

 **CAMBRIDGE**

Official  
Cambridge  
Exam  
Preparation

# PREPARE

**STUDENT'S BOOK WITH EBOOK**

# C1

**LEVEL 9**

**Anthony Cosgrove**  
**Claire Wijayatilake**

**Second**  
**Edition**

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## Key to symbols:

✔ C1 Advanced exam task

▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about family and friends ✔ Listening Part 1	Talking about yourself ✔ Speaking Part 1		▶ The generation gap
		An informal email ✔ Writing Part 2	▶ Getting the message across
A talk about living on Mars ✔ Listening Part 2	Discussing options ✔ Speaking Part 3		▶ The foreseeable future
		An essay ✔ Writing Part 1	▶ Something to chew on
An interview about the fashion industry ✔ Listening Part 3	Comparing pictures ✔ Speaking Part 2		▶ Fashion statement
		A review ✔ Writing Part 2	▶ Hit the road
Five short extracts about innovative technologies and the environment ✔ Listening Part 4	Contrasting opinions ✔ Speaking Part 3 and Part 4		▶ To the ends of the earth
		A formal email ✔ Writing Part 2	▶ Don't you know who I am?

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✔ C1 Advanced exam task

▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about health and fitness ✔ Listening Part 1	Discourse markers ✔ Speaking Part 1		▶ In shape
		An essay ✔ Writing Part 1	▶ Going to extremes
A talk about the role of a historical interpreter ✔ Listening Part 2	Comparing photographs ✔ Speaking Part 2		▶ If memory serves
		A proposal ✔ Writing Part 2	▶ All things being equal
An interview about lying ✔ Listening Part 3	Agreeing and disagreeing ✔ Speaking Part 3		▶ That's news to me
		A report ✔ Writing Part 2	▶ Just the job
Five short extracts about who people admire ✔ Listening Part 4	Collaborative task ✔ Speaking Part 3 and Part 4		▶ Leading lights
		An email of application ✔ Writing Part 2	▶ The school of life

# 1 FAMILY TIES

## ? ABOUT YOU

- ▶ 01 Watch the video and then answer the questions. Which family members and friends are you closest to? Why do you think you have a particularly close connection with them? What did you enjoy most about your childhood?



## VOCABULARY & READING

### RELATIONSHIPS

#### EP 1 Match the questions 1–10 to the answers a–j.

- 1 Is there anyone in your family who **rubs you up the wrong way**?
  - 2 How important do you think it is for **a family unit** to be **close-knit**?
  - 3 **Are you on good terms with** your extended family?
  - 4 Did your parents **spoil** you when you were young?
  - 5 Do you think children without **siblings** sometimes **miss out on** fun?
  - 6 Do you think children **are** generally most **attached to** the sibling closest in age to them?
  - 7 Do you think anything or anyone could ever **come between** you and your best friend?
  - 8 Is there anyone **you're not on speaking terms with**?
  - 9 Do you generally **see eye to eye with** the older members of your family?
  - 10 Would you say **family ties** are less important than they were in the past?
- a Maybe, but brothers and sisters can be quite annoying!  
 b Definitely not! We'd never let anyone ruin our friendship.  
 c Well, not on all issues. My grandpa is quite traditional and we often disagree.  
 d For me, personally, it's vital. I speak to my parents and brother every day.  
 e Yes, there's a girl at school I had a row with and we haven't spoken for months.  
 f Not necessarily. I think it depends on their personalities and interests.  
 g To some extent, yes. People move around for work and see each other less often.  
 h Absolutely. My cousins visit us every week.  
 i My little brother! He's always winding me up!  
 j I suppose so. I had loads of toys and even a pony.

#### 2 Find **expressions** in Exercise 1 with these meanings.

- 1 have similar views to
- 2 annoys
- 3 have a friendly relationship with
- 4 strong connections between family members
- 5 no longer have a relationship with
- 6 give a child too many things or not enough discipline
- 7 a group of related individuals
- 8 cause problems with
- 9 have an emotional connection to
- 10 lose the chance to experience something
- 11 united, helping and supporting each other
- 12 brothers and sisters

#### 3 Ask a partner five questions from Exercise 1.

#### 4 Look at the title of the article opposite. What do you think the 'boomerang generation' is? Read the introduction, ignoring the gaps, and check your ideas.



## PREPARE FOR THE EXAM

### Reading and Use of English Part 1

- 5 Look at the example (gap 0) and the correct answer. Is this question testing  
 a collocation?    b a set phrase?    c precise meaning?
- 6 Read the full sentences containing gaps 1 and 2 and then read the four options for each gap.
  - 1 Which option in question 1 means 'a part of a total number or amount'?
  - 2 Which option in question 2 collocates with 'majority of' in the text?
- 7 Read the rest of the text again and decide which answer (A, B, C or D) best fits each gap.
 

0 A secure	B sure	C sound	D safe
1 A figure	B proportion	C rate	D degree
2 A overwhelming	B overpowering	C amazing	D stunning
3 A budgets	B payments	C prices	D costs
4 A environment	B background	C climate	D setting
5 A by	B about	C along	D in
6 A downsides	B disputes	C troubles	D flaws
7 A come	B make	C take	D get
8 A only	B one	C next	D same

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#### 8 Read the rest of the article. Which writers had the most and least positive experience of returning to the family home? Compare your answers with your partner's.

#### 9 Read the article again and answer the questions.

- 1 Why was Alex concerned about what others might think about him moving back home?
- 2 Why does Alex think his current living arrangement is successful?
- 3 Why has Caitlin's attitude towards family life changed?
- 4 What disadvantages does she mention?
- 5 What problems has Oscar had with his family members?
- 6 Why has Charlotte chosen to live with her grandparents at this stage of her life?



# THE BOOMERANG GENERATION



As a boomerang returns to the thrower, members of the 'boomerang generation' return to the parental home after university or a period of living independently. It's (0) D to say that this is the new normal. In the US, a marginally higher (1) of 18–34-year-olds now live with their parents than live with a spouse or partner.

It might surprise some people that the (2) majority of them are satisfied with their living arrangements. Although the primary reason for returning to the family unit is to keep living (3) down, many also find it comforting to return to the protective (4) of home. Compared with previous generations, more of today's young adults find that their parents are easy to get (5) with.

Of course, there are (6) to returning home. It can be frustrating not to be able to throw parties, and your siblings might still (7) on your nerves. Nevertheless, for those who can't afford to go it alone, moving home is often the (8) best thing.

## Four young people tell us about their experiences as part of the 'boomerang generation'



### Alex, 24

As an only child, I was – and still am – very attached to both my parents. I suppose I was a bit spoilt as they gave me a lot of attention. My dad would buy me anything I asked for – within reason.

After university, I wanted to save up for a place of my own, so it made sense to move back in with my parents. I was very aware of the negative stereotypes of adult children 'sponging off' their poor mum and dad, but it isn't like that for us. My parents are retired and are glad of a bit of company. I contribute to the household in different ways. I'll do the weekly shop and pay the utility bills. Not only that, but Mum and Dad are on really good terms with all my friends, so they're fine with them coming over. I think they'd have liked more children, to be honest.



### Caitlin, 27

I come from a large, noisy, close-knit family, and with seven brothers and sisters, there is bound to be someone who rubs you up the wrong way! I used to fantasize about getting away and living alone. As soon as I turned 18, I took a gap year,

which turned into four years, travelling and working in Asia. It was amazing, but what surprised me was that whenever I heard news from home, I felt I was missing out on family life. So, I decided to go back to Ireland and do my degree in my home town. My sisters are forever borrowing my stuff and my brothers keep pestering me for help with their homework, but for now I'm just happy to be at home.



### Oscar, 19

I've never really seen eye to eye with my dad and older brother. They're really into fishing. They would ask me to come along, but I could never see the attraction of spending all day trying to catch your own food when you could just pop to

the supermarket. After I became a vegan, we weren't even on speaking terms for a couple of years. My brother even tried to come between Mum and me. I was desperate to leave home and took a live-in job at a hotel. After a year, I got a better job, but it meant I had no choice but to move back home. Not much has changed, really. Now when my brother criticises me, I usually just ignore him.



### Charlotte, 21

I was mainly brought up by my grandparents as my parents used to be in the military and were often abroad. I'm really proud of my mum and dad, but as a child I was constantly begging them to come home. In spite

of the time spent apart, our family ties have always been strong. Now I realise it can't have been easy for them to leave their only child for long periods. These days I'm taking care of my elderly grandparents. They were always there for me and now it's my turn to look after them. I can't deny there's a slight generation gap between us, but we don't let it bother us.



### TALKING POINTS

What do you think is a good age to move out of home?

What do you think you would enjoy or find difficult about living at home as an adult?

# GRAMMAR

## HABITUAL ACTIONS (PAST AND PRESENT)

1 Read the extracts from the article and complete the corresponding rules with the correct tense.

- 1 Now when my brother **criticises** me, I usually just **ignore** him.
- 2 I'll **do** the weekly shop and pay the utility bills.
- 3 These days I'm **taking** care of my elderly grandparents.
- 4 My sisters **are forever borrowing** my stuff and my brothers **keep pestering** me for help with their homework, but for now I'm just happy to be at home.
- 5 I was mainly brought up by my grandparents as my parents **used to be** in the military.
- 6 My dad **would buy** me anything I asked for – within reason.
- 7 I'm really proud of my mum and dad, but as a child I **was constantly begging** them to come home.

### Present habits

- 1 To talk about present habits, we use (*usually*) + \_\_\_\_\_.
- 2 \_\_\_\_\_ can also be used for present habits.
- 3 To talk about new habits, we use \_\_\_\_\_.
- 4 To talk about annoying habits we use *always / constantly / forever* + \_\_\_\_\_ and \_\_\_\_\_ + *-ing*.

### Past habits

- 5 To talk about states in the past we use \_\_\_\_\_.
- 6 To talk about past habits, we use *used to* or \_\_\_\_\_.
- 7 To talk about annoying habits in the past we use *always / constantly / forever* + \_\_\_\_\_ or *kept* + *-ing*.

## » GRAMMAR REFERENCE AND PRACTICE PAGE 160

2 Read the pairs of sentences. Do they have a similar meaning or different meanings? Explain the differences to a partner.

- 1 a Maya goes to the gym every morning at 7.  
b Maya is going to the gym every morning at 7.
- 2 a We often take our grandparents out for a drive in the countryside on Sundays.  
b We'll often take our grandparents out for a drive in the countryside on Sundays.
- 3 a The twins keep disturbing me when I'm trying to work.  
b The twins are forever disturbing me when I'm trying to work.
- 4 a Grandad always tells us stories about being in the army.  
b Grandad is always telling us stories about being in the army.
- 5 a When I was a child, I used to build camps in the woods with my brothers.  
b When I was a child, I would build camps in the woods with my brothers.
- 6 a Our cousin Ameena didn't use to play with us.  
b Our cousin Ameena wouldn't play with us.
- 7 a My older brother was constantly getting into trouble as a child.  
b My older brother used to get into trouble as a child.

3 Complete the blog with a word or phrase from the box. Use each one once only.

always forever keep 'm going  
used to usually will would

## How is your life different now from when you were a child?



Generally speaking, I had a very happy childhood. We <sup>1</sup> \_\_\_\_\_ live in the countryside. Every morning I <sup>2</sup> \_\_\_\_\_ go to the orchard and pick up any apples that had fallen. And I was <sup>3</sup> \_\_\_\_\_ climbing trees and playing games with my cousins. Now life couldn't be more different. I <sup>4</sup> \_\_\_\_\_ wake up early and I don't stop until I fall into bed. I <sup>5</sup> \_\_\_\_\_ get about six hours sleep if I'm lucky. I <sup>6</sup> \_\_\_\_\_ saying I'm going to reduce my working hours but it never happens. My boss is <sup>7</sup> \_\_\_\_\_ putting me in charge of new projects, saying I'm the only one who can handle them. Now I <sup>8</sup> \_\_\_\_\_ into the office on Saturdays too, and I'm starting to resent that.

4 Prepare your own answer to the question 'How is your life different now from when you were a child?' Share your ideas with your partner.

5 Rewrite the sentences using a different structure from Exercise 1.

- 0 Pia and I get on well now but in the past we didn't.  
*Pia and I didn't use to get on well but we do now.*
- 1 Mandy often interrupts when I'm speaking, which I don't like.
- 2 When I was younger, I was a huge hip-hop fan.
- 3 Lee has recently started doing Pilates every morning.
- 4 I hated sharing with my sister as she often messed up our room.
- 5 My dad and I hardly ever missed a Saturday match.
- 6 Our coach sometimes gives us a lift home after a match.

6 Correct any mistakes in these sentences. One is correct.

- 1 In the past parents and children used to not discuss problems as openly as they do nowadays.
- 2 It was used to be more common for three generations to live together.
- 3 My cousin was forever bringing home stray animals.
- 4 Alicia was upset because her classmates kept constantly leaving her out.
- 5 Sameer use to rub his brother up the wrong way.
- 6 When I was a child, I would be so shy that I hardly spoke to anyone.

7 » TURN TO PAGE 150.

## VOCABULARY

### PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

- EP 1** Choose a phrasal verb from the box that fits both sentences in the pair. Add it to the sentences in the correct form. Which sentences, a or b, have a literal meaning?

break off   come over   count on  
get on   get over   run down

- a** Nowadays I usually \_\_\_\_\_ the bus at Piccadilly Circus.

**b** I still \_\_\_\_\_ really well with my all cousins.
- a** Archie \_\_\_\_\_ the road yelling when he saw flames coming out of his house.

**b** It was a shame that the candidate \_\_\_\_\_ his opponent on national TV.
- a** Charlie \_\_\_\_\_ a small piece of chocolate and handed it to Sophie.

**b** Grace \_\_\_\_\_ the engagement just weeks before the wedding.
- a** Ben, \_\_\_\_\_ here a minute – I want to ask you something.

**b** Even though Beth may \_\_\_\_\_ as unfriendly, she's actually really nice.
- a** I can't do maths. I have to \_\_\_\_\_ my fingers.

**b** Jaime is a very reliable person. You can always \_\_\_\_\_ him.
- a** We need to \_\_\_\_\_ this wall. Can you manage it?

**b** Clara has never really \_\_\_\_\_ the death of her pet dog five years ago.

- 2** Match the verbs in the b sentences in Exercise 1 to the verbs in the box which have a similar meaning.

criticise   depend on   end   recover from  
have a good relationship with   seem

- EP 3** Match the phrasal verbs in the sentences to the definitions in the box.

cheated   don't punish  
criticising repeatedly and unkindly  
tell you about it and get your opinion

- Stop **getting at** me! Can't you see I'm doing my best?
  - Often the police **let off** people who are caught shoplifting.
  - I think I just got **ripped off**. They charged me €10 for a can of cola.
  - I've had a good idea. Can I **run it by you**?
- 4** Complete the sentences with a phrasal verb from Exercise 3 in the correct form.
- If you \_\_\_\_\_ the plaster \_\_\_\_\_ quickly, it doesn't hurt as much.
  - I need to stand on a stepladder in order to \_\_\_\_\_ things on the top shelf.
  - I just saw Amira \_\_\_\_\_ my window.
  - You are not allowed to \_\_\_\_\_ your dog \_\_\_\_\_ its lead in this park.

## THREE-PART PHRASAL VERBS

- 02** **5** Listen to two friends, Becky and Zack, discussing their friends' relationship. What has happened and why? What do Becky and Zack think about it?

- EP** **6** Listen again and write the three-part phrasal verbs you hear.



- I really can't \_\_\_\_\_ all the drama with your friends.
- Amy had let Callum \_\_\_\_\_ his thoughtless behaviour for too long and she's finally \_\_\_\_\_ him.
- Do you mean the way he \_\_\_\_\_ her family because they aren't as well-off as his?
- I'd never \_\_\_\_\_ that kind of thing.
- He thought he could \_\_\_\_\_ the way he'd been acting with a bunch of roses!
- Yes. I really \_\_\_\_\_ people who refuse to be treated badly.
- Anyway, it was great to \_\_\_\_\_ you, Zack.



- 7** Match these meanings to phrasal verbs in Exercise 6.

- |                      |  |
|----------------------|--|
| 1 compensate for     | 6 escape the consequences of your action |
| 2 admire and respect | 7 consider yourself superior to          |
| 3 follow             | 8 tolerate                               |
| 4 challenge          |  |
| 5 exchange news      |  |

## PREPARE FOR THE EXAM

### Reading and Use of English Part 4

- 8** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- You should never consider yourself superior to people who have less money than you. **LOOK**  
It is not right \_\_\_\_\_ people who have less money than you.
- I know I sometimes seem quite extroverted but I'm actually rather shy. **COME**  
I know I tend \_\_\_\_\_ quite extroverted, but I'm actually rather shy.
- Adrian never recovers from an argument very quickly. **AGES**  
It always \_\_\_\_\_ over an argument.
- I usually meet my friends once a week to find out what they're doing. **CATCH**  
It is \_\_\_\_\_ with my friends once a week.
- My dad constantly criticises me because I don't help with the chores. **GETTING**  
My dad is always \_\_\_\_\_ helping with the chores.
- The restaurant offered us a free meal to compensate for the poor service. **MAKE**  
The restaurant offered us a free meal in \_\_\_\_\_ the poor service.

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## LISTENING

- 1 Share a childhood memory with a partner.
- 2 Look at the exam task opposite. What are you told about the situation in each extract before listening?
- 3 Read the context, questions and options for Extract One opposite and underline the key words.



- 4 Listen to Extract One. Answer both questions and compare your answers with a partner. Then listen again and discuss why the other options are wrong.

- 5 Read some parts from Extract One (1–4). Which parts ‘highlight the differences in their personalities’? Which imply they ‘fought occasionally but got over it quickly’?

1 *Woman:* Do you remember when we found that derelict old house? It was so cool. I was desperate to explore, but you were reluctant to go in. You thought it might be haunted.

2 *Woman:* I never worried about things like that, but you were a more cautious child, weren't you? I was the rebellious one, but you always tagged along with a bit of persuasion.

3 *Woman:* We were inseparable for years, but it wasn't always a walk in the park. I seem to remember our relationship could be quite stormy at times.

4 *Man:* Maybe, but we always patched things up before too long. I'd just say you were right so that we could get on with the next bit of mischief.



- 6 Listen to Extracts Two and Three twice and answer questions 3–6.

- 7 Discuss the questions with a partner.

- 1 Do you agree that we often remember our childhood as being more positive than it actually was?
- 2 Do you think people's attitude towards being an only child or having siblings changes as they get older?
- 3 Do you think the grandparents, the parents or the children usually benefit most from living in a multi-generational household?



## PREPARE FOR THE EXAM

### Listening Part 1

#### Extract One

You hear two friends talking about their childhood friendship.

- 1 Why does the woman talk about the derelict house?  
A to highlight the differences in their personalities  
B as an example of the good times they had together  
C to point out that their adventures didn't end well
- 2 What do the man and woman agree about their friendship?  
A They had a close and easy-going relationship.  
B They preferred each other to their siblings.  
C They fought occasionally but got over it quickly.

#### Extract Two

You hear two friends talking about having brothers and sisters.

- 3 The girl is angry with her brother because  
A he hasn't been open and honest with her recently.  
B he doesn't show enough respect to their parents.  
C he isn't trying to save for his education.
- 4 Why does the boy say he would like a sibling?  
A to be able to understand his friends' family life better  
B to have someone to keep him company  
C to lower his parents' expectations of him

#### Extract Three

You hear two friends discussing a documentary they have watched about multi-generational households.

- 5 What do they disagree about?  
A the grandma's commitment to looking after the children full-time  
B the strength of the bond between the grandma and grandchildren  
C the role of the mum and dad's parenting skills in the family
- 6 The man points out that the documentary maker  
A covered the topic extensively.  
B failed to present a balanced argument.  
C offered few new insights into family dynamics.

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## SPEAKING

### TALKING ABOUT YOURSELF

**1** Complete the questions with a word or short phrase. There may be several possibilities. Then ask and answer them with a partner.

- What activities do you ..... doing with your family?
- ..... spend time with one or two friends or a group of friends?
- Is there anything you ..... in the place where you live?
- What kind of ..... do you look for in a friend?
- Who are you ..... to in your family?
- What is your ..... social media app?

**2** Listen to a student answering the questions in Exercise 1. In which order were the questions answered? Do you think the questions were the same as yours?

**3** Listen again. Pause the recording after each of the girl's answers and answer these questions.

After question ...

- how many ways does she express likes and dislikes?
- what common phrase does she begin her answer with?
- what phrases does she use to organise her points?
- what qualities does she look for in a friend?
- which phrasal verbs does she use?
- which verb forms does she use to talk about her present habits?

**4** Read the extracts from the student's answers. Use the expressions in *italics* to complete the *Prepare to speak* box.

- Well, actually I'm *a huge fan of* TikTok.
- My family are extremely keen sailors but I *don't find sailing enjoyable at all*.
- All of us *are totally into* action films, though.
- It doesn't matter to me* if they're smart or popular, but they do have to be tolerant and open-minded.
- I *can't bear* people who show off or talk about how much money they have.
- I'm not bothered about* how many friends I have: it's what they're like that matters.
- Actually, *it's not really my kind of* place and rather than change one or two things, I think I'll move somewhere else when I'm older.



### PREPARE TO SPEAK

#### Likes

I'm a <sup>1</sup>.....

I'm <sup>2</sup>.....

I'm crazy about ...

#### Dislikes

I <sup>3</sup>.....

I can't <sup>4</sup>.....

It's not <sup>5</sup>.....

I loathe ...

#### Neutral

I don't have strong views on ...

I don't really mind if/whether ...

It doesn't <sup>6</sup>.....

I'm not <sup>7</sup>.....



### PREPARE FOR THE EXAM

#### Speaking Part 1

**5** Look again at the questions in Exercise 1. Think about how you could improve the answers you gave, using some of the phrases from the *Prepare to speak* box. Ask and answer the questions again with a different partner.

**6** Ask and answer these questions.

- What did you like most about the place where you grew up?
- Do you spend more time interacting with friends in person or online?
- How did you usually spend your holidays when you were a child?
- How often do you spend time with your extended family?
- What sports and activities do you do with your friends?
- Which of your family members is most similar to you?

» **PREPARE FOR THE EXAM PAGE 146**



# 2 MAKING A POINT

## ? ABOUT YOU

### ▶ 02 Watch the video and then answer the questions.

Do you find it easy to get your message across when you're talking to people?

Do you have a favourite word in English?

## VOCABULARY & READING

### COMMUNICATION

#### 1 Read the extract and decide if you think it was right that the horse was called Clever Hans.



'My horse Hans is a genius,' shouted the man in the long coat to the assembled crowd. 'Just watch.' He turned to the horse. 'Clever Hans,' he said, 'if the eighth

day of the month comes on a Tuesday, what is the date of the following Friday?' Slowly, Clever Hans raised his leg eleven times, and then stopped. The crowd simply could not believe it.

#### EP 2 Put a-i in order to complete the story. Then turn to page 150 to find out how Hans got the answer.

The other day I was **flicking through** an old book when I came across the story of Clever Hans, the horse who

- a to **raise eyebrows**. However, some sceptical
- b been **giving away** the answer to Hans, perhaps
- c was **reputedly** so clever that he could read, tell the time
- d **put** the horse's success at this **down to** his phenomenal intelligence. Crowds followed Hans and Von Osten
- e and count. Hans's owner, Wilhelm von Osten, **asserted** that the horse could even perform mathematical calculations. When asked
- f wherever they went. The pair would immediately **launch into** their show, and Hans's performances always managed
- g a question, the number of times Hans raised his leg in reply **denoted** his response. Von Osten
- h observers **attributed** Hans's success **to** the fact that he was able to make eye contact with Von Osten, so they thought that the man must have
- i by **winking** at him once he had reached the correct number of leg movements. This raised the question: just what was going on?

#### 3 Check that you know the meaning of the **words** and **phrases**. What words or phrases could replace them?

## PREPARE FOR THE EXAM

### Reading and Use of English Part 5

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

- 1 The writer mentions dog owners to demonstrate that
  - A anyone can quickly learn to train animals to communicate.
  - B animals often develop characters similar to those of the people around them.
  - C many people assume that their animals can understand them.
  - D they are better at following animal communication than scientists.
- 2 What does the writer suggest about Eva Meijer's book in the second paragraph?
  - A It presents a rather one-sided view.
  - B It is detailed and highly original.
  - C It is based on interview data which she collected herself.
  - D It addresses a question which it is impossible to fully answer.
- 3 The case of Washoe the chimp indicates that animals can
  - A explain the reasons for the way they are feeling.
  - B respond emotionally to what a person has experienced.
  - C be taught to copy the sounds of human language successfully.
  - D learn to value the company of humans more than their own species.
- 4 In the fourth paragraph, we learn that the writer is doubtful whether Kosik the elephant
  - A knew what the words he seemed to produce actually meant.
  - B could learn words as efficiently as other species of mammal.
  - C knew enough words to convey his feelings about being in captivity.
  - D would have used the words he learned to communicate with other elephants.
- 5 What conclusion about animals can be drawn from the work of Barbara Smuts?
  - A Scientists can examine their behaviour for long periods without learning very much.
  - B With time, researchers get better at recognising what they are communicating.
  - C Analysing the behaviour of one species has helped to interpret the actions of another.
  - D It's better for researchers to engage with them rather than hide from them.
- 6 In the final paragraph, the writer refers to Eva Meijer's choice of words to suggest that
  - A concepts are explained clearly throughout the book.
  - B her book should have taken a more scientific approach.
  - C there is more technical detail in the book than readers need.
  - D the content of the book is very different from what the title suggests.

» PREPARE FOR THE EXAM PAGE 132



# DO ANIMALS HAVE LANGUAGES?



The reality of animal communication – or, more precisely, our belief in its reality – is demonstrated not by laboratory studies, but by our own direct experience. Any dog owner makes eye contact with their pet, notices its body movements, listens to its barks, and associates these with the context in which they occur. The owner projects onto the dog a sense of awareness similar to the one they possess themselves. And since the dog's responses are consistent with what is expected when their owner smiles or winks at them, they claim to 'know' that the dog communicates.

Almost anyone who has owned a pet or visited a zoo would assert that this is the case. Animals do communicate. But do they have languages? This endlessly fascinating question is the target of Eva Meijer's *Animal Languages: The Secret Conversations of the Living World*. The confident tone of its title, and its use of the plural 'conversations' gives away her plans for an unambiguous and decisive yes. Gathering every study and anecdote she can find from right across the animal kingdom, she launches into her argument that animals could – no, in fact *do* – have languages.

It's certainly worth flicking through the book. Meijer launches into a series of fascinating accounts of animal-to-human communication. Take Washoe, the chimp brought up by an American couple in the 1960s as if she was a human child. Using her fingers, she learned to 'sign' some 250 words. Later, when she was living in a laboratory, one of her keepers became pregnant and went away. On her return, she used signs to tell the chimp that she had lost her baby. Washoe went quiet, and then made the sign for 'crying'.

Kosik, an Indian elephant kept captive in a zoo in a South Korean theme park, certainly raised eyebrows when he taught himself to vocalise words (in Korean) including 'hello', 'sit' and 'good'. Elephants' particular ability to learn vocabulary is attributed by Meijer to their excellent memory, although it's unclear whether the sounds Kosik was able to make in fact signified anything to him at all. Personally, I'd put Kosik's willingness to make these sounds down to his loneliness in the zoo, and his consequent wish to bond with humans around him. Elephants, along with bats, seals and

whales, are reputedly one of the five mammal species known to be able to learn and make new sounds (we are the fifth of course). Elephants use their trunk or mouth to make sounds (which sound surprisingly human-like). Interestingly, the sound that elephants use to denote 'human being' also indicates danger, at least according to Meijer.

This illustrates one of the book's central points. If we are going to understand animal languages, then we need to see the world more from their perspective. Someone who pioneered this now unfashionable approach was the 'baboon anthropologist' Barbara Smuts, who spent 25 years in Kenya and Tanzania with these animals. For two of those years, she spent time with a group of baboons from sunrise to sunset, rapidly realising that the old scientific dogma of staying out of the way and remaining invisible was ineffective. For instance, if she failed to respond to the baboons' attempts to greet her, it made them visibly tense. One anecdote from Smuts' work reveals how little we understand the thoughts which might be central to animal communication. She observed baboons sitting around a pool, all gazing into the water together before going to sleep, as if they were somehow in touch with each other. Elephants have been observed acting similarly. Smuts' approach enabled her to get closer than anyone to working out what the baboons might actually be thinking.

Meijer demonstrates that animals are more sophisticated than we give them credit for, although readers might take issue with some of her claims. For example, she uses the term 'dialects' to describe the regional differences in the patterns of the songs of birds and whales, but *people* have dialects, not animals, and the more cautious term 'variations' might have been better. Also, she draws conclusions without backing them up; for example, when talking about 'bee grammar', she starts by saying 'it has been argued' and three sentences later discusses it as if it is an undisputed fact. In order to prove that the communicative behaviour of animals can be considered 'languages', as suggested by the title, why didn't she support her ideas with more evidence?



## TALKING POINTS

Would you want to read this book? Why? / Why not?  
 To what extent do *you* think animals can communicate?  
 If animals really could speak to humans, what do you think they would try to tell us?