



CAMBRIDGE



# PREPARE

**WORKBOOK WITH DIGITAL PACK**

# C1

**LEVEL 8**

**Greg Archer**

**Second Edition**

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# 1

# WHAT ARE YOU LIKE?

## VOCABULARY AND READING

### PERSONALITY

**1 Match the adjectives in the box to the definitions.**  
There are two definitions that you do not need to use.

conscientious    introverted  
self-conscious    trustworthy

- someone who's focused, follows the rules and takes a lot of care over their studies or work \_\_\_\_\_
- someone who often feels nervous or uncomfortable about themselves \_\_\_\_\_
- someone who's keen to be with other people and is socially confident \_\_\_\_\_
- someone who's willing to consider other ideas that are different to their own \_\_\_\_\_
- someone who's shy and prefers to spend time alone \_\_\_\_\_
- someone who can be relied on and will always keep a secret \_\_\_\_\_

**2 Which adjectives do the two remaining definitions from Exercise 1 describe?**

e \_\_\_\_\_ v \_\_\_\_\_  
o \_\_\_\_\_ - m \_\_\_\_\_ d \_\_\_\_\_

**3 Correct the mistakes in the phrasal verbs in bold.**

For most teenagers, it sometimes feels impossible not to <sup>1</sup> **clash to** your parents. The generation gap is strikingly clear at this point in life, and it becomes more difficult for parents and children to <sup>2</sup> **relate for** each other. For you, perhaps the way in which they talk to you often <sup>3</sup> **comes away** as negative, as if they are trying to control aspects of your life that you want to keep private. Your parents, on the other hand, find themselves in a position where their child now prioritises relationships with their friends, rather than with immediate family and so they naturally <sup>4</sup> **feel left off**. Their child no longer <sup>5</sup> **relies to** them for guidance and companionship, and this can be difficult to take.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4 What does it take to become somebody's close friend?** Make a list of the important factors, then read the article on the opposite page quickly to compare your ideas.

.....  
.....  
.....

**5 What is the best heading for each paragraph?**

- A Grading friendships \_\_\_\_\_  
B Investigating shared thought processes \_\_\_\_\_  
C Moving from theory to reality \_\_\_\_\_  
D Setting the minimum requirements \_\_\_\_\_  
E Researching an abstract concept \_\_\_\_\_

**6 Read the sentences. Write A if the information is correct, B if it is incorrect or C if the information isn't given.**

- Researchers have devised an absolute method for measuring friendship. \_\_\_\_\_
- All of the surveys that were initially sent contained identical questions. \_\_\_\_\_
- It is extremely common to become close to people who do the same job as you. \_\_\_\_\_
- The University of California study asked participants to describe videos to their friends. \_\_\_\_\_
- Close friends can lose touch despite having spent lots of time together. \_\_\_\_\_
- Most people meet their best friends at school or at work. \_\_\_\_\_

**7 Match the highlighted words and phrases in the article to the meanings.**

- choose from a group for special focus \_\_\_\_\_
- causes something to be examined further \_\_\_\_\_
- clear and certain \_\_\_\_\_
- people who are the same age or have the same social position or the same abilities as other people in a group \_\_\_\_\_
- not willing or slow to do something \_\_\_\_\_





# TIME FOR MAKING FRIENDS

- 1 Would you say it is easy to distinguish between a friend and a close friend? Being able to categorise *closeness* in any **concrete** way not only seems unnecessary, but also problematic. Where would you even start? Recent studies from the University of Kansas suggest that it might be possible to objectively state the points at which people move up the friendship scale. They have investigated how long it initially takes to be simply called a friend and how long it then takes to become a close friend.
- 2 First of all, the researchers sent an online survey to 355 adults who had recently moved into a new town or city, asking them to picture someone they had met since they had arrived there and how their friendship had developed. The participants were then asked to quantify how many hours they had spent with that friend and to grade the level of friendship: acquaintance, casual friend, friend, or close friend. At the same time, 112 University of Kansas students completed the same survey about two people they had encountered since starting college a few weeks previously. The researchers followed up after four and seven weeks to see how the friendships had evolved.
- 3 Their results suggest that it takes around 40 to 60 hours of time spent in each other's company to form a casual friendship and 80 to 100 hours to move into the friend category. However, if you have recently met someone with whom you would like to become a close friend, be prepared to work for it, as you will need a minimum of 200 hours in their company. The research also showed that, when people move between friendship stages, they'll double or triple the amount of time they spend with someone within the space of a month. Given that previous research elsewhere has found that a person's brain is capable of handling about 150 friendships at once, it **begs the question**: do people actually do anything in life apart from starting, developing and maintaining friendships?
- 4 And to what extent do friends think in similar ways? It may seem obvious that this is the case, and many people would feel **reluctant** to qualify or quantify how it happens, but another group of researchers has shown that science will often have the answer. In a recent study, a group of cognitive scientists at the University of California put to one side obvious, traditional ideas of friendship and looked into the role that neurology plays. They asked 279 students to complete an online survey which asked them to **single out** individual **peers** who they would classify as friends. Then, while the participants were watching a series of video clips of, for example, an astronaut's view of Earth, the researchers scanned their brains to find out whether they shared similar brain patterns to those of their friends. The results suggest that friends share similarities in how they process and notice the world around them, and this seems to play a part in achieving the shared social interaction that can make or break a friendship. If you don't think alike, the chances of a friendship developing are fewer.
- 5 Perhaps this explains why, for everyone, there are people who we thought were close friends, but one day we realise they have slipped out of our lives. Perhaps we just haven't put the hours in. Perhaps it's a combination of the two. It's hard to be certain, as each friendship is unique and impossible to manufacture. I personally would argue that if you do want to be someone's best friend, you need to spend time with them, and lots of it. And if you spot that someone has friendship potential, be proactive. If you are in the same school, suggest some time doing homework together or playing sports after class. If you work together, suggest sharing a lunch break. Making the first move is a clear signal to people that you are interested in becoming their friend and provides you with that valuable time to see if you think in similar ways. Neurologically speaking, of course.

# GRAMMAR

## PAST TENSE REVIEW



### 1 Choose the correct options.

- Philip *has gone* / *had gone* to the shops, but he'll be back later.
- I *dropped* / *have dropped* my ticket while I *boarded* / *was boarding* the train yesterday.
- My dad *met* / *had met* his best friend at school, nearly forty years ago.
- Millie's so forgetful – she *has asked* / *had asked* me six or seven times if I'm going to her party.
- The exam wasn't easy, but I *had prepared* / *prepared* really well, so I'm hopeful of a good grade.
- When he *went* / *was going* to his previous school, he *would often walk* / *was often walking* home on his own.

### 2 Complete the sentences with the verbs in brackets in the correct form.

- Your mother ..... (work) really hard lately – it's no surprise she's tired.
- Since I left college, I ..... (find) it difficult to stay in touch with my old classmates.
- I saw Simon earlier today, when he ..... (run) in the park.
- Most people found the exam awful, but I ..... (not think) it was too difficult.
- By the time I left primary school, I ..... (change) my best friend at least ten times.
- Whenever Marco saw Luis, he ..... (tease) him about the time he fell asleep in class.

### 3 Read the first part of the story and correct the mistakes in bold with the correct form of the verbs.

From the first time I <sup>0</sup> **had seen** him, I knew that Spencer and I were going to be friends. We bumped into each other as he <sup>1</sup> **walked** into school for his first day, and I decided to say 'hi'. I <sup>2</sup> **studied** there for my whole life up to that point and had no worries or fears about going in, so perhaps it just <sup>3</sup> **was seeming** to him like I was incredibly confident. When I looked at him, he turned away almost immediately. It was pretty clear that Spencer was feeling a little bit nervous about being the new guy.

'Hi,' I said, 'I'm Katya.'

'Hello,' he said, 'I'm Spencer. I'm new here.'

I laughed and explained that I <sup>4</sup> **would realise** the moment I saw him that it was his first day and promised to help him to get to know the place. It was certainly a good time to join the school; recently, the principal <sup>5</sup> **invested** a lot of money in the buildings, which was a huge improvement on the way it <sup>6</sup> **was used to being**. Pretty much every day, the students <sup>7</sup> **have complained** about the old furniture, the lack of technology and so on. So, they finally did something about it. After I told Spencer all this, he laughed and said that his old school <sup>8</sup> **hadn't even been having** enough chairs for the students to sit on in some classrooms.

- |   |           |   |       |
|---|-----------|---|-------|
| 0 | ..... saw | 5 | ..... |
| 1 | .....     | 6 | ..... |
| 2 | .....     | 7 | ..... |
| 3 | .....     | 8 | ..... |
| 4 | .....     |   |       |

### 4 Complete the second part of the story with the verbs in the box in the correct form.

appear   believe   fix   gain   happen   hope  
move   walk   wonder   work

'Was it really that bad?' I asked. Apparently so. The technology in most classrooms <sup>0</sup> **hadn't been working** for years. There was a huge hole in the roof of the gym, which no one <sup>1</sup> ..... The students generally <sup>2</sup> ..... that a high percentage of the teachers <sup>3</sup> ..... any sort of qualification as lessons were slow and pointless. Understandably then, before Spencer <sup>4</sup> ..... to this area, he <sup>5</sup> ..... to change schools for ages. 'I can't believe that it <sup>6</sup> ....., finally,' he said. Things <sup>7</sup> ..... to be looking up for Spencer.

At this point, I noticed that my best friend Cassie <sup>8</sup> ..... towards us. Spencer went white.

'Hello, Lisa,' he said, nervously.

'Hello, Spencer,' she replied, coldly.

I wondered to myself ... why did he call her Lisa? And why didn't she correct him?

### 5 Which of the following sentences are incorrect? Why?

- My best friend used to live in Madeira when she was really young.
- My best friend would live in Madeira when she was really young.
- Every summer, we used to go on family holidays to Madeira.
- Every summer, we would go on family holidays to Madeira.

### 6 Correct the mistakes in the sentences or put a tick by any you think are correct.

- I have made so many new friends when I went to university last year. ....
- There was a huge park near our house where I use to go with my parents. ....
- Until I became more confident, I would often get too nervous to speak to new people. ....
- I haven't seen Maria for ages – it's like she is just disappeared! .....
- It had been such an interesting day until Adam turned up. ....
- In the nineteenth century, people had often lived with their grandparents. ....
- When my parents got married, they had been together for less than three months. ....
- During his childhood, Peter usually would visit his cousins once a week. ....

# VOCABULARY

## ADJECTIVE AND ADVERB SUFFIXES

### 1 Choose the correct options.

- Mira is incredibly *sensible* / *sensitive*, so make sure you don't say anything to upset her.
- I can't stand *selfish* / *narrow-minded* people who can't accept others for who they are.
- When people are older, they are generally more *respectful* / *responsible* with money.
- David is completely *fearless* / *bossy* – he'd already done a bungee jump by the time he was fourteen!
- You're so *chatty* / *childish* with everyone – you'd make a great interviewer on TV.
- With all this bad news around us, it's sometimes difficult to be *optimistic* / *realistic* about the future.

### 2 Change these nouns into adjectives and add them to the correct columns in the table.

care child clumsiness competition disappointment energy enthusiasm fascination fuss  
hope horror knowledge liberty misery origin reliability responsibility style support

-able	-al	-ed	-ible	-ic	-ish	-ive	-less/-ful	-y

### 3 Complete the sentences with the adjectives from Exercise 2.

- I studied a lot, so I'm \_\_\_\_\_ of a good grade.
- It's really difficult to have a relaxing game of tennis with my sister because she's so \_\_\_\_\_.
- My kids are amazing, but they're so \_\_\_\_\_. I always end the day completely worn out.
- My brother has always been \_\_\_\_\_ by the possibility of travelling the world on his own.
- Alessandro's very \_\_\_\_\_, so I can guarantee he will be there on time.
- You're so \_\_\_\_\_ – that's the third time you've knocked over a glass today!
- I get on better with people who have \_\_\_\_\_ points of view. I hate it when people discriminate against others.
- Daniil is amazingly \_\_\_\_\_ – he designs and makes all his own clothes.

### 4 Complete the sentences with the words in brackets in adjective form.

- You'll end up losing friends if you keep acting so *bad-temperedly* (bad temper) when you're tired.
- My grandmother can talk \_\_\_\_\_ (knowledge) about so many different subjects – she's really intelligent.
- I would \_\_\_\_\_ (happiness) do anything for my best friend.
- I'd love to move out of my family home and live by myself. \_\_\_\_\_ (reality), though, it's not going to happen until I'm a lot older.
- Annette is going to be famous one day – she can sing so \_\_\_\_\_ (beauty).
- Paolo's brother was \_\_\_\_\_ (falseness) accused of stealing stationery from the office.
- After his latest dating disaster, Ben asked himself \_\_\_\_\_ (misery), 'Why does this always happen to me?'

### 5 For questions 1–8, read the article below. 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. The first word is given as an example.



## THE SECRET TO A LONG, HAPPY FRIENDSHIP

The most important factor in a friendship is having (0) *reasonable* expectations of each other. Respect for personal space and boundaries is vital. As long as you understand that your friend is your friend – and not your pet – you should, for the most part, get on (1) \_\_\_\_\_ well. So many people fall out with good friends after a (2) \_\_\_\_\_ argument in which one person feels let down, or someone hasn't shown (3) \_\_\_\_\_, and suddenly that bond between two people is broken. Always ask yourself: is it worth losing a good friend because of a (4) \_\_\_\_\_ argument?

If you value your friendships, you need to be (5) \_\_\_\_\_ and admit you will not always see eye to eye. You are, after all, two different people, and there is no point in adopting a (6) \_\_\_\_\_ attitude. Being a good friend is about being (7) \_\_\_\_\_ and showing that you will always be there for them, even if you don't (8) \_\_\_\_\_ agree with their views or actions. Remember, treating friends honestly is essential if you want to remain close for a long time.

REASON

FANTASTIC

CHILD

KIND

POINT

REAL

JUDGEMENT  
SUPPORT

NECESSARY

## LISTENING

- 1** You will hear two friends discussing a film about a friendship. Which films have you seen that deal with friends or friendship? What made the films enjoyable/disappointing?

.....  
 .....  
 .....

- 2** Look at question 1 in Exercise 4 and underline the key words.

- 3** In which of the following conversations do the speakers show agreement with each other?

- 1 A:** I really enjoyed that. Did you?  
**B:** Yeah, what a great way to spend a Saturday evening.
- 2 A:** It's really easy to lose yourself in a film like that, particularly one that's so full of colour, and vivid.  
**B:** Mmm, it was a real pleasure for the eyes.
- 3 A:** ... you just know that what you're watching on screen is exactly what's happening to millions of people all over the world, every day.  
**B:** Did you find that?
- 4 A:** ... there were probably too many lucky coincidences in the storyline for me.  
**B:** I'd probably give you that.

- 01** **4** Listen to the first part of the conversation and answer the question below.

### Extract 1

You hear two friends discussing a film about friendship.

- 1** Which aspect of the film do the friends disagree about?  
**A** The film was realistic and mirrored real life.  
**B** The plot had several problematic aspects.  
**C** The setting was visually attractive.

- 01** **5** Listen to the first part of the conversation again and answer the question below.

- 2** Which aspect of the film did the girl particularly enjoy?  
**A** It addressed its subject matter in an intelligent way.  
**B** It encouraged the audience to forget about outside issues.  
**C** It lasted for the optimum length of time.

- 6** Read the extract below and underline the sections that show why the incorrect options in Exercise 5 are wrong.

I'd probably give you that. But no movie is perfect, and if the aim of this film was simply to provide some welcome distraction for the viewers, I'd say the director certainly achieved that. Sometimes, you want to watch a movie that makes you think, and at other times you really just need something else. I can't believe we were in the cinema for well over two hours, but you know you've enjoyed yourself if it feels like far less.

- 02** **7** You will hear two more extracts. For questions 3–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

### Extract 2

You hear two friends discussing university accommodation.

- 3** What is the boy's concern about living with friends?  
**A** It would distract him too much from his studies.  
**B** It would make him feel excessively homesick.  
**C** It would be more expensive than living on campus.
- 4** Why does the girl give the example of her sister?  
**A** to convince the boy to move in with his friends  
**B** to express sympathy with the boy's difficult decision  
**C** to encourage the boy to focus on his studies

### Extract 3

You overhear a girl showing her friend a photo of her family.

- 5** What does the girl most appreciate about the photo?  
**A** It perfectly captures her grandmother's personality.  
**B** It inspires her to see her family more often.  
**C** It displays her family in a moment of contentment.
- 6** When the boy talks about photography, he is suggesting that people  
**A** should try to limit the number of pictures they take.  
**B** are able to find a connection between humour and memory.  
**C** can use photos to build personal connections with others.





## READING AND USE OF ENGLISH

1 Read the article in Exercise 5 quickly. What advice would you give the writer?

.....

.....

2 Underline the four words that are most similar to each other in meaning.

beginning   creation   development   growth   mode  
production   style   type   variety   world

3 Which of the answers from Exercise 2 best complete the sentences?

- 1 My preferred ..... of transport is the train.
- 2 He's got a really interesting ..... of teaching.
- 3 He has a ..... of smart clothes to wear to work.
- 4 I'm not the ..... of student who always completes homework on time.

4 Read the first sentence of the article in Exercise 5 again. Why is C the correct option?

.....

5 Read the article and decide which answer (A, B, C or D) best fits each gap.

### What can I do to stop being so shy?

I have always been an introverted (0) type of person. I never feel confident when I meet new people. I also tend to ask silly questions and act in a (1) ..... way, but only because I don't want to show that I (2) ..... so nervous. It sometimes means that I'll come (3) ..... as arrogant, but actually quite the opposite is true. I remember at one party, I was so focused on being friendly that I walked (4) ..... into a door frame and almost knocked myself out.

But I'm not as bad as I was. When I was little, I (5) ..... hide behind my parents' legs, even if a family member I knew (6) ..... well came to visit, and sometimes (7) ..... into tears if they tried to talk to me. It still (8) ..... me down from time to time, especially when I meet someone new who I want to become friends with.

- |                   |                    |              |                |
|-------------------|--------------------|--------------|----------------|
| 0 A style         | B variety          | C type       | D mode         |
| 1 A conscientious | B self-conscious   | C convincing | D trustworthy  |
| 2 A 've felt      | B 've been feeling | C would feel | D 'd felt      |
| 3 A across        | B about            | C away       | D by           |
| 4 A clumsy        | B clumsiness       | C clumsily   | D clumsier     |
| 5 A would         | B used             | C did        | D could        |
| 6 A particularly  | B specially        | C mainly     | D specifically |
| 7 A surge         | B rush             | C open       | D burst        |
| 8 A gets          | B has              | C pushes     | D hits         |

6 Look at the title of the article in Exercise 10. What do you think the article is about?

.....

7 Read the article in Exercise 10 quickly and compare its ideas with your predictions.

8 Look at question (0) in Exercise 10. Which of the options is correct? Why?

- A that      B because      C how      D so

9 Look at question (1). Which of the options is correct? Why?

- A now      B then      C when      D here
- .....
- .....

10 For questions 1–8, read the text below and think of a word that best fits each gap. Use only one word in each gap.

### CAN'T TALK – I'M ON THE STAIRS!

It seems strange to think, if you consider (0) ..... easily and immediately we can chat with friends and family these days, that communication has not always been this accessible.

Until mobiles came along, people were generally content with their landline telephones. Back (1) ....., if someone wanted to phone a friend, it meant returning to the same spot in their house each time and holding a heavy plastic handset to their ear, (2) ..... was never particularly comfortable for anyone. People today frequently walk long distances while on a call, but they certainly didn't use (3) .....

Not when their phone was plugged (4) ..... the wall, anyway ... This could lead to difficulties (5) ..... twentieth-century teenagers, as they often found (6) ..... impossible to have private conversations. If they weren't lucky enough to have a phone in their own rooms, teenagers (7) ..... have to speak to their friends in the hallway, the living room or the kitchen – and clashing (8) ..... their parents was often the result.



## VOCABULARY AND READING

## CITIES



**1 Put the letters in the correct order to make words related to cities.**

- 1 PRATRONTS SLINK .....
- 2 HHIG-SIRE .....
- 3 ENERG CAPESS .....
- 4 BRUSUBS .....
- 5 LENSIED APEDPLUTO .....
- 6 LETRICED .....
- 7 GRIN DOAR .....
- 8 ASPIREDESTINED .....
- 9 BRAUN PRAWLS .....
- 10 USSML .....

**2 Match the definitions to the words from Exercise 1.**

- 1 natural environments within a city, e.g. parks .....
- 2 a tall, modern building with many floors .....
- 3 a building or place that is in bad condition and not cared for .....
- 4 an area that has been adapted so that traffic is not allowed to pass through it .....
- 5 an area on the edge of a large town or city where people who work in the town or city often live .....
- 6 a very poor and crowded area of a city .....
- 7 a main road that goes around a town or city, allowing traffic to avoid the busy centre .....
- 8 describes an area where a large number of people live closely together .....
- 9 connections that provide road or rail access between different places .....
- 10 the spread of a city into the area around it, often without planning permission .....

**3 Complete the sentences with the words from Exercise 1.**

- 1 Many investors have become very rich by buying ..... buildings and transforming them into high-quality studio apartments.
- 2 It takes ages to get to my cousin's house because of the limited ..... where she lives.
- 3 Young people are generally attracted to life in the ..... city centre, where they have plenty of opportunities to meet new people.
- 4 It's no wonder the ..... in Mexico City extends so far in every direction – more than 20 million people live there.
- 5 In the 21st century, it is vital for governments to work together to ensure that poor people no longer live in ....., anywhere in the world.
- 6 I'm so grateful for the ....., . If it wasn't there, traffic in the city centre would be even worse than it is now.
- 7 When I was growing up, we didn't have a great deal of space in the ..... building where my family lived, but we certainly had some amazing views.
- 8 The council are currently considering whether the streets around my area should be ..... to make it safer for children to walk to school.

**4 Look at the photo on the opposite page. What do you think the people might be doing?**

**5 Read the article on the opposite page quickly. What is unusual about the role the young people play?**

**6 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.**

- 1 What does 'this' in line 9 refer to?
  - A how citizens' needs are assessed
  - B what largely drives urban development
  - C what many find appealing about city life
  - D how people perceive change in their surroundings
- 2 How did Jette feel on returning to cities where he had once lived?
  - A dissatisfied with how their growth excluded certain groups
  - B disappointed in how much bigger they had grown
  - C confused about the popularity of car-free zones
  - D concerned about how similar to each other they were becoming
- 3 In the third paragraph, what is Jette's main observation about young people, according to the writer?
  - A how familiar they are with their neighbourhoods
  - B how stimulated they are by playing online computer games
  - C how willing they are to adapt to regulations
  - D how free they are in their approach to problem-solving
- 4 In the fourth paragraph, the writer expresses how Jette
  - A thought city planners often waste huge sums of money.
  - B thought young residents' suggestions are not given enough credit.
  - C tends not to consider his subject in enough depth.
  - D thought different age groups tend to have conflicting preferences.
- 5 In the fifth paragraph, the writer shows how Jette felt
  - A grateful to the teachers of the young people he talked to.
  - B in agreement with the young people's philosophy.
  - C shocked at how little he knew in comparison to the interviewees.
  - D amused by the young people's descriptions of what they had imagined.
- 6 The writer makes the point that urban planning should
  - A focus on the knowledge and experience of local authorities.
  - B consider the psychological aspects of new developments.
  - C encourage co-operation from international governments.
  - D invite contributions from people with different strengths.