

Unit 1 Our people

Starting off

- 1 Work in small groups. How do you think these things reflect our personality? (Give examples.)
- the job we choose
 - the subject(s) we choose to study
 - our free-time interests
 - the clothes we wear
 - the friends we choose
 - the place where we choose to live
- 2 Work alone. Choose one of the things above and spend a few minutes preparing a two-minute talk on how it reflects your personality.
- 3 Work in small groups and take turns to give your talks. While you are listening to your partners, think of one or two questions to ask them when they finish.

Listening Part 4

- 1 Work in pairs. The photos show people with interesting or unusual occupations.
- 1 Look at the list of occupations (A–H) in Task One on the right and match each occupation with one of the photos.
 - 2 What do you think attracts people to these occupations?
 - 3 Which do you think is easiest and which is the most difficult to learn?



2 You will hear five short extracts in which people are talking about a member of their family who they admire. Before you listen, work in pairs.

Which of these phrases would you associate with each job? (You can associate some of the phrases with more than one job.)

- a few of his/her recordings
- complete dedication to his/her craft
- perform a new trick
- his/her underwater adventures
- out in all weathers
- the first person to set foot in a place
- what it would be like tomorrow
- digging at some excavation or other

Now think of one more phrase you might associate with each job.

3 Look at the list of qualities (A-H) in Task Two and explain what each of them means in your own words. Which quality would you associate with each job?



Task One

For questions 1–5, choose from the list A–H the person who each speaker is talking about.

A a deep-sea diver	Speaker 1	<input type="text"/>	1
B a fisherman/fisherwoman	Speaker 2	<input type="text"/>	2
C a glass-blower	Speaker 3	<input type="text"/>	3
D a magician	Speaker 4	<input type="text"/>	4
E a musician	Speaker 5	<input type="text"/>	5
F a weather forecaster			
G an archaeologist			
H an explorer			

Task Two

For questions 6–10, choose from the list A–H the quality the speaker admires about the person.

A a positive outlook on life	Speaker 1	<input type="text"/>	6
B ability to anticipate problems	Speaker 2	<input type="text"/>	7
C an enquiring mind	Speaker 3	<input type="text"/>	8
D attention to detail	Speaker 4	<input type="text"/>	9
E calmness under pressure	Speaker 5	<input type="text"/>	10
F readiness to explain things			
G kindness to children			
H originality and inventiveness			

4 2 Now listen to the five speakers and do the two tasks.

Exam information

- In Listening Part 4,
- you hear five short monologues and you have to do two listening tasks.
 - in each task you have to choose one answer for each speaker from a list of eight options.
 - you hear each speaker twice.

5 Work in pairs. Tell each other about someone interesting or unusual in your family.

- What do they do?
- What are they like?
- What is your relationship with them like?

Grammar

Verb forms to talk about the past

1 Look at these extracts from Listening Part 4. Match the underlined verb forms with their names (a–h).

- a past simple

b past continuous

c past perfect simple

d past perfect continuous

e present perfect simple

f present perfect continuous

g *used to* + infinitive

h *would* + infinitive

- 1 We loved his stories of ... the strange creatures he'd seen. *c*

2 It was a real eye-opener to see her at work. I mean, she was doing what many people think is a man's job.

3 She invited me to come out on one of her trips ...

4 We've listened to them so many times ...

5 He'd drop whatever he was doing ...

6 She never used to panic ...

7 ... even if he was tired because he'd been working all day.

8 He's been getting this new show ready recently.

2 Which of the verb forms in Exercise 1 is used to do the following?

- 1 refer to something that happened at a specific time in the past: *past simple*

2 refer to a repeated action or habit in the past which doesn't happen now: ... and ...


3 refer to an activity which started before and (possibly) continued after an event in the past: ...

4 indicate that we are talking about something which happened before another activity or situation in the past which is described in the past simple: ...

5 indicate that we are talking about something which happened before another activity or situation in the past simple, but focusing on the length of time: ...

6 refer to something that started in the past and is still happening now and emphasises the activity rather than the result: ...

7 refer to something that started in the past and still happens now and often says how many times something has been repeated: ...

 page 148 Grammar reference: Verb forms to talk about the past

3 Put the verbs in brackets in the following sentences into the simple or continuous forms of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen *has been working* (work) in Singapore since he ... (leave) university two years ago, but next year he expects to be transferred to Hong Kong.

2 Sven takes university life very seriously. He ... (study) here for six months and he still ... (not go) to a single party!

3 Maria ... (come) round to dinner last night; she ... (start) telling me her life story while I ... (make) the salad and ... (continue) telling it during dinner.



- 4 Ivan ... (have) a splitting headache yesterday evening because he ... (work) in the sun all day and he ... (not wear) a hat.


5 I ... (grow) up in a house which ... (belong) to my great-great-grandfather. We ... (sell) it now because it is too big for our small family.

4 Circle the correct alternative in *italics* in each of the following sentences.

- a My teachers (1) *were often getting* / *often used to get* annoyed with me when I was at school because I (2) *never used to bring* / *had never brought* a pen with me and I (3) *would always ask* / *have always asked* someone if I could borrow theirs.

b The village (4) *used to be* / *would be* very quiet and remote until they (5) *built* / *had built* the motorway two years ago. In those days everybody (6) *would know* / *used to know* everyone else, but since then, a lot of new people (7) *came* / *have come* to live in the area and the old social structures (8) *gradually changed* / *have gradually been changing*.

c When I was a child, both my parents (9) *used to go* / *were going* out to work, so when they (10) *would be* / *were out*, my grandmother (11) *was looking* / *would look* after me.

5  CAE candidates often make mistakes with present perfect, past and past perfect tenses. In the sentences below, circle the correct alternative in *italics*.

- 1 In recent times people *had* / have had more contact with their friends through email and mobile phones than they did in the past.
- 2 The feedback we received from our clients meant we *have been* / *were* able to provide excellent advice to the people developing the product which they then acted on.
- 3 The party was great and the best bit for me *has been* / *was* the jazz band.
- 4 We should have had a really good holiday for what we paid, but unfortunately we discovered that they *didn't organise* / *hadn't organised* anything very much so it was rather a disappointment.
- 5 While I was studying in England, I *haven't taken* / *didn't take* an examination because it was not offered to me or to any of my fellow students either.
- 6 Are you going to the dinner on Saturday? A lot of my other friends *were invited* / *have been invited* and I know they'd love to meet you.
- 7 I *have only lived* / *have only been living* in Geneva for the past few months, though Madeleine, who you met yesterday, *lived* / *has lived* here all her life.
- 8 Petra looks after my children very well. I *haven't noticed* / *didn't notice* any weaknesses in her character, so I'm sure you'll be happy to offer her a job.

Reading Part 1

- 1 Work in pairs. You are going to read three short texts about people, their activities and their relationships. Before you read, discuss this question:

If you were going to write a short text about one of your activities or relationships, what or who would you write about? Why?
- 2 Read the three texts quite quickly. Which text comes from:

a a novel? b a biography? c an autobiography?
- 3 Now read each text again and answer the two questions which follow each one in your own words.



The subject of a book

I spent hours listening to the bookseller's stories about his battles against the different regimes and their censors. How he launched his personal fight, hiding books from the police, lending them out to others and finally going to prison for it. He was a man who had tried to save the art and literature of his country, while a string of dictators did their best to destroy them. I realised that he was himself a living piece of his country's cultural history: a history book on two feet.

One day he invited me home for an evening meal. His family – one of his wives, his sons, sisters, brother, mother and a few cousins – was seated on the floor round a sumptuous feast. Sultan recounted stories, the sons laughed and joked. The atmosphere was unrestrained and a huge contrast to the simple meals I'd shared with the people in the mountains.

When I left I said to myself: 'How interesting it would be to write a book about this family.' The next day I called on Sultan in his bookshop and told him my idea.

'Thank you,' was all he said.

'But this means that I would have to come and live with you.'

'You are welcome.'

From *The Bookseller of Kabul* by Åsne Seierstad

- 1 In line 11, what does the writer want to show by using the phrase *a history book on two feet*?
- 2 What do we understand from the writer's use of the word *unrestrained* in line 18?



2

Starting a conversation

‘Have I missed something here?’

It was an ordinary Thursday evening in January – at least I thought so. I was round at my girlfriend Mel’s flat and it was to her that I’d aimed my question, as for some unknown reason she’d just turned off the TV even though I’d quite clearly been watching it. What really wound me up, however, was the fact that she’d used the remote control to do it, adding insult to injury. It was an unofficial rule of ours that I looked after all TV channel-changing duties – in the same way that Mel got first grazing rights on the top layer of any box of chocolates that came into our possession. We’d arrived at these and other rules through a process of trial and error over the course of our four-year relationship. These rules made me happy. I always knew where I stood. But when you abandon rules there’s bound to be chaos, and right now what I had on my hands was a serious case of anarchy.

My obviously deranged beloved pursed her perfect full lips together and blew into the end of the remote haughtily as if she’d just battled the TV for my attention and won. There’s no need for you to be quite so pleased with yourself, I thought. After all, it was only a repeat of Star Trek.

‘So what is it?’ I asked carefully.

‘It’s us.’

‘Us?’

‘Us,’ she said calmly. ‘Let’s talk about us.’

From *Mr Commitment* by Mike Gayle

- 3 What particularly upset the writer?
- 4 What impression do we have of the writer from reading this text?

3

My choice of career

I am a woman. I am a fisherman. Neither abused nor neglected, I am the product of a blissful and unique childhood, a rare claim these days. Like all young children, I believed wholeheartedly in the words of my mother and father. It was only natural that I took seriously the assertions of my parents that I could do whatever I liked with my life, become anything I wanted. Although the advice they gave was well intentioned, my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman.

One day, when I was just 12, my sister asked, ‘Aren’t you going to play in the woods today?’

‘No.’ I smiled. ‘Today I’m going to sea.’

And go to sea I did, every chance I got for the next twenty years. Rarely did a day leave me ashore. Fishing my way through college, I made my first deep-sea trip at the age of nineteen aboard the *Walter Leeman*. My primary job was cooking, and although I disliked the galley chores, I liked the money. It wasn’t until a fellow crew member hit the bunk with a back injury that I was allowed to work on deck, work I enjoyed for years. By the time I graduated from college I had outlasted the original crew members I had started with, most of whom moved on to boats of their own, and became captain of the boat by attrition. Promising my parents that I would postpone law school for just one year, I became a full-time fisherman.

Adapted from *The Hungry Ocean*
by Linda Greenlaw

- 5 How did the writer’s parents feel about her becoming a fisherman?
- 6 How did she become captain of the *Walter Leeman*?



4 Now, for questions 1–6 below, choose the answer (A, B, C or D) which you think fits best according to the text.

Text 1

- 1 In line 11, the writer uses the phrase *a history book on two feet* to show that
 - A the bookseller was working to conserve his country's cultural heritage.
 - B the cultural life of the country was very fragile.
 - C the bookseller had to move from place to place frequently.
 - D the bookseller could teach her a lot about the country.
- 2 What do we understand from the writer's use of the word *unrestrained* in line 18?
 - A Other people the writer had eaten with had been more reserved with her.
 - B The family was more relaxed when they were with the writer.
 - C Family members were always ready to express themselves openly.
 - D The family was keen to feature in the writer's book.

Text 2

- 3 The writer was particularly upset because his girlfriend had
 - A eaten all the chocolates.
 - B interrupted his favourite TV programme.
 - C scored a victory over him.
 - D used something that normally only he used.
- 4 What impression do we have of the writer from reading this text?
 - A He dislikes talking about relationships.
 - B He's dominated by his girlfriend.
 - C He likes clearly defined relationships.
 - D He's highly sensitive to insults.

Text 3

- 5 How did the writer's parents feel about her becoming a fisherman?
 - A They encouraged her to join the profession.
 - B They thought that it was a normal thing for her to do.
 - C They hadn't expected her to make this choice.
 - D They felt that her education had been wasted.
- 6 How did she become captain of the *Walter Leeman*, instead of the other crew members?
 - A She studied harder.
 - B She worked harder.
 - C She stayed on the boat for longer.
 - D She found the work more enjoyable.

Exam information

- In Reading Part 1, you
- read three short texts on the same theme.
 - answer two multiple-choice questions, each with four options, about each text.
- In the exam you have approximately 18 minutes for this part.

5 Work in small groups. Discuss these questions.

- Which of the people in the texts would you be most interested to meet?
- What questions would you ask that person?

Vocabulary

Collocations with *give*, *do* and *make*

- 1 Look at this sentence from Reading Part 1, Text 3. Write the correct verb A–D in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them ...

A made B gave C said D expressed

- 2 CAE candidates often use the wrong verb when they should use *give*, *do* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with either *give*, *do* or *make*, or write *correct* if you think there is no mistake.

- 1 When you print the article, we also expect you to give an apology. *make*
- 2 Carla always gives her best, even if she does not always manage to get very high marks.
- 3 Her report on the trip did not show accurate information so we were quite confused.
- 4 I have some suggestions to give before the forthcoming trip.
- 5 I hope your company will give me at least a partial refund.
- 6 I'm so grateful that you have made me the chance to attend the course.
- 7 In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
- 8 Installing modern technology will give a good impression of the college.
- 9 Our evening lectures were made by 'experts' who knew nothing about the subject.
- 10 There is another recommendation I would like to give concerning the club.

- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give*, *do* or *make* in each gap.

- 1 *give* a speech, lecture, talk or performance
- 2 someone information, details, advice or instructions
- 3 a recommendation, comment, apology, suggestion
- 4 someone a chance, opportunity
- 5 someone a refund, their money back
- 6 your best, the best you can
- 7 a telephone call
- 8 an impression on someone
- 9 someone an impression

Use of English Part 4

- 1 Many words have several different meanings. Look at this sentence from Reading Part 1, Text 2. Which of the four definitions (a–d) from the *Cambridge Advanced Learner's Dictionary (CALD)* do you think the word *missed* matches?

'Have I *missed* something here?'

- a to arrive too late to get on a bus, train or aircraft
- b to fail to hit something or to avoid hitting something
- c to regret that a person or thing is not present
- d to not notice someone or something

- 2 What meanings does *missed* have in the three sentences below? Match the sentences with the definitions in Exercise 1.

- 1 Dani overslept and *missed* the bus, so she arrived really late for class.
- 2 I enjoyed going on holiday with my friends though I *missed* my family to start with.
- 3 The ball *missed* the goalmouth completely and flew harmlessly into the crowd.

- 3 Look at the groups of three sentences below. What sort of word is needed for each group (noun, verb or adjective)?

- 1 My friends gave me a really welcome when I got back from holiday. Take a coat if you're going out tonight because it's absolutely freezing outside. Cindy decided to decorate the hallway using colours to make it feel friendlier.
- 2 It's a good the police didn't see you driving so fast! Paola's desperate to work, but unfortunately she never manages to hold down a for long. They didn't make a very good of printing out the leaflet, did they?
- 3 The new traffic regulations will come into on 1 January. He's persuaded the Council to adopt his ideas by sheer of personality. Magda is thinking of joining the police after she graduates.
- 4 Sofia has been in the same company all her working, so it's quite surprising that she's leaving. You would expect the ocean floor to be dead, but in fact it's full of Careful use will prolong the of your machine.

4 For questions 1–4 in Exercise 3 on page 14, which word from the box will fit all three gaps?

bright	career	effect	force	friendly	heavy
job	life	thick	time	warm	work

Exam information

In Use of English Part 4, there are five questions. Each question consists of three sentences, each with a gap. You have to think of one word which fits the gaps in all three sentences.
The word will:

- be the same type of word, e.g. noun, verb, etc., and have the same form in all three gaps
- have a different meaning in each sentence.

5 For questions 1–5, think of one word only which can be used appropriately in all three sentences.

- 1 I entirely agree with the government's on free medicine for pensioners.
I'm feeling very stiff because I slept in a really uncomfortable last night.
Najib has applied for the in our company that was advertised in the paper.
- 2 Stella has been the business almost single-handed since her assistant left.
I never knew you were interested in politics and now I see you're for parliament!
We'd better stop at a filling station soon as we're out of petrol.
- 3 If you think you need a bit more exercise, why don't you up tennis?
If you find the gadget doesn't suit your needs, it back to the shop.
I it you'll be at the meeting tomorrow – it's really vital that you are.
- 4 The place where I study has a very policy towards time-keeping and you can't be late for class.
Candela is a vegetarian and refuses to eat meat or poultry.
We need a very translation of the report so as to avoid any misunderstandings.
- 5 I wasn't enjoying studying law at university, so I to history at the end of the first year.
I found his speech very boring so I'm afraid I off before the end.
The weather has been so mild that we haven't the heating on yet this winter.

Speaking Part 1

Exam information

You do the Speaking Paper in pairs. In Part 1, the examiner asks each of you questions about your lives, your interests, your activities, your experiences, your background, etc. You discuss these things with the examiner and the other candidate.
This part of the exam lasts three minutes.

1 Work in pairs. Read the questions below from Speaking Part 1. Which questions are:

a mainly about the present? b mainly about the past?
How would you answer each question?

- 1 What do you most enjoy doing with your friends?
- 2 Have you ever had the opportunity to really help a friend? How?
- 3 Would you prefer to spend your holidays with your family or your friends?
- 4 What is the best way for people visiting your country to make friends?
- 5 Who do you think has had the most influence on your life so far? Why?
- 6 What's your happiest childhood memory?
- 7 Who is the best teacher you've ever had?
- 8 Tell me about a friend of yours and how you got to know him or her.

2 3 Listen to two students, Nagwa and Carlos. Which question does each of them answer?

Nagwa Carlos



3 4 Now listen to them again, with the examiner's questions, and say if the following statements are true (T) or false (F).

- 1 They both give very brief answers.
- 2 They give a few details to support their answers.
- 3 They use a variety of tenses appropriately.
- 4 They speak in a relaxed, natural way.

4 Work alone. Think about how you could answer each of the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

▶ page 175 Speaking reference: Speaking Part 1

Writing Part 1 A letter

Exam information

- In Writing Part 1 there is one task you must do.
- The task may be an article, letter, report or proposal.
 - You are given some input material (e.g. a letter, an advertisement, an article, etc.) and notes you have made about it. You must deal with all the points in the notes.
 - You will also have to express opinions, evaluate options and persuade the reader.
 - You have about 45 minutes and you should write between 180 and 220 words.

1 Work in pairs. Read the writing task below and answer the questions which follow.

You are studying at an international college for a few months. Your friend, Elena, is thinking of studying at the same college this summer and has written to you asking about it. Read the extract from her email and your notes. Then write her a letter saying whether you think she should study at the college or not and giving your reasons.

Should come because ...

Our teacher is great because ...

Tell her about the friend I made the first day

Must mention our free-time activities

It would be very good for me to improve my English, but I'll be living abroad for the first time. I'm worried about feeling lonely and wonder how easy it'll be to make friends. Also, I'd be doing this in my summer holiday, so I want to have time off to enjoy myself as well. It's quite expensive: are the teachers good?

Best wishes,
Elena

- 1 Who will read your letter?
- 2 So should you write in a formal or informal style?
- 3 What things must you deal with in your letter? Underline them in the task above.
- 4 What things can you say to persuade Elena to come to the college? Make some notes.

2 Read Toni's letter on the right and answer the questions.

- 1 Has he dealt with all the points in the task?
- 2 Has he written in a formal or an informal style?
- 3 What has he said to persuade Elena to come to the college?

Dear Elena,

Thanks for your letter asking about coming to Millwall College. I think it's a really good idea because you'll learn so much English. And don't worry about loneliness at all because you'll make plenty of friends.

One really good friend (1) *I made* / *I've made* is Martyna, who I (2) *actually met* / *have actually met* before I even arrived! It was quite a coincidence because we (3) *sat* / *were sitting* next to each other on the bus and we got chatting and discovered we (4) *have been* / *had been* on the same plane coming here and were going to the same college! Anyway, she's really good fun and (5) *we've been doing* / *we did* lots of things together.

That brings me to free time. We get plenty of it, by the way, and (6) *I've already visited* / *I already visited* quite a few places round about. Last week Martyna and I (7) *have joined* / *joined* a local sports club and (8) *we've played* / *we've been playing* tennis there several times. I know it's your summer holiday, but, speaking for myself, (9) *I've been having* / *I've had* a really good time!

As for your last worry: yes, the college is expensive, but my teacher, Jackie, is excellent. (10) *She's taught* / *She's been teaching* in several different countries, so she's pretty experienced and interesting. Apparently, her first teaching job (11) *has been* / *was* in Thailand, where she (12) *actually used to teach* / *has actually taught* some members of the royal family!

Do come if you can – you won't regret it!

Best wishes,
Toni

- 3 Read the letter again and circle the correct verb form from the alternatives in *italics*.
- 4 Read the letter again and write in your notebooks any words or phrases you think may be useful to use in your writing.
- 5 Work alone and write your own answer to the Writing task in Exercise 1.

▶ page 173 Writing reference: Letters