even have doubled. What makes this development even more intriguing is the fact that only fifty years ago, to the population of the self-same city, its whole concept would have seemed unequivocally alien, as people typically met their partners through friends or family connections. Today, however, there is a universal acceptance that romantic attachments can, and very often do, begin online.

Friendships, though, are apparently another matter, with people still typically preferring real world encounters to their virtual equivalents. But this could all be about to change. Into the supposed void have stepped a small-but-growing band of entrepreneurs such as Karl Dunning, founder of *Rentapal*. These people have established websites which they claim offer a uniquely contemporary service: for a specified time period, members can hire someone to pose as their friend. It is an already established industry in Japan, one which Dunning, amongst others, saw as ripe for worldwide expansion, and with a self-consciously noble philosophy at its core. "It's not about making money – I want to alleviate the pain of hidden loneliness that runs through our world today".

Just as dating websites allow users to fine-tune their complex preferences, *Rentapal* provides members with a tried-and-tested array of filter options, such as personality type, age, and so on, in their quest to find non-romantic companionship. Should you need a local guide during your stay in a new city, Dunning's site can match you with someone appropriate. Has your gym partner suddenly suffered an injury, leaving you with no one to chat to? At the click of a button, you can work through various options to find yourself an appropriate companion. Simply pay a membership fee, then another for your new friend's time, plus any expenses required for their session with you.

Maude (not her real name) works as a *Rentapal* 'friend'. She talks enthusiastically about the adventures and opportunities that come her way through the site, seeing herself not simply as a paid companion, but also as a quasi-therapist. "Most clients just need someone to talk to. I'm there to listen, to empathise, and provide much-needed reassurance." On the surface, then, this is a faultless service. And yet, while Dunning rhapsodises about the long-term friendships that have supposedly been built thanks to his website, the overarching snag, as Maude coldly explains, is that many of the people who engage her services immediately come to see her as a genuine friend after the first meeting. At which point, "since they don't want to pay me for any more of my time, I stop seeing them, however much I might enjoy their company".

Dunning, though, passionately believes in his mission to bring people together. He argues that "if we dedicated half as much time as we do to staring at our smartphones, and instead took a moment to look up and talk to the person next to us on the bus," such solitude would eventually disappear from society. As convincing as this argument undoubtedly is, he overlooks the obvious irony that engaging the services of his website requires the very screen time he so stridently criticises. Yet, despite his somewhat ill-conceived argument, loneliness is indeed very much on the rise in societies the world over. A huge study undertaken recently in the US suggested that, using the renowned UCLA Loneliness Scale, over half of Americans consider themselves to be lonely.

Dunning is adamant that true, lasting friendships have come out of his *Rentapal* matchmaking, and is currently working on a way to track the success stories, much in the same way as dating websites do for successful pairings. Maude, however, is less convinced that we are at the dawn of dynamic change in our social interaction. Their views may never be reconciled because, at the root of the matter, it is all so difficult to pin down. However accustomed as we now are to the idea of paying for a series of expensive blind dates that lead absolutely nowhere, we still feel far more prickly and awkward when we are asked to invest monetarily in a potential friendship, particularly if it is so one-sided.



- 1 In line 8, what does the word *its* refer to?
- A city  
B fact  
C population  
D development

- 2 In the second paragraph, what does the writer suggest about friendship websites?
- A They could only have been invented recently.  
B They address a problem that might not necessarily exist.  
C They are set up according to a strict set of principles.  
D They are essentially profit-motivated.

- 3 In the third paragraph, what point does the writer make about *Rentapal*?
- A It is a cost-effective way to make friends.  
B It is mainly aimed at tourists.  
C It is too complicated for the average user.  
D It is conventional in its design.

- 4 What does the writer suggest about Maude in the fourth paragraph?
- A She is a trained psychiatrist.  
B She has a thrill-seeking personality.  
C She prioritises finance over friendship.  
D She is reluctant to meet clients more than once.

- 5 In the fifth paragraph, it is clear that the writer
- A admires Dunning's passion for his business.  
B disagrees with Dunning's reasoning about smartphones.  
C enjoys Dunning's manner of speaking.  
D believes that Dunning's argument is inconsistent.

- 6 What is the writer's view about the nature of friendships formed through the website?
- A It is reasonable to describe it in financial terms.  
B It is likely to undergo significant change in the near future.  
C It is sometimes the foundation of a successful marriage.  
D It is resistant to any concrete definition.

## SPEAKING PART 1

- 1 Which of the following questions would the examiner *not* ask in Speaking Part 1? Why not?

- A How important is it for you to spend time with your friends?  
B What can people do to keep in touch with friends or family more easily?  
C What do you most often use social media for?  
D Who is the tallest person in your family?  
E Do you feel happier being with a small or a large group of friends?  
F Why might someone move very far away from their family and friends?

- 2 05 Listen to three exam candidates. Which of the questions (A–F) are they answering?

Candidate 1: Question ..... Candidate 2: Question ..... Candidate 3: Question .....

- 3 05 Listen to the candidates again. Put a tick or a cross in the table next to the questions.

DO THE CANDIDATES ...	CANDIDATE 1	CANDIDATE 2	CANDIDATE 3
correctly respond to the question being asked?			
use higher level vocabulary/grammar?			
produce an answer of an appropriate length for Part 1?			

- 4 06 Listen to candidates 2 and 3 again. Which advanced-level language do they use to mean the following?

- 1 It depends where I am .....
- 2 I'm not outgoing and sociable with everyone .....
- 3 a busy party place full of lots of good friends .....
- 4 I use it too much, like everyone else .....
- 5 Many people dislike it .....
- 6 I don't really agree with that .....



# 2 ON THE MOVE

## GRAMMAR



1 Choose the correct option in each sentence. There may be more than one correct answer.

- 1 *Simply/Sadly/Frankly*, I won't be able to come and visit you this weekend. Unfortunately I just missed the last train.
- 2 *On the whole/As a whole/Wholly*, I find the process of flying to another country really exciting, despite all the waiting around you have to do.
- 3 *Frequently/Typically/Uncharacteristically*, it's difficult to travel across town at peak times.
- 4 *Unsurprisingly/Fortunately/Regrettably*, they let me take my suitcase on as hand luggage, so when we landed I could bypass baggage reclaim and head straight for the exit.
- 5 You don't need to take a jacket as you'll only be outside for a moment. *Beside/Besides/Nevertheless*, it's going to be 30 degrees and sunny when we land.
- 6 *Surely/Predictably/Unquestionably*, given the amount of money that has been spent on upgrading the network, there shouldn't be any more long delays on the Metro.



2 Complete the sentences with the correct word or phrase in the box. There are six words or phrases that you do not need.

The whole a little both another none others  
much together little plenty All neither

- 1 When we were travelling, we were grateful for any help we got, however ..... that was.
- 2 There are ..... of us who would be happy to pay more tax on fuel, as long as it was genuinely reinvested in the right ways.
- 3 For each person who prefers travelling by train, there is ..... who simply cannot leave their car at home.
- 4 ..... time we were in Thailand I only called my parents twice. I didn't realise how worried they were.
- 5 I was quite annoyed when the 12.20 bus didn't arrive. I waited for the 12.50 service, but in the end ..... of them turned up, so I was late!
- 6 After finally touching down safely, the pilots ..... agreed that it had been the most difficult landing of their careers.



## VOCABULARY



2 Complete the text with the option (A–D) that best fits each gap.

1 Complete sentences a and b with the same word from the box.

diversion track board reversed wreck

- 1 a Our train's been delayed. Apparently it's due to a problem with the \_\_\_\_\_, but that's what they always say.  
 b Your driving instructor will make every effort to \_\_\_\_\_ your progress and give feedback after each lesson.
- 2 a Oh no! I've just \_\_\_\_\_ the car into the neighbour's fence and I think he saw me do it!  
 b Why on earth has the government \_\_\_\_\_ its decision to invest in electric car technology?
- 3 a The police couldn't believe that the motorbike wasn't a complete \_\_\_\_\_ after the accident.  
 b Unless you start saving soon, you'll \_\_\_\_\_ your chances of going travelling next year.
- 4 a The traffic jam was caused by the \_\_\_\_\_ around the roadworks in the city centre.  
 b My main \_\_\_\_\_ from boredom on the plane was reading the in-flight magazine.
- 5 a There have been improvements across the \_\_\_\_\_ in journey times since the new bus lane opened.  
 b Sorry, I can't talk now, I'm already on \_\_\_\_\_ the plane. I'll call you when I land.

When my dad first suggested I train to be a driving instructor, I was in two (1) \_\_\_\_\_ about it. (2) \_\_\_\_\_, I'd just retired from professional car racing and was desperate to get back on (3) \_\_\_\_\_ again. The idea of becoming an instructor was quite appealing for different reasons. (4) \_\_\_\_\_ a start, I loved working with cars, and the job was perfect for me in (5) \_\_\_\_\_ of my knowledge of advanced driving techniques. Anyway, I signed up for a course and got myself up to (6) \_\_\_\_\_ with the teaching side of the job. To (7) \_\_\_\_\_ extent, it feels like this was a natural transition from racing. As they say, those who can, do; those who can't, teach!

- |   |               |                |
|---|---------------|----------------|
| 1 | A ideas       | C reasons      |
|   | B minds       | D thoughts     |
| 2 | A At times    | C That time    |
|   | B At the time | D All the time |
| 3 | A route       | C roads        |
|   | B the street  | D the road     |
| 4 | A If          | C For          |
|   | B To          | D By           |
| 5 | A terms       | C facts        |
|   | B ways        | D sense        |
| 6 | A pace        | C speed        |
|   | B tempo       | D measure      |
| 7 | A that        | C this         |
|   | B some        | D any          |

## PUSH YOURSELF C2

Complete each sentence with a prepositional phrase from the box. There is one phrase that you do not need.

at the best of times by way of apology for  
 in favour of in retrospect in the vicinity of  
 on impulse out of season

"The airline refunded my ticket (1) \_\_\_\_\_ the ridiculously long delay, which was somewhere (2) \_\_\_\_\_ eight hours, in the end. I'm not a very patient person (3) \_\_\_\_\_, but this was unbearable, especially since we were flying (4) \_\_\_\_\_. There was hardly anyone else in the airport! (5) \_\_\_\_\_, I should never have expected much – the flight company has only got a one-star rating online, but I saw the low price and bought the flight (6) \_\_\_\_\_. I won't be doing that again!"



## LISTENING PART 3



07 You will hear an interview in which two students called Susie Ward and Tom Smith are talking about their travel experiences.

For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What does Susie say was the main reason for their decision to go travelling?
  - A They wanted to gain valuable work experience abroad.
  - B They needed to prove to themselves that they could do it.
  - C They wanted to maintain a certain aspect of their current lives.
  - D They needed to take a complete break during their studies.
- 2 How did Susie feel after they had asked around for guidance?
  - A inspired to go travelling immediately
  - B rewarded by their use of an appropriate tone
  - C disappointed in their friends' suggestions
  - D surprised by how many people were willing to help
- 3 Tom explains that, during the early stages of their travels, he and Susie
  - A were excessively naïve in their feelings about the trip.
  - B were forced by circumstances to change their itinerary.
  - C were struggling to cope with the constant exhaustion.
  - D were finding the lack of social contact difficult.
- 4 What point does Tom make when he tells the story about the sunset?
  - A Travellers should always prioritise their appreciation of nature.
  - B Travelling is impossible when visiting places without internet access.
  - C Travellers usually rely on the kindness of strangers.
  - D Luck and chance encounters can make travelling easier.
- 5 What advice would Susie give as a result of her travels?
  - A Don't organise things too far ahead.
  - B Don't be tempted to get rid of necessary items.
  - C Make sure you set off with an open mind.
  - D Always keep your emotions under control.
- 6 Susie and Tom agree that they are both especially proud of
  - A their ability to cope with rejection.
  - B their work with less privileged people.
  - C their capacity for inventiveness.
  - D their gift for interpersonal communication.



# WRITING PART 1: ESSAY

**1** Read the Writing Part 1 task and the sample essay. Find 11 mistakes that match the descriptions (A–K). Write the number of the line where the mistake appears.

Your class has attended a discussion about how going travelling is good for young people's personal development. You have made the notes below:

Ways that travelling can benefit young people:

- self-confidence
- experience of new culture(s)
- gain new friends

Some opinions expressed in the discussion:

"You become more independent and assured in your ideas."

"Experiencing other cultures broadens your horizons."

"Travelling helps you to meet people like yourself."

Write an essay discussing two of the ways in your notes that travelling can benefit young people. You should explain which way you think is more effective, giving reasons to support your opinion.

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.



**2** Write the corrections to Exercise 1 in the gaps below.

- A ..... *their* .....
- B .....
- C .....
- D .....
- E .....
- F .....
- G .....
- H .....
- I .....
- J .....
- K .....



**3** Which is the best conclusion for the essay, Paragraph A or B?

- A With the above in mind, I would argue that the most important benefit of travelling is in living among new people in fresh environments. It is, in fact, the source of all other positive opportunities and outcomes that emerge from such exploration of the world.
- B The final point is that any traveller is likely to come across like-minded people, some of whom are very likely to become good friends for life. Each and every one of the three benefits is of importance, I would argue.

1	For many years, young people <u>are using</u> travel as a way to experience life from new angles.
2	By doing so, not only do they become more self-assured, but they can also develop their
3	<u>social skill</u> .
4	In many cases, going travelling presents them with their <u>first opportunity</u> spending a long
5	period of time away from their families. Living at home with <u>their parents</u> young people may
6	become a little overprotected, and often do not need to think for themselves, particularly in
7	terms of understanding their place in the world. Spending long periods of time <u>outside of</u>
8	comfort zones and questioning <u>a</u> life they have led up to that point can greatly encourage them
9	to become more mature and gain confidence in their views.
10	Further to this, encountering new people and sights in <u>cultural unfamiliar contexts</u> can greatly
11	influence anybody, but especially those who are at an <u>impresionable</u> age when their minds are
12	<u>considerably open</u> to new adventures. While it is fair to say that the world, thanks to
13	technological innovations, <u>have become</u> a smaller place than ever in so many ways, there is no
14	doubt that first-hand experience in life is <u>to</u> the utmost importance. Societies differ from city to
15	city, and even more so from country to country, so it should be impossible for travellers not to
16	be influenced by what and whom they come into contact with.

- A missing word ..... 7 .....
- B incorrect tense used .....
- C wrong article .....
- D wrong preposition used .....
- E error with word order .....
- F singular used instead of plural .....
- G wrong adverb used before adjective .....
- H spelling mistake with single/double letter .....
- I subject/verb agreement .....
- J error with use of infinitive/gerund .....
- K missing punctuation .....

