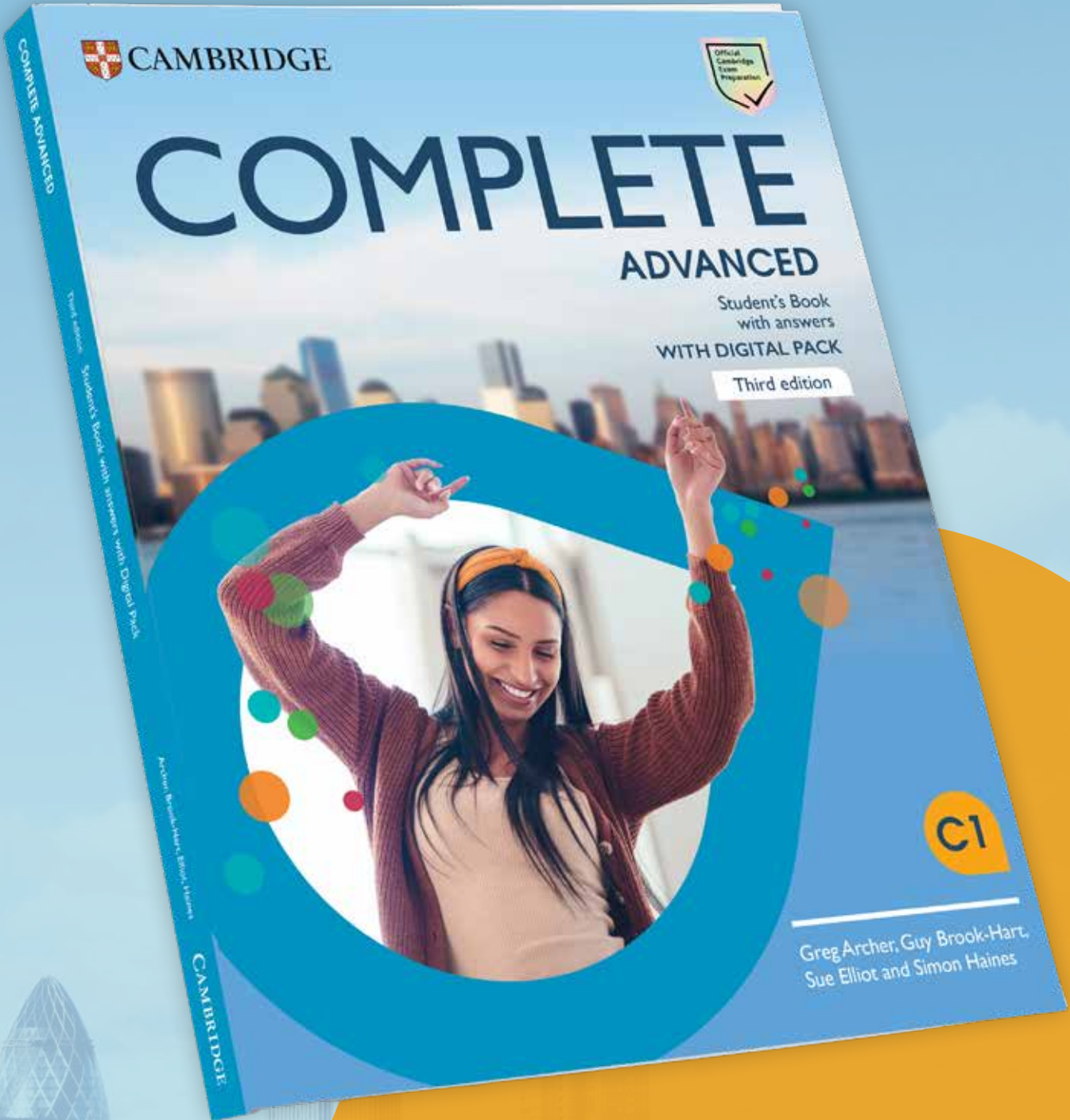


SB

COMPLETE STUDENT'S BOOK



Complete Advanced

5

Events to remember

Hydro speeding

Hydro speeding in Morzine, Switzerland, is not for everyone but the more adventurous will love it. Equipped with a float, helmet, flippers and wetsuit, you will float, plunge and scream your way down the River Dranse!



Interested? Click here ►

York Skydiving Centre

Ready to **skydive?** We offer tandem skydiving, **parachuting** and **freefalling** at York Skydiving Centre.



Come and experience the exhilaration of jumping from an aeroplane at 4,000 metres at the closest full-time parachute centre to York.

Interested? Click here ►



Wilderness Husky Safari

Quite simply, we love this and, judging by the feedback, so do our clients.

You will be provided with all the necessary equipment, including thermal clothing, and then taken to meet the dogs. You will be taught how to handle your team and the sled, and then you depart into Pallas-Yllästunturi National Park in Western Lapland, one of Europe's few remaining wilderness areas.

Interested? Click here ►

Starting off

- 1 You receive an email telling you that you have won an adventure activity competition. Which of these three activities would you choose?
- 2 Compare and discuss your choice of activity with other students.
- 3 Work in pairs. Discuss these quotations. What do they mean? Do you agree with them?

'Do one thing every day that scares you.' (Eleanor Roosevelt)

'Distrust and caution are the parents of security.' (Benjamin Franklin)

- 4 Work in small groups. Discuss these questions.

- 1 Would you consider yourself to be an adventurous person? Why? / Why not?
- 2 What do you think the advantages and disadvantages of being adventurous are?
- 3 Do you think doing adventurous activities is a good way of improving a person's character?

Listening Part 1

- Before you listen to the recording, read the questions and options and infer as much information as possible from them about the topic. This should help you to understand the recording when you hear it for the first time.
- The words you hear will usually be different from the words in the question, so listen for the meaning rather than for specific words.

Exam advice

1 You will hear three people talking about dramatic past experiences. Before you listen, match 1–10 with a–j to make sentences which refer to frightening experiences.

- | | |
|---|---------------------------|
| 1 It seemed to go on ... | a nightmares about it. |
| 2 Everything seemed to be happening ... | b in a flash. |
| 3 It was as though time ... | c I'll never forget. |
| 4 It was all over ... | d stood still. |
| 5 Everything was ... | e as if it was yesterday. |
| 6 I remember it ... | f jumped out of my skin. |
| 7 It's an experience ... | g in slow motion. |
| 8 I still have ... | h happening at once. |
| 9 It's all ... | i forever. |
| 10 I nearly ... | j a bit of a blur now. |

2 Now tell a partner about a dramatic experience that happened to you or someone you know. Use some of the sentences from Exercise 1 if possible.

3 Read the questions and options in Exercise 4. At this stage, think about what you can work out from the question and answers. Ask yourself questions like these:

- 1 In Extract One, what might have happened to the farmer's tractor, do you think? From the options in question 2, do you think the story had a happy ending?
- 2 In Extract Two, what might have motivated the man to undertake such a challenge? Read carefully through question 4 and the options. Why might he have had those feelings?
- 3 In Extract Three, the woman is talking about learning to fly. What do you think might have happened with the other plane?

4 Now listen and for questions 1–6, choose the answer (A, B or C) which fits the best according to what you hear.



Extract One

You hear a man telling a friend a story that involves a local farmer and a runaway tractor.

- 1 During his explanation of what happened, the man reveals his
 - A concern to reassure his friend about the outcome.
 - B sympathy for the farmer and his situation.
 - C regret for his lack of detailed information.
- 2 What is the woman's reaction to the story?
 - A disbelief that such a thing could have happened
 - B admiration for the farmer's heroic actions
 - C relief at the limited extent of the injuries suffered

Extract Two

You hear part of an interview with a man who climbed up a very high mountain in order to ski down it again.

- 3 Why did the man think he could achieve his ambition?
 - A He'd already coped with an extremely challenging climb in his area.
 - B He'd been assured his skills were completely up to it.
 - C He'd been able to study his target during another climb.
- 4 The man explains that before he set off, he
 - A was reluctant to witness other people's reactions.
 - B felt that a degree of nervousness was a useful thing to experience.
 - C began to fear he might not be physically fit enough.

Extract Three

You hear a woman talking to a friend about her experiences flying a light plane.

- 5 What does the woman admit about her first solo flight?
 - A She was fortunate to have been allowed to undertake it.
 - B She was astonished at how well it went.
 - C She was over-confident about her own capabilities.
- 6 When describing an incident with another plane, the woman
 - A suggests that her calm attitude surprised her.
 - B expresses doubts about whose fault it was.
 - C wonders whether she'd handled it in the best possible way.

5 How do you think you would have felt if you'd been involved in each of these situations? Would you have behaved in the same way as the people in each story, or differently? Which one do you think is the most frightening situation? Why?

5

Vocabulary

Idiomatic language

1 Discuss these questions about words and phrases from Listening Part 1.

- 1 Are *flashbacks* pleasant or unpleasant? What kinds of events cause flashbacks?
- 2 What does *backed off* mean in this sentence?
... an absolute monster of a mountain, known to be deadly – other ski mountaineers had already *backed off*.
- 3 What does it mean if you *get off lightly* when something bad happens?
- 4 What do you do if you *jump the queue*?
- 5 If you were about to do something potentially risky with someone, how would you check they were *up to it*?

2 Discuss the meaning of the idiomatic expressions in these sentences, which all include parts of the body.

- 1 In the end all I could do was jump off and *keep my fingers crossed*.
- 2 I'm really scared of heights but if you *twist my arm*, I suppose I'll go climbing with you.
- 3 James may seem friendly but he's likely to *stab you in the back* when he has something to gain.
- 4 Lots of people use their work computers for personal reasons, but managers usually *turn a blind eye to it*.
- 5 He told me I'd won the lottery but I knew he was just *pulling my leg*.

Grammar

Verbs followed by *to* + infinitive or the *-ing* form



The **COMPLETE** grammar reference

▶ Scan the QR code, watch the video, then turn to page 168

1 Choose the correct verb form in these sentences from Listening Part 1. Compare your answers with a partner.

- 1 I somehow managed *to keep / keeping* my head.
- 2 I started taking on increasingly difficult climbs and descents, then considered *to tackle / tackling* the biggest climb close to home.
- 3 In fact, I didn't talk much about the trip to family and friends, to avoid *to see / seeing* how anxious I was making them.
- 4 What on earth was he intending *to do / doing*?
- 5 If I'd attempted *to land / landing*, I would've hit the other plane.

2 Are the verbs/phrases in the box followed by the infinitive or the *-ing* form? Make two lists of verbs.

admit agree avoid can't afford can't help
choose deny enjoy expect finish hope
involve keep on mind offer pretend promise
put off refuse resent risk suggest

3 Some verbs have different meanings depending on whether they are followed by the *-ing* form or the infinitive. Discuss the differences in meaning between the verbs in *italics* in these pairs of sentences.

- 1 a I *remember* arriving home very late that evening.
b *Remember* to wake me up early tomorrow morning.
- 2 a I *tried* putting my foot on the brake, but the car simply went faster.
b I *tried* to hold on to the steering wheel, but it slipped out of my hand.
- 3 a I *forgot* to send Anabel a birthday card.
b I'll never *forget* opening that card on my birthday.
- 4 a I *regret* saying anything now.
b I *regret* to say that I won't be able to come to your wedding.
- 5 a Being a careful driver *means* paying attention to other road users.
b I'm sorry. I didn't *mean* to offend you.

4 The following sentences contain mistakes made by exam candidates. Correct the mistakes.

- 1 I suggest to take the overnight train to Vienna.
- 2 Part of my job is to help maintaining the machinery in good working order.
- 3 I would strongly recommend to sail rather than going by plane.
- 4 I never considered to do anything except being a teacher.
- 5 I told my department manager that I objected to work at weekends.
- 6 Despite not being able to afford going abroad, I am interested in diving in other countries.

5 Work in small groups. Discuss some of these topics.

- something I'm looking forward to
- things I'd like to give up
- things I put off doing
- jobs I'd refuse to do
- something I regret having done
- something I've tried to do, but failed

Reading and Use of English Part 4

- Use the word in CAPITALS without changing it.
- Count the words you have used to complete the gapped sentence. Contractions (*isn't*, *don't*, etc.) count as two words.
- Check that the words you have added are grammatically correct in the gapped sentence.
- Finally, read both sentences again to check that they have the same meaning.

Exam advice

1 Work in pairs. Look at this sample task for Reading and Use of English Part 4 and discuss the questions.

Tom and Jane were only able to see all the way to the mountains once the snow had stopped.

UNTIL

It was *only after the snow had finally stopped* that Tom and Jane were able to see all the way to the mountains

- 1 Does the completed second sentence have a similar meaning to the first sentence?
- 2 Is it grammatically correct?
- 3 Would this answer be correct in the exam?
- 4 If not, what should the answer be?

2 Read sentences 1–3 in Exercise 3 and discuss the clues under each one (you do not have clues in the exam).

3 Complete the second sentence in sentences 1–6 (sentences 1–3 have clues) with between three and six words, including the word given.

- 1 I don't think Ben ever intended to accompany me on the cycling trip.

INTENTION

I don't think Ben me on the cycling trip.

Clue: Which preposition do you need after 'intention'? And what form should the following verb take?

- 2 I was expecting the route to be far harder than this.

TOUGH

The route isn't thought it would be.

Clue: Which comparative structure uses the word 'as'? And what word is needed in order to include the idea of 'far harder' in your answer?

- 3 Hakim decided to start tackling climbs that increased in difficulty each time.

INCREASINGLY

Hakim decided to start taking climbs.

Clue: What's a multi-word verb with 'take' that means 'to tackle'?

- 4 Maria was in a hurry to check out of the hostel, but immediately after leaving, she realised she'd forgotten her camera.

SOONER

Maria was in a hurry to check out of the hostel, but she realised she'd forgotten her camera.

- 5 'I should have turned back prior to the start of the storm,' said Aisha.

REGRETTED

Aisha the storm started.

- 6 Jiang was out of his tent earlier than usual this morning, so maybe the loud birdsong woke him up!

MIGHT

Jiang was out of his tent earlier than usual this morning, so he the loud birdsong!

4 Some questions in Part 4 test your knowledge of idiomatic expressions and multi-word verbs, such as those in *italics* below. Match the expressions in 1–6 with the meanings a–f.

- | | |
|--|---------------------|
| 1 After the meal we <i>settled up</i> and left. | a very busy |
| 2 It's <i>a wonder</i> that you got here at all. | b start an argument |
| 3 <i>Keep an eye on</i> the weather. | c get better |
| 4 I'm <i>tied up</i> until this afternoon. | d surprising |
| 5 Thank goodness, she's <i>on the mend</i> . | e watch carefully |
| 6 He's always trying to <i>pick a fight</i> . | f pay what you owe |

5 Write sentences of your own using the six expressions in Exercise 4.



Events to remember

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Reading and Use of English Part 7

- In Reading and Use of English Part 7, you read a text of 650–800 words from which six paragraphs have been removed and placed after the text. You have to decide which paragraph fits in each gap. There is one extra paragraph which does not fit into any of the gaps.
- This part tests your ability to understand the structure of a text, how an argument develops and how ideas link to one another.

Exam info

1 Work in pairs. Discuss these questions.

- 1 Tell each other about an interesting place you have visited, either by bicycle or on foot. Where did you go? Did you encounter any problems during the trip?
- 2 Do you prefer visiting rural countryside areas, or more urban places?
- 3 Are there any wild areas, such as forests, deserts, lakes or mountains, that you would like to visit in the future? Why would you like to go there?

2 Read the exam task. Then follow the steps below to complete the task.

You are going to read an article about a cycle ride. Six paragraphs have been removed from the text. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

- Read the main part of the text quickly to build up a picture in your mind of what is happening.
- Underline any reference words or phrases in the text which you think may refer to either the previous or the following missing paragraph. These may include pronouns, time expressions, conjunctions and other linking phrases.
- Read the missing paragraphs and look for subject matter and language links.
- Match any gaps and missing paragraphs that you are sure of first.

Exam advice

3 Discuss these questions in pairs or small groups. Give reasons for your answers.

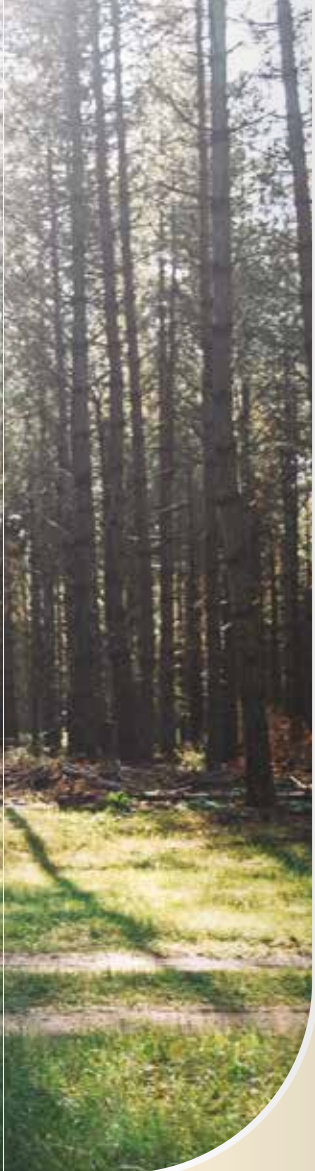
- 1 If a friend suggested going on a long cycle ride lasting several days, would you be keen to accompany them?
- 2 If you had the chance to explore a cave, would you go inside? Why? / Why not?
- 3 What would it be like to cycle in snow, do you think?

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Cycleride

Despite being an enthusiastic amateur cyclist, I'd been stuck at home for a while due to bad weather. So once conditions improved slightly, I was keen to get out and explore. Early one morning, I hopped onto a train bound for the coast, with my bike. Once there, I jumped off, ready for an adventure – a visit to the beach, followed by a long cycle ride home again.



1

Originally built to transport coal (by boat?) from the mines to the docks, it ran past a grey, decaying power station that had once formed part of a thriving industrial centre. As the path was so even, I was able to ride along at some speed – a good re-introduction to cycling.

2

But once that level, more rural section of the route came to an end, so did the easy riding. My legs began to ache as, leaving the canal behind me, the path suddenly climbed upwards – I stopped briefly at the entrance to the last coal mine in the area, now closed but surrounded by new housing and leisure facilities. My route then took me up a narrow lane overlooking huge fields of crops to the top of a hill. From there I could make out the shapes of two great peaks on the horizon.

3

Indeed, from my position high on the hilltop, I looked out across what would once have been an expanse of factory buildings, gradually being reclaimed by nature. By now, the temperature had dropped several degrees, and flakes of snow were beginning to drift towards me. However, I merely put on some extra clothes from my backpack, and carried on enjoying the view.

4

That made the descent quite hazardous, so I was hoping I'd soon reach one landmark I was keen to visit – a deep cave. It was actually some way from the road and I had to get off my bike and push it, sliding around unsteadily down the path. By then there was quite a breeze blowing, and I was beginning to question whether the effort was worth it. However, eventually I spotted a sign confirming I'd arrived at the entrance to the cave.

5

The fresh air seemed all the sweeter as I emerged to tackle the next leg of the journey – a traffic-free cycleway on a nearby bridge, over a steep valley. It offered a view of the massive drop below it that cyclists would find either totally thrilling or absolutely terrifying, depending on their attitude to heights – and I probably belonged to the latter category.

6

The bridge was a stunning example of engineering. The cycling itself was nothing in comparison to the descent down the steep valley, following an old, winding railway line, and despite my initial misgivings about it, the bridge turned out to be one of the most memorable parts of my ride, before I finally cycled home.

A Beside me at the summit, a group of wind turbines at a small windfarm were spinning endlessly. They seemed to be keeping a silent watch over the deserted, chilly landscape below. I set off again, down what had become a slippery cycle path.

B I was beginning to realise that the many changes of scenery I'd been witnessing along the way were all part of the unique character of the area I was in, and could actually see evidence of that from where I was standing – industrial landscapes, vast open countryside and the mountains in the distance.

C I was relieved to get out of the wind, and began to prepare to explore further as I knew it went underground for several hundred metres. But the damp atmosphere put me off going too far in case I lost my way. I returned to the exit.

D However, the landscape I then entered further on, with grass and trees on either bank, couldn't have been more of a contrast to the run-down area I'd just passed. I heard a splash up ahead and watched as a swan took off from the surface of the water.

E The motivation to overcome that was the thought of the waterfalls and woodland, just waiting to be explored – if only I could steel myself to reach the other side, and onto the track that would take me to the bottom.

F In fact, on my map I'd spotted a few places similar to this that I wanted to visit. The only issue, as with this one, was that I hadn't properly checked their location in relation to my route, so I ended up making a detour for some distance.

G To ease myself back into cycling, I headed for the harbour, then onwards to a deserted sandy cove at the foot of some cliffs. I rested there before joining a cycleway going inland away from the shore, alongside a quiet canal.

Events to remember

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Speaking Part 2

▶ Page 207 Speaking bank
Speaking Part 2

- Listen very carefully to the instructions you are given by the examiner, so that you answer the specific questions you are asked rather than talking vaguely or generally about the photos.
- You are asked two questions, which are printed on the page with the photos. Make sure you answer them both.
- Compare the photos in the context of the questions – don't make irrelevant comparisons. Spend about half your time comparing the photos and the other half answering the questions.
- You shouldn't try to describe the photos in detail.
- If you have time before starting to speak, spend a few seconds planning what you want to say.

Exam advice

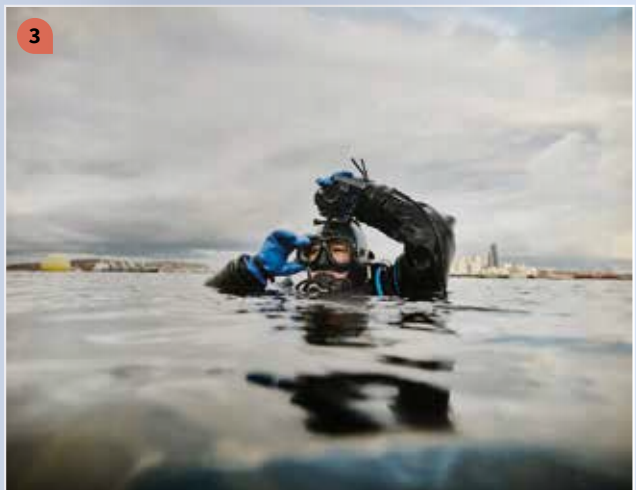
1 Answer these questions about Speaking Part 2. Then compare answers with a partner.

- 1 How many photos is each candidate given by the examiner?
- 2 How many photos does each candidate have to talk about?
- 3 How long does each candidate have to speak for?
- 4 What happens after each candidate finishes talking about their photos?

2 Read the examiner's instructions and look at the three photos. Write brief notes in answer to the questions below.

'Here are your pictures. They show people doing dangerous jobs. I'd like you to compare two of the pictures and say what the dangers of the jobs might be and why people choose to do jobs like these.'

- 1 What are the three jobs? (If you don't know the job title, how can you describe it?)
 - 2 In what way is each job dangerous?
 - 3 What words might describe the sort of person who chooses each of these jobs?
- 3** Work in pairs. Take turns to compare two of the three photos. You should each talk for about a minute. Time your partner, but don't interrupt while they are speaking.



4 Listen to a student speaking about the photos and answer the questions.



- 1 Which two photos is he comparing?
- 2 Why does he use these words and phrases?
almost certainly, obviously, I suppose, It must be, he seems to be, probably, perhaps
- 3 What are the dangers of these jobs?
- 4 Why do people choose to do jobs like these?

5 Read the examiner's instructions and look at another set of three photos.

'Here are your pictures. They show people doing dangerous activities. I'd like you to compare two of the pictures and say what skills and personal qualities each activity involves, and how these activities make people feel.'

Before you start the task, consider the two questions you have to answer and decide which of these words/phrases are most suited to each question.

adrenaline rush concentration control courage
daring excitement exhausted exhilarated fit
proud satisfaction self-confident stamina steady nerves
a sense of achievement strength terrified thrill

6 Work in pairs.

Student A: Choose photos 4 and 5.

Student B: Choose photo 4 or 5 and photo 6.

Now prepare what you are going to say about your two photos.

7 Take turns to speak for one minute about your photos. Incorporate some of the words and phrases from Exercises 4 and 5.

8 After your partner has spoken, ask them a question related to their photos.



5

Writing Part 2: A proposal

▶ Page 202 Writing bank
A proposal

- In Writing Part 2, a proposal may be written for a superior, for example a boss or a teacher, or for a peer group, for example club members or work colleagues.
- You are expected to make suggestions, supported by factual information, to persuade your reader(s) that a certain course of action should be taken.
- A proposal should be clearly organised and may include headings.
- The style should be formal if you are writing for a superior, but may be more informal if your readers are colleagues or club members.

Exam info

- 1 Read the writing task and think about who you would choose as your local hero and make brief notes.

You see this notice on the website for your town or city council.

The Council is planning to honour a local hero connected with our area. The local hero can be someone well known or an ordinary citizen. He/She could still be alive or someone from history. Residents are invited to send in proposals identifying a deserving person, giving reasons for their choice and suggesting a suitable way in which this hero should be honoured.

Write your **proposal** in 220–260 words.

- 2 Take turns to tell a partner about the person you would choose. Give at least two reasons for your choice. Answer your partner's questions about your nomination.
- 3 Read the example proposal without paying attention to the alternatives in *italics*. Answer these questions.
- 1 How well does the writer know his local hero?
 - 2 What did Helen Keane do?
 - 3 What does the writer say she could have done instead?
 - 4 What has Helen Keane shown people?
 - 5 How does the writer suggest Helen Keane should be honoured?

In response to your invitation, I am writing to suggest a local hero who, *in my opinion / I think*, deserves to be honoured. My hero is from my neighbourhood, but not someone I know personally.

My choice

My choice is Helen Keane, who, until recently, was just an ordinary working *mother / mum*. One Friday last August, Helen was driving home, looking forward to a relaxing weekend. Suddenly, a lorry in front of her swerved and crashed into a bridge. Helen immediately stopped and went to help. When she *got to / reached* the lorry, flames were coming from the cab but, without hesitating, Helen opened the door, pulled the unconscious driver out of his lorry and dragged him to safety. Helen herself *was burnt / suffered burns* which kept her in hospital for two weeks.

Reasons for my choice

My main reason for choosing Helen is that she was an ordinary person going about her daily life. She could easily have *gone off / driven home*, leaving the *ambulance / emergency services* to deal with the accident. But instead, she stopped and saved a man's life. My other reason is that Helen has shown us all that special training is not necessarily required to help other people. Anyone can *make a difference / help*.

Honouring my hero

If my choice of local hero is accepted, I suggest that the council should *set up a fund / get together some money* which could be used for *an annual prize / a prize every year* for someone who helps other people. This could be known as the Helen Keane Award.

I hope you will consider Helen Keane a suitable nominee who deserves to be honoured.

- 4 Work in pairs.

- 1 Read the proposal again and choose the most appropriate words and phrases in *italics*. Compare your choices with a partner and discuss the reasons for your choice.
- 2 Has the writer of this proposal covered all parts of the task appropriately?

- 5 **Underline the *-ing* forms in the sample proposal. Then work in pairs to discuss how these forms are used, choosing from this list.**

- 1 as an adjective
- 2 as part of a participle clause
- 3 as part of a main verb
- 4 after a preposition
- 5 as a noun



6 Most of the following sentences contain one or more mistakes made by exam candidates. Correct all the mistakes you can find.



- 1 We think we can solve this problem by opening the museum to the public and charge them an entrance fee.
- 2 In addition to keep up with their studies, university students often have to cope on very low budgets.
- 3 Within the next few weeks, a new sports centre will be opening in the north of the city.
- 4 A hardwork committee has recently put forward a set of interested proposals for improve the food and service be offered in the college canteen.
- 5 To bring in new health and safety regulations, the government has shown that it is concerned with improving the wellbeing of the whole population.
- 6 I knew my decision to work abroad would mean to leave my friends and family.
- 7 There's nothing preventing us to take action to ensure that the new facilities meet our needs.
- 8 The need to keep visited tourists happy means this is a scheme we should back.

7 Which of the adjectives in this list could be used to describe a hero? (Some are negative and would not be appropriate.)

cautious courageous creative enthusiastic
 exceptional extraordinary fearless generous
 greedy innovative inspiring kind
 narrow-minded passionate remarkable
 self-interested significant tireless

8 Use the adverb form of some of the adjectives in Exercise 7 to complete these sentences. (In some cases, more than one answer is possible.)

- 1 When the fire broke out, he acted quickly and
- 2 She works to promote green issues.
- 3 He was an gifted leader.
- 4 Her work has contributed to the welfare of our community.
- 5 He has been successful in achieving his aims.
- 6 He believes in what he is doing.
- 7 She treats everyone she meets and with respect.
- 8 He thinks about ways of solving social problems.
- 9 Residents have responded to the idea of naming the park after her.

9 Now plan and write your proposal for the writing task in Exercise 1.

- Use the example proposal in Exercise 3 as a model.
- If you cannot think of a real person to write about, your hero can be fictional.
- Write in an appropriately formal style.
- Try to include *-ing* forms to link ideas in your proposal.
- Use some interesting and appropriate adjectives and adverbs.