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Complete Advanced

Student's Book **with** answers

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Unit title	Reading and Use of English	Writing
1 Our people	Part 8: My early career Part 4: Key word transformation	Part 1: An essay on methods schools and universities use to help students find jobs
2 Mastering languages	Part 6: Endangered languages Part 3: The naming of products	Part 2: A report on English-language TV programmes
<i>Vocabulary and grammar reviews Units 1 and 2</i>		
3 All in the mind	Part 5: The next step in brain evolution Part 2: Nature vs nurture, Where do my talents come from?	Part 1: An essay on methods schools and universities should use to help students with stress
4 Just the job!	Part 8: Graduate jobs: advice from an expert Part 1: Friends benefit firms	Part 2: A report on a work experience programme
<i>Vocabulary and grammar reviews Units 3 and 4</i>		
5 Dramatic events	Part 7: A walk in the woods Part 4: Key word transformation	Part 2: A proposal on honouring a local hero
6 Picture yourself	Part 5: Teenage self-portraits Part 2: Art for offices; Graffiti: art or vandalism?	Part 2: A review of a book
<i>Vocabulary and grammar reviews Units 5 and 6</i>		
7 Leisure and entertainment	Part 7: Your guide to virtual worlds Part 1: The changing face of Bollywood	Part 2: An informal letter about free-time activities in your town
8 Media matters	Part 6: The ethics of reality TV Part 3: Broadcasters must find ways to regain public trust	Part 2: A proposal for a series of television documentaries
<i>Vocabulary and grammar reviews Units 7 and 8</i>		
9 At top speed	Part 7: Bugatti Veyron Part 4: Key word transformation	Part 1: An essay on technological progress
10 A lifelong process	Part 8: Choosing a university Part 1: Why do we need lifelong learning?	Part 2: A report on ways of attracting students to a language school
<i>Vocabulary and grammar reviews Units 9 and 10</i>		
11 Being somewhere else	Part 5: Disappearing into Africa Part 2: Island wanted; Paradise found	Part 2: A review of two hotels
12 The living world	Part 7: Alex the African Grey Part 3: Species loss accelerating	Part 2: A proposal on ways of conserving resources and reducing waste
<i>Vocabulary and grammar reviews Units 11 and 12</i>		
13 Health and lifestyle	Part 8: Unusual national sports Part 3: Why I run	Part 2: A letter of complaint about a sports club
14 Moving abroad	Part 6: Cities and immigration Part 4: Key word transformation	Part 1: An essay on helping immigrants to integrate
<i>Vocabulary and grammar reviews Units 13 and 14</i>		

Listening	Speaking	Vocabulary	Grammar
Part 4: Unusual occupations	Part 1	Collocations with <i>give</i> and <i>make</i>	Verb forms to talk about the past
Part 1: Language learning, Spelling reform, Job interviews	Part 2	Collocations with <i>make</i> , <i>get</i> and <i>do</i>	Expressing purpose, reason and result
Part 2: 'Face-blindness' – a psychological condition	Part 3	Nouns which can be countable or uncountable Formal or informal?	<i>no</i> , <i>none</i> , <i>not</i> The passive
Part 2: The co-operative movement	Part 4	Dependent prepositions Adjective–noun collocations (1)	Expressing possibility, probability and certainty
Part 1: Dramatic past experiences	Part 2	Idiomatic language	Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form
Part 3: An interview with a portrait artist and his sitter	Part 3	Adjective–noun collocations (2)	Avoiding repetition
Part 4: Talking about music	Part 4	Complex prepositions Money words	Linking ideas: relative and participle clauses; apposition
Part 3: An interview about news reporting	Part 3	'Talking' verbs	Reported speech Transitive verbs
Part 1: Rail travel, Olympic records, Space travel	Part 2	<i>action</i> , <i>activity</i> , <i>event</i> and <i>programme</i>	Time clauses Prepositions in time expressions
Part 2: Studying Arabic in Abu Dhabi	Part 4	<i>chance</i> , <i>occasion</i> , <i>opportunity</i> and <i>possibility</i>	Expressing ability, possibility and obligation
Part 1: Travelling on a river, A sponsored walk, A conversation between two travellers	Part 1	Phrasal verbs <i>at</i> , <i>in</i> and <i>on</i> to express location	Conditionals
Part 2: Climate change and the Inuit	Part 3	Prepositions following verbs Word formation	Nouns and articles
Part 3: Allergies	Part 2	Prepositions following adjectives	Ways of contrasting ideas The language of comparison
Part 4: Migration	Part 4	<i>learn</i> , <i>find out</i> and <i>know</i> ; <i>provide</i> , <i>offer</i> and <i>give</i>	Comment adverbials and intensifying adverbs Cleft sentences for emphasis



Introduction

Who this book is for

Complete Advanced 2nd Edition is a stimulating and thorough preparation course for students who wish to take the **Cambridge English: Advanced** exam from 2015). It teaches the reading, writing, listening and speaking skills necessary for the exam as well as the grammar and vocabulary which, from research into the **Cambridge Learner Corpus**, are known to be essential for exam success. For those of you who are not planning to take the exam in the near future, the book provides you with skills and language highly relevant to an advanced level of English (Common European Framework of Reference level C1).



What the book contains

In the **Student's Book** there are:

- 14 units for classroom study. Each unit contains:
 - practice in two parts of the Reading and Use of English paper and one part of each of the other three papers in the Cambridge English: Advanced exam. The units provide language input and skills practice to help you deal successfully with the tasks in each part.
 - essential information on what each part of the exam involves, and the best way to approach each task.
 - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing Cambridge English Advanced writing tasks.
 - grammar activities and exercises for the grammar you need to know for the exam. When you are doing grammar exercises you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which are known to cause problems for students in the exam.
 - vocabulary necessary for the exam. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which Advanced candidates often confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise the grammar and vocabulary that you have studied in each unit.

- A **Language reference section** which clearly explains all the main areas of grammar which you will need to know for the exam.
- **Writing and Speaking reference sections.** These explain the possible tasks you may have to do in the Writing and Speaking papers, and they give you examples together with additional exercises and advice on how best to approach these two papers.
- A **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.

Also available:

- **Two audio CDs** containing listening material for the 14 units. The listening material is indicated by different-coloured icons in the Student's Book as follows:
 02,  02
- A **Workbook** containing:
 - 14 units for homework and self-study. Each unit contains full exam practice in one or two parts of the Reading and Use of English paper.
 - full exam practice in one part of the Listening paper in each unit.
 - further practice in the grammar and vocabulary taught in the Student's Book.
 - exercises for the development of essential writing skills such as paragraph organisation, self-correction, spelling and punctuation based on the results from the Cambridge Learner Corpus.
 - an audio CD containing all the listening material for the Workbook.

Cambridge English: Advanced content and overview

Part / timing	Content	Test focus
Reading and Use of English 1 hour 30 minutes	Part 1 A modified cloze test containing eight gaps, followed by eight multiple-choice questions Part 2 A modified cloze test containing eight gaps Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word Part 5 A text followed by six 4-option multiple-choice questions Part 6 Four short texts, followed by four cross-text multiple-matching questions Part 7 A text from which six paragraphs have been removed and placed in jumbled order, together with an additional paragraph, after the text Part 8 A text or several short texts, preceded by ten multiple-matching questions	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills, including understanding of specific information, text organisation features, implication, tone and text structure.
Writing 1 hour 30 minutes	Part 1 One compulsory question Part 2 Candidates choose one task from a choice of three questions.	Candidates are expected to write an essay in response to a proposition to discuss, and accompanying text. Candidates are expected to be able to write non-specialised text types such as a letter, a report, a review or a proposal.
Listening Approximately 40 minutes	Part 1 Three short extracts or exchanges between interacting speakers. There are two multiple-choice questions for each extract. Part 2 A monologue with a sentence-completion task which has eight items Part 3 A text involving interacting speakers, with six multiple-choice questions Part 4 Five short, themed monologues, with ten multiple-matching questions	Candidates are expected to be able to show understanding of feeling, attitude, detail, opinion, purpose, agreement and gist.
Speaking 15 minutes (for pairs)	Part 1 A short conversation between the interlocutor and each candidate (spoken questions) Part 2 An individual 'long turn' for each candidate followed by a response from the second candidate (visual and written stimuli, with spoken instructions) Part 3 A two-way conversation between the candidates (written stimuli, with spoken instructions) Part 4 A discussion on topics related to Part 3 (spoken questions)	Candidates are expected to be able to respond to questions and interact in conversational English.