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ADVANCED

EXPERT

COURSEBOOK

Jan Bell and Roger Gower

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Cambridge *Certificate in Advanced English* has four papers. Paper 1 receives 40% of the total marks and the other three papers have 20% each. The pass mark is based on an overall mark (you do not need to pass every paper to pass the exam). There are three pass grades (A, B and C) and two fail grades (D and E).

Paper	Task type	Task description
<p>Paper 1: Reading and Use of English 1 hour 30 minutes Eight parts 56 questions in total</p>	<p>Part 1: multiple-choice cloze (8 questions) Part 2: open cloze (8 gaps) Part 3: word formation (8 gaps) Part 4: key word transformation (6 questions) Part 5: multiple choice (6 questions) Part 6: cross-text multiple matching (4 questions) Part 7: gapped text (6 questions) Part 8: multiple matching (10 questions)</p>	<p>Part 1: Choosing a word or phrase from four options to fill in gaps in a text. Part 2: Filling in gaps in a text with an appropriate word. Part 3: Changing the form of a given word to make it fit the gaps in a text. Part 4: Using a given word to complete a sentence so that it means the same as a previous sentence. Part 5: Answering four-option multiple-choice questions on a text. Part 6: Matching a prompt to the relevant part of one of four texts. Part 7: Completing a gapped text with paragraphs which have been removed and placed in jumbled order. Part 8: Matching information to 4–6 different texts (or different parts of a text).</p>
<p>Paper 2: Writing 1 hour 30 minutes Two tasks (one compulsory, the other a choice out of three options) 220–260 words each</p>	<p>Part 1: essay (compulsory) Part 2: one writing task: the choice may include a letter, a proposal, a review or a report</p>	<p>Part 1: An essay based on two points in the input text. Part 2: Carrying out a writing task, using an appropriate format and style. There are three task types to choose from.</p>
<p>Paper 3: Listening Approximately 40 minutes Four parts 30 questions in total</p>	<p>Part 1: multiple choice (6 questions) Part 2: sentence completion (8 questions) Part 3: multiple choice (6 questions) Part 4: multiple matching (10 questions)</p>	<p>Part 1: Three short unrelated extracts of around 1 minute each; each extract has two three-option multiple-choice questions. Part 2: A 3–4-minute monologue with eight sentence completion questions. Part 3: A 4-minute interview or discussion with six four-option multiple-choice questions. Part 4: Five short related monologues of around 30 seconds each. There are two tasks of five questions each, which must be selected from a list of eight options.</p>
<p>Paper 4: Speaking Approximately 15 minutes Four parts</p>	<p>Part 1: conversation, giving personal information (2 minutes) Part 2: 'long turn', giving information and expressing opinions (1 minute each candidate) Part 3: collaborative task, exchanging information and ideas (3–4 minutes) Part 4: discussion, developing the topic from Part 3 (5 minutes)</p>	<p>Part 1: The interlocutor asks each candidate questions about themselves. Part 2: Each candidate, individually, compares two out of the three photos given (1 minute) and comments briefly on the other candidate's photos (30 seconds). Part 3: Each candidate works with a partner for 2 minutes to discuss a task based on a diagram. They then try to reach a decision in 1 minute. Part 4: The interlocutor leads a discussion between the two candidates, developing the topics related to Part 3.</p>

1A

- **Reading and Use of English:** Multiple matching (Part 8); Word formation (Part 3)
- **Vocabulary:** Collocations (adjectives + nouns; verbs + nouns; phrasal verbs and expressions with *take*)
- **Listening:** Developing skills: Separating main points from details; Listening for specific information (Part 2)
- **Language development:** Mixed verb forms
- **Writing:** Letter: Using an appropriate register (Part 2)

1B

- **Listening:** Sentence completion (Part 2)
- **Speaking:** Vocabulary: feelings; Long turn (Part 2)
- **Language development:** The passive; Register
- **Reading and Use of English:** Open cloze (Part 2)
- **Writing:** Letter of request (Part 2)



Lead-in

- 1 Look at the photographs. What did these people have to do to achieve success?
- 2a How important are the following factors in becoming successful? Put them in order of importance for each photo (1 = the most important, 10 = not important at all).

ability to take risks a supportive family clear focus determination financial security
hard work innate ability luck ruthlessness self-confidence

- b Compare your answers and discuss, giving examples from your experience.
- c What differences would there be for a successful sportsperson?
- 3 How important is success to you? Is it more important than friends and family?

Reading (Paper 1 Part 8)

Before you read

- 1a Read the title, introduction and text headings. Which jobs do you think are the most and least prestigious?
- b What qualifications, personal qualities, work experience, etc. would you need in order to get one of these jobs? What might hold you back from achieving your aim?

Scanning

- 2a Read the questions first, highlighting the key points that are reported. This will help you find the information you are looking for in the text. The first one is done for you.
- b Read each extract quickly and highlight information which answers the questions.

Multiple matching

EXPERT STRATEGY

Scan the sections to find ideas or information which answer the questions, but make sure the meaning is exactly the same. See page 169 for a full list of strategies.

► HELP

- 1 More than one person had financial problems, but who was quite poor at one stage of his/her life?
- 3 Look for an expression that means *confirm somebody's good character or ability* in the text.
- 5 Look for a phrase which means *knowing influential people*.

For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

- | | |
|---|-------------------------|
| overcame a financially disadvantaged background to become successful? | 1 <input type="text"/> |
| was rewarded for all the effort put into a work placement? | 2 <input type="text"/> |
| believes that personal recommendation was the main factor in obtaining a job? | 3 <input type="text"/> |
| appreciated being offered encouragement and expertise as a student? | 4 <input type="text"/> |
| is aware that knowing influential people would have been a career benefit? | 5 <input type="text"/> |
| used to feel depressed by the lack of job opportunities? | 6 <input type="text"/> |
| finds the prospect of having to pay back a student loan daunting? | 7 <input type="text"/> |
| had a couple of false career starts? | 8 <input type="text"/> |
| is unsure about future career prospects? | 9 <input type="text"/> |
| had a strong preference about what kind of place to study at? | 10 <input type="text"/> |

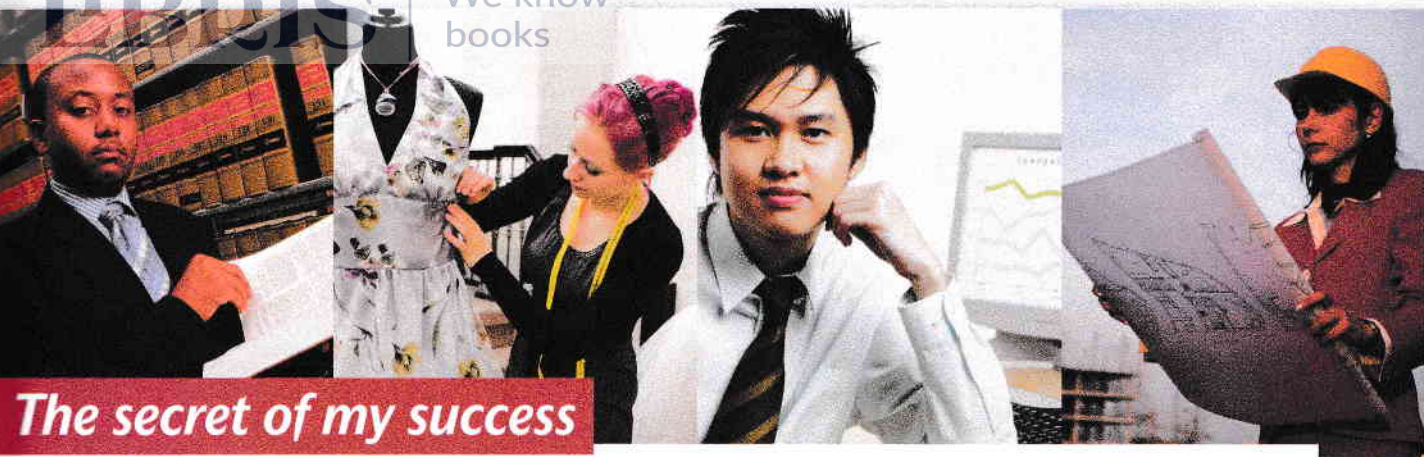
Discussion

- 4 What do all these successful people seem to have in common?
- 5 Check the meaning of these key words from the text.

EXPERT WORD CHECK

against the odds CV foresee half-hearted master's degree
networking portfolio scrape through shadow (v) vital

We know
books



The secret of my success

Four high-flying graduates talk about what it takes to land a top job in one of the elite professions.

A The barrister

At the age of nine, without a word of English, Hashi was sent from Kenya to live in Britain, where he was raised exclusively on state benefits, with very little to live on. 'I attended badly performing schools and was always moving around between different relatives.' Despite this, Hashi managed to scrape through his exams and get into university to study law. Much later, having done a master's degree, he was inspired to become a barrister so that he could represent people in court. 'But first you have to do a work placement where you shadow a barrister. Unfortunately, it took me 18 months before I was accepted because I didn't have any contacts in the profession. It isn't fair, but there is no point trying to pick a fight with a system.' Now a junior barrister at a top firm, Hashi attributes this outstanding achievement against the odds to a combination of the people who believed in him, the scholarships and loans which enabled him to afford the course, strong self-discipline and a lot of hard work.

B The fashion designer

Having set her heart from childhood on a career in costume design, Lilly worked in the theatre straight after school, only to realise that this job wasn't for her. Literature, which she tried next, bored her. 'So I sent some drawings off and was accepted for an art degree, which I loved because I had tutors who knew what they were talking about. But it was the head of the course on my master's degree in fashion who really helped me to develop my confidence and individual style. Every summer, I was taken on for a three-month work placement, organised by the college. I took these really seriously – I can't understand people who are half-hearted about them. In my second year I was making prints 16 hours a day for a famous designer and some of them got used in his fashion collection.' However, though Lilly did work for a number of well-known designers, there were also discouragingly long periods of unemployment before she finally got a permanent job.

C The banker

While still at the London School of Economics (LSE), Wen Du got some work experience in banking. 'LSE helps you to find these work placements but it's still quite tough, so I had to do loads of networking. When you are eventually looking for a job, you need certain academic qualifications so companies will be interested in interviewing you. But, after that, it's more about how much you know about banking, so experience while you are still at university is vital. I was working 12–13 hours a day during my placements but you take long hours in your stride provided you are learning. After I finished university, I was offered a job at one of my work placements. However, I had the opportunity to do a master's degree in finance, so I did that first. For me, salary isn't the main priority in a first job; it's about how much you can learn and how much responsibility your line manager will give you. I want to do well, but because there are so many uncertainties in our field, I can't foresee where I'll be in five years.'

D The architect

Having eventually settled on architecture as a career, Amandine came to London from the USA and started building a portfolio of her work by attending local college courses. This got her onto a university foundation art course and then into the highly competitive Architectural Association (AA) school. 'I picked the AA because it has such a close-knit family atmosphere, which for me is essential. But I knew I couldn't go there unless I got a scholarship because the fees are so high, especially given that the course takes seven years. Even though I had two-thirds of it paid for me, I still owe a fortune; the debt is a huge weight on your shoulders at my age. I now have a job in a company that has always interested me, thanks to friends that worked here and could vouch for me. It's great to have an impressive CV but even better to have a good character reference.'

Collocations: adjectives + nouns

1a Complete each sentence with an adjective from A and a noun from B.

A

close-knit heavy high main tight wide

B

community deadlines priority salary variety
workload

- How much does finding a job with a _____ matter to you?
- What is the _____ for you when looking for a job?
- Are you good at meeting _____?
- Would you be willing to take on a _____?
- Would you enjoy being part of a _____ at work?
- How important is it for you to have a _____ of work to do?

b Ask and answer the questions in Exercise 1a about your attitude to jobs.

Verbs + nouns

2a Underline one word/expression in each set that does not normally collocate with the word(s) in bold.

- take something** personally / severely / seriously
- make the best of something** / time for something / the opportunity for something
- take a list** / no for an answer / the time to do something
- hand in** your resignation / your business / your essay
- do a course** / law / a good impression
- have a speech** / a career / an impact

b Tell each other two true things about your own life and one untrue thing, using the expressions in Exercise 2a. Ask your partner to guess which one is untrue.

Phrasal verbs and expressions with *take*

3a Circle the correct prepositions in 1–8. Then replace the phrases in *italics* in sentences a–h with one of these expressions in the correct form.

- take something *in* / *at* your stride
 - be taken aback *with* / *by* someone
 - take no notice *at* / *of* something
 - take pleasure *of* / *in* something
 - take pity *on* / *at* someone
 - take advantage *of* / *with* something or someone
 - take exception *with* / *to* something
 - take pride *in* / *of* something/someone.
- Have you ever used a *particular situation* to get what you want from something/someone?
 - What things do you *ignore*?
 - What do you *enjoy doing*?
 - Have you ever *been very surprised or shocked* by someone's behaviour?
 - Which difficult things do you *do without effort*?
 - Have you ever helped someone that you *felt sorry for*?
 - Which of your achievements do you *feel a great sense of self-respect about*?
 - Have you ever *been angry or upset* by anything someone has said?

b Ask each other the questions in Exercise 3a, using the expressions with *take*. Did anything surprise you?

4a Complete the text with words from Exercises 1–3.

My (1)____ priority after leaving university was to try and pay off some of my student loan. I applied for jobs, but the interesting ones had all been **snapped up**. I ended up at a burger bar and decided to (2)____ the best of it.

I was a bit taken (3)____ at first by the (4)____ workload, but I took it all in my (5)____ and learnt things which **have stood me in good stead** later in life. Dealing with a (6)____ variety of people **from all walks of life** was **part and parcel** of the job and I use these skills to help me with problems which **crop up** nearly every day in my present job as a journalist.

b Look at the idiomatic expressions in bold and discuss possible meanings.

Discussion

5 At what age do people normally start working in your country? How important is it to have a work placement to get experience before you are offered a permanent job?



Word formation

- 1 Look at the title and guess what the article will be about.
- 2 Read the article and work out which part of speech (e.g. adjective) fits in each space.
- 3a Read the strategy, then do the task. Use the Help notes for support with certain items.

EXPERT STRATEGY

Read the whole sentence, not just the line, to work out your answers. See page 167 for a full list of strategies.

▶ HELP

- 1 What suffix do you need to add to make this abstract noun?
- 3 This word needs two changes - a prefix to make the opposite of the adjective, and a suffix to make an adverb.
- 4 Is this singular or plural?

For questions 1–8, read the text below. Use the words 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).

The office as a playground

Having set up an IT server company when he was only 19, entrepreneur Daniel Foster's next project was to create an environment which would bring a feeling of (0) playfulness into the workplace and help avoid stress. He believes that, for young people growing up with technology, there is no real (1)___ these days between work and home. Although his company's offices look dreary from the outside, appearances can be (2)___ . Inside the building, amongst the games consoles, football tables and floor cushions, workers are barefoot and (3)___ dressed in shorts, rather than in more conventional suits and ties. Work still goes on though. Daniel's (4)___ regard fun as a reward rather than an excuse not to work and he justifies the (5)___ cost by pointing out that happy relaxed staff tend to be more (6)___ in their work. He also believes that a pleasant atmosphere helps with the (7)___ of staff. Workers from one of his main (8)___ are often amongst the first to apply for any job vacancies.



- PLAY
- DIVIDE
- DECEIVE
- FORMAL
- EMPLOY
- ADD
- PRODUCE
- RECRUIT
- COMPETE

- b Make a note of the new words you created in Exercise 3a and other parts of speech connected to them. Underline the stressed syllable in each word.

Discussion

- 4 How important is the environment you work or study in? Give reasons.

Before you listen

- 1 You will hear a business manager called David Thomas telling a group of university students how to make a good impression at job interviews. What do you think he will say? Make a list of *Dos* and *Don'ts*.
- 2  Listen to the introduction. How will his talk be organised?
- 3  Listen and number David's main points in the order he talks about them. Notice how discourse markers (e.g. *OK*), pauses and changes in tone of voice show that he is moving on to the next point. Write down any discourse markers you hear.


Using discourse markers:
separating main points
from details

Main points


- | | | |
|-----------------------------------|---|---|
| a Get together your paperwork ___ | → | Investing in a (1)___ will help you to organise it. |
| b Use relaxation techniques ___ | → | Imagine you're a (2)___ even before the interview begins. |
| c Look your best <u>1</u> | → | Ensure that your clothes are both (3)___ and comfortable. |
| d Check out the route ___ | → | A (4)___ beforehand is recommended. |
| e Do your homework ___ | → | Time spent on (5)___ is never wasted. |

Tips

Listening for specific
information

- 4a Look at David's tips. Think of the type of word which will go in each gap. Use the exact words if you can remember them.
- 4b  Listen again and complete the tips with 1–3 words or check your answers. The speaker will not say the sentences in exactly the way that they appear on the page, but the words you need to write down are always in the audioscript.
- 4c Discuss your answers.

Sentence completion
(Part 2)

- 5a Read information from the second part of the talk below and predict what kinds of word are missing.
- 5b  You will hear part of an interview in which business manager David Thomas is talking about how to make a good impression at interviews. For questions 1–4, complete the sentences with a word or short phrase. (Note: in the exam there will be 8 questions.)

Making a good impression at interviews

David says that it's important for interviewees to smile and establish (1)___ when first meeting the interview panel.

David recommends that interviewees focus on their (2)___ when seated. David advises interviewees not to speak in excess of (3)___ when answering a question.

In David's opinion, if interviewees lack (4)___ when they speak, then interviewers will start to lose interest in what candidates are saying.

- 5c Compare your answers and check you have spelt the words correctly.
- 6 Which of David's advice did you find useful? Is there anything you disagree with?

EXPERT WORD CHECK

favourable feasible fidget (v) long-winded moderate
mumble (v) pay off (v) ramble (v) safety margin slouch

EBRIS

We know books

Language development 1

► EXPERT GRAMMAR page 173

Mixed verb forms: present and past (simple, perfect and continuous)

- 1a Read the extract. Would you like an experience like this? What does the title mean?

Browsing blogs

Time out, not time off

A few years ago, I **(1) had** six months free between finishing law school and starting as a trainee solicitor. I **(2) was feeling** restless and wanted to do something exciting, but I didn't have much money.

Then I met someone at a party who **(3) had just got back** from the USA, where **(4) she'd been working** as a guide in one of their national parks. I immediately applied to the same organisation and was offered a job in Hawaii.

When you arrive, you **(5) get** a crash course in plant biology, history and geology so that you can lecture on the volcanic history of the islands to tourists. At first I used to have very little confidence but as I got used to it, I'd improvise and even make some jokes.

(6) I've been working as a solicitor for a few years now, so **(7) I'm earning** a reasonable amount. But **(8) I've** still never been anywhere that I've liked more than Hawaii.

- b Name the verb forms in bold. Underline other examples of the same verb forms.
- c Explain why one verb form is used rather than another. Then check your answers in Expert grammar on page 173.
- d Which two verb forms (not in bold) in the text can be used to talk about habit in the past? Are they interchangeable in this context?

Perfect and simple forms

- 2 Circle the most appropriate form of the verbs in *italics*.
- Hawaii *is* / *has been* the most exotic place I *have ever been* / *ever went* to.
 - I *am* / *have been* with this firm for years. I *joined* / *have joined* it when I got back from my gap year.
 - Lucy *had* / *has had* much more money since she *got* / *has got* promoted recently.
 - I *stopped* / *had stopped* feeling nervous by the time I *was called* / *being called* for interview.
 - I *have* / *have had* a company Audi for a year now and before that I *owned* / *had owned* a second-hand Fiat.
 - Tom *sent* / *has sent* off CVs to around 50 companies before he *got* / *has got* an interview.

Continuous forms

- 3 Tick the simple and continuous forms that are used correctly. Correct those which aren't. There may be more than one possible answer.



After her boss (1) *was sacking* her from her secretary's job because she (2) *had been daydreaming*, J K Rowling (3) *was starting* to write the first Harry Potter novel. However, 12 publishers (4) *rejected* it before Bloomsbury (5) *were giving* her a contract. She has now (6) *sold* well over a million copies.

Mixed verb forms

- 4a Complete the text with the present, past or past perfect of the verbs in brackets. Use either the simple or continuous form. There may be more than one possibility.



The Beatles' famous audition for Decca records (1) _____ (take place) in London in 1962. Decca's representative, Smith, (2) _____ (already/see) the band perform and arranged a recording session at Decca's London studio. After driving down from Liverpool on 1st January, the band (3) _____ (arrive) just before their audition was due to take place because it (4) _____ (snow) heavily all the way down the motorway. To make matters worse, Smith then (5) _____ (turn up) late because he (6) _____ (celebrate) New Year's Eve the night before.

After the Beatles (7) _____ (record) around 15 songs, Decca rejected them on the grounds that 'guitar groups are on their way out.' The Beatles then (8) _____ (go on) to become the most popular group in history and 50 years later, people (9) _____ (still/buy) their music.

- b Write a few sentences about a band or author you like, using simple, perfect and continuous forms.

1a Read this extract from a letter and answer the questions.

- 1 What is the writer's reason for writing? What does he/she hope to achieve?
- 2 Who is the writer writing to? How does this affect the style?

However, the principal reason for writing (1) *on this occasion / this time is to* (2) *say how fed up I am / express my dissatisfaction with the inadequate parking facilities in place at your college.* The (3) *rationale for encouraging / main reason why we encourage our young people to get a driving licence as soon as they are legally entitled to do so is* (4) *so that they can / to enable them to transport themselves to college without having to* (5) *be reliant / rely on their parents.* As you (6) *must realise, / are doubtless aware,* the local town council has recently (7) *imposed / put in place* parking restrictions (8) *just near / in the immediate vicinity of the college,* and therefore, (9) *I must urge you to / please could you consider finding a* (10) *way round / solution to this problem as soon as possible.*

b Circle the correct alternatives to complete the extract, and give reasons. The choice will depend on how formal you want to be.

- 2 Read this informal email (A) and then work with a partner to complete a similar email, in a semi-formal style (B). The first letter of each missing word is given and there is sometimes more than one possibility.

A

Subject: travelling funds

Hi Judi,

Thought I'd drop you a line and ask if I could take you up on your offer to lend me some money.

The thing is that I've just finished my university course and I'm really keen to use this time to do some volunteering overseas – and pick up another language while I'm at it. But I won't be able to do this unless I can get some cash to pay for my flight and living expenses!

I REALLY don't want to put you under any pressure, but we have loads of friends in common who'll tell you I can be trusted to pay you back!

Please get in touch – you have my mobile number.

Hope to hear from you soon.

Cheers,

Chloe

B

Subject: travel grant

Dear Mr Turner,

I am writing (0) *regarding* the advertisement for a travel grant which I saw online.

Having just (1) *c* _____ my three-year university course, I am anxious to do some volunteering overseas, which means I'll also be able to (2) *a* _____ another language.

However, I will be (3) *u* _____ to do this unless I (4) *r* _____ some kind of financial (5) *a* _____ which will (6) *e* _____ me to pay for my flight and living expenses.

I know a (7) *n* _____ of people who would be able to (8) *v* _____ for my character, should you wish to (9) *c* _____ them.

I look forward to your (10) *r* _____.

Yours sincerely,

Tom Wilmott

- 3 Look back at texts A and B in Exercise 2. Find an example of each of these stylistic features in the emails. Write formal (F) or informal (I) in the list below.

- | | |
|---------------------------|--------------------------|
| ___ phrasal verbs | ___ dramatic punctuation |
| ___ contracted forms | ___ linking words |
| ___ complex structures | ___ missing pronouns |
| ___ idiomatic expressions | |

- 4a You have just finished a holiday job in an English-speaking country. Unfortunately, you were not happy with *one* aspect of the job. Work in pairs to decide what the job could be and what problems might have come up.
 - b Write a polite letter to your ex-employer to express your disappointment.