

## C1 Advanced Part 5

## 1 Complete the sentences with the words in the box.

better · correct · options · while

In multiple-choice questions, you might want to read the questions and look for the answer in the text

- (a) ..... you read, before looking at the  
 (b) ..... . If you try to find the  
 (c) ..... answer yourself, you could have a  
 (d) ..... chance of choosing the right option.

## 2 Correct the words in bold in sentences 1–7.

- 1 Years ago there was a breakdown **at** communication and they haven't spoken since.  
 2 I was **just** to say that I thought your hair looked good.  
 3 Whenever there's an injustice, my brother can't help but speak **over** against it.  
 4 We couldn't believe he was talking **on** the top of his voice in the library.  
 5 Many people couldn't tell the difference **from** my sister and I when we were kids.  
 6 Although Tim's parents live in Australia, they are in **usual** communication with him.  
 7 Keith is now on good **talking** terms with Freia so there's no more tension.

## ✓ Exam tip

In multiple-choice questions, it can be a good idea to read the questions and look for the answer in the text while you read, before you look at the options. By trying to find the correct answer yourself, you might have a better chance of choosing the correct option.

## 3 You are going to read an article about better communication. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

## Reading between the lines

People rarely say exactly what they want to say or write exactly what they want to write. Life would certainly be much easier in many ways if they did. The message someone wishes to convey would be unambiguous and this would undoubtedly lead to much better communication all round.



However, the fact is that as easy as this sounds, if you wrote an email to a colleague which said, 'Your work is terrible, I wish I didn't have to double-check everything you do', it wouldn't go down well at all. Human beings are too sensitive and get offended – this kind

of honesty would probably lead to a breakdown in communication, not only in the business world but also in our personal relationships. Therefore, we are forced to work within the constraints of what is considered good communication within our society.

That's why it's necessary to develop the ability to read between the lines in an attempt to discover the real message behind the language. In spoken English this can be communicated by observing several things. One of them is body language. I remember thinking a classmate was really rude as she would never make eye contact when she spoke to me. I was unaware of it at the time but I later learnt that this was down to her shyness and not her being disinterested in what I had to say. Through this experience I am slower to judge people who display the same behaviour when I meet them.

Another way to improve communication is by assessing the situation and picking the right moment. I have to make sure it's a good time to talk to my daughter if I want her full attention. When she comes across as bored or disinterested, it often implies that I've chosen the wrong moment. If I discussed what subjects she wanted to take when she was watching her favourite TV programme, at best I would get monosyllabic answers. At worst, it would end in raised voices and slamming doors. I've learnt that teens are much more willing to chat when sitting next to you in the car. They are less likely to be distracted and the lack of eye contact means they are going to feel less 'under the spotlight'.

The best way to read between the lines in a face-to-face conversation is to listen, and I mean really listen. Most of the time we aren't actually doing this. Rather, we're thinking about what we want to say next. If you are able to really listen, you can then use your turn to paraphrase what the person has said to make sure you have received the message that they intended. Any misinterpretation should then be obvious, if not in their response, then in their facial expression.

Reading between the lines is more challenging when it comes to the written word. There are no visual clues to aid us in our interpretation. It's definitely an area where misunderstandings happen routinely. If you want to discuss something important, the best advice is to meet up in person. If that isn't possible, the key is proof-reading. At least once! How many people can say they do this? And it's understandable really in our busy lives where we're rushing around from morning till night. But it is worth doing. If you write, 'I've copied Anna into this email', this can be interpreted as 'This is Anna's problem, not mine.' In this situation it may be better to explain why you've copied her in.

I remember not being on speaking terms with a friend over a sarcastic comment in an email. I met her years later and it turned out she had taken what I'd written literally even though I'd used an emoji. The lesson from this was it's hard to interpret sarcasm in the written word because your tone of voice isn't present. Therefore, it is important to pay as much attention to the context and how someone says something as to exactly what they say because the message can often be different.

As we go through life, if we're paying close enough attention to the little things, we'll gradually learn to read between the lines and become a better communicator. If we don't, well, we're partly to blame and need more practice!

## C1 Advanced Part 5 (continued)

- 1 What point does the writer make in the second paragraph?
- A Many of us communicate with others in an impolite manner.
  - B People stop talking to one another because they take offense at work.
  - C We all have to follow acceptable social norms when it comes to communication.
  - D The way we communicate professionally is very different from how we do this privately.
- 2 Why does the writer give the example of her classmate?
- A To show that she failed to read the signs correctly.
  - B To exemplify that she hadn't observed the girl's behaviour.
  - C To illustrate that the girl formed the wrong opinion of the writer.
  - D To communicate that eye contact is an important conversational skill.
- 3 What advice does the writer give for parents with teenagers?
- A There is no easy way of predicting when an argument will happen.
  - B You need to pick a moment when you're both happy to discuss something.
  - C It will be very difficult to get anything more than short answers out of them.
  - D By speaking side by side, they usually feel like you're putting pressure on them.
- 4 According to the fifth paragraph, bad communication is often caused by
- A Talking over people when we should be listening to them.
  - B Believing we know what someone is saying when we don't.
  - C Considering our next contribution instead of actively listening.
  - D Taking the time to hear what someone says but missing their main point.
- 5 What point does the writer make about the written word?
- A People should clearly explain everything in emails giving a reason.
  - B People don't usually have enough time to sit down and write emails.
  - C People try to discuss things using the wrong means of communication.
  - D People don't often take the time to check through their written messages.
- 6 Why does the writer mention an email she had written to a friend?
- A To prove how sarcasm is easily misinterpreted.
  - B To show how emojis can be very effective.
  - C To explain why she decided not to speak to her.
  - D To exemplify that you can overcome silly arguments.

## C1 Advanced Part 1

## 1 Read the sentences and choose the correct alternative.

In multiple-choice cloze activities, which of the following is a good tactic to try first?

- a Guess the missing word without looking at the options.
- b Choose your top two options and cross out the other two.
- c Select the letter which hasn't been used in your other answers.

## 2 Match the words to the definitions.

- |                    |   |
|--------------------|---|
| 1 vague            | a speak loudly  |
| 2 tone of voice    | b speak quietly and unclearly                                 |
| 3 raise your voice | c expressed in an unclear way                                 |
| 4 mumble           | d to talk at length in an uninteresting way                   |
| 5 speak your mind  | e give your opinion without being polite                      |
| 6 drone on         | f the sound of someone's voice that shows how they're feeling |

Exam tip

In multiple-choice cloze activities, look carefully at the words before and after each gap. Try to guess the missing word before looking at the options.

3 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### Teen artist goes viral



A Welsh teen artist whose school put one of her paintings on their Twitter page has (0) *received* attention from all over the world. When the pandemic struck and Makenzy Beard was unable to play hockey, she was (1) ..... for something to do with her free time. That's when she decided to take (2) ..... painting.

The 14-year-old mainly does portraits which are so realistic that it's hard to tell the (3) ..... between the painting and a photo. And Kimberley Lewis, the director of Blackwater Gallery in Cardiff, is in admiration of how someone so young is able to (4) ..... the soul of someone through her art.

The picture of Makenzy's grandad is a particular favourite for her as it has great sentimental (5) ..... So, despite the fact that she now earns in the (6) ..... of up to £10,000 for a painting, that one isn't for sale.

Makenzy has her (7) ..... firmly on the ground and isn't letting the success go to her head. She isn't pursuing a career as an artist and prefers to (8) ..... a balance between her art and academic work.

- |               |              |               |              |
|---------------|--------------|---------------|--------------|
| 0 A received  | B achieved   | C sustained   | D endured    |
| 1 A bored     | B trapped    | C helpless    | D stuck      |
| 2 A in        | B up         | C off         | D around     |
| 3 A diversity | B changes    | C discrepancy | D difference |
| 4 A catch     | B imply      | C convey      | D transport  |
| 5 A price     | B evaluation | C value       | D cost       |
| 6 A region    | B estimation | C field       | D vicinity   |
| 7 A toes      | B legs       | C feet        | D body       |
| 8 A take      | B have       | C make        | D hold       |