



MACMILLAN EXAMS

Ready for Advanced

workbook with key

3rd Edition

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with Miles Horder



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Reading and
Use of English

Part 8

Multiple matching

- 1 Read the article about the explorer Ranulph Fiennes quickly. In the article, is he mainly
- A giving advice to inexperienced explorers?
 - B talking about the nature of exploration?
 - C promoting adventure travel to young people?
- 2 For questions 1–10, answer by choosing from the sections of the article (A–D). Some of the choices may be required more than once.

In which section are the following mentioned?

an aspect of Fiennes's character that may have been unfairly highlighted

1

a negative effect of the growing interest in adventure travel

2

Fiennes's suggestion that people find increasingly unusual ways to achieve recognition

3

a misconception regarding the knowledge previous explorers had

4

Fiennes's fascination with a field in which he is fairly inexperienced

5

Fiennes's opinion that someone who is reasonably fit could reach the South Pole

6

the belief that explorers have too much respect for their own field

7

Fiennes's primary motivation for being an explorer

8

the importance given by explorers to achieving something before anyone else

9

a reason Fiennes gives for exploration becoming more appealing to amateurs

10 

Is this your idea of fun?

Sir Ranulph Fiennes is the world's greatest living explorer. But now it seems an endless stream of people are conquering the South Pole or clambering up Everest. Mark MacKenzie asks him, is the exploring game becoming too easy?

A

In the field of human exploration, Sir Ranulph Fiennes's personal achievements are remarkable and his numerous expeditions to the North and South Poles have turned him into an iconic figure, the explorer's explorer. Now there are many amateurs that would follow in his footsteps and adventure travel is one of the fastest growing sectors of the travel market. This year, record numbers are expected at the base camp of Everest, in the hope of reaching the summit of the world's tallest peak. So, is the exploring game getting too easy? 'Anyone who plans carefully could get to the South Pole if they're in relatively good condition and go at the right time of year,' says Fiennes. 'I would say the same of Mount Everest. If the weather's good and you take a reasonable guide, you should be able to get up even if you've never climbed before. However, there are still plenty of expeditions the majority of the public would not be able to do. Crossing the whole continent of Antarctica unsupported, for example, your troubles only really start at the South Pole. But the urge to go to far-flung regions is innate to man,' Fiennes continues, 'and I think provided there is no ecological damage, this is fine. On Everest, though, there has been a dramatic impact in terms of litter.'

B

But with specialist companies willing to deposit increasing numbers of tourists in ever more remote locations, is exploring still a true test of character? 'The challenge is what you make of it,' says Fiennes. 'In the wrong weather, you can have the most horrendous time on reasonably easy routes.' Also lying behind the increasing numbers of extreme adventurers, says Fiennes, is the improved technology used for polar equipment. 'It's all a lot lighter now, less bulky. If you're inexperienced, that makes these journeys a lot more appealing.' Patrick Woodhead, whose young team reached the South Pole in 75 days, thinks the explorer community has a tendency to be overly reverential towards their discipline and claims his South Pole trek was a thoroughly enjoyable experience. However, in Fiennes' biography of the original Antarctic explorer, Captain Robert Falcon Scott, he implies strongly that

there are those among modern explorers who remain ignorant of the debt they owe to Scott's pioneering spirit. 'People today think we knew back then that Antarctica was a continent – we didn't. On his first expedition to Antarctica in 1902, Scott made an 800-mile journey when the furthest expedition previously had been 14 miles.'

C

What is it that has driven explorers to the extremes of the Earth? 'Explorers have always had a thousand different motives,' Fiennes acknowledges. 'If I'm asked myself, I am quite clear. It's my profession and how I make an income. There are people who aren't comfortable with that. I'm supposed to say "Because it's there to be conquered." I think some people still need this image of nobility.' Such frankness has contributed to Fiennes's reputation for occasional haughtiness. On an expedition in 1971, he made the mistake of taking along a television crew. 'It meant good publicity for future expeditions,' he says, 'but they deliberately set out with the aim of showing me up as a dictator.'

D

Nevertheless, Fiennes has built his reputation on the only sort of accomplishment that matters among his peers – being first. 'When Sir Edmund Hillary first scaled Everest, he used every aid at his disposal. The next "first" then has to be the person to do it without oxygen, then the first solo ascent and so on.' So are there any true 'firsts' left? 'In part, it's the attitude of the individual,' he says. 'If something has been done, they will find their own firsts. Eventually, expeditions end up relying on gimmicks; for example, going to the South Pole on a motorbike, or on a camel and so on.' In 1992, Fiennes completed his first archaeological expedition to find the lost city of Ubar in the deserts of Oman. He admits he found the detective work intriguing, albeit a challenge for a relative amateur, and believes the possibility of making similar discoveries may increasingly occupy his time in the future. While most men his age are thinking about retirement, his appetite for adventure appears undiminished.

Vocabulary

Wordlist on page 208 of the Coursebook.

A Verb and noun collocations

Complete the sentences with one of the words from the box.

out with in to into

- 1 Their solar panel business ran _____ problems after a succession of wet summers in the mid-2000s.
- 2 Last year's police campaign to reduce the number of accidents on motorways met _____ limited success.
- 3 Union leaders have not ruled _____ the possibility of taking strike action.
- 4 Her attempt to cycle across the Sahara ended _____ failure yesterday, when she fell off her bike and broke her leg.
- 5 Taking on the Cup holders was no easy task, but they rose _____ the challenge and drew 1-1.

B Adjective and noun collocations

- 1 One of the items of vocabulary in each group is not normally used with the word in capitals. Cross out the item which does not fit. There is an example at the beginning (0).

0 distinct	heavy	remote	strong	POSSIBILITY
1 fair	inside	realistic	slim	CHANCE
2 potential	recurrent	resounding	trivial	PROBLEM
3 burning	daunting	exciting	fresh	CHALLENGE
4 hard	high	personal	poor	MOTIVATION
5 huge	overnight	roaring	terrible	SUCCESS
6 continued	dismal	inevitable	urgent	FAILURE
7 heated	lifelong	greatest	secret	AMBITION
8 major	outlying	remarkable	sporting	ACHIEVEMENT

- 2 Complete the sentences with an appropriate adjective from exercise 1. There is an example at the beginning (0).

- 0 I can't understand why he applied for the job; there wasn't even a remote **possibility** that he'd get it.
- 1 Recent corruption scandals mean that the party now stands **only** a _____ **chance of** victory in the forthcoming elections.
- 2 During his adolescence, serious illness was a _____ **problem**, and always seemed to strike at exam time.
- 3 The situation does pose a **rather** _____ **challenge**, but we will not be put off.
- 4 His consistently low marks seem to be both the result and the cause of _____ **motivation**.
- 5 The book brought her great wealth and worldwide fame, but this was **no** _____ **success**; her previous two novels had been bestsellers in her own country.
- 6 It was a night of _____ **failure** for British athletes, whose recent successes had given cause for great optimism.
- 7 As I've always said, it's been a _____ **ambition** of mine to play Hamlet, and now at last I can fulfil it.
- 8 Undoubtedly, the greatest _____ **achievement** of the year was Alek Schmidt's record-breaking marathon run of two hours and three minutes.

C Word formation

Don't forget!

You may need to use the negative or plural form of the noun.

Complete the sentences with an appropriate noun form of the word in capitals at the end of the sentence. There is an example at the beginning (0).

- | | |
|--|------------------|
| 0 Many people at the club are questioning the <u>wisdom</u> of signing the 16-year-old goalkeeper. | WISE |
| 1 Excessive _____ to direct sunlight should of course be avoided. | EXPOSE |
| 2 Councillors have once again rejected the _____ for a new multi-storey car park. | PROPOSE |
| 3 Management criticized the unions for their stubborn attitude and _____ in the wage negotiations. | FLEXIBLE |
| 4 The government is concerned at the number of unfilled _____ in the nursing profession. | VACANT |
| 5 There is a strong feeling within the company that greater _____ should be placed on staff development. | EMPHASIZE |
| 6 Failure to meet legal safety _____ has led to the temporary closure of the fairground. | REQUIRE |
| 7 She chose to live in Brighton because of its mild climate and _____ to London. | CLOSE |
| 8 There is a chronic _____ of housing in our cities. | SHORT |
| 9 The complete _____ of this answer shows that the candidate did not read the question carefully. | RELEVANT |
| 10 He achieved _____ for failing a drugs test after winning an Olympic® final. | NOTORIOUS |

Language focus

A Spelling

The following letter contains **20** spelling mistakes. Find the mistakes and correct them.

Dear Sir,

I am writting to complain about an article that apeared in the 'Winners and Losers' section in last weekend's edition of your newspaper.

The article, wich analyses the growth of my educational publishing company, 'ABC', describes me as 'a man with surprisingly little education' and attributes my success to 'agressive ambition and a complete disregard for the wellfare of his employees'. This is, of course, totally untrue, and althought I do not intend to justify myself or my business methods, their are one or two observations I feel I ough to make.

Firstly, the economics degree I obtained from Bristol University speaks for itself, particularly, I feel, as I graduated with first class honours. In adition, whilst I am proud

to consider myself ambitious, this is not at the expense of my staff, who would, I know, be only too pleased for you to intervue them. Indeed, they would be disappointed if they where not given the oportunity to inform your readers of their generous salary, impresive working conditions and excellent promotion prospects.

As you can imagine, your article has caused considerable pane and embarrassment, both too myself and my family, who found it extremly upsetting. I trust you will print an apology in the next edition of your newspaper, pointing out and rectifying the innacuracies in the article.

Yours faithfully

John Austin

B Modal verbs: might, could, may and can

Grammar reference on page 215 of the Coursebook.

- 1** In 1–7, complete the second sentence so that it has the same meaning as the first. There is an example at the beginning (0).

0 Would you mind lending me your pen for a moment?

May I borrow your pen for a moment?

1 Although he lives here, we never see him.

He may _____.

2 They're very likely to ask you to speak French during the interview.

You may _____.

3 Perhaps she didn't know you were married.

She might _____.

4 He had a good chance of getting the job, but he didn't apply.

If he'd applied for the job, he could _____.

5 I rarely use my bike these days, so it would make sense if I sold it.

I rarely use my bike these days, so I may _____.

6 Why on earth didn't you tell me you were vegetarian?

You might _____!

7 It's unlikely she was enjoying herself very much.

She can't _____.



I rarely use my bike these days, so it would make sense if I sold it!

- 2** In 1–7, one of the three alternatives is incorrect. Cross it out. There is an example at the beginning (0).

0 You ~~might not~~/may not/cannot leave until I give you permission.

1 It's not my scarf – I think it ~~might~~/could/can be Graham's.

2 It ~~might~~/may/could not be warm enough to eat outside tonight, but we'll keep our fingers crossed.

3 He's so lazy – he ~~might~~/may/could at least offer to do the washing up!

4 I know you didn't want to come, but you ~~might~~/may/could as well try and enjoy yourself now that you're here.

5 Don't run across the road like that again – you ~~might~~/may/could have been run over!

6 It was a tough walk, but we ~~could~~/were able to/managed to reach the end before it got dark.

7 Police are now saying that the fire ~~might~~/may/could not have been started deliberately, although they have refused to rule out the possibility of arson entirely.

Reading and Use of English

Part 1

Multiple-choice cloze

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).

On top of the world

In December 2011, a teenage mountaineer from California (0) the youngest person to complete one of his sport's most extravagant (1) : scaling the highest peak on each of the world's seven continents. Jordan Romero was just 15 when he (2) the summit of Vinson Massif in Antarctica.

Jordan, who grew up climbing the mountains in Big Bear Lake, just east of Los Angeles, conquered his first (3) summit, Mount Kilimanjaro, at the age of nine. At 13, he became the youngest person to (4) it to the top of Everest. He beat the previous record for the Seven Summits, which was (5) by 16-year-old British climber George Atkinson. Both teenagers sparked controversy in mountaineering (6) , with purists claiming they were too young to contribute properly to climbs, and therefore relied excessively on the support of their team-mates.

Although Jordan broadcast his achievements on the Internet, his mother (7) to comment when contacted by the press, claiming that the family was not (8) attention for his feats.



- | | | | |
|---------------|--------------|-----------------|----------------|
| 0 A overtook | B turned | C <u>became</u> | D succeeded |
| 1 A successes | B contests | C challenges | D disputes |
| 2 A achieved | B reached | C fulfilled | D accomplished |
| 3 A major | B chief | C upper | D superior |
| 4 A get | B find | C make | D work |
| 5 A kept | B maintained | C broken | D held |
| 6 A sets | B bands | C fields | D circles |
| 7 A declined | B rejected | C denied | D renounced |
| 8 A asking | B seeking | C paying | D searching |

Writing

Part 2

Formal letter: application

- 1 Read the following job advertisement, which has been taken from the Internet, and make a list of the characteristics the ideal candidate would possess.

Personal assistant to insurance executive

A dynamic PA is required to work for a very busy insurance executive. Duties include correspondence, diary management and booking travel. There will also be a great deal of contact with business people at a high level. A minimum of five years' related experience is essential.

- 2 The following is a letter of application for the job advertised in exercise 1. In 1–15, two of the alternatives can be used in each space. Cross out the alternative which **cannot** be used. There is an example at the beginning (0).

(0) Dear Sir/Dear Executive/Dear Sir or Madam

I am writing in (1) *reply/apply/response* to your advertisement which appears on the website of the *Business Times* newspaper.

As you (2) *must/can/will* see from my (3) *enclosed/attached/enveloped* CV, I have spent the last six years working at the Tadwell branch of the Excel Insurance Company. I joined the branch as trainee secretary after leaving school and two years ago I was (4) *appointed/destined/promoted* to the (5) *place/position/post* of office manager, in charge of a (6) *staff/team/number* of seven. My (7) *duties/chores/responsibilities* range from the day-to-day (8) *conduct/management/running* of the office to staff training and new recruitment. I am also responsible for (9) *organizing/making/sorting* travel arrangements for management and visiting officials.

I am now interested in working in a more dynamic environment and given the experience I have (10) *acquired/gained/learnt* at Excel, I consider myself well equipped to (11) *respond to/take up/rise for* the challenge offered by the post of personal assistant. I also feel I (12) *have/own/possess* the necessary personal qualities to (13) *meet/complete/deal with* the demands of the job; I have included in the CV the contact details of my branch manager, who would be (14) *welcome/willing/pleased* to provide you with a character reference.

I am available for interview at any time which might be convenient to you and would be able to start work after serving out the two months' notice in my (15) *actual/current/present* job.

I look forward to hearing from you.

Yours faithfully

Lara Goodrich

- 3 Write your own letter of application in **220–260** words for the following job, which you have seen advertised in an English-language magazine in your country.

Language school receptionist

Busy and expanding language school with a reputation for professional standards and friendly service requires two receptionists for its new centre in the north of England. Successful candidates will have a genuine interest in people and be able to work under pressure. They will also be reasonably fluent in both spoken and written English. IT skills an advantage. Previous experience useful but not essential.

How to go about it

- Make notes about relevant experience, skills and personal qualities which would make you suitable for the job. Think also about your reasons for applying. Remember, you can invent information.
- Make a paragraph plan of your letter. Look back at Lara Goodrich's application; how has she organized her information into paragraphs?
- Use a range of relevant vocabulary and structures. Underline any words and expressions in Lara's application which you might find useful.



Reading and
Use of English

Part 5

Multiple choice

You are going to read a magazine article about longevity, the long life that some people have. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Would you want to live to 100?

Remarkably, two in five girls born today will live for a century, and boys are close behind.

But, asks Jeremy Laurance, is longevity all it's cracked up to be?

Human beings have struggled to defeat the ageing process for millennia. From olive leaves in ancient Egypt to the alchemists' 'elixir of life', vast resources have been spent – and still are today – on tonics, potions and vitamins in the attempt to stave off the ravages of the years. Now we know the secret. Quietly, without fanfare, we are putting it to work. Life expectancy soared by 30 years in richer nations during the 20th century and shows no sign of slowing. In some countries it has increased by three months a year for the last 160 years. When the British tradition of sending a telegram from the monarch to all new centenarians began in 1917, King George V dispatched 24 celebratory messages. By 1952, the number had increased 10-fold and by 2011 it had increased almost 40-fold to nearly 10 000.

Leading economist Professor John Appleby cites the figures in the British Medical Journal and asks: 'Where will it all end?' That is an economist's question, but one that 18th century author Jonathan Swift also wanted to answer. *Gulliver's Travels* features a race of humans, the Struldbrugs, who were normal in all respects except one. Their immortality, instead of being a blessing, was a curse, because they continued to age. 'At 90, they lose their teeth and hair; they have at that age no distinction of taste, but eat and drink whatever they can get, without relish or appetite ... the question therefore was not, whether a man would choose to be always in the prime of youth, attended with prosperity and health; but how he would pass a perpetual life under all the usual disadvantages which old age brings along with it.'

In a recent article, centenarian Walter James wrote a poignant account of the deprivations of age. Though he still cooks and looks after himself, does the crossword, enjoys a glass of whisky and can recall events from his past with clarity, what he cannot recover are the sensations that accompanied the events. Recounting his sporting successes and close relationships, he notes the absence of the exhilaration that went with them. 'Perhaps the greatest loss is what it is like to be in love. I can remember the routines, the shared meals, concerts and theatres, walks in the country. But writing all this is like taking a book down from the shelf and leafing through its pages.'

Such observations are bound to make those younger wonder – is ageing, at the rate those of us fortunate enough to live comfortable lives are achieving, something to be celebrated or feared? The pace of advance is astonishing. As recently as 1980, scientists believed that age 85 would mark a natural limit for average life expectancy. In Japan that barrier was passed for women in 2007. In the UK, average life expectancy for both sexes born today is over 90. What is the secret – the elixir of life? Just better standards of living, education and healthcare is all, rather than a blend of exotic ingredients secretly distilled in a laboratory. Dull, perhaps, but marvellously true. In the early part of the last century, improvements in infant and child survival contributed most to growing life expectancy, but since the 1950s the biggest gains have been in the over-80s.

What worries most people about ageing is losing their faculties and the ability to perform the daily tasks of living – eating, dressing, bathing and getting around. The trends in this regard are worrying. The good news is that despite increases in chronic conditions such as diabetes and arthritis, earlier diagnosis and improved treatments have rendered these conditions less disabling. In the future, more of us will fall ill, but the illnesses should affect us less. The result is that we may live to see our great-grandchildren and even our great-great-grandchildren. Nevertheless, there are large differences between countries in healthy life expectancy beyond 65 – that is, years spent without disability – and the UK performs poorly compared with countries such as Italy and Belgium.

If ageing is to be celebrated we need answers to the personal, social, financial and health challenges it poses. One suggestion, proposed by Professor Kaare Christensen, of the Danish Ageing Research Centre, is to extend working lives by shortening the working week. 'The 20th century was a century of redistribution of income,' Professor Christensen says. 'The 21st century could be a century of redistribution of work. Redistribution would spread work more evenly across populations and over the ages of life. Preliminary evidence suggests that shortened working weeks over extended working lives might further contribute to increases in life expectancy and health.' Work till you are 100? Now that would deserve a celebratory telegram. How many people would welcome this opportunity is quite another matter.

- 1 What does the writer suggest about getting older in the first paragraph?
 - A Long life is no longer seen as remarkable.
 - B There is no reason to celebrate getting older.
 - C Life expectancy has increased beyond our expectations.
 - D Staying youthful has always been something people desired.
- 2 The writer refers to the novel *Gulliver's Travels* in order to
 - A show how the obsession with ageing is a modern phenomenon.
 - B make the point that eternal life is not necessarily a positive thing.
 - C illustrate how ageing has been typically portrayed in literature.
 - D compare views on ageing from previous centuries and the current one.
- 3 What does the writer find most moving about Walter James' situation?
 - A his physical deterioration
 - B his determination to be independent
 - C his disconnection with emotion
 - D his sense of nostalgia
- 4 What is the writer emphasizing in the sentence 'Dull, perhaps, but marvellously true'?
 - A the unexceptional reasons that people live longer
 - B the particular accuracy of recent scientific prediction
 - C the common patterns of longevity in different countries
 - D the objectivity of statistics for ageing populations
- 5 In the fifth paragraph, the writer draws a contrast between
 - A the fears that people have about ageing and the eventual reality.
 - B countries where the elderly enjoy healthy lives and those where they do not.
 - C the physical problems older people suffered in the past compared to today.
 - D attitudes towards the care of the elderly across various European countries.
- 6 In the final paragraph, we get the impression that the writer
 - A intends to extend his career in the way Professor Christensen recommends.
 - B sees no connection between the way income and work might be divided.
 - C is reluctant to accept lower financial rewards for a job he is already doing.
 - D is sceptical of Professor Christensen's proposal regarding a person's working life.



Vocabulary

Wordlist on page 209 of the Coursebook.

Changes

- 1 For questions 1–4, complete each of the gaps with a word from the box. The verb you choose must be appropriate for the gaps in both sentences. There is an example at the beginning (0).

adapted altered **changed** shifted transferred

- 0 a I've changed **my mind** – I'll have the soup instead of the prawn cocktail.
b He changed **places with** Jean so that he could sit nearer the blackboard.
- 1 a Football star Cristiano Ronaldo was _____ from Manchester United to Real Madrid **for a fee of** £80 million.
b I've just _____ £3000 from my current account to my savings account.
- 2 a When asked why he hadn't done his homework, James _____ **uncomfortably in his seat**.
b The publishing company has _____ **its attention away from** children's literature **towards** school text books.
- 3 a The snow leopard has _____ **to life** at altitudes of up to 6000 metres.
b Several of her **books** have been _____ **for television**.
- 4 a The jacket was a perfect fit, but I **had the trousers** _____ because they were a little too tight.
b The new tower block has dramatically _____ **the appearance** of the town.
- 2 Underline the word **A**, **B**, **C** or **D** which best fits each gap.
- 1 He's _____ changed at all since I last saw him – he's just as lively and outgoing as he always was.
A slightly **B** hardly **C** subtly **D** nearly
- 2 The seat is _____ adjusted by pulling on this lever here.
A highly **B** fully **C** openly **D** easily
- 3 Prices vary _____, so do shop around before you buy your barbecue.
A widely **B** instantly **C** completely **D** closely
- 4 In response to growing criticism, the government modified its plans for education cuts, though only very _____.
A barely **B** fundamentally **C** slightly **D** faintly
- 5 To her credit, she _____ transformed the business from a string of small shops into a major international chain of department stores.
A radically **B** revoltingly **C** enormously **D** increasingly



3 Complete the sentences with one of the words from the box.

fortunes heart scene pace condition attitudes direction law

- 1 You should go away somewhere for the weekend. **A change of** _____ will do you good.
- 2 At first my parents refused to let me go off travelling on my own, but then they **had a change of** _____.
- 3 After a very slow start, the car chase gives the film **a** much needed **change of** _____.
- 4 In **a complete change of** _____ he gave up his job in teaching and became a farmer.
- 5 The win **marked a change in the** _____ of the team, which had lost its previous six games.
- 6 Despite the operation on his eye, there has been **no significant change in the patient's** _____.
- 7 For many years, anti-smoking campaigners had **called for a change in the** _____ to make it illegal for people to smoke in bars and cafés.
- 8 The legalization of divorce reflected **a change in** _____ **towards** marriage.

Language focus



Grammar reference on pages 215–216 of the Coursebook.

- 1 Correct the following sentences by changing the underlined word or words. You may need to write more than one word. There is an example at the beginning (0).

have known

0 I know him since we were at school together.

- 1 We would have a parrot, but he flew away one day when I was cleaning his cage.
- 2 The service was terrible; when our dessert arrived, Paul still ate his starter!
- 3 I have met some very interesting people on my holiday last year.
- 4 This must be about the tenth time I eat in this restaurant.
- 5 It's a long time since we don't see each other.
- 6 It wasn't the first time she was catching him taking money from her purse.
- 7 I'd like to stay in London longer, but we had to get back for Sandra's wedding.
- 8 I wish you didn't give him my phone number – he phoned me three times yesterday!
- 9 You did nothing but complain since we've been here.
- 10 She was about sitting down, when she noticed the chair was broken.

2 Complete the texts with an appropriate form of the verb in brackets.

A

Derek Taylor, 87, is one of Britain's longest-serving Santas: he (1) _____ (put) on his red suit and white beard for over 50 years now. He believes he (2) _____ (manage) to hold down his job in a Rotherham department store for so long by adapting to the changing attitudes of the children he (3) _____ (meet) down the years. 'Back in the 1960s, children (4) _____ (believe) in Father Christmas totally and (5) _____ (ask) lots of questions, like "Where exactly do you live?" or "How do you manage to squeeze down chimneys?" Nowadays they just tell me about the presents they want. Of course, the toys they ask for (6) _____ (change) dramatically over the years. In the old days, if you (7) _____ (say) you would try and bring them the doll or roller skates they wanted, their faces (8) _____ (light) up. Now it's all mobile phones, computers and games consoles.'

B

I'll never forget the time I (1) _____ (go) to the hairdresser's way back in the 1940s for my first perm, or 'permanent wave', after I (2) _____ (see) a picture of Gina Lollobrigida with one in a film magazine. I (3) _____ (work) in a shop at the time, and I (4) _____ (book) an appointment for 1.30 pm on Wednesday afternoon, my half day off. (5) _____ (wash) and cut my hair, the hairdresser rolled it into tight and rather painful metal curlers. He then connected the curlers to wires from a machine that looked as if it (6) _____ (just/land) from outer space! He chose that moment to tell me he (7) _____ (experience) problems with the machine for the last few days and that the 'baking' procedure (8) _____ (take) a little longer than expected. In fact, I (9) _____ (spend) over six hours in the hairdresser's altogether and (10) _____ (not/arrive) home until well after 8 o'clock! At one point during my long ordeal, after I (11) _____ (sit) in the same chair for about four hours, my worried husband phoned the hairdresser's to ask what time I (12) _____ (leave). It was the first time I (13) _____ (ever/have) a perm, and I decided there and then that it (14) _____ (be) my last!

Reading and
Use of English

Part 2

Open cloze

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). Write your answers **IN CAPITAL LETTERS**.

What, no jet packs?

The usual complaint (0) *WHEN* looking back at old predictions about the future is that a lot of the things promised in previous decades are (1) near coming true. Jet packs, for example, (2) have been commonly available by now. One can't help feeling disappointed. But reading a piece from 1988, in (3) the *Los Angeles Times Magazine* tries to predict life for a 2013 household, has the opposite effect. The article, written by Nicole Yorkin, who later (4) on to become a screenwriter for several science-fiction series, traces a day in the life of a fictitious family. It begins in the morning when their coffee maker turns itself on and ends (5) one of the family reading in bed on a laser disc. Meanwhile, data is stored on credit-card-sized computers that Yorkin uncannily refers to (6) 'smart cards' and films are watched on (7) are described as 'ultra-thin, high-resolution video screens'. Some things aren't quite so accurate, (8) Yorkin suggests, for example, that her futuristic family will be served by home robots.

Reading and
Use of English

Part 3

Word formation

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). Write your answers **IN CAPITAL LETTERS**.

Book review: *Walls have Ears* by Mark Mitchell

Avid (0) *READERS* of Mark Mitchell's critically acclaimed historical novels **READ**
will not be disappointed by his latest offering, *Walls have Ears*, a simple, but
(1) written tale of childhood innocence in a world of adult **BEAUTY**
corruption. Mitchell, a former history teacher, shot to fame three years ago
thanks to the television (2) of his fourth novel, *Baroque of Ages*, **ADAPT**
which followed the fortunes of two teenage siblings in seventeenth-century
Britain. Despite the author's (3) with the TV production, **SATISFY**
(4) Marian Blackshaw and Edek Sobera, it was a huge success and **STAR**
(5) of his books for children rocketed overnight as a result. **SELL**
Walls have Ears is a (6) on the central theme of *Baroque of Ages*, **VARY**
though this time set against the background of Hadrian's Wall during its
construction in the second century. The chance (7) by two young **DISCOVER**
friends of a plot to assassinate the Roman Emperor responsible for the
defensive wall turns their world upside down. The children are sworn to
secrecy, but their conscience (8) to get the better of them. **THREAT**
The book will be released on June 20th.

Reading and
Use of English

Part 4

Key word transformation

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. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**.

- 0 I haven't driven an automatic car for several years.

LASTIt's *SEVERAL YEARS SINCE I LAST DROVE* an automatic car.

- 1 This is your third warning from me this week about being late for work.

NOT

This is the third time this week I be late for work.

- 2 I always hated pasta when I was a child but now I cook it regularly.

USE

I pasta when I was a child but now I cook it regularly.

- 3 We wanted to continue our mountain trek but the weather was too bad.

LIKE

We on with our mountain trek but the weather was too bad.

- 4 I want to inform you that I was not satisfied with the standard of service in your hotel.

EXPRESS

I would with the standard of service in your hotel.

- 5 I wanted to stay in last night but my flatmate insisted we go out.

SOONER

I in last night but my flatmate insisted we go out.

- 6 Didn't you want me to tell the staff about your resignation?

RATHER

Would the staff know about your resignation?

Writing

Part 2

Formal and informal letter

1 Read the following two Writing Part 2 tasks.

- A** You have just returned from a rather unsatisfactory holiday with a tour company. A friend of yours is about to go on the same holiday. Write a **letter** to your friend explaining which aspects were not satisfactory and giving her advice on how to prepare for her holiday.
- B** You have just returned from a rather unsatisfactory holiday with a tour company. You have decided to write a **letter** to the tour company, explaining which aspects of the holiday were not satisfactory and making recommendations for improvements.

2 **A** and **B** below are the first half of the two letters required by the tasks. Use a more formal version of the underlined information in **A**, the informal letter, to complete the gaps in **B**, the formal letter. Write **one word** in each gap. There is an example at the beginning (0).

Dear Sarah

Just got back from the historical tour of Rome. I had a very good week there - the guide, Francesca, really made it for me and I learnt loads about the history of Rome. She really knew her subject and she explained things so well.

So all in all I really enjoyed the holiday, but I've just written to Timson's to tell them about two or three things that happened when I was there. It's really a way of helping them to make things better for future tours - like the one you're going on next month!

For one thing, we never made it to Ostia because the coach broke down shortly after we left and the local rep didn't send another one to replace it. Also, we had three free days rather than two, because our guide suddenly fell ill at the end and we were left to look after ourselves. One last thing that'll be of particular interest to you - I only found out when I got to Rome that we had to pay to get into all the ancient monuments ourselves, which I thought was a bit cheeky considering the price.

That last point is certainly something for you to bear in mind when you go - make sure you ...

Dear Sir or Madam

I have just (0) returned from Rome, where I spent a week on one of your historical tours. I would like to express my general (1) _____ with the holiday, during which I learnt a great (2) _____ about Rome and its history. This was largely due to the excellent work of the guide, Francesca, who impressed everyone with her (3) _____ and the quality of her (4) _____.

I feel I should, however, draw your (5) _____ to a number of incidents which occurred, in the hope that this may help you to (6) _____ your service in future. (7) _____, our planned visit to Ostia was cancelled, as the bus broke down soon after our (8) _____ and your local representative (9) _____ to send a replacement. In (10) _____, our two free days became three, owing to the unexpected (11) _____ of our guide on the final day; once again, we were not provided with a substitute. (12) _____, I was rather surprised to (13) _____ on my (14) _____ in Rome that (15) _____ fees to ancient monuments were not included in the price of the holiday.

As a result of my experience, I would like to make a number of recommendations for future tours.

Listening bank

1 Aiming high

Listening

Part 1

Multiple choice 1.1–1.3

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 university students talking about applying for jobs.

- 1 How does the man feel about applying for jobs?
 - A confident he will get the job he wants
 - B pleased that his CV looks impressive
 - C surprised to have received so many replies
- 2 The woman has delayed applying for jobs because
 - A she may do further study.
 - B she might take time off to travel.
 - C she could work in the family business.

Extract 2

You hear two business colleagues discussing a conference they have just attended.

- 3 According to the woman, one of the best things about the conference was
 - A the range of backgrounds of the speakers
 - B the chance to ask questions after each presentation
 - C the large number of people who attended
- 4 Before the conference began, the man had felt
 - A determined to hear one particular presentation.
 - B regretful that some presentations had been cancelled.
 - C concerned that the programme was too ambitious.

Extract 3

You hear part of a radio discussion in which two people are talking about plans to expand the size of their city.

- 5 What aspect of the plans does the man criticize?
 - A the cost of new public transport initiatives
 - B the types of new housing to be built
 - C the provision of recreational facilities
- 6 Both speakers agree that the planned expansion
 - A will give the city a stronger sense of identity.
 - B will be good for the country as a whole.
 - C will improve the international profile of the city.

Word formation list

-ory

Verb	Adjective
advise	advisory
celebrate	celebratory
contradict	contradictory
explain	explanatory
introduce	introductory
migrate	migratory
oblige	obligatory
prepare	preparatory
satisfy	(un)satisfactory
supervise	supervisory

Verbs

-ate

Noun	Verb
alien	alienate
assassin	assassinate
difference	differentiate
value	evaluate

Adjective	Verb
active	activate
captive	captivate
dominant	dominate
valid	validate

en-

Noun	Verb
act	enact
circle	encircle
courage	encourage (discourage)

danger	endanger
force	enforce
list	enlist
rage	enrage
trust	entrust

Adjective	Verb
able	enable
large	enlarge
rich	enrich
sure	ensure

-ify

Noun	Verb
class	classify
example	exemplify
glory	glorify
identity	identify
note	notify
(dis)qualification	(dis)qualify

Adjective	Verb
clear	clarify
just	justify

pure
simple
solid

-en

Adjective	Verb
black	blacken
bright	brighten
broad	broaden
dark	darken
dead	deaden
deaf	deafen
deep	deepen
fat	fatten
flat	flatten
fresh	freshen
hard	harden
high	heighten
light	lighten
long	lengthen
less	lessen
loose	loosen
moist	moisten
quick	quicken
red	reddden
ripe	ripen
sad	sadden
sharp	sharpen
short	shorten
soft	soften
stiff	stiffen
straight	straighten
strong	strengthen
sweet	sweeten
thick	thicken
tight	tighten
weak	weaken
wide	widen
worse	worsen

Noun

threat

-ize

Noun	Verb
character	characterize
climate	acclimatize
computer	computerize
criticism	criticize
emphasis	emphasize
maximum	maximize
memory	memorize
minimum	minimize
moisture	moisturize
pressure	pressurize

purify
simplify
solidify

revolution
standard
summary
symbol
sympathy
Adjective
commercial
familiar
formal
general
item
modern
social
special
stable
visual

revolutionize
standardize
summarize
symbolize
sympathize
Verb
commercialize
familiarize
formalize
generalize
itemize
modernize
socialize
specialize
stabilize
visualize

Verbs formed with up, down, over, under, out

up-

update
upgrade
uphold
uplift
uproot
upset
upstage

over-

overcome
overcook
overeat
overestimate
overexpose
overflow
overhear
overheat
overload
overlook
overrate
overrule
overrun
overshadow
oversleep
overspend
overstay
overstretch
overtake
overthrow
overuse
overwork

down-

downgrade
download
downplay
downshift
downsize

under-

underachieve
undercharge
undercut
underestimate
undergo
underline
underrate
understate
undertake
undervalue

out-

outgrow
outlast
outlive
outnumber
outplay
outrun
outstay

Vocabulary, page 14

Changes

1
1 transferred 2 shifted 3 adapted 4 altered

2
1 B 2 D 3 A 4 C 5 A

3
1 scene 2 heart 3 pace 4 direction 5 fortunes
6 condition 7 law 8 attitudes

Language focus, page 15

1
1 used to 2 was (still) eating 3 met 4 have eaten
5 have seen/saw 6 had caught 7 have stayed
8 hadn't given 9 have done 10 to sit

2
A
1 has been putting 2 has managed 3 has met
4 believed/used to believe 5 asked/used to ask/would
ask 6 have changed 7 said 8 lit/used to light/
would light

B
1 went 2 saw/had seen 3 was working/worked
4 booked/had booked 5 Having washed 6 had just
landed 7 had been experiencing 8 would take/was
going to take 9 spent 10 didn't arrive 11 had been
sitting 12 had left/would be leaving/was going to
leave/was leaving 13 had ever had 14 would be/was
going to be

Reading and Use of English, page 16

Part 2 Open cloze

1 nowhere 2 should 3 which 4 went 5 with
6 as 7 what 8 however/though

Part 3 Word formation

1 beautifully 2 adaptation 3 dissatisfaction
4 starring 5 sales 6 variation 7 discovery
8 threatens

Part 4 Key word transformation

1 have warned/told you not to 2 didn't use to like/
enjoy 3 would like to have carried/gone 4 like to
express my dissatisfaction 5 would sooner have
stayed 6 you rather I hadn't let

Writing, page 18

Part 2 Formal and informal letter

2
1 satisfaction 2 deal 3 knowledge
4 explanations 5 attention 6 improve 7 Firstly
8 departure 9 failed 10 addition 11 illness
12 Finally 13 discover/learn/hear 14 arrival
15 entrance/admission

Unit 3

Reading and Use of English, page 20

Part 7 Gapped text

1 E 2 A 3 B 4 C 5 F 6 D
G = not used

Vocabulary, page 22

A Adjective and noun collocations

1
Across: 3 ambition 5 aroma 6 method 8 success
11 change 12 challenge
Down: 1 changes 2 odour 4 information 7 failure
9 chance 10 smell
2 Possible answers
(see also Wordlist on pages 208–209 of the Coursebook)
lifelong/secret **ambition**
pleasant/sweet **aroma**
convenient/efficient **method**
huge/great **success**
refreshing/pleasant **change**
formidable/major **challenge**
far-reaching/significant **changes**
acrid/stale **odour**
biased/reliable **information**
total/continued **failure**
slight/remote **chance**
faint/rancid **smell**

B Verb and noun collocations

1
1 an ambition 2 information 3 a challenge
4 change 5 a problem 6 a possibility 7 a smell
2
1 pursue 2 gathering 3 presents 4 resisting
5 resolved 6 looking into 7 get rid of

C Word formation

1 ignorant 2 countless 3 inaccessible 4 numerous
5 surprisingly 6 literary 7 unsuccessful 8
comparative 9 dramatically 10 introductory

Language focus, page 24

1
1 had seen/watched 2 rather/sooner have 3 been
for 4 have worn/taken 5 to have 6 Had I
7 you had, would/could have 8 might/would not/
never, been driving/travelling/going
2
1 C 2 A, B, C 3 B 4 A, B, C 5 A, B 6 B, C 7 C
8 A, C