

# 1



# AIMING HIGH

## KEY LANGUAGE

Modal verbs: *Might, could, may* and *can*

Adverbs of degree

Challenge and achievement

Nouns

Spelling

## PRONUNCIATION

Word stress: nouns

## EXAM PRACTICE

Reading and Use of English Parts 3 & 5

Writing Parts 1 & 2

Listening Part 1

Speaking Parts 1 & 2

## Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 How long have you been studying English?
- 2 What is the most challenging aspect of learning English?
- 3 What do you hope to achieve by the end of this English course?
- 4 How important is it to you to do well in your work or study?
- 5 Talk about a different kind of challenge you have faced. How did it make you feel?

### How to go about it

- Develop your answers by giving reasons or examples.
- Do not learn long pre-prepared answers. You are likely to sound unnatural and you may not answer the questions appropriately.

## Speaking Part 2 Long turn

**1** Look at the six pictures. They show people facing challenges or taking part in competitive events. Before you do the speaking task, read the information in the boxes below.

**Student A:** Look at pictures 1–3. Compare **two** of them and say what challenges the people might be facing, and how they might be feeling.

**Student B:** When your partner has finished, say which person is facing the most difficult set of challenges.

**2** Now change roles.

**Student A:** Look at pictures 4–6. Compare **two** of them and say why the people might have entered this event, and how they might be feeling now.

**Student B:** When your partner has finished, say which event might provide the greatest sense of achievement.

### How to go about it

- Talk about the similarities and differences between your photos.  
*Both pictures show ..., but this one ..., whereas the other one ...*
- Speculate about the pictures as indicated in the instructions, rather than simply describing what is happening.  
*I imagine/expect that timing might (well) be important in a challenge like this.*
- Use a wide range of vocabulary. For example, when speculating about people's feelings, go beyond the use of simple words such as *happy, determined* or *nervous*.

### Useful language

**1** Decide which of the words in the box can be used instead of *happy, determined* or *nervous*.

committed to +ing   anxious (about)   intent on +ing  
apprehensive (about)   delighted (about)   in good spirits   on edge (about)  
overjoyed   focused (on)   tense (about)   thrilled (about)   set on +ing

**2** Decide with your partner which of the words and phrases might apply to photographs 1–6.



What challenges might the people be facing?  
How might they be feeling?

## Vocabulary Challenge and achievement

1 Complete the expressions with a noun from the box.

ambition challenge chance failure motivation success

- The film **was an overnight** \_\_\_\_\_, despite its low budget.
- I **have a burning** \_\_\_\_\_ **to** travel to Australia.
- When pupils tire of studying, a system of rewards can help **increase** student \_\_\_\_\_.
- Sadly, my attempts to learn Japanese **met with complete** \_\_\_\_\_.
- The government **faces the formidable** \_\_\_\_\_ **of** reducing unemployment.
- He **leaves nothing to** \_\_\_\_\_ and plans everything before a trip.

2 In Exercise 1, the words in bold are 'collocates' of the nouns you wrote. This means that they are often used together with those nouns. Write a new sentence for each noun, using the collocates in bold. The sentences must be true.

3 **SPEAK** Work in pairs. Compare and discuss your sentences with your partner.

4 In sentence 5 in Exercise 1, the verb *face* collocates with *challenge*. Which of the six nouns from Exercise 1 do each of the following pairs of verbs collocate with?

- |                     |                      |
|---------------------|----------------------|
| 1 fulfil a/an _____ | 4 improve _____      |
| realise _____       | lack _____           |
| 2 end in _____      | 5 stand a _____      |
| result in _____     | jump at the _____    |
| 3 achieve _____     | 6 take up a/an _____ |
| enjoy _____         | rise to the _____    |

5 The adjective *formidable* also collocates with *challenge*. All three words in the groups below can combine with a noun from Exercise 1. Add the noun for each group.

- |                              |                               |
|------------------------------|-------------------------------|
| 1 major/new/daunting _____   | 4 total/costly/dismal _____   |
| 2 slight/fair/second _____   | 5 huge/great/resounding _____ |
| 3 secret/lifelong/main _____ | 6 primary/strong/poor _____   |

6 **SPEAK** Work in pairs. Prepare two questions for your partner using the collocations in Exercises 1, 4 and 5 above. Take turns to ask and answer the questions.

*What has been your most daunting challenge ever?*



4

Why might the people have entered this event?  
How might they be feeling now?



5



6

## Reading and Use of English Part 5 Multiple choice

1 **SPEAK** Work in pairs. Look at the photo opposite and describe what is happening. Then discuss your ideas on the following:

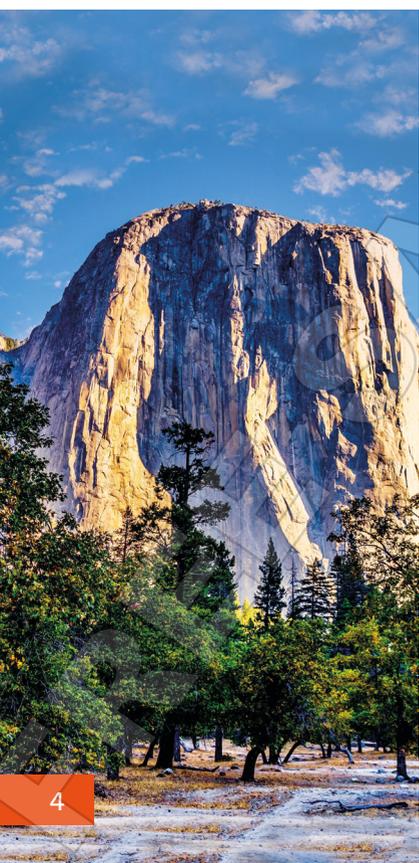
- the type of person who would climb a rock face without ropes
- their reasons for doing so
- the kind of preparation that might be required.

2 You are going to read an article about a free-solo rock climber. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

### How to go about it

- Read the title and text quickly to get a general understanding.
- Underline key words in the questions. *The first two have been done for you.*
- Locate the section of text or paragraph where a question is answered. Read it carefully. In Part 5, the questions follow the same order as the information in the text.
- Use the context to guess the meaning of unknown vocabulary.  
*Discuss with your partner the possible meaning of the words in **bold** in the first paragraph.*
- Try to answer the question or question stem yourself. Then look at options A–D, and choose the option that seems similar to your answer.

- 1 What point does the writer make about George Mallory in the first paragraph?
  - A Climbers in the modern day will never be able to attain his level of fame.
  - B People continue to wonder whether he accomplished his goal or not.
  - C Better technology might have changed the outcome of his mission.
  - D Articles regarding his achievements have sometimes been inaccurate.
- 2 The writer suggests that *Free Solo* is unique in the way it
  - A emphasises the role of mental strength in overcoming challenges.
  - B features scenes which some audiences may find very disturbing.
  - C presents both positive and negative sides of its subject's personality.
  - D satisfies the curiosity of ordinary people and mountaineers alike.
- 3 The writer refers to the interview with *Esquire* in order to
  - A give an example of the kind of common question Honnold finds frustrating.
  - B show how people are unwilling to question the motives of their heroes.
  - C suggest that Mallory and Honnold may have a similar outlook on life.
  - D argue how Honnold deserves just as much recognition as Mallory.
- 4 What do we learn about Alex Honnold in the fourth paragraph?
  - A He is not interested in impressing his fellow climbers.
  - B He has no sense of fear while he is climbing a rock wall.
  - C He is unwilling to rely on standard climbing equipment.
  - D He is reluctant to climb without thorough preparation.
- 5 What general problem regarding sports autobiographies does the writer explain?
  - A Great athletes are rarely able to explain the abilities that they possess.
  - B Some athletes do not wish to admit they had assistance with writing.
  - C Writers may sometimes misinterpret what an athlete is trying to say.
  - D It can be difficult for the best athletes to avoid sounding boastful.
- 6 In the final paragraph, what conclusion does the writer draw?
  - A People should just enjoy and let themselves be distracted by *Free Solo*.
  - B It is unlikely that people will reach their target unless they are motivated.
  - C People should not underestimate their own potential to do great things.
  - D Alex Honnold should be recognised as a role model for ambitious people.



# A LONG WAY TO THE TOP



One of the most famous quotations in mountaineering history is surely 'Because it is there.' These words were reportedly spoken by English adventurer George Mallory in 1923 in response to a journalist asking why he wanted to climb Mount Everest. No doubt one of the reasons for the quote's **longevity** is that it still represents the attitude of many of his kind today. But Mallory and his **iconic** words also continue to capture the public imagination because of the mystery surrounding his fate. Mallory and his climbing partner were last seen alive approximately 245 m below the summit. From here they may have pushed on and reached the summit, but the evidence is **inconclusive**. Had Mallory been in possession of the kind of camera adventurers take for granted today, his fate would no longer be the subject of **speculation**.

The American film documentary *Free Solo* documents climber Alex Honnold's attempt to ascend El Capitan's 900-metre vertical rock face at Yosemite National Park. Powerful lenses capture every fleeting expression on Honnold's face, and we are left in no doubt as to just how gruelling – and potentially fatal – the ascent is. As with many extreme sport films, *Free Solo* offers the viewer a fascinating glimpse into the world of a top athlete, revealing the routines, incredible physical performance, and sheer determination required to achieve a goal. But the directors of *Free Solo* go further and offer a remarkable story of a complex character: a man with enormous courage and humour, yet someone who also sometimes seems incapable of reading the emotions of the people closest to him.

Interestingly, in an interview with *Esquire*, Honnold wonders whether people have possibly read too much into 'Because it is there', and suggests it may simply have been a throwaway remark made by a tired man at the end of a long press conference. Yet, like Mallory, Honnold is constantly being pressed about what drives him to attempt the seemingly impossible. The *Esquire* interviewer cannot help but ask the same. If you believe, as I do, that Mallory's statement was profound, then the question Honnold throws back to the interviewer querying the reason for doing anything challenging seems only to paraphrase it.

Honnold has been active in free-solo climbing for the best part of twenty years. In interviews, he explains how he rehearses extensively before the most demanding climbs, working out each intricate move and memorising them in sequence – to the point of obsession. But it can sensibly be argued that climbing without ropes or a safety harness makes such an approach essential. Honnold claims to love climbing for climbing's sake, and that for him, it is all about minimising unnecessary risk. To hear this is refreshing, in a world where thrill-seekers often boast about terrifying experiences and near-accidents.

*Alone on the Wall*, Honnold's autobiography, which came out several years before the El Capitan climb, offers further insight into the man and his accomplishments. Alternating sections are written by Honnold – describing his experiences in the first person – and his co-author, David Roberts. Professional writers such as Roberts are vital in the sports autobiography genre, often for the reason that top athletes can seldom convey what it's like to have such extraordinary talent – in the same way you or I would have difficulty rationalising the process of breathing – simply because it comes naturally. Professional writers must interview, tease out, and reassemble an elite athlete's thoughts into text that makes sense to the rest of us. In this case, Roberts' name appears alongside Honnold's on the cover.

When we ordinary people hear about athletes such as Honnold breaking new records and pushing the boundaries of human achievement, there is a tendency to think, 'Shouldn't I be trying harder to be the best possible version of me? What could I achieve with a little more effort?' And towards the end of *Free Solo*, Honnold himself recommends that people identify clear goals, and do everything they can to achieve them. But the goals you or I might set ourselves to run a half-marathon, master a new language, or get that promotion are not in the same league as Honnold's. Watching *Free Solo* should be a form of escapism, rather than a general lesson in how to live our lives.

**3 SPEAK** Work in pairs. Discuss the following questions.

- 1 What have you learnt about Alex Honnold from this text? What would you ask him if you met him?
- 2 Some people taking part in extreme sports have been described as highly irresponsible and selfish. What do you think?

## Language focus Modal verbs: *Might, could, may and can*

1 Sentences 1–7 all contain the modal verb *might*. Match each sentence to the idea in the box which it expresses.

annoyance    concession (= even though)    future possibility    lack of enthusiasm  
past possibility    past possibility (but did not happen)    present possibility

- 1 This box is really heavy. You might at least help me carry it!
- 2 I wish you'd drive more carefully. You might have had an accident back there.
- 3 I do hope they're OK. They might have taken a wrong turning.
- 4 I might be home a bit later tonight. I've got a meeting at five.
- 5 Put the TV on – there might be something good on.
- 6 There's nothing worth watching, so we might as well go to bed.
- 7 He might be good-looking, but he can't sing very well.

With no change in meaning, *might* can be substituted by *could* in sentences 1–5 and *may* in sentences 3–7.

2 Go to **Ready for Grammar** on page 212 for rules, explanations and further practice.

3 Sentences 1–6 all contain the modal verb *can/can't*. Match each 'can' or 'can't' to the idea they express (a–f).

- |   |                           |
|---|---------------------------|
| 1 It can store up to 70 000 separate images, although I guess I'm <u>hardly likely</u> to take that many photos!            | a request                 |
| 2 You can be really irritating sometimes! I'd say there's <u>every likelihood</u> the boss is going to fire you!            | b deduction               |
| 3 Can you take my calls this afternoon? It's <u>highly likely</u> I'll be in a meeting till 5 pm.                           | c criticism               |
| 4 I can't do it – I'm not tall enough. And there's <u>a distinct possibility</u> that the whole thing is going to tip over! | d inability               |
| 5 It can't be very healthy if it contains that!   | e theoretical possibility |
| 6 No, you can't! 1 am is far too late, and there'll be <u>little chance</u> of finding a taxi.                              | f prohibition             |

4 Which of the underlined phrases in Exercise 3 mean something 'will probably happen' and something 'probably won't happen'?

5 **SPEAK** With your partner, create a context for each sentence in Exercise 3.

*'I like your new phone.'* *'Thanks. It can store up to 70 000 different images.'*

6 **SPEAK** Work in pairs. Take turns to use and respond to these prompts.

- 1 'You seem annoyed with me.'  
'Well, I do think you might have ...'
- 2 'I think it's highly likely we'll be late for the film.'  
'I guess we may as well ...'
- 3 'That game looks really dangerous.'  
'Yeah, I think there's a real possibility that someone could ...'
- 4 'Karen's not answering her phone.'  
'She may have ...'
- 5 'Steve's just bought a really expensive car.'  
'He might have an expensive car, but ...'
- 6 'Do you feel like going out tonight?'  
'No, I think I might just ...'

## Listening Part 1 Multiple choice

1 **1.1** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

### Extract One

You hear part of a radio discussion in which two people are talking about a sports team.

- 1 The man says that the home team lost the last game because
  - A some of their players were inexperienced.
  - B their training had not been very effective.
  - C they had underestimated their rivals' ability.
- 2 Both the man and the woman disapprove of the way that two players
  - A have been targeted by the media.
  - B are behaving in a disloyal way.
  - C have little to offer as role models.

### Extract Two

You hear part of an interview with a musician.

- 3 According to the musician, why did his group not attend the awards ceremony?
  - A They believed it would be hypocritical of them.
  - B They felt obliged to perform at another event.
  - C They were doubtful about their chances of winning.
- 4 When asked about the songs he writes, the musician reveals
  - A his dislike of performers who are self-obsessed.
  - B his dream of making a difference in the world.
  - C his lack of interest in achieving celebrity status.

### Extract Three

You hear two students discussing a fund-raising event they took part in.

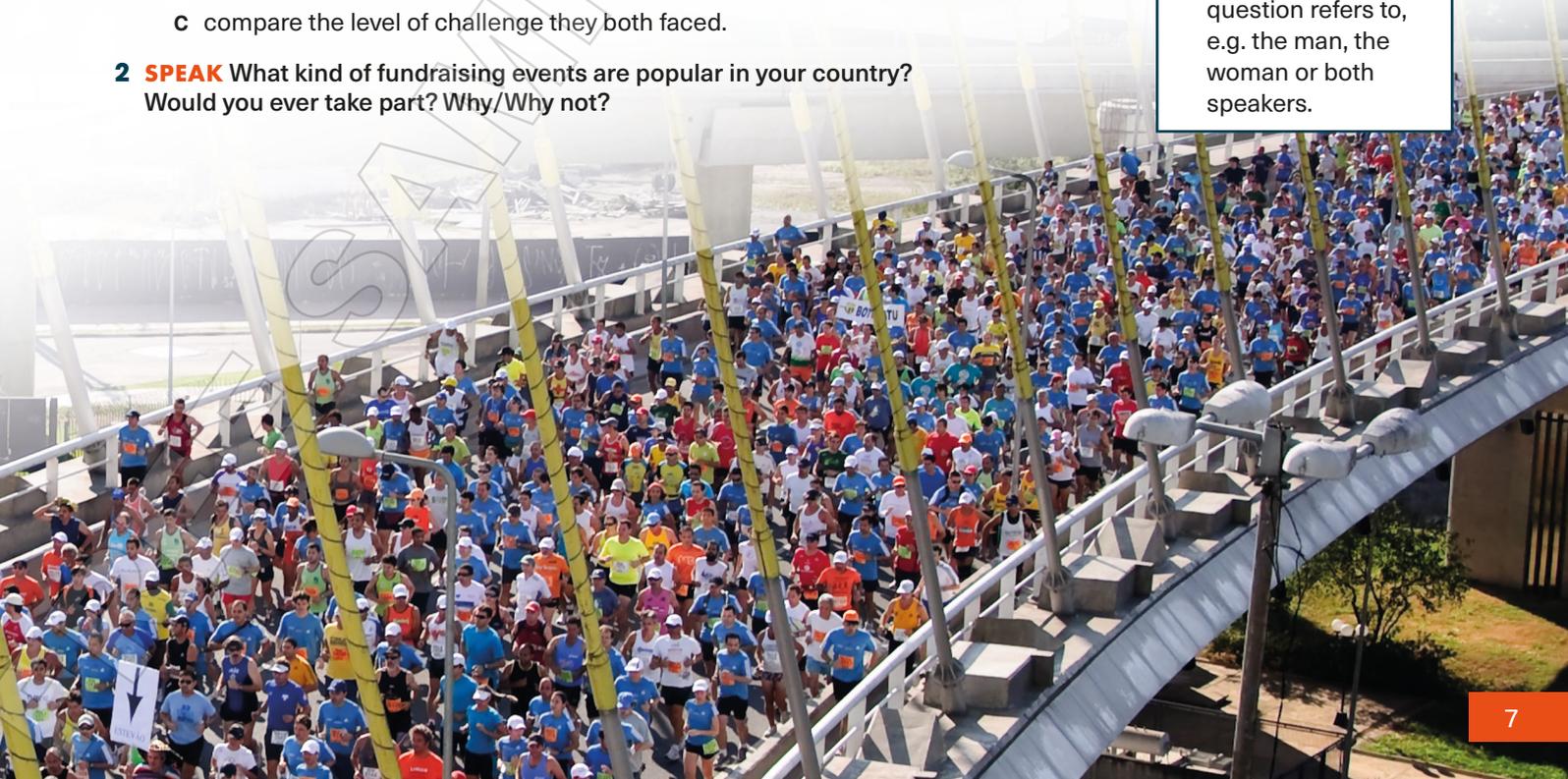
- 5 How does the man feel now?
    - A relieved that the experience is over
    - B determined to do better in the future
    - C disappointed he did not fulfil his aim
  - 6 The woman mentions the amount of money she raised in order to
    - A respond to a criticism that the man has made.
    - B emphasise the difficulty of reaching their target.
    - C compare the level of challenge they both faced.
- 2 **SPEAK** What kind of fundraising events are popular in your country? Would you ever take part? Why/Why not?

### What to expect in the exam

- › There are four parts to the Listening paper. In Part 1, you hear three short extracts from different conversations. There are two multiple choice questions for each extract, testing opinion, purpose, feeling, attitude and agreement.
- › In the exam, you hear each extract twice before the next one is played.

### How to go about it

- › Underline the key words and phrases in the options and think how these might be paraphrased in the recording.
- › As you listen, choose the option which reflects exactly what the speaker or speakers say.
- › Pay attention to which speaker the question refers to, e.g. the man, the woman or both speakers.



## Language focus Adverbs of degree

**1** Choose the correct adverb to complete the sentences from the Listening.

- 1 ... we were on tour, and the travelling had been **fairly/completely** tough on us.
- 2 Giving the novices a chance was a **very/too** poor decision on the part of the manager ...
- 3 ... if these players are ... going overseas for the big dollars, that's **totally/extremely** disappointing.
- 4 ... I had to call it quits, because, you know, I was **slightly/absolutely** starving ...

**2** What other adverbs of degree can be used with the underlined adjectives in Exercise 1?

**3** Which of the following adjectives are gradable and which are non-gradable?

Gradable: *very difficult*    Non-gradable: *absolutely impossible*

ambitious    certain    difficult    exhausted    impossible  
incredible    pleased    ridiculous    risky    tiring

**4** What is the meaning of *quite* in these two sentences?

- 1 His test results were quite good.
- 2 His test results were quite fantastic.

**5** Go to **Ready for Grammar** on **page 214** for rules, explanations and further practice.

**6** In 1–8, cross out the word which does not normally collocate with the adverb at the beginning of the line. There is an example at the beginning (0).

0 <b>perfectly</b>	clear	normal	dependent	capable
1 <b>highly</b>	gifted	promising	talented	clever
2 <b>fully</b>	qualified	worried	booked	equipped
3 <b>wholly</b>	informed	inappropriate	inadequate	unacceptable
4 <b>entirely</b>	free of charge	different	old	wrong
5 <b>utterly</b>	ridiculous	opposed	qualified	disgraceful
6 <b>totally</b>	unnecessary	unexpected	independent	intelligent
7 <b>bitterly</b>	resent	regret	dislike	oppose
8 <b>fiercely</b>	generous	ambitious	proud	loyal

**7 SPEAK** Work in pairs. Tell your partner about a time when you were:

- absolutely terrified
- completely lost
- utterly exhausted
- highly motivated
- totally wrong
- extremely embarrassed



## Word formation Nouns

1 Which suffixes are added to the following verbs to create nouns?

achieve      fail      motivate

2 Complete the sentences with an appropriate noun form of the word in capitals. Use each suffix in the box once only and make any further spelling changes necessary. The noun you require may also need a plural ending or a negative prefix (*un-*, *in-*, *im-*, *dis-*, etc).

-age -al -ance -ation -cy -ence -hood -iety -ity -ment -ness -ship -ure

- |  |                |
|--|----------------|
| 0 His <b>latest</b> <u>publication</u> is a <b>book</b> on young entrepreneurs.  | <b>PUBLISH</b> |
| 1 _____ <b>are available</b> from 3.30 pm in the main hall.  | <b>REFRESH</b> |
| 2 Union members <b>expressed their</b> _____ of the management's offer by walking out of the meeting.                      | <b>APPROVE</b> |
| 3 <b>In her</b> _____ to receive the award, she almost tripped on the stage.   | <b>EAGER</b>   |
| 4 In the interests of safety, a number of <b>standard</b> _____ need to be <b>followed</b> .                               | <b>PROCEED</b> |
| 5 Her 5000-metre run <b>paled into</b> _____ when compared with the marathon her grandfather completed the following week. | <b>SIGNIFY</b> |
| 6 The _____ of the device is what has made it so popular.  | <b>SIMPLE</b>  |
| 7 I cannot comment; I have been <b>sworn to</b> _____ on the matter.   | <b>SECRET</b>  |
| 8 <b>The cost of</b> _____ has increased by 10 per cent this year.   | <b>MEMBER</b>  |
| 9 Customers will be required to <b>pay for any</b> _____.  | <b>BREAK</b>   |
| 10 <b>There is every</b> _____ <b>that</b> prices will continue to rise next year.   | <b>LIKELY</b>  |
| 11 He <b>valued his</b> _____ too much to ever want to get married.  | <b>DEPEND</b>  |
| 12 It's natural to <b>experience</b> _____ on your first day at work.  | <b>ANXIOUS</b> |

3 Using the same suffixes as in Exercise 2, write noun forms for the following words. The same suffix is needed for all three words. Some words require further spelling changes.

- |              |                  |            |                |          |                 |
|--------------|------------------|------------|----------------|----------|-----------------|
| 0 notorious  | <u>notoriety</u> | various    | <u>variety</u> | sober    | <u>sobriety</u> |
| 1 please     | _____            | expose     | _____          | close    | _____           |
| 2 appear     | _____            | annoy      | _____          | rely     | _____           |
| 3 store      | _____            | short      | _____          | pack     | _____           |
| 4 rehearse   | _____            | renew      | _____          | propose  | _____           |
| 5 efficient  | _____            | intimate   | _____          | vacant   | _____           |
| 6 enjoy      | _____            | require    | _____          | commit   | _____           |
| 7 prosperous | _____            | original   | _____          | familiar | _____           |
| 8 leader     | _____            | companion  | _____          | partner  | _____           |
| 9 neighbour  | _____            | father     | _____          | adult    | _____           |
| 10 absent    | _____            | persistent | _____          | evident  | _____           |
| 11 selfish   | _____            | tired      | _____          | careless | _____           |
| 12 explain   | _____            | interpret  | _____          | apply    | _____           |

4 Replace the bold phrases in each question with a noun that has the same meaning from Exercise 3.

- How could the **wealth and success** of your **particular area of city/town** be improved? Which areas need investment?
- How does your life change when you enter **being 18 (or 21) years old**? Is there anything you miss about being a kid?
- Would you consider yourself to be **long-term relationship or marriage-phobic**?
- What qualities are essential if you're in a **management** position, e.g. CEO, president, etc?

5 **SPEAK** Work in small groups. Discuss the questions in Exercise 4.

## Writing Part 1 Essay

### What to expect in the exam

In Part 1 of the Writing paper, you have to write an essay. There is one task, with notes listing three discussion points. You can also make use of opinions given during a debate, lecture, panel, radio or television discussion. You have to explain which of your chosen points you agree with or believe is most important and give reasons to support your opinion. You should write between 220–260 words.

**1 SPEAK** Work in pairs. Read the Writing Part 1 instructions below. Then answer these questions.

- 1 What is the general topic you have to explore in your essay?
- 2 What is the connection between the notes and the opinions?
- 3 How many of the points in the notes do you need to respond to?
- 4 Is it compulsory to mention the opinions provided?
- 5 What is meant by 'an appropriate style'?

Your class has held a debate on the impact of social media on young people. You have made the notes below.

### Impact of social media on young people

- creative opportunities
- exposure to advertising
- sharing and receiving information

### Some opinions expressed in the debate:

'It gives creative young people a platform to share their talent with a wider audience.'

'Corporations use social media to sell their products.'

'You can interact with people from all over the world.'

Write an **essay** discussing **two** of the ways in which social media has an impact on young people. You should **explain which way is more significant and provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260** words in an appropriate style.



## 2 Read the model answer. Decide:

- which two points the writer addresses.
- which point the writer says is more significant.
- whether the writer addresses the topic in objective, general terms, or refers to their own personal experience.

## THE IMPACT OF SOCIAL MEDIA ON YOUNG PEOPLE

Social media has become a global phenomenon. Wherever a young person may live, or whatever their socio-economic status might be, it is highly likely they will be engaging on multiple social media platforms. **So exactly how** is the use of social media impacting on the young generation?

One positive influence is that social media allows people to connect with one another at the click of a button. Should someone wish to discover more about a particular issue, it is simply a matter of finding a like-minded online community. **In this way**, they can exchange ideas, discuss experiences, and describe how they have overcome certain challenges. As many of the younger generation are deeply concerned about problems such as social injustice and global warming, social media can provide them with a means for bringing about change.

**However**, while social media might sometimes be a force for good, it can also affect young people in ways that could be considered manipulative. **A case in point is** when vloggers recommend expensive brands. There are some teens who really aspire to be as popular as their idols, so they can be extremely susceptible to this kind of promotion. What they may not realise is that there is a very strong chance a company is paying the influencer to endorse these items.

**On balance**, the most consequential impact of social media seems to be the way it allows people to acquire and spread knowledge so effectively. The fact that many young activists have forced businesses to change their policies and practices for the better proves this point.

## 3 Discuss the purpose of each paragraph in the model answer.

*Paragraph one introduces the topic, and the rhetorical question is a way to grab the reader's attention.*

## 4 The instructions for the Part 1 Essay say you should use your own words as far as possible. Match these words from the task with the underlined paraphrases in the model answer.

- |            |       |       |                |       |       |
|------------|-------|-------|----------------|-------|-------|
| 1 impact   | _____ | _____ | 4 corporations | _____ | _____ |
| 2 share    | _____ | _____ | 5 advertise    | _____ | _____ |
| 3 interact | _____ | _____ | 6 products     | _____ | _____ |

## 5 **SPEAK** Work in pairs. Match the signposting words and phrases to their function.

- |                             |  |
|-----------------------------|--|
| 1 <b>So exactly how</b>     | a use this to explain the consequence of an action or situation you just mentioned |
| 2 <b>In this way</b>        | b use this to introduce an example or supporting evidence                          |
| 3 <b>However</b>            | c use this to show what conclusion you have reached                                |
| 4 <b>A case in point is</b> | d use this to set up the topic without stating your own opinion                    |
| 5 <b>On balance</b>         | e use this to introduce a contrast, an alternative point of view                   |
- 6 Instead of using 'So exactly how ...?' to set up your argument, you could also write 'The most significant impact of social media, however, is open to debate.'

Discuss some alternative ways to express the other examples of signposting in Exercise 5.

## 7 Now write your own answer to the Part 1 task in Exercise 1. Before you start writing, read the advice in the *How to go about it* box.

### How to go about it

#### Plan your essay:

- Choose two of the three points, and quickly write down a few ideas for each.
- Decide which ideas are most relevant, and add some notes to develop them.
- Check that the notes include reasons and/or supporting evidence.
- Decide how to introduce and conclude your essay.

#### Write your essay:

- Set your argument out in four paragraphs.
- Use signposting phrases to connect your ideas.
- Use a range of vocabulary and grammatical structures, and avoid repetition whenever possible.

For more information on writing essays, see **page 192**.

## Language focus Modal verbs: *Might, could, may and can*

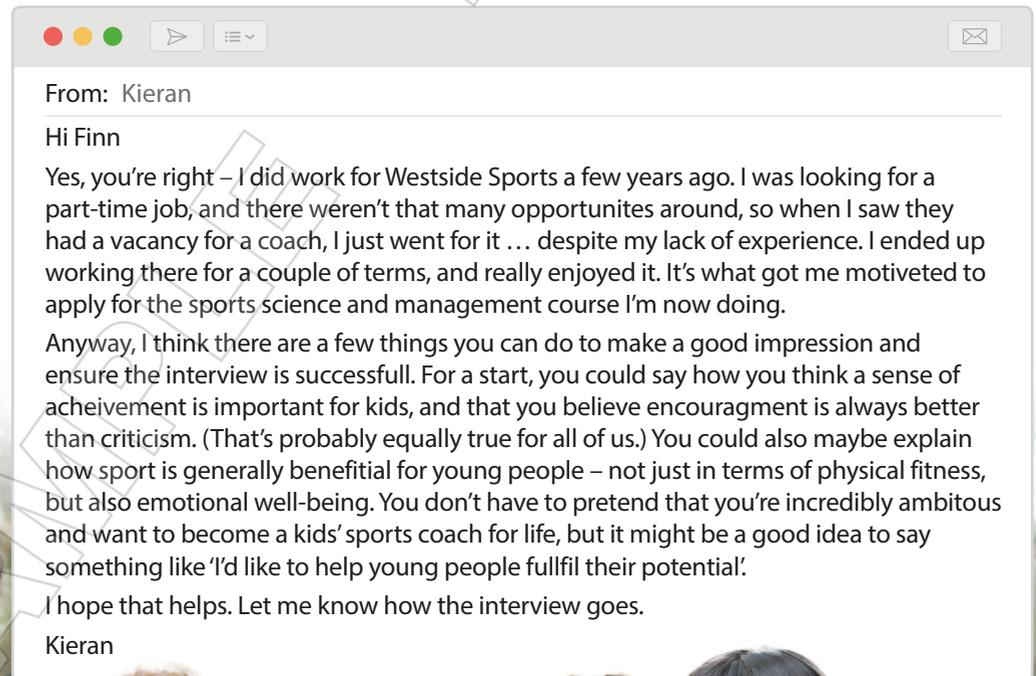
Complete the sentences with a modal form and another word from the box.

at least can chance could have hardly manage  
may might succeeded unlikely well

- 1 Sometimes you \_\_\_\_\_ be so uncaring! I do think you \_\_\_\_\_ sent me some flowers on our anniversary.
- 2 She \_\_\_\_\_ only be a six-month-old baby, but she's clearly very intelligent.
- 3 There's a good \_\_\_\_\_ the bus will be late, so we \_\_\_\_\_ as well walk.
- 4 It seems highly \_\_\_\_\_ it'll rain today, but we may \_\_\_\_\_ get showers tomorrow.
- 5 You could \_\_\_\_\_ have made the effort to get changed. You're \_\_\_\_\_ likely to impress her in those clothes!
- 6 Our team \_\_\_\_\_ in getting through to the finals, but we didn't \_\_\_\_\_ to retain the trophy.

## Spelling

- 1 Read the email quickly. What question(s) do you think Finn asked?
- 2 Read the email again and identify and correct eight spelling mistakes.



From: Kieran

Hi Finn

Yes, you're right – I did work for Westside Sports a few years ago. I was looking for a part-time job, and there weren't that many opportunitites around, so when I saw they had a vacancy for a coach, I just went for it ... despite my lack of experience. I ended up working there for a couple of terms, and really enjoyed it. It's what got me motiveted to apply for the sports science and management course I'm now doing.

Anyway, I think there are a few things you can do to make a good impression and ensure the interview is successfull. For a start, you could say how you think a sense of acheivement is important for kids, and that you believe encouragment is always better than criticism. (That's probably equally true for all of us.) You could also maybe explain how sport is generally beneficial for young people – not just in terms of physical fitness, but also emotional well-being. You don't have to pretend that you're incredibly ambitious and want to become a kids' sports coach for life, but it might be a good idea to say something like 'I'd like to help young people fullfil their potential'.

I hope that helps. Let me know how the interview goes.

Kieran

## Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

### Rewarding children



Cash rewards are a common form of (0) **MOTIVATION** used by parents with high (1) ..... to encourage their children to work hard at exam time. Some youngsters receive (2) ..... of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam (3) ..... or should they, as many parents and teachers feel, be offered in (4) ..... of a child's effort, regardless of results? The latter approach would solve the problem of how parents reward children with different levels of (5) .....; imagine, for example, a family with one child who is academically gifted and another who has learning (6) ..... The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades, the withholding of promised financial rewards would only compound the child's feeling of (7) ..... However, some leading educational psychologists believe that parents should rely on their own (8) ..... in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash pay-outs.

MOTIVATE

EXPECT

PAY

PERFORM  
RECOGNISE

ABLE

DIFFICULT

FAIL  
JUDGE

### Vocabulary Challenge and achievement

For sentences 1–10, underline the correct alternative.

- I think there's a[n] *obvious* / *clear* / *distinct* / *plain* possibility that Djokovic might win.
- He only has a *fair* / *slight* / *long* / *thin* chance of winning the election. He's very unpopular.
- There is *every* / *each* / *all* / *very* likelihood that the government will introduce the measures this year.
- There were far more of them than us. We didn't *stand* / *face* / *hold* / *keep* a chance against them.
- I'm afraid the project will *connect* / *join* / *meet* / *contact* with failure if we don't get sufficient funding.
- He had never acted before, but he *rose* / *arose* / *aroused* / *raised* to the challenge and gave a very convincing performance.
- At 85, she says she's unlikely to realise her *resounding* / *longing* / *lifelong* / *overall* ambition of learning to fly.
- That last candidate appeared to be *fully* / *wholly* / *utterly* / *entirely* qualified for the job.

### Writing Part 2 Informal email

This is part of an email you receive from a friend:

... I failed the last time I auditioned for a part in the college play. There's another audition coming up soon. How did you manage to get a part? Do you have any tips to help me overcome my nerves? Do you think getting some extra drama lessons would be worth it?

Write your email.

For more information on writing emails, see [page 195](#).



## Pronunciation Word stress: nouns

- 1 Mark the stressed syllable in each word in bold. The first one has been done for you.
- 1 It's impossible to **motivate** others if you have no **motivation** yourself.
  - 2 You should certainly **recognise** your strengths, but a clear **recognition** of your weaknesses is more important.
  - 3 Be **generous** to other people, and they will invariably return your **generosity**.
  - 4 Aim to work in **various** different jobs for a **variety** of different companies; it'll make you a more rounded professional.

2 **1.2** Listen and check your answers to Exercise 1. What do you notice about the position of the stress in the two words in each sentence?

### Nouns with *-ity*, *-sion*, *-tion*, and *-iety*

- In nouns ending in the suffixes *-ity*, *-sion* and *-tion*, the stress is always on the syllable immediately before the suffix. This is irrespective of the position of the stress in the verb or adjective from which the noun is formed.
- For nouns ending in the suffix *-iety*, the stress is always on the *i* of the suffix.

3 **SPEAK** Work in pairs. How far do you agree with the statements in Exercise 1?

4 Complete the tables below. Use the suffixes *-ity*, *-tion*, *-sion* and *-iety* to form nouns from the words in the left-hand column. Then mark the stress in the correct position on all the words. The first one has been done for you.

	Adjective	Noun
1	social	society
2	anxious	
3	sensitive	
4	reliable	
5	curious	

	Verb	Noun
6	supervise	
7	resign	
8	repeat	
9	resolve	
10	satisfy	

5 **1.3** Listen and check your answers to Exercise 4. Then practise saying the words.

6 **SPEAK** Work in small groups. Play snakes and ladders.

## Rules

- 1 Toss a coin. Move two spaces for heads and one space for tails.
- 2 Use the word you land on to create a sentence. You must also pronounce the word correctly. If you fail to do so, miss a turn.
- 3 If you land on a snake's head, go to the square with the snake's tail.
- 4 If you land on the bottom rung of a ladder, go to the square with the top rung.

21 reliability	22 familiarity	23 society	24 originality	FINISH
20 satisfaction	19 erosion	18 recognition	17 invasion	
11 motivation	12 popularity	13 curiosity	14 repetition	15 publication
10 ability	9 variety	8 conclusion	7 similarity	6 anxiety
1 supervision	2 contamination	3 sensitivity	4 generosity	5 resignation

START