



C1/Advanced Self-Study Pack

Cambridge MB



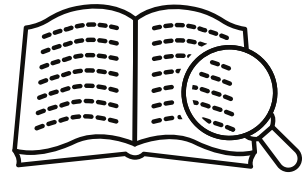
Before you start: set your summer goal

- This summer I most want to sharpen my _____ (e.g. *idiomatic range, precision, fluency*).
- I will study English for _____ minutes, _____ days a week.
- By September, I would like to be able to _____.

Come back and tick each goal when you reach it. ✓

Use of English: Word Formation

Use the word in capitals to form a word that fits in each gap. Watch for prefixes and negatives.



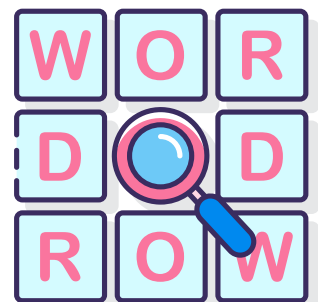
Summer holidays are often idealised, yet the (1) _____ (REAL) of travelling can be rather different. Crowded airports and (2) _____ (END) queues test even the most patient traveller. (3) _____ (DOUBT), planning ahead reduces a great deal of stress. A (4) _____ (THOUGHT) packed suitcase, for instance, can spare you considerable (5) _____ (CONVENIENT) later on. Experienced travellers also know the value of (6) _____ (FLEXIBLE); rigid itineraries leave little room for the (7) _____ (EXPECT) discoveries that often become the highlight of a trip. Ultimately, the (8) _____ (ABLE) to adapt is what turns an ordinary holiday into a memorable one.



Reflect: Which two words were new or tricky for you? For each, write the whole word family — noun / verb / adjective / adverb. (e.g. *prepare* → *preparation* → *prepared* → *preparedly*)

WORD 1: _____ → _____ → _____ → _____

WORD 2: _____ → _____ → _____ → _____



Reading: Multiple Choice (Part 5 style)

Before you read: pre-reading taskS

1. Predict from the title. The text is called "*The Lost Art of Doing Nothing*." What do you think the writer will say about holidays? Write one sentence: _____

(After reading, come back and check — were you right?)

2. You first. How do you usually spend a holiday — busy and packed, or slow and relaxed? Which do you think is better, and why? _____

3. Guess the key words. These words appear in the text. Guess each meaning *before* reading — then confirm from how it's used. Don't look them up yet!

- *idleness* → my guess: _____
- *to decamp (to the coast)* → _____
- *unstructured time* → _____
- *its mirror image* → _____

4. Reading: Read the text and choose the best answer (A, B, C or D) for each question.

The Lost Art of Doing Nothing

Every summer, a curious anxiety descends on otherwise sensible people. Faced with a fortnight of freedom, they fill it to bursting: itineraries are drawn up, landmarks ticked off, and photographs amassed at a pace that would exhaust a professional tour guide. The holiday, supposedly a refuge from the relentless productivity of working life, quietly becomes its mirror image



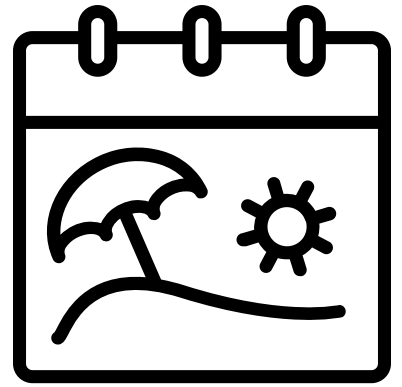
It was not always so. A century ago, the well-to-do thought nothing of decamping to the coast for weeks on end with no plan more elaborate than a daily walk and a good book. Idleness was not merely tolerated; it was the whole point. Today, by contrast, we seem to regard unstructured time with suspicion, as though a morning spent staring at the sea were somehow squandered.

Psychologists who study rest argue that this instinct is misguided. The mind, they point out, does some of its most valuable work precisely when it is left alone — consolidating memories, solving problems below the level of awareness, and generating the stray insights that rarely arrive at a desk. The traveller who pauses, in other words, may return with more than the one who races from sight to sight.

None of this is an argument against ambition. There is genuine pleasure in seeing a famous painting or scaling a hill at dawn. But a holiday crammed with obligations, however enjoyable each may be, can leave us curiously unrested — and faintly resentful that two precious weeks have slipped through our fingers. Perhaps the boldest thing a modern traveller can do is, simply, nothing at all.



- In the first paragraph, the writer suggests that modern holidays
 - are more enjoyable.
 - have come to resemble the working life they should escape.
 - are too short to be truly relaxing.
 - require the skills of a professional planner.
- The writer mentions holidaymakers "a century ago" in order to
 - point out how lazy they were.
 - show that attitudes to free time have changed.
 - argue that travel was better in the past.
 - explain why the coast became popular.
- The word "squandered" (paragraph 2) is closest in meaning to
 - enjoyed.
 - wasted.
 - shortened.
 - interrupted.
- According to the third paragraph, the mind does its best work when
 - it is given a difficult problem.
 - it is kept busy and active.
 - it is left to rest.
 - creating memories
- What is the writer's attitude towards seeing famous sights?
 - They are a waste of valuable holiday time.
 - They are enjoyable, but shouldn't fill the whole holiday.
 - They are the only real purpose of travel.
 - They are best avoided altogether.
- The writer's main purpose is to
 - recommend specific holiday destinations.
 - gently challenge the idea that holidays must be busy.
 - warn travellers about the dangers of doing too little.
 - describe how holidays have improved over time.



Writing: Part 2 (A Review)

You see this announcement on a travel website:

"Reviews wanted! Tell us about a place you visited this summer that other travellers shouldn't miss. Describe what makes it special and explain who would enjoy it most. The best reviews will be published on our site."

Write your **review** in **220–260 words**



Sample introduction: A good review hooks the reader from the first line. Here's one example:

If your idea of a perfect summer is a clear river, a network of quiet mountain trails and people who still greet a stranger in the street, let me point you towards somewhere most maps barely register: Bogarra, a tiny town folded into the mountain range of Albacete.

Before you write: brainstorm (5 minutes)

- **The place:** Where did you go? _____
- **The hook:** In one line, what makes it unmissable?

- **Who it's for:** Who would love it — and who *wouldn't*? _____
- **Your verdict:** Your recommendation in one sentence. _____

Now write your review (220–260 words). Remember to **describe, evaluate and recommend** — and keep the reader engaged.

Useful phrases: *What makes it special is... · It's perfect for... · Don't expect... · a hidden gem · I'd thoroughly recommend...*

Assess your own writing: Rate yourself **1–5**: Content ____ · Communicative achievement ____ · Organisation ____ · Language ____ . Then pick **one** thing to improve next time: _____

C1 SELF-STUDY PACK — ANSWER SHEET & SELF-STUDY NOTES

Use of English: Word Formation

1. reality · 2. endless · 3. Undoubtedly · 4. thoughtfully · 5. inconvenience · 6. flexibility · 7. unexpected · 8. ability

*Tip: this text deliberately hides negatives and prefixes — note **inconvenience** and **unexpected**. The rest follow common patterns: -ly adverbs (Undoubtedly, thoughtfully), -ity / -ness nouns (reality, ability), -less adjective (endless). Always check whether the gap needs a positive or a negative form*

Reading: Multiple Choice

Pre-reading: check your word guesses

(How did your guesses compare? Don't worry if they weren't exact — guessing from context is the skill.)

- *idleness* = doing nothing / being inactive (here, in a positive sense)
- *to decamp (to the coast)* = to leave and go off somewhere, usually for a while
- *unstructured time* = free time with no fixed plan
- *its mirror image* = an exact reflection or copy (the holiday becomes just like work)

1. **B** — the holiday "quietly becomes its mirror image" of busy working life.
2. **B** — "It was not always so" signals a contrast: attitudes to free time have changed.
3. **B** — *squandered* = wasted ("a morning... somehow squandered").
4. **C** — the mind works best "precisely when it is left alone." (*D "creating memories" is the trap: the text says the mind consolidates memories **while resting** — that's an example of what it does, not the answer to **when** it works best.*)
5. **B** — "None of this is an argument against ambition... There is genuine pleasure... **But** a holiday crammed with obligations..." The *but* signals the balanced view.
6. **B** — the whole piece gently questions the busy holiday, ending "the boldest thing... is, simply, nothing at all."

*Self-study habit: for any question you got wrong, go back and underline the exact words that prove the right answer. Wrong answers in Part 5 are usually "true but irrelevant," or they twist one word — spotting **why** a distractor is wrong is what raises your score.*

Writing

What each score is judging:

- **Content** — Did you answer the question *and* develop your points?
- **Communicative achievement** — Is the style right (neutral/formal essay), and does it hold the reader?
- **Organisation** — Clear paragraphs and linking words?

- **Language** — Range *and* accuracy of grammar and vocabulary?

Self-marking bands (1–5) — use on each criterion

- **5 — Excellent:** Fully does the task and reads compellingly; sophisticated, well-linked structure; wide, precise range with only minor slips.
- **4 — Good:** Strong, with small gaps; engages the reader; well organised; good range and accuracy.
- **3 — Solid (a C1 pass):** Task done and clear; organised with linking; a reasonable range of language; errors noticeable but not confusing.
- **2 — Limited:** Parts unclear or undeveloped; reader has to work; basic organisation; simple/repetitive language; errors sometimes block meaning.
- **1 — Very limited:** Little of the task done or off-topic; hard to follow; frequent errors that get in the way.

*For a review specifically: **Communicative achievement** rewards an engaging tone and a clear recommendation (does your opening hook the reader, like the Bogarra example?), and **Language** rewards range — inversion, evaluative and idiomatic phrasing. Aim for 3+ on each, then rewrite one paragraph applying your "one thing to improve."*