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**Writing reference** p. 185  **Exam focus** p. 197  **General marking guidelines** p. 206
The Cambridge Certificate in Advanced English (CAE) is an examination at level C1 of the Common European Framework of Reference for Languages (CEFR). There are four papers, each testing a different skill in English. There are five grades: A, B and C are pass grades; D and E are fail grades.

Reading and Use of English (1 hour 30 minutes)

The Reading and Use of English test is divided into eight parts. Parts 1–4 test use of English and parts 5–8 test reading comprehension. You shouldn’t spend too long on the use of English section as this represents 36 marks and the reading section carries 42 marks. There is one mark given for each correct answer in Parts 1–3 and in Part 8, up to two marks for each correct answer in Part 4 and two marks for each correct answer in Parts 5–7.

Part 1
Multiple-choice cloze
Focus Vocabulary/Lexico-grammatical
Task You read a text with eight gaps and choose the best word for each gap from a choice of four options (A, B, C or D).

Part 2
Open cloze
Focus Grammar/Lexico-grammatical
Task You read a text with eight gaps and think of an appropriate word to fit in each gap.

Part 3
Word formation
Focus Vocabulary
Task You read a text with eight gaps. You are given the stems of the missing words in capitals at the end of the lines with the gaps. You have to change the form of each word to fit the context.

Part 4
Key word transformations
Focus Grammar and vocabulary
Task There are six sentences. You are given a sentence and a ‘key word’. You have to complete a second gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.

Part 5
Multiple choice
Focus Detail, opinion, attitude, main idea, text organisation, purpose
Task There are six four-option multiple-choice questions. You read a long text and choose the correct option (A, B, C or D) based on the information in the text.

Part 6
Cross-text multiple matching
Focus Attitude, opinion, comparing and contrasting points of view across texts
Task You read four short texts on a related topic. You have to decide which text expresses a similar/different opinion to the text mentioned in each question.

Part 7
Gapped text
Focus Text structure, cohesion and coherence
Task You read a long text from which six paragraphs have been removed and put before the text. You have to decide where in the text each paragraph (A–G) should go. There is one paragraph you do not need to use.

Part 8
Multiple matching
Focus Specific information, detail, attitude, opinion
Task You read ten questions or statements about four to six short texts, or a text which has been divided into sections. You have to decide which section or text contains the information relating to each question or statement.

Writing (1 hour 30 minutes)

The Writing test is divided into two parts. You have to complete one task from each part. Each part carries equal marks, so you should not spend longer on one than another.

Part 1
Focus Content, communicative achievement, organisation, language
Task Part 1 is compulsory and there is no choice of questions. You have to write an essay of 220–260 words on a given topic using the notes provided.

Part 2
Focus Content, communicative achievement, organisation, language
Task Part 2 has three tasks to choose from: an email/letter, a report/proposal or a review. You have to write 220–260 words using the prompts provided.
Listening (approximately 40 minutes)

There are four parts in the Listening test, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part, you will hear the text(s) twice. The texts may be monologues or exchanges between interacting speakers. There will be a variety of accents.

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<th>Part 1</th>
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<td>You hear three short conversations. You have to answer six multiple-choice questions – two questions for each conversation – by choosing the correct option (A, B or C).</td>
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<td>You hear a monologue. You complete eight sentences using words from the listening text.</td>
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<th>Focus</th>
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<tr>
<td>Task</td>
<td>You hear a conversation. You answer six multiple-choice questions by choosing the correct option (A, B, C or D).</td>
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<th>Gist, attitude, main point</th>
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<td>Task</td>
<td>You hear five short monologues on a related topic. You have to match six statements (A–F) in Task 1 and Task 2 to each speaker. There is one statement in each task you do not need to use.</td>
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Speaking (approximately 15 minutes)

You take the Speaking test with one or two other candidates. There are two examiners. One is the 'interlocutor' who speaks to you and the other is the 'assessor' who just listens.

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<th>Part 1</th>
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<th>General interaction and social language skills</th>
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<td>Task</td>
<td>The interlocutor asks each of you questions about yourself.</td>
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<tr>
<th>Part 2</th>
<th>Focus</th>
<th>Comparing, contrasting, speculating</th>
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<tbody>
<tr>
<td>Task</td>
<td>The interlocutor gives you three pictures and asks you to answer the questions on the task card by discussing two of the pictures. You have to speak for one minute. Then you answer a question briefly about the other candidate's pictures.</td>
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<tr>
<th>Part 3</th>
<th>Focus</th>
<th>Expressing and justifying opinions, negotiating a decision, suggesting, agreeing/disagreeing, etc.</th>
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<tr>
<td>Task</td>
<td>You are given a task to discuss with another candidate, based on the prompts on the task card. Then you discuss a second question on the same topic for a minute and make a decision together.</td>
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<table>
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<th>Part 4</th>
<th>Focus</th>
<th>Expressing and justifying opinions, agreeing/disagreeing, etc.</th>
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<tr>
<td>Task</td>
<td>The interlocutor asks you questions related to the topic in Part 3. You discuss them with the other candidate.</td>
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For more information see the Writing reference (page 185), the Exam focus (page 197) and the General marking guidelines (page 206).
The art of conversation

Long turn (Part 2)
giving opinions

EXAM FOCUS p.204

1 Work in pairs. What would be the worst thing about being stuck somewhere without a phone or internet access?

2 05 Listen to four students giving their opinion about the statements. Do they agree (A) or disagree (D) with them?

1 I feel anxious if I don’t receive a text every few minutes.
2 It’s important to respond to text messages immediately.
3 There are some things you should never communicate by text.
4 I find it easier to express myself in texts than face-to-face.

3 Listen again and write down the expressions for giving opinions you hear. Compare your answers with a partner. Then turn to page 161 and check your answers.

4 Work in pairs and discuss which of the statements in Activity 2 you agree/disagree with. Use some of the expressions for giving opinions.

EXAM TIP
Don’t focus on factual descriptions of the pictures. Make sure you answer the examiner’s questions.

5 Look at the exam task and underline the three things the examiner asks the candidate to do.

Look at the pictures. They show people using their phones. I’d like you to compare two of the pictures and say why people might be communicating in this way and how effective this form of communication might be.
6 Listen to a candidate doing the task and answer the questions.

Does the candidate
1 use a variety of expressions to give her opinion?
2 answer by comparing the pictures?
3 follow the examiner’s instructions fully?
4 focus too much on factual descriptions of the pictures?

7 Work in pairs. Turn to page 152 and do Task 1. Then turn to page 158 and do Task 2.

Word formation (Part 3)

EXAM FOCUS p. 198

8 What part of speech is missing in the sentences? Complete the questions with the correct form of the word in capitals and then discuss them with a partner.

COMMUNICATE
1 Apart from being excellent __________________, what other characteristics should politicians have?
2 Do you think shy people are necessarily __________________?
3 Do you agree that texting is a great form of __________________?

EXAM TIP
Read the whole of each sentence through carefully to make sure it makes sense with the form of the word you have chosen – don’t just read line by line.

9 For questions 1–8, read the text on the right. 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.

Texting champion

Fifteen-year-old American Kate Moore
(0) narrowly defeated the other
(1) ____________ to win the National Texting Championships after the
(2) ____________ of a series of bizarre tasks that included texting blindfolded and texting while negotiating her way along a moving obstacle course. In the final showdown Miss Moore out-texted fourteen-year-old Morgan Dynda after both girls had to text three lengthy phrases without making any mistakes on the (3) ______________ abbreviations, capitalisation or punctuation. The teenager was (4) ______________ of the idea that she focuses too much on virtual communications, saying that she is a very (5) ______________ person and prefers to spend time face-to-face with her friends rather than talk to them via a screen. Still, she manages to find time to send an (6) ______________ 400 texts a day. Kate claims this is for studying, which she says is more (7) ______________ done by text because she can store the messages and use them for (8) ______________ purposes later.
LISTENING FOCUS

Speaking

1 Answer the questionnaire and compare your answers with a partner. Then turn to page 162 to find out if you’re an introvert.

Are you an introvert?

When you’re at a party, do you sometimes long to escape to somewhere quiet?
1
Do you prefer online relationships to face-to-face ones?
2
Do you prefer listening to talking?
3
Do you dread going to parties where you don’t know many people?
4
Do you feel uncomfortable speaking in front of groups of people?
5
Do you immediately put in earphones and start listening to music when you’re in a public place in case anyone tries to talk to you?
6

Multiple choice (Part 1)

EXAM FOCUS p.202

EXAM TIP
Read the question and options for each extract carefully before you listen. Don’t expect to hear exactly the same words used in the options and the listening text – often, these will be paraphrases.

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

Extract 1
You hear two friends discussing a book about introverts.
1 How did the book make the man feel?
   A unsure what makes him an introvert
   B positive about his personality
   C relieved that his behaviour is normal

2 The speakers agree that the book
   A contained too much detailed research.
   B was written in an academic style.
   C presented an unbalanced argument.

Extract 2
You hear two friends discussing online friendships.
3 What do the speakers agree about the way people use social networking sites?
   A Too much personal information is provided.
   B People aren’t honest enough.
   C There is very little privacy.

4 What is the man’s attitude to his online friendships?
   A He is irritated by online friends’ lack of sensitivity.
   B He is concerned that he still maintains online relationships.
   C He is worried about losing online friendships.

Extract 3
You hear part of a discussion with two people who decided to stay off line for a month.
5 How did the woman feel after the first week offline?
   A content to be able to focus on other things
   B disturbed by the isolation
   C used to the lack of contact

6 Why would the man recommend the experience?
   A It changed his attitude to online friendships.
   B It made him realise that he was addicted to the internet.
   C It helped him to have self-discipline.

Listen to Extract One again and look at question 1. Are there any paraphrases in the recording for unsure, positive or relieved? Which words in the recording are summarised by the word normal?

Match phrases A–E from the recording with the correct answers to questions 2–6 in Activity 2.

A … everyone presents a certain cultivated image of themselves online, which isn’t always accurate.
B … so not worth devoting so many pages to them.
C … it was weird – almost like being invisible.
D I’ve had to learn to be strict with myself.
E What gets me is people who insist on going on and on about their perfect life.
But too many people are competitive in conversation. They turn attention of others to themselves using quite subtle tactics. The response a person gives to what someone says can take two forms: the ‘shift response’ and the ‘support response’. The support response keeps focus on speaker and on topic he has introduced. The shift response allows the other person to ‘shift’ the focus to themselves. For example:

**Support-response**
James: I’m thinking of buying a new car.
Rob: Yeah? Are you looking at any particular model?

**Shift-response**
James: I’m thinking about buying a new car.
Rob: Yeah? I’m thinking about buying a new car too.
James: Really?
Rob: Yep, I test drove (7) Mustang yesterday and it was awesome.

We’re all guilty of using the shift response from time to time. We sometimes can’t wait for (8) other person to finish speaking so we can jump in. We pretend to be listening intently but we are really focusing on what we are going to say once we find (9) opening, hoping we will be asked (10) question.

**How to avoid competitive conversation**

Good conversation with (1) friends not only brings (2) happiness and enjoyment, it fulfils a special need (3) human beings have wherever they live in (4) world. What I’ll always remember about (5) night I met my wife is the wonderful conversation we had and how we connected instantly. But it can’t be a solely individual endeavour – it has to be (6) group effort. Each individual has to sacrifice a little for the benefit of (7) group as a whole and, ultimately, to increase the pleasure each individual receives. It’s like singing in (8) choir where the harmony and rhythm of a song depends on each individual to keep it going. One person who keeps singing (9) sour note can ruin it for everyone. That’s why it’s so important that (10) conversations are co-operative instead of competitive.

**GRAMMAR FOCUS**

**Articles**
definite, indefinite and zero articles

1 Read the first paragraph of an article and choose the best summary.
1 The best conversations take place in groups.
2 It requires effort to have a good conversation.

**GRAMMAR**

**REFERENCE** p.171

1 The best conversations take place in groups.
2 It requires effort to have a good conversation.

**How to avoid competitive conversation**

Good conversation with (1) friends not only brings (2) happiness and enjoyment, it fulfils a special need (3) human beings have wherever they live in (4) world. What I’ll always remember about (5) night I met my wife is the wonderful conversation we had and how we connected instantly. But it can’t be a solely individual endeavour – it has to be (6) group effort. Each individual has to sacrifice a little for the benefit of (7) group as a whole and, ultimately, to increase the pleasure each individual receives. It’s like singing in (8) choir where the harmony and rhythm of a song depends on each individual to keep it going. One person who keeps singing (9) sour note can ruin it for everyone. That’s why it’s so important that (10) conversations are co-operative instead of competitive.

2 Read the paragraph again and choose the correct alternatives, a, the or zero article (-).

**LANGUAGE TIP**

Some adjectives can be used as nouns, to refer to all the people who have a particular characteristic. They are used with the definite article and are followed by a plural verb: the rich, the poor, the Swiss, the Chinese, etc.

**3 Find one or more examples of each rule in the paragraph in Activity 1.**
1 We use the definite article (the) before all nouns
A when something has already been mentioned.
B when only one of something exists.
C when referring to something/someone specific.
2 We use the indefinite article (a/an) before singular countable nouns when referring to something or someone general or non-specific.
3 We use zero article (-)
A before plural and uncountable nouns when talking about something in general.
B when referring to something abstract or general.

4 Complete the next part of the article with a/an, the or zero article (-).

But too many people are competitive in conversation. They turn (1) attention of (2) others to themselves using quite subtle tactics. The response a person gives to what someone says can take two forms: the ‘shift response’ and the ‘support response’. The support response keeps (3) focus on (4) speaker and on (5) topic he has introduced. The shift response allows the other person to ‘shift’ the focus to themselves. For example:

**Support-response**
James: I’m thinking of buying a new car.
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James: Really?
Rob: Yep, I test drove (7) Mustang yesterday and it was awesome.

We’re all guilty of using the shift response from time to time. We sometimes can’t wait for (8) other person to finish speaking so we can jump in. We pretend to be listening intently but we are really focusing on what we are going to say once we find (9) opening, hoping we will be asked (10) question.

**Speaking**

5 Work in pairs and discuss the questions.
1 Suggest some ways of dealing with people who use the shift response in conversation.
2 What kind of conversations do you enjoy the most?
Gapped text (Part 7)

1. Work in pairs and discuss the statement *Technology is having a negative effect on the quality of conversation.* Give reasons for your answers.

2. Look at the title and read the article quickly, ignoring the missing paragraphs. How useful did the writer find the class on how to have a conversation?

3. Read the first two paragraphs of the article again carefully and look at the words in bold. What information do you think the missing paragraph will contain?
   1. some information about the teacher
   2. some background information
   3. some information about the other participants

4. Read paragraphs A–G and look at the words in bold. Which one contains the right kind of information for the first gap?

**EXAM TIP**
Read each paragraph, followed by each possible missing paragraph A–G, to see which one fits best in the gap. Think about meaning, reference words, grammar, etc. Check that the option you choose also fits with the paragraph that follows.

5. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). Use the words in bold to help you. There is one extra paragraph which you do not need to use.

6. Work out the meanings of the underlined words in paragraphs A–G from the context. Compare your answers with a partner.

Speaking

7. Work in pairs and discuss the questions.
   1. Do you think you would enjoy a class like this?
   2. How would you answer the ‘opener’ questions in the sixth paragraph? What do you think of them?
   3. What do you think of the six ways to have a better conversation in paragraph B? How similar are they to Cicero’s rules in paragraph G?
How to have a conversation

Is conversation a dying art, struck down by text, email and messaging? And do we really need to be taught how to talk to each other? I enrolled in a class at the School of Life, an academy of ‘self-help’, to find out. The topic was How to have a conversation.

1

I had arrived about twenty minutes early but the rest of the class was already there. One woman kindly invited me into her circle. She was finding it hard to have meaningful relationships. Technology was partly to blame: ‘Sometimes you feel the smart phone is like a third person,’ she said. Another new acquaintance agreed and described how immediate access to Google had blocked off avenues of conversation with her boyfriend. ‘Before we would argue about this or that but now we just look it up on Wikipedia,’ she said.

2

My classmates also spoke of more personal reasons for their attendance. An IT worker in her fifties had found that her conversations with her husband ‘wandered’ and wanted to learn ways to become a better partner. A man in his late twenties said he wanted to have fewer rows with his girlfriend.

3

Our discussion was interrupted by the arrival of our teacher, Cathy Haynes. Haynes flicked to the first slide in her PowerPoint presentation and we sat attentively as she talked about how the nature of conversation had changed over the past 300 years.

4

After an enjoyable ten minutes spent chatting to my classmates and discovering more about their motives for joining the class, we were told to retake our seats. Haynes continued her PowerPoint presentation, asking us to reflect on a René Magritte painting, a comedy sketch and a book about marriage. All of these examples were meant to encourage us to stop seeing conversations as a means to an end and to avoid stereotyping the other person.

5

Then it was time to put some of these ideas into practice. In groups, we had to try out ideas for unusual openings. A man in his early twenties, who joked that he had thought of this before, suggested as a chat-up line: ‘Tell me something I want to know.’ A more challenging opener came from another group member: ‘If you were coming to the end of your life, what would you have wanted to have achieved?’

6

Despite our excellent teacher, I suspect the class was too abstract to be useful. Nearly three-quarters of the session were spent listening to theories of conversation. Genuine discussions were stopped in mid-flow, with the class asked to return its attention to the presentation. There was a touching eagerness to share ideas but frustration grew as our time ran out. What I suspect my classmates had hoped to find was that most basic thing: human connection. But I doubt the class had made this any more achievable.
Speaking

1. Work in pairs and discuss which of the statements you agree with.

1. You should never raise your voice during a discussion.
2. People who shout the loudest tend to get heard.
3. How you say something is as important as what you say.
4. Gossip is never harmless.

Communication collocations

2. Match the verbs make, have, give and hold with the nouns in the box to make collocations. Some nouns can be used with more than one verb.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>a chat</td>
</tr>
<tr>
<td>have</td>
<td>a conversation</td>
</tr>
<tr>
<td>give</td>
<td>a debate</td>
</tr>
<tr>
<td>hold</td>
<td>a discussion</td>
</tr>
<tr>
<td></td>
<td>a gossip</td>
</tr>
<tr>
<td></td>
<td>a presentation</td>
</tr>
<tr>
<td></td>
<td>a speech</td>
</tr>
<tr>
<td></td>
<td>a statement</td>
</tr>
<tr>
<td></td>
<td>a talk</td>
</tr>
</tbody>
</table>

3. Choose the correct alternative in each sentence.

1. He delivered an interesting debate/speech at the conference.
2. We had to make polite talk/conversation with the director of the company.
3. Most people hate making small talk/gossip at parties.
4. The discussion/speech was led by the CEO.
5. His controversial ideas have stimulated a lot of debate/talk.
6. It was difficult to keep the chat/conversation going because the connection kept breaking up.
7. How to improve the system is a matter for debate/conversation.
8. They were deep in gossip/conversation and didn't notice the restaurant had closed.

Adjectives: ways of speaking

4. Listen and answer the questions. Then compare your ideas with a partner.

1. Do you agree with the information given?
2. What are your impressions of each speaker?
3. Which person is the easiest to understand?
4. Which accent do you prefer?
5. Which person do you think sounds the most trustworthy and authoritative?

5. Work in pairs. Look at the adjectives in the box and answer the questions.

- deep, flat, harsh, high-pitched, husky, lively, mellow, monotonous, nasal, soft, soothing, squeaky, warm, wobbly

1. Which of the adjectives are positive and which are negative?
2. Which of the adjectives have a similar meaning?
3. Which are attractive in a man or a woman?
4. Which do you think match the voices of the speakers in Activity 4?

6. Work in pairs and discuss the questions.

1. How important do you think someone’s voice is?
2. Do you think it’s possible to fall in love with someone from the sound of their voice?
3. Which celebrities do you agree have attractive voices?

7. Complete the sentences with words from Activity 5.

1. She speaks in such a mellow and .............................. manner that it makes me feel drowsy.
2. Most people find a .............................. tone the most annoying because it sounds like the person is complaining all the time.
3. Actresses with deep, .............................. voices are considered to be very attractive.
4. You can often tell if someone is nervous by their .............................. voice.
5. I don’t think he means to but he always sounds bored because he speaks in such a .............................. monotone.
6. Some languages sound soft and soothing, while others can sound .............................. – as if people are arguing all the time.

8. Which of the adjectives in Activity 5 can be used to describe

1. a colour?
2. a landscape?
3. a person?
4. an actor’s performance?
Defining and non-defining relative clauses

1. Can you think of a politician or a person in the public eye who has an unpleasant voice? Compare your ideas with a partner.

2. Read the article and choose the correct alternatives.

3. Match sentences 1–2 with meanings A–B.
   1. She listened to the second message in her phone inbox, which was in English.
   2. She listened to the second message in her phone inbox which was in English.
   A. Message number 1 was in another language. She listened to message number 2, which was in English.
   B. She had received lots of phone messages; the fifth and eleventh messages were in English. She listened to message number 11.

4. Which sentence makes it clear that Paul has more than one brother?
   1. Paul’s brother whose girlfriend is from Argentina speaks good Spanish.
   2. Paul’s brother, whose girlfriend is from Argentina, speaks good Spanish.

5. Complete the sentences with the words in the box. In some sentences more than one option is possible.
   that when where which (x2) who whom whose

   1. The man .............................. was speaking loudly on his mobile phone was a journalist.
   2. I will never forget .............................. I was when I heard the news.
   3. The person with .............................. I have most in common is my sister.
   4. The man .............................. phone I found sent me £100!
   5. The time .............................. I spent without internet access was terribly hard.
   6. My mobile phone, .............................. I lost on the train last week, had all my contacts on it.
   7. It was early in the morning .............................. I received a call from my aunt in Australia.
   8. I had to take an urgent call, .............................. was why I walked out of the restaurant.

LANGUAGE TIP

That and which can often be used interchangeably in defining relative clauses. That rather than which is usually used after quantifiers such as everything, something, all.

Something that most people find annoying …

6. Which sentences in Activity 5 contain defining (D) and which contain non-defining (ND) relative clauses? In which sentence is it possible to omit the relative pronoun?
Improving workplace communication: a proposal

Introduction
In this proposal I will assess the current situation with regard to workplace communication, go on to identify the needs which should be addressed by a staff training programme and conclude by describing this training programme.

Current situation
Feedback from other members of staff suggests that the volume of email messages we receive has become a problem. Many people find that they spend several hours a day responding to these messages. A second but related complaint concerned poorly written emails. Many of us receive messages that cause offence, are difficult to understand or are simply far too long.

Key needs to be addressed
Both the number of email messages we receive and the quality of the messages have a negative impact on our productivity. People feel disinclined to respond to rude, confusing or excessively lengthy messages. This issue must be addressed.

Recommendations
I would suggest the following to the Staff Training and Development Department:
• All members of staff should be encouraged to communicate by phone whenever possible.
• Any information that needs to be communicated to the entire staff should be presented in a face-to-face meeting rather than through email.
• A training course on writing effective email messages should be offered to all staff members.

EXAM TIP
If you are asked to write about something you haven’t experienced directly, use your imagination to generate ideas. You won’t be marked down for any ideas as long as they are relevant to the task.

Students at your college have to give a spoken presentation as part of their final assessment and need some help. The school director has invited you to send a proposal outlining any problems students have with presentations and suggesting how these problems could be overcome.

1 Begin by brainstorming ideas. Write them down in any order and don’t worry about language at this stage.
2 Group your ideas under headings for each section of your proposal.
3 Write a first draft, paying attention to the level of formality of the language.

Tips for writing a proposal
1 Begin by stating the purpose of your proposal.
2 Use an impersonal, semi-formal style.
3 Use clear layout with headings.
4 Express opinions and make recommendations in the last section of your proposal.
5 Include a final sentence summarising your opinion.
6 Use bullet points but not too many.
1 Complete the sentences with the correct form of the word in capitals.

1 That’s the total cost of the holiday, .......................... all meals.

2 I’m afraid there’s been an .......................... error.

3 Texting can be a problem if it becomes an .......................... .

4 .......................... is a problem which affects many people – they can’t decide what to do, so they end up not doing anything.

5 Their music is easy to recognise because the sound is quite .......................... .

6 The technology museum is very .......................... – there are lots of gadgets you can try out.

7 Alex is not a very good .......................... – he often struggles to express himself.

8 I found her immediate .......................... of all my suggestions really offensive.

2 Complete the article with a/an, the or zero article (-).

1 Texting Your Way to the Top is quite .......................... good book but it’s a bit heavy-going in some ways. A lot of the information is from .......................... recent research that’s been done and that makes it rather hard to read at times. We all write .......................... texts but I’m not sure they’re so important as to justify .......................... whole book on .......................... subject. It might have been better to make it into a chapter in a book on .......................... good business communication or something like that. Another thing is, who’s going to read it? If you are .......................... kind of person who ends a relationship by sending a text, you certainly wouldn’t be reading .......................... book like this. I suppose you might find it useful if you had just moved to .......................... English-speaking country and didn’t really know what .......................... conventions were about this sort of thing there but it’s quite expensive at €40.

3 Complete the article with the correct relative pronoun.

Talk to yourself!

Talking to yourself actually helps improve cognitive performance. If you don’t believe me, ask a primary school teacher. They will know children (1) .......................... are given a task and talk themselves through it. ‘Now I’m going to get the blue paint,’ they will say. ‘That’s good,’ they add, ‘Now I want something bright.’ Other children will just do their work in silence, (2) .......................... on the surface appears to show greater concentration. But ask the school teacher if they know which ones perform better in tests and appear to ‘get’ things more quickly. They’ll tell you, it is the children (3) .......................... verbal reasoning skills are more developed because they talk themselves through a task. Now, evidence from research (4) .......................... was carried out in the USA bears this theory out. Researchers tested the ability of people to find objects in pictures. Those (5) .......................... talked to themselves were able to find the objects more quickly.

4 Choose the correct alternative in each sentence.

1 She had such a .......................... voice that students often used to fall asleep in her lectures.

2 I didn’t catch what Tom said. He’s got a really .......................... voice.

3 Some women prefer their voice when they have a cold .......................... .

4 When she gets overexcited, her voice is quite .......................... .

5 The colours in this painting are so .......................... and soothing.

6 I couldn’t concentrate on what the actor was saying because his .......................... tone was so off-putting.
Open cloze (Part 2)

1. Work in pairs and discuss the questions.
   1. Is there a particular activity that makes you feel happy?
   2. What one change to your current lifestyle would make you happier?
   3. What has been the happiest period of your life so far?

2. Read an article about a new way to investigate happiness. How does the writer feel about using technology in this way?

The happiness app

Until recently, if psychologists wanted to know in **what** way an experience or activity affected us, they had to put their trust **in our ability to remember.** With the advent of smartphone apps, that has changed. Researchers at Harvard University have persuaded thousands of people to take **part in** studies in which an app downloaded to their phones periodically asks **where** they happen to be in their city or town, what they’re doing, what they’re thinking and how happy they feel. I’m one of **them.**

It’s been an irritating but enlightening experience. More often **than** not, I’ve found myself muttering ‘Leave me alone!’ when my phone beeped at some inopportune moment but it’s also made me aware of how frequently I’m distracted and how, when distracted, I feel a lot **less** contented than I want to be. It seems I’m not the **only** one. The researchers have found that whatever we’re doing, if we’re thinking about something **else,** we just don’t feel as happy as we might. So focus – it will do you good!
3 Read the article again. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

EXAM TIP
Try reading the text ‘aloud’ in your head. That may help you to work out what some of the missing words are.

Long turn (Part 2) speculating

EXAM FOCUS p.204

4 Work in pairs and look at the pictures. Discuss the questions using the expressions in the box.

I can’t be completely sure
I don’t know why
I may be wrong about this
I suppose it/he/she/they could
One possible explanation might be
This is just a guess, but

1 What do they have in common?
2 In what ways are they different from one another?
3 Is there anything in the pictures that is difficult for you to identify or explain?

EXAM TIP
Don’t worry if there are things in the pictures that you cannot identify or explain. The Speaking exam is not intended to test your general knowledge. You are supposed to speculate about things like where the people are or what they are doing.

5 Listen to the instructions an examiner gives a candidate. Which things does he not ask them to do?

1 talk about all three pictures
2 choose two of the pictures
3 describe each of the pictures
4 compare the pictures
5 decide where the pictures were taken
6 generalise about people in situations similar to those in the pictures

6 Work in pairs.
Student A: compare two of the pictures according to the examiner’s instructions.
Student B: listen and make a note of the phrases Student A uses to speculate.

7 Listen to the next part of the examiner’s instructions. What does the other candidate have to do? Discuss the question with a partner.

8 Work in pairs. Turn to page 153 and do Task 1. Then turn to page 158 and do Task 2.
LISTENING FOCUS

Multiple choice (Part 3)

1 Work in pairs and order the professions in the box according to how interesting you think they are (1 = very interesting, 7 = boring). Which career would be most satisfying?

<table>
<thead>
<tr>
<th>banking</th>
<th>health care</th>
<th>hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>law</td>
<td>marketing</td>
<td>media</td>
</tr>
<tr>
<td>teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 You will hear a radio interview with Diana McLeod, a careers advisor at a university. Look at question 1 in Activity 4 and underline the key words in the question and options.

3 Listen to the first part of the interview and look at question 1 in Activity 4. Answer the questions.

1 Which key words or words with a similar meaning did you hear?
2 Which option is correct?

4 Read through questions 2–6 and underline the key words. Then listen to the interview and choose the answer (A, B, C or D) which fits best according to what you hear.

1 What does Diana say the results of the survey show about teaching as a career?
   A Teachers find their work makes them happy.
   B People working in the media are a lot less happy than teachers.
   C Teaching doesn't offer opportunities for creativity.
   D Teachers find their work stimulating.

2 According to Diana, which cause of unhappiness at work is rising?
   A fear of being sacked
   B not having many friends at work
   C having to move to an unfamiliar place
   D being obliged to do overtime

3 Diana says job satisfaction is better in small and medium-sized businesses because
   A employers are much stricter about bullying.
   B employers treat staff as individuals.
   C employers don't demand as much from staff.
   D employers run lots of staff training programmes.

4 Diana says people who are thinking of becoming self-employed should
   A make sure they've got enough money first.
   B learn to take responsibility for their own decisions.
   C try to keep at least one day a week free.
   D be prepared to work longer hours.

5 Diana says bonus payments sometimes fail to give workers a sense of satisfaction because
   A they only provide for the bare essentials.
   B they are not always seen as a reward for good work.
   C there is no element of surprise.
   D employers use them to make people work harder.

6 Diana thinks the secret to success at work is
   A making sure that your work is noticed.
   B getting into a position of authority.
   C benefitting others through your work.
   D doing work that is creative.

EXAM TIP

The interviewer's questions will help you to follow the discussion so you know which question you should be listening for.

Answer the questions. Then tell a partner about your answers.

1 What might make you stay in a dead-end job?
2 Do you find it difficult to keep your nose to the grindstone?
3 Have you ever worked for a real slave driver?
4 If you are up to your ears in work, what do you generally do about it?
5 Would a carrot and stick approach make you work harder?
6 Do you think taking an unpaid internship is a good way of getting a foot in the door?

Work in pairs. Turn to page 165 and do the activity.
Speaking

1 Work in pairs and discuss which three things would most affect your levels of job satisfaction.
   • working long hours
   • a long commute
   • being in control of your own destiny
   • lack of job security
   • having to move away from home to get a job
   • feeling that you are making a contribution

Hypothetical meaning

Choose the correct alternative in each sentence.

1 I wish my boss wouldn’t/couldn’t keep criticising me.
   WISH
   I __________________________ quit my job.

2 I wish I could stop/stopped sleeping through my alarm!
   STOP
   I wish my colleague __________________________ my stapler.

3 If only I could/would find a better work-life balance.
   ONLY
   If __________________________ to be a bit kinder, things would be so much better.

4 I’d rather he doesn’t/didn’t always make the decisions.
   HIGH
   It’s __________________________ and told you about my new job.

5 I wish I had chosen/chose to study something scientific or technical.
   WISH
   I __________________________ to spend so long answering emails.

6 Having to move away from home to get a job
   WISH
   I __________________________ qu}
Multiple matching (Part 8)

1 Work in pairs and discuss the questions.

1 How much does an average person in your country need to earn in order to live comfortably?

2 If someone has more money than that, what do you think they should do with it?

2 You are going to read an article about the relationship between money and happiness. Read the headings and the article quickly. In which section does the writer talk about

1 students and the relationship between money and happiness?

2 a clever new way of finding out exactly how money contributes to happiness?

3 why money sometimes fails to make people happy?

4 two different categories of spending money and their impact on happiness?

5 how a change in financial circumstances affected people’s happiness?

3 Look at question 1 in the exam task. The correct answer is D. Find words or phrases in section D that correspond to the underlined words in question 1.

In which section of the article does the writer describe a study in which subjects were given a strict time limit?

1 praise the researchers for something they did?

2 describe precisely how the researchers chose the subjects of one of their studies?

3 give details about the way the subjects were divided into groups?

4 regret a missed opportunity in the research?

5 state what Dunn, Aknin and Norton originally wanted to establish?

6 report results of a study of people from the same social group?

7 describe a study where subjects received money from people other than the researchers?

8 point out the negative consequences of spending patterns for spenders and for others?

9 state that more should be done to help people learn to use their money wisely?

4 Read the article again. For questions 2–10, choose from the sections (A–E). The sections may be chosen more than once.

EXAM TIP
If a question uses the verb state, you should look for a sentence in the text that says the same thing in different words.

Vocabulary
working out meaning from context

5 Find words and phrases in the article that match meanings 1–8.

1 have just enough money to buy the things you need (Section A)

2 interesting but strange and surprising (Section A)

3 carelessly waste (Section A)

4 without any definite plan (Section B)

5 think of an idea (Section C)

6 easy to be certain about (Section C)

7 in two ways (Section E)

8 demand (Section E)

6 Use forms of the words and phrases in Activity 5 to complete these sentences.

1 A lot of travel agencies in town have closed because there isn’t as much ______________ for them as there used to be.

2 I was rather ______________ by what you said the other day about your ancestors. Were they all from Ireland?

3 The difference between being happy and contented is not always ______________.

4 He inherited a lot of money from his great aunt but he ______________ it all on cars and holidays in the Caribbean.

5 As far as the police could tell, the burglars were not targeting particular houses or flats but just choosing them ______________.

6 I’ve been trying to think of a really original present for Greta but I haven’t managed to ______________ anything yet.

7 A lot of my friends have ended up having to take two or even three jobs to be able to ______________.

8 I understand what you’re saying, but I disagree with you ______________ . Firstly, I don’t think she meant what she said and secondly, I know it isn’t true.

7 Work in pairs and discuss the questions.

1 Which of the studies in the article do you find the most convincing? Why?

2 If someone gave you $20, what would you spend on?

3 Describe the happiest person you know.
The price of happiness

A When does money buy happiness?
Can money buy happiness? Yes, but only to a very limited extent unless you learn how to put it to good use. A large body of research shows that if your income meets your basic needs, this will make you relatively happy. Curiously, though, if you have more than you need to to make ends meet, you won’t necessarily be any happier, even if you have a lot more than is necessary.

One of the most intriguing explanations for this paradox is that people often squander their wealth on the very things that are least likely to make them feel good, namely, consumer goods. Furthermore, the more they indulge in consumer goods, the more likely they are to obsess about money and the less inclined they will be to use that money to help others. And it is doing just that – using money to help others – that three Canadian researchers, Elizabeth Dunn, Lara Aknin and Michael Norton set out to prove was the key to happiness.

B Personal versus social spending
The researchers started out by randomly selecting a group of just over 600 people from the local telephone directory. They asked them four questions: How much do you earn? How happy are you? How much of your income is devoted to personal spending on bills and expenses or gifts for yourself? And how much goes on ‘social spending’, that is, gifts for others and donations to charity? They then looked at the relationship between income, happiness and the two types of spending. Unfortunately, the researchers couldn’t claim that it was the type of spending that made people happy or not, though their study did show that spending seems to have more to do with happiness than income alone.

C The effects of bonuses and spending
But Dunn, Aknin and Norton needed to come up with another kind of test which would show a change in happiness levels over time. To do this, they chose sixteen people and asked them how happy they were before and after receiving a bonus at work. The bonuses varied in amount and, once again, after some time had passed, the researchers asked their informants how they had spent the money. Thanks to the care the researchers took, this time the relationship between social spending and happiness was much more clear-cut, so much so, in fact, that they could state definitively that the way people spent the bonus played more of a role in their happiness than the size of the bonus itself. But there was still work to be done.

D A novel experiment that ties it all together
Once the research group had both the results of a large survey and a study of how levels of happiness changed, they went on to design a novel experiment. This time they chose forty-six people whom they asked to rate their happiness first thing in the morning. Each of them was then given either $5 or $20 and told they had to spend it by five in the afternoon of the same day. Half the people were told to spend the money on themselves and the other half were told they should buy a gift for someone else or donate the money to a charity. The participants were called after 5 p.m. that day and asked to rate their happiness again. This time around, the statistics proved Dunn, Aknin and Norton’s hypothesis even more clearly. It didn’t matter how much the participants had been given; if they had spent it on someone else, they tended to feel happier.

E A role for education
Even though it is so easy to observe the positive effects of social spending, most people just don’t know they are there. The researchers asked over 100 university students which of the four conditions from the final experiment would make them happiest. Most were wrong on two counts. They believed they would be happiest with $20 and happiest spending it on themselves. There is clearly a call for teaching people the facts of money and happiness. Dunn, Aknin and Norton’s research would make an excellent starting point.
A friend had been telling me to read Jean Rossner’s Naturally High but it took me ages to actually get round to doing it and even longer to try to put some of the book’s excellent advice into practice.

Despite my inherent cynicism, I found Naturally High extraordinarily helpful in many ways – so many (3) †, in fact, that I’m emulating my friend and (4) † recommending (5) † to almost everyone I meet.

All the usual suggestions are there; you know the (6) ones I mean: meditation, eating foods that boost the feel-good hormone serotonin and training for the marathon to get those endorphins pumping.

But if you’re not much of an athlete, you might prefer to just get your taste buds used to really hot chillies. Rossner explains that we get a similar endorphin boost after the agony of eating (7) †, misgivings about eating chillies? Try chocolate instead. It will do the endorphin trick too and (9) † painlessly into the bargain.

For those (10) † who live in colder parts of the world, Rossner explains how to banish. ‘Seasonal affective disorder’ or SAD. Giving yourself a blast with a special sunlamp / first thing on those dark winter mornings apparently turns SAD into happy. Even hardened misanthropes need the occasional natural high.

If you’re one of (11) them, then why not try curling up on the sofa with a pet dog or cat? Rossner tells us that pet patting reduces stress and (12) † will make both pet and person purr with contentment. Well, maybe (13) not if it’s a dog but (14) they keep you warm too!

Would you be interested in reading this book? Why/Why not?
Prefix *mis*- and false opposites

1 What does the prefix *mis*- mean? Complete the sentences with the correct form of the word in brackets. Use the prefix *mis*-.

1 I think there must have been some kind of .............................. (*understand*). That's not what I meant.
2 Some of their decisions have been .............................. (*guide*), to say the least.
3 There are some important .............................. (*concept*) about what counts as a natural high.
4 Some of the evidence about the effects of herbs is particularly .............................. (*lead*).
5 I had serious .............................. (*give*) about going to the meditation course but I really enjoyed it in the end.
6 The predictions were based on a serious .............................. (*interpret*) of the results of the survey.
7 My only other criticism of the book is that there is at least one .............................. (*print*) in every chapter.
8 Some people are very .............................. (*trust*) of conventional medicine but are happy to try the strangest natural remedies.

**LANGUAGE TIP**

Not all negative prefixes added to words make them the opposite of a base word. In some cases they mean something quite different, e.g. *disease*. In others, no base form exists, e.g. *misanthrope*.

2 Work in pairs. Look at the underlined words in the sentences and discuss their meaning.

1 He's quite .............................. (*unassuming*) and never seems to want any credit for all the wonderful work he does.
2 I .............................. (*inadvertently*) picked up someone else's suitcase in baggage reclaim and I don't have any of my own clothes.
3 I've never really liked watermelon juice – it's rather .............................. (*insipid*) if you ask me.
4 He was such a .............................. (*nondescript*) little man that no one would ever have imagined him capable of painting surrealist masterpieces.
5 ‘Does Joe have a girlfriend?’ she asked, trying to look as .............................. (*nonchalant*) as she could.
6 A group of .............................. (*disgruntled*) students had occupied the main administration block.

3 Match the underlined words in Activity 2 with meanings A–F.

A without realising what you are doing
B without much taste
C behaving calmly and not seeming interested in anything or worried about anything
D annoyed or disappointed, especially because things have not happened in the way that you wanted
E very ordinary and not interesting or unusual
F showing no desire to be noticed or given special treatment

4 Answer the questions. Then tell a partner about your answers.

1 Have you ever felt .............................. (*disgruntled*) about conditions at your school or college or in your workplace?
2 What would you do if you .............................. (*inadvertently*) took something that belonged to someone else?
3 Are there any foods or drinks that you find .............................. (*insipid*)?
4 Can you think of any famous people who are actually rather .............................. (*nondescript*)?
5 Have you ever tried to appear .............................. (*nonchalant*) even though you were actually very curious about something?
6 Do you know anyone that you would describe as .............................. (*unassuming*)?
7 Have you ever .............................. (*misunderstood*) something someone said to you? What happened?
8 Would you agree that there is a lot of .............................. (*misleading*) information about health care on the internet? Can you think of any specific examples?
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Unit 5 The feel-good factor

Vocabulary

sentence adverbs

1 Work in pairs and discuss the questions.
1 Do you normally read film reviews before you see a film? Do you ever read them afterwards?
2 Have you ever seen a film that the critics hated but you really loved or vice versa?
3 What information do you look for in a film review?

2 Cross out the adverb that does not make sense in each review extract.
1 Sadly/Hopefully/Ironically, this was to be the last time the two friends would meet.
2 Understandably/Oddly enough/Surprisingly, in the foreword, the authors are praised for their extensive referencing but there were only a couple of mentions of other people's work.
3 Oddly enough/Curiously/Sadly, the lead, Tyler Swan, is from the south of the United States, though I for one could not detect any trace of an accent.
4 Thankfully/Happily/Naturally, they were able to replace him with the absolutely stunning new talent, Kieran O'Halloran.
5 Hopefully/Thankfully/Ironically, the next time she directs, she will not have to deal with the bunch of miscast has-beens she was stuck with in this case.
6 Unfortunately/Thankfully/Sadly, the script writer has not been able to reflect the detailed information about the invasion of Singapore we find in the novel.
7 Thankfully/Understandably/Happily, the disastrous performance finally came to an end and we were all able to head for nearby restaurants.
8 Understandably/Naturally/Oddly enough, a director of his calibre wanted to work with a much more experienced cast.

Review (Part 2)

covering key features

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3 Match extracts 1–8 in Activity 2 with key features of reviews A–D.

A information about the writer, actors, director, etc.
B comments on the plot or contents
C critical comment on what the reviewer liked or disliked
D final evaluation

4 Work in pairs. Look at the exam task and discuss which two films you would review.

EXAM TIP

When you plan your review, think about what you are trying to achieve. You need to inform your readers so they can decide whether to see the film, read the book, etc. Don’t tell them the whole plot.

You see this announcement in an international magazine called Cinetilia.

The most uplifting and the biggest downer

It's sometimes hard to choose a film that fits your mood purely on the basis of the poster or the description on the cover of the DVD. That's why we want to publish reviews of the most uplifting and the most depressing films our readers have seen, so that others know what to watch and what to avoid.

Send in a review which describes the most uplifting film you've ever seen and the one you found the biggest downer. Make sure you give reasons for your choices.

Write your review in 220–260 words in an appropriate style.

5 Make notes about each of the films you chose using the features in Activity 3.

6 Write a draft of your review. Use sentence adverbs, substitution and ellipsis.

7 Show your draft to a partner to see what they like most about your reviews. Suggest any improvements, particularly to sentences where it would be better to use sentence adverbs, substitution and ellipsis.
1 Complete the sentences with the correct form of the verb in brackets.

1 I wish the papers _______________ (stop) reporting nothing but bad news. It’s really depressing me.

2 It’s high time you _______________ (start) taking more responsibility for your own well-being.

3 If only I _______________ (realise) the job was going to be so difficult! I would never have accepted it – I’d have kept my old job.

4 I love it here but I sometimes wish it _______________ (not rain) so much.

5 If only I _______________ (get) out of the habit of going to bed so late. I’m always so tired in the mornings.

6 I’d rather we _______________ (not go) out tonight. Let’s stay in and watch a movie.

2 Choose the correct option to complete the sentences.

1 He was a genius in many ways but somewhat _______________ when it came to his very poor choice of friends.
   A misinterpreted
   B misunderstood
   C misguided
   D mistrusted

2 Much as I liked the first candidate, I do have some _______________ about offering her the job.
   A misgivings
   B misunderstandings
   C misinterpretations
   D misspellings

3 They live in a rather _______________ little grey house on the outskirts of town.
   A unassuming
   B nondescript
   C insipid
   D nonchalant

4 Some of the participants’ names had been _______________ in the conference programme.
   A misspelt
   B misunderstood
   C misled

5 The student representatives were more than a little _______________ about the school director’s refusal to see them.
   A disturbed
   B disgruntled

6 The idea that bread is fattening is a common _______________ that many people have.
   A misconception
   B misinterpretation

3 Read the article below and think of the word which best fits each gap. Use only one word for each gap. There is an example at the beginning (0).

Getting the measure of the happiest man on earth

Matthieu Ricard, ‘the happiest man on earth’, abandoned a successful scientific career (0) _______________ to become a Buddhist monk. Since (1) _______________ , this unassuming man has taken a host of stunning photographs of the Himalayas, acted (2) _______________ the Dalai Lama’s interpreter and meditated for many thousands of hours.

According to Ricard, there are a number of misconceptions about meditation, the most common (3) _______________ being the idea that it’s all about making the mind go blank. Instead, he explains, what we should be doing is learning to let our thoughts pass without holding on to (4) _______________. If Ricard himself is anything to go by, (5) _______________ is an approach which produces some fairly extraordinary results. When scientists recently measured the activity of the French monk’s brain, they found that the parts known to generate positive emotions were far (6) _______________ active and highly developed in Ricard than they were in others, so much (7) _______________ that the scientists thought their equipment might be faulty. (8) _______________ wasn’t. When it comes to measuring happiness, Matthieu Ricard is simply right off the scale.

4 Read the questions and choose the option that is not possible in each response.

1 Do you think Tina will come to the party?
   A She might.  B She might do.  C She might do it.

2 Are you and Max going to have a holiday this year?
   A We hope.  B We hope we are.  C We hope so.

3 Would your daughter like a drink?
   A No, thank you. She’s just had it.  B No, thank you. She’s just had one.  C No, thank you. She doesn’t want one.

4 Were you thinking of coming into the office tomorrow?
   A No, but I can.  B No, but I can do.  C No, but I can be.

5 Which of your brothers is it who works as a scriptwriter?
   A The eldest.  B The eldest one.  C The eldest one.

6 How many times have you been to Formentera?
   A Three.  B Three times.  C They are three.
For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Multiple-choice cloze (Part 1)**

5 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Open cloze (Part 2)**

6 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word for each gap. There is an example at the beginning (0).

**Failure leads to success**

Success takes time, patience and commitment. (0) __________ in the digital age of ‘overnight’ success stories, this hard graft is easily overlooked. (1) __________ often than not, success is the result of months and years of consecutive all-nighters, involving trial and error, setback after setback. There is often nothing quite (2) __________ failure to make people strive harder for success.

A worrying trend in some schools is the pretence that there are (3) __________ winners or losers in school sports. It may be hard for children to accept failure but, equally, it’s unfair not to encourage and reward talent. This applies (4) __________ all subjects, including sport. Removing the competitive spirit from schools crushes the incentive to improve, and does not prepare young people (5) __________ the trials ahead. In school, let (6) __________ trials spur on greatness. Failure leads to success especially for those high achievers, but at the same time encourage those that (7) __________ to do better. (8) __________ we mustn’t forget is the keen sting of failure can spur on greatness.
Word formation (Part 3)

7 For questions 1–8, read the text 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. There is an example at the beginning (0).

Message in a bottle

News that a bottle (0) containing a message sent by two twelve-year-old French-Canadian girls has been found on a beach in Ireland, eight years after it had first set sail from Canada, has been met with (1) _________. The story has captured the (2) ________ of people all over the world.

The girls threw the bottle into the St Lawrence River in Quebec while on holiday. But the chances of it being picked up by ten-year-old Oisin Millea eight years later on the other side of the world were (3) _________. The message, which was placed in a two-litre Sprite bottle, was written in French and is still (4) ________ legible.

Oisin made the (5) ________ while walking on the beach near his home in County Waterford. His mother said Oisin was an (6) ________ treasure-hunter but this was by far the most incredible find he’d yet made. She added that one of the most (7) ________ things about this story was the amount of media attention it has attracted from news (8) ________ all over the world.

Key word transformations (Part 4)

8 For questions 1–6, 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.

1 I sat down and immediately my mobile started ringing.
   SOONER
   No .............................. my mobile started ringing.

2 Sue understood the theory described in the lecture really well.
   GOOD
   Sue .............................. the theory described in the lecture.

3 I am embarrassed whenever a friend pays me a compliment.
   FIND
   I .............................. to receive compliments from friends.

4 I was ill, so I couldn’t go to the festival.
   PREVENTED
   Illness .............................. to the festival.

5 The villagers were profoundly suspicious of strangers.
   HAD
   The villagers .............................. of strangers.

6 Many people resent having to pay so much tax.
   WISH
   Many people .............................. to pay so much tax.