

1

Passions

READING

- 1** Find these words in the first and last paragraphs of the article. Then match the words with the definitions below (1–6). What do you think the article will be about?

first para: commercial indie sophisticated
last para: admit begged officially

- 1 accept a new idea
- 2 something which is produced by a small, independent company
- 3 made an urgent and strong request for something
- 4 having good knowledge about socially important things such as art and culture
- 5 publicly or formally
- 6 something which is popular with most people in society

- 2** Read the first and last paragraphs of the article quickly and answer the questions.

- 1 What was Josh excited about in the first paragraph?
- 2 Has his opinion changed by the end?



- 3 e** Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph Josh emphasises
 - A how dull he believes modern film culture is.
 - B how suitable the film was for him.
 - C how hard it can be to find a good film.
 - D how keen he was to go out that night.
- 2 Josh felt it was worth making the journey to see the film because
 - A he wanted to improve his reputation.
 - B he believed the ticket price was value for money.
 - C he thought the bus was fairly convenient.
 - D he knew he could meet others there.
- 3 Josh ordered the coffee because he wanted to
 - A warm himself up.
 - B walk through a café.
 - C stay awake during the film.
 - D fit in with others around him.
- 4 What did Josh dislike most about the film?
 - A It was too depressing for his taste.
 - B It was spoilt by others in the audience.
 - C It was too poorly written to appeal to him.
 - D It was less interesting than the marketing suggested.
- 5 During this experience, Josh came to the conclusion that
 - A he liked particular film stars more than others.
 - B it was important to be more selective of indie films.
 - C he preferred films dubbed in his own language.
 - D it was pointless trying to influence how others perceive him.
- 6 How did Josh feel about his brief passion for indie movies?
 - A He was left feeling disappointed in the decisions he had taken.
 - B He felt relieved that he could still return to childhood comforts.
 - C He was distracted from real concerns about his future.
 - D He regretted spending time on the interest.

Extend

- 4** Match the words in bold in the sentences with the highlighted words in the article.
- 1 That was a **really bad** idea!
 - 2 It took a long while but I **realised in the end**.
 - 3 My parents regularly give me **some money to spend** on whatever I need.
 - 4 **Surprisingly**, I was in the right place at the right time.
 - 5 I watched **one TV show after the other**.
 - 6 The **computer graphics** in this film were amazing!

How I lost my passion for art films

It was a regular Thursday evening and I was surfing through the never-ending stream of animal photos, as all sixteen-year-olds do. Suddenly, an advert popped up on my screen. It was for a limited release indie art film. Everything about it said, 'I am for culturally educated people! Only smart people should even consider buying a ticket for me.' This was not for the commercial movie goer. Oh no, it was for people with a very sophisticated taste in films. It was as if the director and producers had asked themselves, 'What would Josh want in a film?' We were meant to find each other that day, and I had to get to it.

It just happened that I'd got my monthly allowance the day before. Even if most of it would be gone on that one ticket, the thought of skipping snacks for the rest of the month didn't put me off. There were a few tickets still available for the press review at an indie cinema just two towns away, and I'd only need to take three different buses to get there. It just got better! I was due to catch up with some culturally-snobby friends the following week. When they heard that I'd already seen it, they'd be forced to say, 'Dude, respect!' and never be able to intimidate me with their knowledge of culture again. So, I was off.

The day came. The last of my three bus drivers gave me a shout and pointed to a small coffee shop that looked like it went back to the 1960s. At least I don't think it had been painted since then. Apparently, the cinema part was in the basement below. After my journey I needed some refreshment, but not a bucket of popcorn and a fluorescent coloured ice slurpy in a plastic cup. Keeping up the appearance of being cool was essential, and I wanted to enjoy every moment of my independent existence. I bought a large cup of black coffee – no milk or sugar, this was proper grown-up stuff – and made my way inside. Expecting to find only a few seats left, I was surprised to see that was not the case. Perhaps there was a pre-film press meeting going on in a private room above.

The film started. Now I was no stranger to films about a future filled with despair. I'd streamed all four *Hunger Games* films back-to-back one dull and rainy Sunday. The film had a winning storyline – a post-nuclear explosion that creates an emotionally troubled generation. And the poster even had a cool man in a woolly jumper on the front, with a sad but tough looking girl, both dressed very similarly to the few others in the seats around me by his side. I wasn't sure if it was the double shot of caffeine from my yukky bitter coffee that was beginning to kick in and give me the shakes or the sheer awfulness of the script, which took the top slot in my list of objections to the film complaints. But this film was dreadful. It wasn't just the worst post-apocalyptic indie film ever made; it was the worst movie ever.

Sitting in that cinema, it finally clicked. I liked mainstream action movies and the truth was out. I would never be the kind of guy who could go and watch six hours of weird acting with subtitles and a lot of dramatic face-to-camera shots. I wanted to like cool movies to make myself acceptable to the rest of the world, but that wasn't really me and nobody else cared. My passion was for movies with big-name celebrities. It didn't really matter who, and the bigger the CGI budget the better. In fact, they could spend all their money on that and not even bother paying artists, like actors or writers, as far as I was concerned.

That film made me finally admit to myself who I was. I was not turning into the man I thought, but someone very regular and predictable instead. And I was a two-hour bus ride away from home. But at least I was officially over my passion for art films and back where I belonged. There was only one thing to do. My mum was working in the next town, so I called her – after all, there was no one around me to complain. I begged her to come and pick me up. It was urgent, I lied. I had to make it sound necessary, didn't I? 'Sure,' she said, sounding quite pleased to hear from me. 'We could pick up pizza and blue slurpy on the way home, if you want?' And finally, I was truly where I belonged.

GRAMMAR

present tenses and time expressions

1 Complete the examples (A) with the correct form of the verbs in brackets. Then answer the questions (B).

- 1 **A** My team's very good, but every so often we
(lose) a match.
B Which tense do we use to talk about habits?
- 2 **A** I (enjoy) playing for the school team for the
time being.
B Which tense do we use for actions that are changing?
.....
- 3 **A** I (win) the cup! I'm the champion!
We (train) for this game for months now.
B Which two tenses do we use to talk about something that
started in the past and affects us now?,
.....
- 4 **A** I (just/buy) a new camera.
B Which tense is only for recently finished actions?
- 5 **A** I (collect) parts for my new gaming computer
for weeks now!
B Which tense stresses the duration of the action?

2 Complete the article with these time expressions.

any more at least once a week every other year for the time being
from time to time over the previous week still these days

◂ ◃ 🔍 🏠


New survey into people's favourite pastimes

📝

We're still choosing similar pastimes ¹....., but this may soon change. This survey into people's habits at the University of London takes place ²....., and this year's results show that habits have barely changed. Over ninety percent of people usually watch TV in the evenings ³..... . Younger people are less keen on TV though. More teenagers ⁴..... say they enjoy reading very much, than those who say they hate it. Fewer of us are going into a public library ⁵..... than before though. Sports are also still popular. Over half of teenagers say they have participated in at least three hours of sporting activity ⁶..... . Perhaps the least surprising change is in music. Although young people only download tracks ⁷....., when they do, they don't purchase music ⁸....., preferring to use free websites.

3 Complete the text with the correct form of the verbs in brackets.

The Sneaker Don



Benjamin Kapelushnik is no ordinary teenager. He ¹..... (manage) to turn a childhood passion into a business and is now a sneaker supplier to the stars. He ²..... (work) in the business for more than five years. And since he started, his business ³..... (not need) complicated marketing strategies. Store managers sell shoes to him that the footwear company ⁴..... (not release/yet). Strictly speaking, the store managers ⁵..... (break) the rules by doing this but for Benjamin, it ⁶..... (mean) his sneakers are always sought-after. His best customer, DJ Khaled, ⁷..... (help) to build Benjamin's reputation over the years and Benjamin now ⁸..... (have) an impressive celebrity clientele as a result.

4 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. Use between three and six words.

- 1 He started writing code in 2010.
SINCE
He 2010.
- 2 This game started downloading an hour ago and it's still downloading.
FOR
This game hour now.
- 3 I don't intend to change clubs any time soon.
FOR
I the time being.
- 4 The head teacher changes the after-school clubs all the time.
CONSTANTLY
The head teacher the after-school clubs.


VOCABULARY

achievements

1 Match the first half of each sentence (1–6) with the second half (A–F).

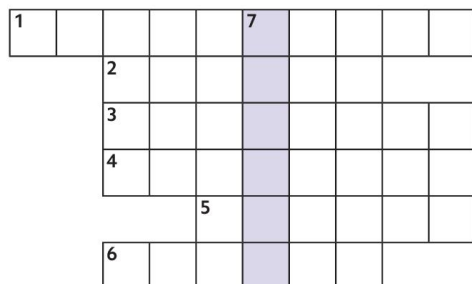
- 1 I think I'm definitely on
- 2 At drama school I can enjoy the best
- 3 I think finding a new hobby goes hand
- 4 I'm sure my sister will pass her piano exam
- 5 In my virtual world I'll have to start
- 6 I love debating as you have to keep

- A with flying colours next week.
- B track for getting my first art exhibition ready.
- C in hand with making new friends.
- D your cool even though you're nervous.
- E of both worlds, studying and acting.
- F from scratch after deleting my account.

2  1.1 Read an extract from an interview with a young footballer and think of words/phrases to replace the words in bold. Then listen to the extract and check your answers.

My hobby definitely **uses** too much of my time, but it's important to me. I want to become a professional footballer one day, and that's always going to present some **difficulties** because it's so competitive. I've spoken to a lot of successful female footballers, though, and they've encouraged me to **follow** my dreams. They said that the main thing you need to succeed is to be prepared to **deal with** setbacks because there are plenty on the path to sports. They also say you need to keep **calm** under pressure. I reckon I've got what it takes. I just need to find a way to stay **up-to-date** with my studies and homework too!

3 Use the clues to complete the crossword. What is the hidden word?



Across

- | | | | |
|---|-------------------------------|---|-----------------------------|
| 1 | succeed in completing a goal | 4 | cause or create a challenge |
| 2 | fill or use an amount of time | 5 | achieve your potential |
| 3 | manage to control a setback | 6 | start a new hobby (2 words) |

Extend

4 Complete the sentences with these idioms.


a piece of cake break the ice cross my mind
lost track of over the moon take on board
the final straw turn a blind eye

- 1 When my essay came back with a low grade, it was
- 2 I was with my test results – I passed both the theory and practical driving tests first time!
- 3 I'm really sorry I didn't tell you about the competition last week. It didn't that you'd want to enter.
- 4 It drives me mad that my parents always to the bad things my sister does.
- 5 I thought we'd start the team-building activity by playing a few games to a bit.
- 6 The test was I finished it in ten minutes!
- 7 I was so focused on completing my essay that I time.
- 8 There was a lot to in those instructions, but I think I got everything.


5 Complete the sentences with the idioms in Ex 4. Make any changes necessary.

- 1 John cheated in the test but the teacher didn't care. She to it.
- 2 My team easily got through to the quarter finals. It was
- 3 I hate having to meet people for the first time. I'm no good at
- 4 I did wonder if we'd made a mistake when we found the pool empty. The thought had
- 5 My mum and dad got me a brilliant birthday gift. I was!
- 6 My teacher gave me some good advice. Now I need to
- 7 Everything has gone wrong today, but the awful weather was
- 8 Sorry I'm late. I was reading my book and completely time.

LISTENING

1  1.2 Listen to a boy and girl talking and answer the questions.

- 1 What do you think is the relationship between them?
- 2 What are they deciding?
- 3 What is the boy's concern?
- 4 What is their final decision?

2  1.3 Listen to three short extracts. Choose the answer (A, B or C) which fits best according to what you hear.

Extract 1

You hear a brother and sister talking about their first gymnastics club meeting.

- 1 What do they agree on about the training session?
 - A It made poor use of the facilities.
 - B It seemed worth the money they paid.
 - C It appeared to be taught by good instructors.
- 2 What is the girl doing?
 - A suggesting an alternative course of action
 - B explaining how the boy can improve
 - C praising the boy's ability

Extract 2

You hear a teacher advising a student to take part in a school play.


- 3 What does the teacher say about being in the play?
 - A It will help the girl with her studies.
 - B It will allow her to develop a useful skill.
 - C It will provide an opportunity to show her talent.
- 4 How does the girl feel about applying for a role in the play?
 - A She is keen to give the experience a go.
 - B She is convinced that the competition will be tough.
 - C She is sorry that she has left it late to practise the role.

Extract 3

You hear two friends reviewing a book.

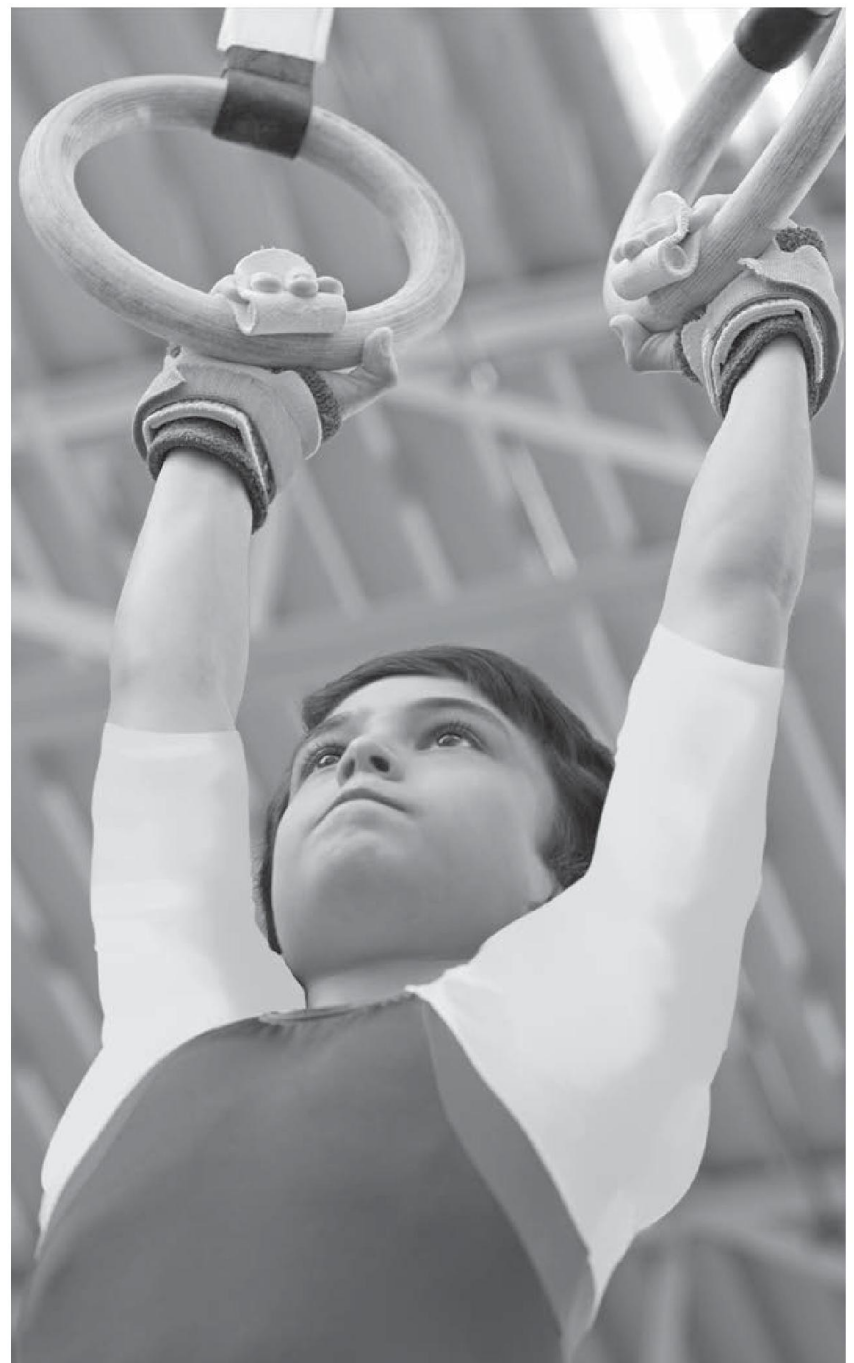
- 5 What is the girl doing?
 - A identifying her favourite character
 - B explaining why the book is important
 - C describing a particularly strong aspect of the storyline
- 6 What do they agree about the book?
 - A It was easy to follow.
 - B It had a moral message.
 - C It should be read in school.

Extend

3  1.4 Complete the sentences with these words. Then listen and check your answers.


edge potential reasonably second stand out took away

- 1 It's one of the more priced clubs around.
- 2 They have a special fast-track programme for anyone who has
- 3 Your written work is to none.
- 4 It may just give you the you need when it comes to applying.
- 5 The point I is that there's always a price for inaction.
- 6 What made the plot for me was when the main character sends out letters to ten of her high school classmates.



USE OF ENGLISH 1

1 Choose the correct words to complete the article.

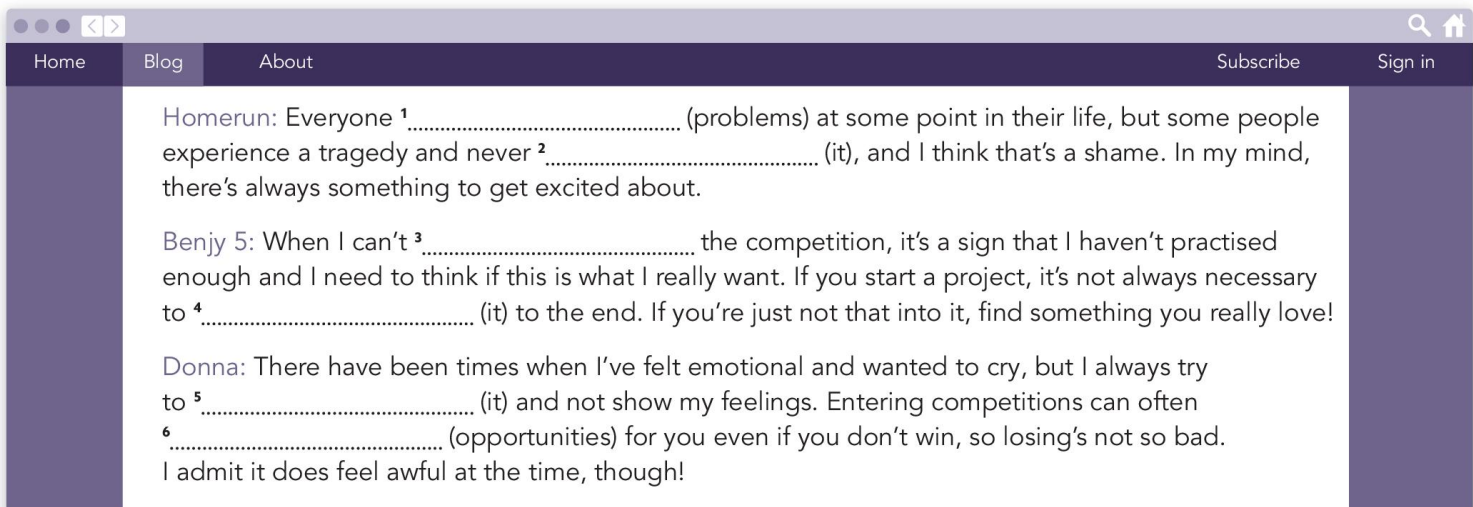


When child psychologist Norman Garmezy started ¹up / out in his career, his research brought him into contact with many young children. He met thousands, helping them to come ²across / through difficult times. One little boy, however, ended ³up / in impacting on him more than any other. The boy was nine years old but he'd already come up ⁴to / against huge challenges. His mother was unemployed and suffered from a serious illness, but every day he turned up at school with a smile and a 'sandwich' consisting of just two plain pieces of bread with nothing else. He explained that there was no filling to put in it, but he didn't want anyone's pity.

With no one to see ⁵into / through even the most basic tasks of caring for him, he could easily have given ⁶in / up to the pressures he was under, but he didn't. Being resilient helped him to go on to achieve a happy and successful life. From this one child, Garmezy realised that while some people allow the misfortunes of life to mess ⁷with / up their futures, others, no matter how tough their lives, will make the best of what's around them and as a consequence find opportunities opening ⁸out / up to them. Even from a young age, some people simply learn to be resilient.

2 Complete the blog with these phrasal verbs. Put the objects in brackets in the correct place.

beat off come up against get over hold back open up see through



Home Blog About Subscribe Sign in

Homerun: Everyone ¹..... (problems) at some point in their life, but some people experience a tragedy and never ²..... (it), and I think that's a shame. In my mind, there's always something to get excited about.

Benjy 5: When I can't ³..... the competition, it's a sign that I haven't practised enough and I need to think if this is what I really want. If you start a project, it's not always necessary to ⁴..... (it) to the end. If you're just not that into it, find something you really love!

Donna: There have been times when I've felt emotional and wanted to cry, but I always try to ⁵..... (it) and not show my feelings. Entering competitions can often ⁶..... (opportunities) for you even if you don't win, so losing's not so bad. I admit it does feel awful at the time, though!

3 e 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. Use between three and six words.

1 When you start a new project, you should finish it.

SEE

When you start a new project, you should the end.

2 Look at these photos of Mum's graduation – I found them by chance in the attic.

CAME

Look at these photos of Mum's graduation – I by chance in the attic.

3 The champion tried not to let it show, but he had tears in his eyes as they gave him the cup.

HOLD

The champion tried to in his eyes as they gave him the cup.

4 I wanted to stay awake to see the finals, but I just fell asleep eventually.

ENDED

I wanted to stay awake to see the finals, but I asleep.

5 Jenny passed the test and didn't make any mistakes.

THROUGH

Jenny making any mistakes.

6 There were fewer opportunities for me to enter sporting events once my exams started.

OPENED

Fewer opportunities me to enter sporting events once my exams started.

7 Eventually, she overcame her fear of water and jumped in the pool.

OVER

Eventually, she of water and jumped in the pool.

USE OF ENGLISH 2

1 Choose the correct words to complete the quiz. Then do the quiz.

What school stereotype are you?



- 1 Which statement matches your view on weekend activities?
 - A People **automatically** / **virtually** / **potentially** assume I'm vain, but I find shopping relaxing!
 - B I think using free time to study **highly** / **greatly** / **virtually** improves your chances of living successfully.
 - C It's **effectively** / **roughly** / **virtually** impossible to go the whole weekend without watching a match.
 - D I prefer to spend my time challenging the **generally** / **practically** / **usually** accepted views of others.
- 2 What's your favourite hangout area?
 - A It's **greatly** / **highly** / **notably** likely I'll be at cheerleading practice most evenings.
 - B The science lab at my school has equipment that's **highly** / **readily** / **quickly** available after hours.
 - C My favourite place to hang out is **especially** / **largely** / **widely** based on where the next match is.
 - D I like to hang out anywhere scary or **practically** / **potentially** / **probably** dangerous.

Mostly As	You're the type who likes to fit into a clique.
Mostly Bs	You're definitely the geeky type.
Mostly Cs	You're the school jock and love anything sporty.
Mostly Ds	You're a thinker and probably into alternative arts.

2 e Read the article and decide which answer (A, B, C or D) best fits each gap.

The problem with stereotypes

School stereotypes are largely an invention of the American movie industry and a ¹..... annoying lie that we're just expected to accept. They create stories that are basically ²..... on joke characters, rather than complex individuals that are ³..... modelled on real-life people. It's careless writing, and a lot of it just encourages mean behaviour. For example, if you believe the movie versions, the most popular girl in school can be openly rude or make ridiculous demands on all her other classmates and they just ⁴..... in to her. Where I'm from in Ireland, that kind of thing is ⁵..... unknown. If you bully the people around you, you are never popular, no matter how popular you are. It's ⁶..... accepted that even the shyest girl in school would not ⁷..... back if someone insulted her straight out. No one would put up with that – it's just so unrealistic. And how many kids really want to spend their lives trying to ⁸..... the expectations of others? Most people just want to get on with each other.

- | | | | |
|----------------|-------------------|-----------------|-----------------|
| 1 A coherently | B continuously | C consistently | D consequently |
| 2 A copied | B based | C related | D reproduced |
| 3 A closely | B nearly | C strictly | D exactly |
| 4 A take | B set | C break | D give |
| 5 A extremely | B relatively | C significantly | D highly |
| 6 A readily | B plainly | C particularly | D significantly |
| 7 A bounce | B get | C hold | D double |
| 8 A live up to | B come up against | C get away with | D pull out of |

Extend

3 Complete the sentences with these words.

bitterly carefully closely fully relatively significantly

- 1 Most people are aware that stereotypes are rarely accurate.
- 2 The damage that stereotypes can do is usually minor.
- 3 Some positive effects have been associated with feeling part of a group.
- 4 Having a few selected interests can help you find like-minded people.
- 5 Most people regret using stereotypes to judge people.
- 6 The danger is when being stereotyped reduces your chances in life.

SPEAKING

1 Match the questions (1–6) with the answers (A–F). Then answer the questions about you.

- 1 What kind of after-school club do you prefer?
- 2 What do you usually do at the weekends?
- 3 Do you think it's important to have hobbies?
- 4 Are you keen on using social media?
- 5 How confident are you using technology?
- 6 What would you say was the best activity for a beach holiday?

- A I don't think I am, really, because ...
 B I wouldn't say it was crucial, but it's nice to ...
 C I think I'm pretty good at it, actually. ...
 D Hmm, definitely one where we get to ...
 E To be honest, I just tend to ...
 F I'd probably have to go for ...

2 Number the sentences in the correct order (1–3).

To be honest, I don't really have a typical weekend because we go away a lot.

- A That's because I'm rubbish at waking up with the alarm, so it's a real treat for me.
 B But when I do get to hang out at home, there are lots of things I love about it.
 C No matter what I have on the rest of the day though, I always make sure I start with a lie-in.

3 Complete the conversation with phrases A–F.

- A: What's your favourite painting?
 B: ¹..... I don't really know. ²..... *The Great Wave off Kanagawa* by Hokusai. ³..... I can tell that it's special. ⁴..... it shows so much power.
 A: Do you often go to art galleries?
 B: ⁵..... I do go to the gallery quite often. Its café is lovely ⁶.....
 A All that culture and stuff isn't my thing, but
 B If I had to pick one, I'd probably have to say
 C I'm not that good at art, but
 D One thing that painting does really well is that
 E and it's a great place to hang out with my mates.
 F That's an interesting question

4 Read the things different candidates said to examiners. Decide if each sentence is too informal (I), too formal (F) or fine (OK). Explain your answers.

- 1 Good morning, sir. Thank you for having me here today.
- 2 I don't know. Sounds like a load of rubbish.
- 3 I'm not great at remembering things like that, but I'll try.
- 4 Hmm, I've never come up against that kind of thing. Let me see.
- 5 It would be my pleasure to answer that question for you.
- 6 If you ask a stupid question, you get a stupid answer!

5 Complete the words in the sentences.

- 1 I have a load of junk in my b _____ at the moment, as well as books and stuff.
- 2 I tend to have lunch with my i _____ f _____, so just my mum, gran and sister.
- 3 There's nothing like just c _____ o _____ at home with nothing to do.
- 4 I'm absolutely r _____ at technology. I can't even manage social media settings.
- 5 I get on well with my brother – I think we're on the same w _____.
- 6 Ella is d _____ to win this game. She'll do whatever it takes.



WRITING

1 Read part of a writing task and the notes some students made in preparation for their essay. Which student best understood the question in the task?

Your class has had a discussion on the best ways of helping young people to make the most of their free time. You have made the notes below.

What are the best ways of helping young people enjoy their free time?

- giving less homework
- restricting internet access
- providing more after-school clubs

A less homework - more free time to spend online; spending time online is a good thing; no need for after-school clubs - not popular

B internet = very tempting; controlling access - forces young people to find other activities, e.g. art or sport; more after-school clubs = helpful - often need equipment, acquire skills, etc.

C Homework dominates our lives. Too much homework leads to health problems and stress. Rise in mental health issues supports this.

2 Complete the model essay on the right with phrases A-D.

- A** and there is general agreement among experts that
- B** In fact, it would probably
- C** The purpose of schools is clear
- D** There are two potential methods of doing this

Young people today are under more pressure to succeed than any generation before them. It is important to make space for them to explore their own interests outside of school. However, there is much debate on how best to achieve this.

We could encourage more face-to-face activities by controlling social media use. ¹..... . Families could agree time limits online, or they could set minimum time slots for other activities, such as doing sport together. However, social media is often the main form of communication among young people. ²..... be a mistake to pretend that online lives between friends do not matter.

The case for reducing the amount of homework is much stronger, and would encourage the development of well-rounded individuals. This is mainly because many adolescents are so exhausted at the end of their day they have no energy. If they could use this time to pursue an activity, they would sleep better and be far less stressed.

To conclude, it would be better to reduce the amount of time young people are expected to spend on homework. ³..... . They aim to create students who are capable of learning the same things and passing the same exams, and so students need free time to explore their creativity. Reducing homework would also improve emotional well-being ⁴..... there are many benefits to relaxation.

3 Make the sentences sound less definite by replacing the highlighted words with these words. Make any other changes necessary.

may may not often probably tends to be

- 1 Providing after-school classes will **definitely** have a beneficial effect.
- 2 Older teens **always** feel uncomfortable suggesting activities on their own.
- 3 Providing structured activities **will** be more attractive.
- 4 Leaving teens to decide hobbies on their own **will definitely not** help.
- 5 It **is** a poorly-judged idea to send teens home to do homework.

4 e Complete the task.

Your class has had a discussion on the importance of hobbies in people's lives. You have made the notes below.

What might affect a person's choice of hobby:

- need to relax and unwind
- expectations of future employers
- self-improvement

Some opinions expressed in the discussion:

'There is only so much learning that one person can do when time's limited.'

'When you're young, you need to give some evidence in job interviews that you can set yourself goals and work towards a task.'

'Most people get tremendous satisfaction out of learning a new skill or winning a challenging competition.'

Write an essay for your teacher discussing **two** of the points in your notes. You should **explain which one is more influential, giving reasons** in support of your answer.

Write your essay in **220-260** words.

UNIT CHECK

- 1** Choose the correct verb forms to complete the sentences.
- I've / I'm learning ice dancing for two years.
 - I've just **been starting** / **started** practising with a new partner.
 - It goes / It's going brilliantly right now!
 - I want / I've wanted to go on a hot air balloon flight all my life.
 - I know / I've known a friend of my parents who has a travel company.
 - I've travelled / I'm travelling on my way to meet him right now.
 - I dream / I've been dreaming about this moment for so long, I can't wait!

- 2** Complete the sentences with words formed from the words in brackets.
- I'm training at the local sports centre for the time (be).
 - I've been busy and (frequency) end up working late into the night.
 - My teacher is (continue) telling us we need to work harder.
 - I (occasion) need to help my mum at work at the weekend.
 - I'm (temporary) working on a big project at the moment.

3 Match the first half of each sentence (1–8) with the second half (A–H).

- | | |
|---------------------------------|---------------------------------------|
| 1 My friend's really taken | A over what she said to you! |
| 2 There was no way I could pass | B a task through to the end. |
| 3 I just can't get | C through this final test. |
| 4 It's important to see | D out of the competition. |
| 5 I've decided to pull | E up my hopes of winning. |
| 6 I've completely messed | F to tennis. She's a natural! |
| 7 Don't worry. You'll get | G up against some tough times. |
| 8 I've come | H up an opportunity like this. |

4 The words in bold are in the wrong place in the text. Move each word into the correct sentence.

Do you have a hobby regret?

Leave a comment below.

Jackson: I really wish I'd ¹**talents** a musical instrument when I was younger. Doing sports has helped me to ²**setbacks** a lot of things, but I'd love to be able to play the piano. It's the kind of thing that it's easier to ³**taken up** your potential in if you start at an early age.

Kitty Cat: I think it's never too late to ⁴**reach** your dreams, and it's certainly not too late in your teens. Actually, I think some of the ⁵**fulfil** you experience when you're younger disappear. We all have so many hidden ⁶**achieve** just waiting to be discovered!

5 Complete the adverbs in the text. The first letter of each word is given.

Most of the critical comments on gamers are ¹_____ based on a few addicted players. Many adults ²a _____ assume that just because you like games you're antisocial. It's just not true and it definitely ³n _____ affects how gamers are treated. They all seem to consider gaming as ⁴p _____ dangerous, which is simply not the case. Almost everyone plays games these days, and I think it's ⁵h _____ unlikely that an entire generation is going to grow up to become antisocial. It's a stereotype that ⁶c _____ annoys gamers. Lots of studies that are ⁷r _____ available to anyone able to use a search engine will tell you that games actually promote co-operation, team work and strategy building. It's ⁸g _____ accepted among those who have a better understanding of the world of gaming that games don't create problems, but try telling that to many of our parents' generation.

6 Complete the sentences with these words.

campaign compromise engage expertise
genius obstacles related track

- I support the latest to persuade all adults that gaming is good!
- My brother's a total ! He created his own game app, and he's only ten years old!
- There were a lot of, but I managed to overcome them all.
- I'm going to down the last sticker missing from my collection.
- It's important to find a between school work and hobbies.
- We need to get more people to in politics from a young age.
- You need a lot of in science to build electronic equipment.
- I love anything to music from the noughties!

EXAM OVERVIEW

The **Cambridge English Qualifications: C1 Advanced**, is made up of **four papers**, each testing a different area of ability in English. The **Reading and Use of English** paper is worth 40% of the marks. The **Writing, Listening** and **Speaking** papers are worth 20% each. If a candidate achieves an A grade, they will receive a Certificate in Advanced English stating that they demonstrated ability at Level C2. If a candidate achieves a grade B or C, they will receive the Certificate in Advanced English at Level C1. If a candidate only achieves a B2 level, they may receive a Cambridge English Certificate stating that they demonstrated ability at Level B2.

Paper	Format	Task focus
Reading and Use of English Eight parts 56 questions 90 minutes	Part 1: Multiple-choice cloze. A text with eight gaps, and four options to choose from for each gap.	Part 1: Use of vocabulary including idioms, fixed phrases, complementation, phrasal verbs.
	Part 2: Open cloze. A text with eight gaps. Candidates write the correct word in each gap.	Part 2: Use of grammar, vocabulary and expressions.
	Part 3: Word formation. A text with eight gaps and a word at the end of the line in which the gap appears. Candidates write the correct form of this word in the gap.	Part 3: Vocabulary, particularly prefixes and suffixes, changes in form and compound words.
	Part 4: Key-word transformations. Six sentences to re-write using a given word. Candidates complete a second sentence so that it means the same as the first, using the word given.	Part 4: Use of grammatical and lexical structure.
	Part 5: Multiple-choice. A text with six four-option, multiple-choice questions.	Part 5: Identifying details, such as opinion, attitude, tone, purpose, main idea, text organisation and features.
	Part 6: Cross-text multiple matching. Four short texts followed by four multiple-matching questions	Part 6: Comparing and contrasting opinions and attitudes across four different texts.
	Part 7: Gapped text. One long text from which six paragraphs have been removed. Candidates replace these paragraphs from a choice of seven.	Part 7: Reading to understand cohesion, coherence, organisation and text structure.
	Part 8: Multiple-matching. A text or several short texts with ten multiple-matching questions.	Part 8: Reading to locate specific information, detail, opinion and attitude.
Writing Two tasks, carrying equal mark 90 minutes	Part 1: Compulsory task. Using given information to write an essay of 220–260 words.	Part 1: Writing an essay with a discursive focus based on two points given in the task.
	Part 2: Producing one piece of writing of 220–260 words, from a letter/email, proposal, review or report.	Part 2: Writing for a specific target reader and context, using appropriate layout and register
Listening Four tasks 30 questions (around) 40 minutes	Part 1: Multiple-choice questions. Three short dialogues featuring interacting speakers, with two multiple-choice questions (with three options) for each extract.	Part 1: Understanding gist, detail, function, agreement, speaker purpose, feelings, attitude, etc.
	Part 2: Sentence completion. One monologue with eight sentences to complete with a word or short phrase.	Part 2: Locating and recording specific information and stated opinions.
	Part 3: Multiple-choice questions. A conversation between two or more speakers, with six four-option multiple-choice questions.	Part 3: Understanding attitude and opinion.
	Part 4: Multiple matching. A set of five short monologues on a theme. There are two tasks. In both tasks candidates match each monologue to one of eight prompts.	Part 4: Identifying main points, gist, attitude and opinion.
Speaking Four tasks (around) 15 minutes per pair	Part 1: Examiner-led conversation.	Part 1: General social and interactional language.
	Part 2: Individual long turn with visual and written prompts. Candidates talk about two pictures from a choice of three.	Part 2: Organising discourse, speculating, comparing, giving opinions.
	Part 3: Two-way collaborative task. Candidates discuss a question with five written prompts for two minutes, then answer a second question on the same topic.	Part 3: Sustaining interaction, expressing and justifying opinions, evaluating and speculating, negotiating towards a decision, etc.
	Part 4: The examiner asks questions for candidates to discuss on issues related to the topic of Part 3.	Part 4: Expressing and justifying ideas and opinions, agreeing and disagreeing, speculating.

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