

C1
ADVANCED

FORMULA

ALSO SUITABLE FOR THE **CAMBRIDGE C1 ADVANCED FOR SCHOOLS EXAM**

FORMULA is the flexible, unique and enjoyable route to Cambridge exam success. Using Pearson's trusted exam know-how, **FORMULA C1 ADVANCED** takes a **fresh approach** to topics, units and components to create an effective exam-focused package whatever your teaching and learning scenario. Its **truly flexible components** are designed to work independently for short and intensive preparation or in combination for longer exam courses. Adaptable for the classroom, independent study and blended to fully digital learning environments - **create your own FORMULA for exam success.**

FORMULA C1 ADVANCED Coursebook and eBook include eight units with each unit linked to a different number. With numbers as the broad theme, the topic changes lesson by lesson making learning more dynamic and maintaining students' interest throughout the course, as well as providing a more authentic exam experience.

FORMULA C1 ADVANCED Coursebook with key provides:

- A **dynamic approach to exam preparation** with new topics lesson-by-lesson.
- A **part of each paper** in each unit with an Exam focus, strategies for improving performance and full exam task.
- A **fold-out Exam file** in the back of the book with bite-size exam part information and Are you exam-ready? checklists.
- **Exam boost** sections consolidating exam and language focuses from every lesson.
- A **Speaking or writing** activity in each skills lesson offering flexibility to teachers for class or homework activities.
- **Review** sections including six, full length Use of English tasks.
- A **Vocabulary file** practising topic vocabulary and lexical sets for each unit.
- A **Grammar file** including both reference and practice for each unit.
- A **Writing file** providing models and exam tasks for each part of the Writing paper.
- **Smart answer key*** for all exam task exercises.
- The **App** contains course audio, exam videos and grammar practice activities.
- The **eBook** supports student progress through the gradebook with the ability to check and view answers as well as review sample answers.

* with key only

To find out more, search Formula at pearsonenglish.com

FORMULA LEVEL	CEFR	GSE	BENCHMARK	PEARSON ENGLISH INTERNATIONAL CERTIFICATE
B1 Preliminary	B1	44-58	Benchmark Test B1	Level 2
B2 First	B2	58-75	Benchmark Test B2	Level 3
C1 Advanced	C1	75-85	Benchmark C	Level 4

Also available

- Student's Book and eBook
- Student's eBook Access Code
- Exam Trainer and eBook

Ready to prove your English skills?

Get exclusive preparation materials for Pearson English exams. pearsonenglish.com/exams-offer



Learning English with Pearson?
Access English language materials to support your learning journey.

ISBN 978-1-292-39148-9



C1 ADVANCED

FORMULA

COURSEBOOK and eBook

with key

Helen Chilton & Lynda Edwards

P

C1
ADVANCED

FORMULA

FOR EXAM SUCCESS

COURSEBOOK and eBook

with key



Helen Chilton & Lynda Edwards

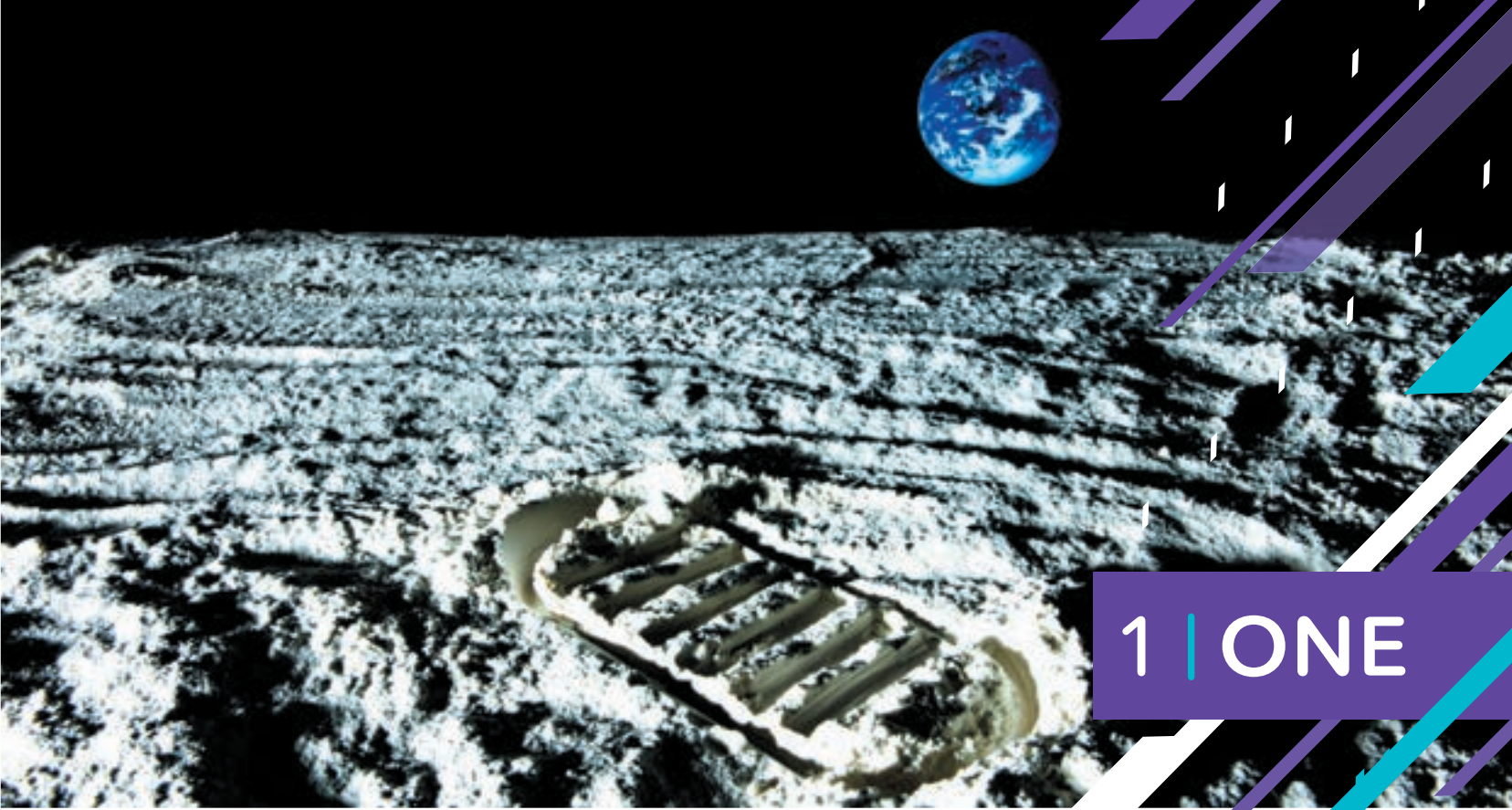


Fast-track your progress

UNIT	OPENER	READING AND USE OF ENGLISH – READING	READING AND USE OF ENGLISH – VOCABULARY
1 ONE	Language focus: Phrasal verbs p5 Topic: One small step...	Part 5 Multiple choice pp6–7 Skill focus: Understanding inference and implication Topic: Travelling solo	Part 1 Multiple-choice cloze p8 Language focus: Fixed phrases Topic: One-hit wonders Vocabulary file pp114–115 Pronunciation: Word stress
	Exam file – Exam reference	p11	p3
Practice tasks (READING AND USE OF ENGLISH: Parts 1–2) p14			
2 TWO	Language focus: Nouns from phrasal verbs p15 Topic: K2	Part 6 Cross-text multiple matching pp16–17 Skill focus: Identifying contrasting opinions Topic: In two minds?	Part 3 Word formation p18 Language focus: Prefixes Topic: Socks Vocabulary file pp116–117 Pronunciation: Word stress
	Exam file – Exam reference	p13	p7
Review: Units 1–2 (READING AND USE OF ENGLISH: Parts 1–4) pp24–26			
3 THREE	Language focus: Phrasal verbs p27 Topic: what3words	Part 7 Gapped text pp28–29 Skill focus: Using content clues Topic: Three Rules OK?	Part 1 Multiple-choice cloze p30 Language focus: Collocations Topic: Third rock from the sun Vocabulary file pp118–119 Pronunciation: /s/ or /z/
	Exam file – Exam reference	p15	p3
Practice tasks (READING AND USE OF ENGLISH: Parts 3–4) p36			
4 FOUR	Language focus: Phrasal verbs p37 Topic: Afternoon tea	Part 8 Multiple matching pp38–39 Skill focus: Identifying paraphrase Topic: Seasonal shift	Part 3 Word formation p40 Language focus: Suffixes Topic: Luck Vocabulary file pp120–121 Pronunciation: Silent consonants
	Exam file – Exam reference	p17	p7
Review: Units 1–4 (READING AND USE OF ENGLISH: Parts 1–4) pp46–48			
5 FIVE	Language focus: Body idioms p49 Topic: High five	Part 5 Multiple choice pp50–51 Skill focus: Understanding purpose and attitude Topic: The perfect fifth?	Part 1 Multiple-choice cloze p52 Language focus: Phrasal verbs Topic: The Olympics Vocabulary file pp122–123 Pronunciation: The letter 'c' – /s/ or /k/
	Exam file – Exam reference	p11	p3
Practice tasks (READING AND USE OF ENGLISH: Parts 1–2) p58			
6 SIX	Language focus: Fixed phrases p59 Topics: Dominoes	Part 6 Cross-text multiple matching pp60–61 Skill focus: Identifying similar opinions Topic: Empathy – our sixth sense?	Part 3 Word formation p62 Language focus: Internal word changes Topic: Braille / Graffiti for the blind Vocabulary file pp124–125 Pronunciation: Silent consonants
	Exam file – Exam reference	p13	p7
Review: Units 1–6 (READING AND USE OF ENGLISH: Parts 1–4) pp68–70			
7 SEVEN	Language focus: Phrasal verbs p71 Topic: Nitrogen	Part 7 Gapped text pp72–73 Skill focus: Understanding the structure of a text Topic: Tell me a story!	Part 1 Multiple-choice cloze p74 Language focus: Easily confused words Topic: The future of broadcasting Vocabulary file pp126–127 Pronunciation: Schwa /ə/
	Exam file – Exam reference	p15	p3
Practice tasks (READING AND USE OF ENGLISH: Parts 3–4) p80			
8 EIGHT	Language focus: Collocations p81 Topic: Umbrellas	Part 8 Multiple matching pp82–83 Skill focus: Avoiding distraction Topic: Phobias	Part 3 Word formation p84 Language focus: Compounding Topic: Infinity Vocabulary file pp128–129 Pronunciation: Syllable stress and rhythm
	Exam file – Exam reference	p17	p7
Review: Units 1–8 (READING AND USE OF ENGLISH: Parts 1–4) pp90–91			

LISTENING	READING AND USE OF ENGLISH – GRAMMAR	SPEAKING	WRITING
Part 1 Multiple choice p9 Skill focus: Understanding attitude and opinion Topic: Fake news <p>p29</p>	Part 2 Open cloze p10 Language focus: Perfect and continuous tenses Topic: Identity Grammar file: Perfect and continuous tenses pp98–99 Pronunciation: Stress <p>p5</p>	Part 1 Interview p11 Skill focus: Answering personal questions Topic: First conversations <p>p37</p>	Part 1 Essay pp12–13 Skill focus: Structuring an essay Topic: Pet hates Writing file: Essay p130 <p>p19</p>
Part 2 Sentence completion p19 Skill focus: Identifying cues Topic: Second place <p>p31</p>	Part 4 Key word transformations p20 Language focus: Passive forms Topic: Life on two wheels Grammar file: Passive forms pp100–101 Pronunciation: Phonemes <p>p9</p>	Part 2 Individual long turn p21 Skill focus: Comparing Topic: Doppelgangers <p>p39</p>	Writing Part 2 Review pp22–23 Skill focus: Using descriptive and dramatic language Topic: Sequels Writing file: Review p135 <p>p29</p>
Part 3 Multiple choice p31 Skill focus: Identifying agreement and disagreement Topic: The third place <p>p33</p>	Part 2 Open cloze p32 Language focus: Conjunctions Topic: The Brontës Grammar file: Conjunctions pp102–103 Pronunciation: Pauses and intonation <p>p5</p>	Part 3 Collaborative task p33 Skill focus: Interacting in a two-way conversation Topic: Three cheers! <p>p41</p>	Part 2 Email or letter pp33–35 Skill focus: Using correct register Topic: Triathlons Writing file: Email or letter pp131–132 <p>p23</p>
Part 4 Multiple matching p41 Skill focus: Understanding the main point Topic: Sense of direction <p>p35</p>	Part 4 Key word transformation p42 Language focus: Reported speech Topic: The fourth dimension Grammar file: Reported speech pp104–105 Pronunciation: Stress and intonation <p>p9</p>	Part 4 Discussion p43 Skill focus: Justifying your opinions Topic: 24-hour charity challenges <p>p43</p>	Part 2 Proposal pp44–45 Skill focus: Writing an effective proposal Topic: National celebrations Writing file: Proposal p133 <p>p25</p>
Part 1 Multiple choice p53 Skill focus: Identifying purpose and function Topic: The work week <p>p29</p>	Part 2 Open cloze p54 Language focus: Conditional forms Topic: The superfood myth Grammar file: Conditional forms pp106–107 Pronunciation: Schwa /ə/ <p>p5</p>	Part 2 Individual long turn p55 Skill focus: Speculating Topic: Coins <p>p39</p>	Part 2 Report pp56–57 Skill focus: Structuring a report Topic: Hotels Writing file: Report p134 <p>p27</p>
Part 2 Sentence completion p63 Skill focus: Understanding specific information and stated opinion Topic: Route 66 <p>p31</p>	Part 4 Key word transformation p64 Language focus: Verb and noun phrases Topic: Hexagons Grammar file: Verb and noun phrases pp108–109 Pronunciation: Word stress <p>p9</p>	Part 3 Collaborative task p65 Skill focus: Evaluating, referring, reassessing Topic: Being organised <p>p41</p>	Part 1 Essay pp66–67 Skill focus: Complex sentences Topic: Historical dates Writing file: Essay p130 <p>p25</p>
Part 3 Multiple choice p75 Skill focus: Understanding feeling Topic: Overpopulation <p>p33</p>	Part 2 Open cloze p76 Language focus: Future tenses Topic: Sustainability Grammar file: Future tenses pp110–111 Pronunciation: Silent 'h' <p>p5</p>	Part 4 Discussion p77 Skill focus: Developing the discussion Topic: '7 Up' <p>p43</p>	Part 2 Review pp78–79 Skill focus: Engaging the reader Topic: Espionage Writing file: Review p135 <p>p29</p>
Part 4 Multiple matching p85 Skill focus: Understanding gist Topic: Sleep <p>p35</p>	Part 4 Key word transformation p86 Language focus: Clause patterns Topic: Clouds Grammar file: Passive forms pp112–113 Pronunciation: Rising and falling intonation <p>p9</p>	Part 2 Individual long turn p87 Skill focus: Structuring a long turn Topic: Music <p>p39</p>	Part 2 Email or letter pp88–89 Skill focus: Writing a formal email or letter Topic: Coming of age Writing file: Email or letter pp131–132 <p>p23</p>

EXAM FILE REFERENCE: pp2–17 Reading and Use of English Parts 1–7 | pp18–27 Writing Parts 1 and 2 | pp28–35 Listening Parts 1–4
pp36–43 Speaking Parts 1–4 | p44 Exam overview



1 | ONE

VOCABULARY: Phrasal verbs

“That’s **one small step** for man, **one giant leap** for mankind.”

- 1 Why do you think this line from the first Moon landing is so famous? What do you know about the first Moon landing?
- 2 1.1 Listen to an extract from a news report. What does the reporter say about Armstrong’s words after the first Moon landing?
- 3 How has space travel affected life on Earth since the first Moon landing?
- 4 1.2 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What else does he mention?
- 5 1.3 Complete the phrasal verbs from the recordings with the correct preposition. Then listen again and check.

forward into on (x2) to up with (x2)

- | | | |
|---|-----------------|-------|
| 1 | come out | _____ |
| 2 | associate | _____ |
| 3 | move | _____ |
| 4 | devote yourself | _____ |
| 5 | throw yourself | _____ |
| 6 | catch | _____ |
| 7 | put | _____ |
| 8 | spring | _____ |

- 6 Complete the text about creativity in space with the correct form of phrasal verbs from Ex 5. There are two which you do not need to use.

While many have ¹ _____ into protecting our planet and making the way we live more sustainable, some scientists say it’s inevitable that one day far in the future, we’ll have to move to another planet.

We’ve ² _____ from wondering about how to build structures and keep ourselves alive in space, to thinking about actual life in space. How would things like creative pursuits work without gravity?

The Space Exploration Initiative ³ _____ the idea of zero-gravity experiments to see how we’d cope with the challenges. So far, the programme has recruited people who work in fields not traditionally ⁴ _____ space, including lab scientists, chefs and artists. One designer who’s already taken part was fascinated by how weightlessness affects not only the art itself but the artist, too. While creating a 3D ‘drawing’ in the air using a hot glue gun, she realised that creative people will always find a way to express themselves, and will ⁵ _____ the invention of new materials and techniques.


New cultures and ways of doing things would undoubtedly start ⁶ _____ if we lived in a weightless environment. Things like ‘Space Art’ perhaps!

- 7 Work in pairs. If you could be the first person to do something, what would it be?

- 1 Complete the travel survey. Then discuss your answers.

WHEN PLANNING YOUR HOLIDAY, HOW IMPORTANT IS

- | | |
|------------------------------------|-----------------------------------|
| ■ the weather of the destination? | ■ it to consider the environment? |
| ■ having the opportunity to relax? | ■ the choice of travel company? |

- 2  1.4 Listen to one person's response to one of the questions in the survey and answer the questions below.

- Which different types of holiday does the speaker mention?
- What reasons does she give for going on different holidays with different people?
- Do you agree with her final comment?

- 3 Read a comment on a travel site. Why was the trip a disaster?

Weeks of planning and anticipation and then what happens? The dream road trip with a college friend proves to be a step too far for friendship and ends up with the two of us travelling in utter silence. It wasn't as though we didn't know each other well, but he certainly showed a different side of his character on the trip. He disagreed with every suggestion I made. If I bought croissants for a makeshift breakfast after a night in the tent, he'd go out to a pricey café. We didn't quite come to blows but it was close - and I couldn't wait for him to drop me off at home. I really wished I'd gone on my own!

EXAM FOCUS

Understanding inference and implication

A writer will often not say things directly in a text but will make implications. We might need to use synonyms, paraphrasing, exemplification and logic to interpret underlying meaning.

Text: The kitchen hygiene was quite disgusting and would never have passed any type of inspection.

Implication: Customers risked getting ill after eating there.

Text: Unfortunately, I disregarded the negative customer comments; I assumed the writers had it in for the hotel.

Implication: It was my own fault that we'd chosen a hotel that had a lot wrong with it.

- 4 Read the Exam focus. Choose which statements A-G are implied in the comment in Ex 3.

- The writer had doubts about travelling with their friend before the trip.
- An experience like this tests the strength of a relationship.
- The trip was decided at the last minute.
- The travellers had different opinions and didn't compromise.
- The writer thought their friend's attitude was unreasonable.
- The travellers used camp sites rather than hotels.
- The writer regrets their decision to go on this road trip.

EXAM BOOST p10

- Complete Exam file SECTION A on page 10.
- 5 You are going to read an article about a solo traveller. Why did the writer end up travelling solo and how did the trip go?

EXAM TASK

- 6 Read the article again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.
- How did the writer feel about her friends' decision about their planned holiday?
 - reluctant to go without her friends
 - annoyed by their change in attitude
 - dismissive of their concerns about the proposed holiday
 - appreciative of their honesty
 - What contributed to the writer's determination to travel alone?
 - a certainty that she had the courage to face the challenge
 - a fear of missing out on a great opportunity
 - a desire to prove her friends wrong
 - a previous experience of a similar holiday
 - The writer views the online advice given as
 - useful information when considering solo travelling.
 - necessary advice for members of a group tour.
 - particularly valuable for people visiting China.
 - optional reading for the inexperienced traveller.
 - In paragraph 3 we learn that the writer
 - had an ingrained fear of flying.
 - had regrets about her decision to go on this trip.
 - was concerned about some of the other passengers.
 - caught the wrong connection at one airport.
 - The writer uses the example of being 'stung by taxis' to
 - warn people against travelling solo in certain countries.
 - describe an unavoidable occurrence when travelling.
 - show how she has profited from experience.
 - indicate why people should speak other languages.
 - What point is the writer making in the final paragraphs?
 - Solo travellers need to be aware of their vulnerability.
 - Travelling solo is more rewarding than in organised groups.
 - More unusual travel experiences are the most exciting.
 - Attitudes to solo travellers have changed for the better.

Speaking or writing

7 Discuss the questions.

- 1 What does the blog tell us about how the writer's attitude to solo travelling changed?
- 2 What would you say are the main advantages and disadvantages of doing other things alone?

8 Write the itinerary for a solo travel experience of seven days to your country or area. Give:

- reasons for your choice of accommodation, visits, transport, etc.
- advice about what to avoid.

GO ON. GO SOLO.

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I'd thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own!' And I did.

I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although

lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold baggage, in case it all got lost; everything being replaceable apart from those boots! The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference. My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when successfully boarded on the final leg of the journey, the apprehension didn't subside. I scanned the other passengers, wondering who might be in my group. Would we get along? Was I going to regret the whole thing? The happy truth is that I had the time of my life. Walking the Great Wall was as fascinating as I could possibly have imagined. And I made friends. I came back from that trip with promises to keep in touch with a host of lovely, interesting people. I savoured my achievement.

I had ventured out of my comfort zone and survived.


With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventurous. Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more ... But I've learnt from them. About staying safe, about reading people and knowing who to trust. And knowing that the only person you can **totally** rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relive the memories with you on your return. But pitch all this against the freedom and the independence, and there's no contest!


I am now a seasoned solo traveller. The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to organise their own trips in far-flung places, there are many other options out there; travel operators are addressing this growing trend and offer a wide range of holidays for the individual traveller, from group camping tours in the Arctic to group luxury sunshine breaks in the Caribbean.

I am very glad that my show of bravado didn't end up being just a 'show'. It not only opened my eyes to learning more about the world, but also to learning more about myself and I hope that some of you reading this might be encouraged to do the same.

VOCABULARY: Fixed phrases

1 What does the expression 'one-hit wonder' mean? What reasons do you think contribute to only having one hit?

2  1.5 Listen to someone who became an overnight success by winning a TV talent show. What happened in the year following her win? Why didn't she go on to have a successful singing career?

3  1.6 Listen again and complete the sentences containing fixed phrases.

1 I wasn't convinced my singing would _____ the public's attention.

2 It was the live final and I smashed it! I definitely _____ my expectations!

3 I was definitely _____ to my new lifestyle!

4 I really felt like I'd made it, _____ of the fact that ...

5 I was _____ of doing anything about it.

6 I'm _____ to think that shows like that are more about creating short-term celebrities.

7 All things _____, my fifteen minutes of fame was an incredible experience.

8 Not many people get to _____ an ambition so young!

4 Match the fixed phrases 1-8 in Ex 3 to their definitions a-h.

- a achieve something that you were hoping to achieve
- b not able to do something
- c when you weigh up all the parts or events of a situation
- d hold a particular opinion, but not very strongly
- e make someone feel very interested in something
- f without being affected or influenced by something
- g be acceptable or convenient for a particular person or in a particular situation
- h do better than you hope to do

EXAM BOOST p2

➤ Complete Exam file SECTION A on page 2.

EXAM TASK

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).

One-novel wonders

First-time novelists are often one-time novelists. They (0) B everyone's attention with a best-selling debut and shoot to literary fame – take *The Great Gatsby* by F. Scott Fitzgerald, for example. Having (1) _____ their expectations, many are either boosted by their success or struck by writer's block, (2) _____ that the public are expecting a follow-up to hit the shelves almost immediately. This perceived pressure can result in writers feeling (3) _____ of repeating their success, sometimes leaving fans waiting decades for their next book.

But there are also writers who have no intention of putting pen to paper – or fingers to keyboard – ever again after (4) _____ their ambition to become a published author. (5) _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not (6) _____ to spending their lives writing. And then there are writers who just (7) _____ to produce something that (8) _____ with a new trend or philosophy. Timing can be everything, but one thing's for certain: the reasons for having a one-hit wonder are as individual as the stories – and writers – themselves.



- | | | | | |
|---|-------------|---------------|--------------|-------------------|
| 0 | A fascinate | B capture | C excite | D seize |
| 1 | A excelled | B beaten | C exceeded | D bettered |
| 2 | A persuaded | B convinced | C determined | D minded |
| 3 | A helpless | B unable | C lacking | D incapable |
| 4 | A attaining | B realising | C succeeding | D performing |
| 5 | A Albeit | B Nonetheless | C Regardless | D Notwithstanding |
| 6 | A desire | B aspire | C inspire | D require |
| 7 | A result | B fancy | C arise | D happen |
| 8 | A coincides | B occurs | C equals | D coordinates |

Speaking or writing

➤ Go to page 92 for these exercises.



- 1 The photo shows the kind of thing that might happen on 1 April. What do you know about this day? Do you find this kind of joke funny?
- 2 **1.7** Listen to a psychologist talking about laughter and jokes. What role do they play in our lives?

EXAM FOCUS

Understanding attitude and opinion

Speakers don't always indicate that they're about to offer an opinion by using phrases like 'In my opinion' or 'I think'. You may therefore have to listen for the gist of their argument, and work out what the speaker thinks from the whole of what they say. Listen out for synonyms and paraphrasing. The following parts of speech can signal attitude and opinion.

Adverbs

Interestingly, ...

Perhaps ...

Adjectives

It can be very embarrassing ...

Modal verbs

We shouldn't pretend ...

- 3 Read the Exam focus then match the sentences 1-6 with their paraphrases a-f.
- 1 They intended it as a light-hearted joke.
 - 2 It provides an outlet for stress.
 - 3 It would fall short of expectations.
 - 4 Within reason, of course!
 - 5 This poses a real threat.
 - 6 I'd be pretty red-faced at being taken in.
- a It could cause serious problems.
 - b It won't be as good as you thought.
 - c As long as it's fair.
 - d It was supposed to be amusing.
 - e It would be embarrassing to be fooled.
 - f It helps you deal with pressure.

EXAM BOOST p28

- Complete Exam file SECTION A on page 28.

EXAM TASK

- 4 **1.8** 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 One

You hear two friends talking about April Fools' Day jokes.

- 1 According to the woman, the spaghetti on trees story shown on TV
 - A made people who believed the story look silly.
 - B was not well received by some viewers.
 - C should have been shown on a different programme.
- 2 The man thinks that April Fool's Day
 - A helps us deal with unreleased energy.
 - B reminds us to be cautious about the kind of joke we play.
 - C provides us the opportunity to get revenge on others.

Extract Two

You hear two journalists talking about fake news.

- 3 What does the woman say about fake news?
 - A It does less damage than people believe.
 - B It can be divided into distinct categories.
 - C Its concept is a relatively recent one.
- 4 How does the man feel about it?
 - A fortunate not to have been deceived by it
 - B embarrassed to have repeated incorrect information
 - C surprised so many people are convinced it is trustworthy

Extract Three



You hear two financial experts talking about avoiding being a victim of fraud.

- 5 What is the man doing?
 - A describing some of the latest cons
 - B highlighting the importance of internet security
 - C pointing out the challenge of recognising cons
- 6 The woman suggests that listeners
 - A pause before taking action.
 - B learn from previous mistakes.
 - C seek advice from recognised institutions.

Speaking or writing

- 5 Discuss the questions.
- How sceptical are you about what you read online?
 - Have you ever been taken in by fake news items? How did that make you feel?
- 6 Some people think fake news is harmful but others see it as a joke. What do you think? Write your opinion, giving reasons, and then compare your ideas with a partner.

GRAMMAR: Perfect and continuous tenses

- 1 We're all 'one of a kind', they say. But, what makes each of us unique?
- 2  1.9 Listen to a scientist talking about fingerprints. What, in his opinion, is the most likely reason that we have them?
- 3  1.10 Listen again and answer the questions.
- Why have scientists dismissed the idea that fingerprints help us grip things?
 - What happens as our fingerprints glide over surfaces?
 - What does this do?
 - Why doesn't it matter how we hold something?
- 4 Complete the sentences from the talk with the correct form of the verbs in brackets.
- This is a question that scientists **have** long _____ (ponder).
 - But scientists **have** _____ (dismiss) this theory.
 - Although it was something that **had** _____ (puzzle) scientists for a long time ...
 - Scientists who **were** _____ (work) in Paris conducted an experiment ...
 - They **had** _____ (work) on their experiment for a while when they finally discovered that ...
 - This helps us to sense what we're _____ (hold).
- 5 Complete the sentences about unusual animals and their unique characteristics. Use an appropriate form of the verbs in brackets. There may be more than one correct answer.
- Manx cats, which _____ (live) on the Isle of Man for at least 200 years, have little or no tail due to a naturally occurring genetic mutation.
 - As we _____ (peer) into the depths of the ocean, we noticed the natural 'headlights' of the pinecone fish, which lights up its prey with its jaw when hunting.
 - I _____ (film) in the mountains of Central Asia for weeks before I finally spotted a snow leopard - unlike other large cats, they can't roar, so you'd never hear one approaching!
 - Leafy sea dragon fish _____ (evade) capture by predators for centuries with their camouflaged form that looks just like seaweed.
 - Fran _____ (just, finish) photographing a horned lizard when it suddenly squirmed at her from its eyes - one of the stranger traits of this particular animal!
 - Is that a mimic octopus? What _____ (it, disguise) itself as? I know it can mimic a lot of other sea creatures as a defence mechanism but I've no idea what that is!

EXAM BOOST p4

- Complete Exam file SECTION A on page 4.

EXAM TASK

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

How ears (or stripes) can identify individuals




Humans are (0) NOT the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists (1) _____ recently discovered that koalas have fingerprints, too, which are just (2) _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past (3) _____, until recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals.

Perhaps humans will be tracked in future, too. Our faces, heartbeats and even the shape of our ears are also unique, and these features could have wider biometric applications. (4) _____ you're anything like most people, you've probably (5) _____ using the same passwords for the last few years, and (6) _____ now becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is likely (7) _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity (8) _____ the use of touchscreens or other recognition devices.



Speaking or writing

- Go to page 92 for these exercises.

- 1 What impression do you think you might make on someone who meets you for the first time? Is this a true reading of your personality? Why? / Why not?
- 2 Do the quiz and compare your answers with your partner. If you choose 'it depends', explain on what.
- 3  1.11 Listen to two candidates in the speaking test answering a question from Part 1. Which is the more appropriate answer, A or B? Why?
- 4 Read the Exam focus and check your ideas.


EXAM FOCUS

Answering personal questions

Avoid short, abrupt answers by extending your responses in different ways.

- Explain your reasons: I sometimes get stuck for words ...
- Give an interesting example: Like at a social event and we both know the host ...
- Give a contrasting idea to show balance: ... at other times, like at a work interview ...
- Use linkers to clarify what you're saying: Whereas ...

EXAM BOOST p36

- Complete the Exam file exercises on page 36.
- 5  1.12 Work in pairs. Read the Part 1 questions and listen to two candidate responses to questions 1 and 2. Discuss how the candidates could have extended their answers.
 - 1 Would you say that you lead a healthy lifestyle? (Why? / Why not?)
 - 2 Do you feel that your week includes as much free time as you'd like? (Why? / Why not?)
 - 3 What childhood memory still makes you smile? (Why?)
 - 4 What has been your most interesting holiday experience? (Why?)
 - 5 Where would be your ideal place to live? (Why?)
 - 6 What do you see yourself doing in five years' time?
 - 7 If you could learn another language, what would it be? (Why?)
 - 8 Which of your plans for the next few weeks do you think will prove to be most interesting? (Why?)

FIRST CONVERSATIONS

- 1 Do you often strike up conversations with strangers, for example when travelling?
 - a) Yes, I think it's a great way to pass the time.
 - b) No, I like to keep myself to myself because I'm a bit shy.
 - c) It depends.
- 2 When you're introduced to someone for the first time, do you find it easy to maintain a conversation?
 - a) Very easy. I'm never lost for words!
 - b) Not really. It's OK if I find some common ground between us.
 - c) It depends.
- 3 Would you say that you tend to dominate conversations in general?
 - a) Perhaps. Once you get me started on something, it's sometimes hard to get me to stop!
 - b) It's probably the opposite. It takes a while for me to come out of my shell – I think I come over as uninterested in people from time to time.
 - c) It depends.
- 4 Do you use humour to break the ice when talking to someone for the first time?
 - a) Yes, I do. If you can make someone laugh, it makes them feel more relaxed.
 - b) Wow, no! I can never remember jokes. And if you don't know someone well, the jokes could fall flat!
 - c) It depends.
- 5 In a first conversation with someone, are there any topics you would steer clear of?
 - a) I think most topics are fair game for a first conversation. I can read people pretty well and usually know what to avoid.
 - b) I'd avoid anything controversial – like politics, or very personal areas, like relationships.
 - c) It depends.

- 6 Read the full set of questions in Ex 5 again. Which questions ask about these topics?


past experience plans for the future routine

- 7 In pairs, think of another question that could be asked about each of these topics. Exchange your questions with another pair and answer them. Then share your questions with the class and find the most interesting question.

EXAM TASK

- 8 Work in pairs and take turns to ask and answer the remaining Part 1 questions in Ex 5. Remember to expand your answers using information from the Exam focus box.



- 1 What do you think is happening in the picture? Which person would you be in this situation?
- 2  1.13 Listen to a teacher explaining a game called Room 101. What does the game involve?
- 3 Work in pairs. Why might people want to put these things in Room 101? Which would you choose?

cold callers computer viruses English grammar
homework plastic packaging queues rudeness
social media winter

- 4 Write down three more things people might want to put in. Swap with another pair. Choose one item from the list and one of you talk for a minute saying why it should go in. Your partner should talk for a minute about why it shouldn't go in.
- 5 Read the essay task and discuss what you might include in it.

Your class has had a discussion about aspects of working life today that concern many people. You have made the notes below:

Things that concern many people about working life today:

- constant connectivity
- commuting
- hot desking

Some opinions expressed in the discussion:
'You can never get away from work these days.'
'Sitting in traffic jams is so frustrating.'
'Never knowing where you'll be working is really off-putting.'

Write an essay discussing **two** of the concerns in your notes. You should **explain which concern is the most serious**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 6 Read the body of a student's essay and compare your ideas.

INTRODUCTION

.....

MAIN PARAGRAPH 1

Let's consider constant connectivity. Whether people work regular or flexible office hours, constant connectivity means that they are potentially always available and unable to completely switch off. Work can intrude on free time and personal lives. While the ability to get immediate feedback or answers to questions can be important, people also need space to develop a good work-life balance, which in turn makes workers more productive in the long term.

MAIN PARAGRAPH 2

Another concern is the frustration caused by the daily commute. With increased pressure on both road and public transport systems, delays and traffic jams are inevitable. Driving to work risks encountering hold-ups due to road works or increasingly heavy traffic. And taking trains leaves passengers vulnerable to delays caused by signal failures or weather-related problems.

CONCLUSION

.....

EXAM FOCUS

Structuring an essay

Structure your essay clearly so that the target reader is taken logically through your ideas. Think about:

Introduction: This should engage the reader and outline or give background to the issues you will be dealing with, but not go into details of what you will include in the main paragraphs, or your final decision.

Main paragraphs: These should develop the outline in the introduction and deal with separate points, including your reasons for an opinion, with examples where possible.

Conclusion: This should review or summarise the main points you have made, but not repeat the same examples or use the same words. It should be balanced, but still clarify your point of view, giving a reason for your final decision.

- 7 Read the Exam focus and choose which would be a better introduction (A or B) and conclusion (C or D) for the essay.

Introductions

- A A lot of people are not happy with aspects of their working lives. This is because of things like constant connectivity – always being at the end of a phone – and commuting to work, with all the delays there are today. I think both these things are concerning today, but the worst, in my opinion, is constant connectivity.
- B Working life has changed significantly over the last few decades. Advanced communications technology has improved efficiency at work and faster transport systems have allowed people to move out of cities and towns and commute to work, giving them a greater choice of where to make their home. But what about the downsides?

Conclusions

- C For me, the more serious concern is the intrusion of constant connectivity on people’s work–life balance. Whereas commuting can be seriously frustrating, systems can be improved with investment, and journey times can be staggered to spread the congestion. Constant connectivity, on the other hand, seems to have become widely accepted as part and parcel of the working day and needs to be addressed and limited by those in authority before it dominates people’s lives completely.
- D So, to conclude, I think constant connectivity is the worst issue because people can’t switch off and this means they don’t have a good work–life balance, which is very important. Commuting to work every day can be frustrating, too, and wastes a lot of time, but overall, it’s constant connectivity that is most concerning.

EXAM TASK

- 8 Read the essay task and choose which two points to write about. Note down ideas to include for the different paragraphs. Compare your choice and ideas with your partner’s.

You have listened to a radio discussion about factors that people think are important for a happy life.

What is important for a happy life:

- close friends
- good level of health and fitness
- money

Some opinions expressed in the discussion:
 ‘Friends are there to support you whenever you need them.’
 ‘You feel good in yourself if you’re fit and healthy.’
 ‘If you haven’t got enough money, you worry all the time.’

Write an essay discussing **two** of the factors in your notes. You should **explain which factor is the most important**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 9 Write your essay in 220–260 words, remembering the advice from the Exam focus.

EXAM BOOST p18

- Complete Exam file SECTION A on page 18.



PRACTICE TASKS

READING AND USE OF ENGLISH - PART 1

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

BUILDING ON MARS

If NASA's proposed 2030s mission to Mars becomes a reality, astronauts will (0) A need a base. All things (1) _____, transporting building materials 225 million kilometres across space would not only be impractical, but phenomenally expensive, too. So, how could living spaces feasibly be created on the Red Planet?

For those who may be (2) _____ of the idea, it isn't actually as much of a (3) _____ into science fiction as it sounds. Mars has an abundance of regolith, a layer of crushed rock found throughout the solar system. It's certainly useable, but scientists have (4) _____ difficulties in developing technology that can bind it together successfully. Doing so would make it more (5) _____ to 3-D printing, the proposed building technique that would be carried out by robots.

What also (6) _____ a challenge is creating a material that allows structures to stand the test of time. The most likely contender is a concrete-like substance, similar to conventional construction materials used on Earth. Though the (7) _____ hasn't occurred yet, scientists are on their way to creating such materials, and life on Mars may not actually (8) _____ too far ahead.

- | | | | | |
|---|-----------------|------------------|-------------------|---------------|
| 0 | A undoubtedly | B nevertheless | C indeed | D utterly |
| 1 | A examined | B considered | C decided | D evaluated |
| 2 | A pessimistic | B dubious | C sceptical | D hesitant |
| 3 | A leap | B spring | C fall | D skip |
| 4 | A come round to | B come down with | C come up against | D come out in |
| 5 | A proper | B suited | C capable | D accepted |
| 6 | A describes | B exhibits | C displays | D presents |
| 7 | A breakthrough | B discovery | C outcome | D progress |
| 8 | A rest | B lay | C sit | D lie |

READING AND USE OF ENGLISH - PART 2

- 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

HOW TO MAKE THE MOST OF YOUR 'STAYCATION'

If you are (0) NOT travelling this summer, you might want to consider a staycation instead: a week or two staying at home (1) _____ no contact from work or college. It might sound boring but if you follow our tips, it'll be far (2) _____ it. You can have a 'real' holiday in your own home and don't need to spend a penny (3) _____ you want to.

The most crucial aspect of any holiday is getting some quality rest and relaxation. You can't completely switch off when your phone's pinging every ten seconds, (4) _____ why not unplug and unwind? Catch up on those novels that have kept (5) _____ put to one side, or start that craft project you've been planning but never quite got round to.

Once refreshed, go out and about. Expose (6) _____ to things you haven't done before: find a new walking route or discover a new place to hang out. Have a break from anyone who gets (7) _____ your nerves and seek out those (8) _____ company you enjoy. You may never leave home again!