



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.

This first unit deals with the themes of ambition, challenge and achievement. This, and every other unit of *Ready for C1 Advanced*, gives the students the opportunity to improve their reading, writing, listening and speaking skills. All the tasks are thematically connected. The grammar and vocabulary are taken from the reading and listening exercises, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

First, have students look at the picture and ask them to consider how the boy feels and what emotions this picture is supposed to inspire in the viewer. Then refer students to the **How to go about it** box. Model question 1 by giving an example of an answer that is too short, such as *Three years*, and one with a full answer: *I studied English at school but I was getting a little rusty, so I started taking lessons again three years ago*. Elicit a too short answer and a full one for question 2. Then have students discuss the remaining questions in pairs. Monitor and assist as necessary. Note that questions 2–3 include an element of needs analysis. In general, it's a good idea to ask

your students this sort of question at the beginning of the course, because it provides you with useful information about your students. This can inform where to focus your attention during your lessons.

ONLINE MATERIALS

Random topic collocations (**Teacher's Resource Centre**)
 Get to know your exam (**Teacher's Resource Centre**)
 Unit 1 Test (**Test Generator**)
 Unit 1 Wordlist (**Student's/Teacher's Resource Centre**)
 Unit 1 On-the-go-practice (**App**)

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.

Useful language

1 happy: delighted, in good spirits, thrilled, overjoyed

determined: committed to, intent on, focused on, set on

nervous or worried: anxious, apprehensive, tense, on edge

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



Lead-in

On the board write: *Moon landing, winning a gold medal, inventing the internet*. Ask the students what these are examples of and elicit or provide *achievements*. Put this word at the centre of the board to form a mind map. Elicit other examples. Then organise the students into pairs or small groups. Ask them to choose one of the achievements on the board and discuss what would have been needed to achieve the goals. After a few minutes, nominate a student from each group to share their ideas with the class. You could round off the task by asking students which achievement they find most impressive and why.

Speaking Part 2 Long turn

1 Tell students they will continue the discussion of challenges and achievements with another task from the *C1 Advanced* exam, Speaking Part 2, also known as the Long Turn. In this exam task, they will talk on their own for a minute about two questions and two pictures. However, since this is the first time they are doing this task, you won't be timing them. Refer students to the **How to go about it** box. Note that one typical problem with this task is spending too much time describing the pictures, which is a

lower-level skill, and not enough time answering the questions. The questions are designed to push students to express opinions about more abstract ideas and to speculate, both of which are the type of higher-level skills tested on the *C1 Advanced* exam. Before doing the task, in order to make sure they have time to properly discuss the questions, you could give students some practice comparing different combinations of the pictures in one or two sentences, i.e. *In pictures one and three they are both indoors. However, in picture one the girl is working but in picture three the woman is exercising*. You could also elicit some description using language of speculation, for example, *I imagine both women are very focussed on what they're doing (pictures one and three)*. Note that ability to speculate is something students must demonstrate at this level and official examiners will be listening out for it.

2 Once both Students A and B have had a go at the task, focus their attention on the **Useful language** box. Put the answers in three columns on the board. Check the pronunciation of *anxious* /'æŋkʃəs/. You may also want to elicit the *-ed* endings of *committed* /ɪd/, *focused* /t/, *overjoyed* /d/ and *thrilled* /d/. Then challenge students to repeat the task and use at least two of the words from the board. They could describe different pictures or work with different partners.

Teaching tip

Unlike the other three parts of the speaking exam, Part 2 does not involve interaction and can therefore be practised individually at home. Students can use images from *Ready for C1 Advanced*, or simply do an image search online for *C1 Advanced Speaking Part 2*, and practise speaking about them for a minute. You can even assign students homework with a

specific set of images. Ask them to record themselves doing the task using their mobile phones and then send you the recording by email. Students generally find the act of recording themselves quite motivating. They'll often do it again and again until they are satisfied – which is great speaking practice!

Extra activity

To give your students more practice speculating, ask them to look at the other pictures in Unit 1 and speculate about who the people are, where they are, what they are doing, etc. Board the following useful language for them to use if they wish:

Maybe/perhaps ..., I imagine ..., I bet ..., My guess is that ..., He/she might be ..., They can't/couldn't be ...

Note that this task will also give you an idea of how successfully students can use modal verbs *might*, *could*, *may* and *can* to express possibility, one aspect of modal verbs covered in the **Ready for Grammar** section of this unit.

Vocabulary

- 1 Word stress is the feature that is focused on in the pronunciation section on page 14. So you could start raising the students' awareness of it here by eliciting the word stress of each of the words in the box. Once students have done the exercise, ask them which collocations they are less familiar with and clarify their meaning. Note that collocations don't usually translate as well as individual words. This could be illustrated by asking students to translate a few of the collocations into their first language(s).
- 2 Model the exercise by boarding an example sentence. Then invite students to come up with their own sentences. Monitor as necessary.
- 3 Ask a few students to share their answers with the class. Then put students in pairs and have them complete the exercise. Ask students which of their partner's sentences they found interesting and have them explain why. Alternatively, students could write at least one sentence that is intentionally humorous. Or they could write three sentences that were true and one that was false. They read their sentences to a classmate, who has to guess which one is false.
- 4 Explain to the class that nouns can collocate with many verbs and that they have to be careful with how the meaning might change. For example, *face the problem* means you come across or deal with

a problem whereas *face the fact* means accepting a bad situation. Note that one difference between a B2 level and a C1 level of English is knowledge and awareness of collocation. Particularly in the writing and speaking sections, official examiners will be looking for students to demonstrate this awareness, which is one reason why there is a strong focus on collocations in *Ready for C1 Advanced*.

- 5 With this type of collocation exercise, where there are two columns, you can easily give your students a bit of extra practice with this no-prep activity: ask them to cover one of the columns with their notebook (or their hand) and try to remember the words that are covered.
- 6 Have students look at the adjectives in Exercise 5. Ask them to note neutral ones (*new, fair, second, secret, main, strong, poor*) and then the stronger ones (*major, daunting, lifelong, slight, costly, dismal, huge, great, resounding, primary*). Explain that some of these can make a negative word stronger: *major disappointment*, or positive one stronger: *major achievement*. Some, though, are negative as they are: *dismal, daunting, poor*. Then model the exercise by coming up with one question in open class. As the students work in their pairs, monitor and assist as necessary.

You may wish to use **Random topic collocations** on the **Teacher's Resource Centre** at this point.

Teaching tip

For easy reference when studying, tell students to set up a part of their notebook as a vocabulary section with subsections. Alternatively, they could set up a separate 'vocabulary notebook'. There they can create pages for different themes, in this case one for *challenge and achievement*. Tell students to collect new words and collocations related to this theme as

they progress through Unit 1, and then make similar pages for future units. They could also look up new collocations for these themes at home to add to their lists. If they use this system when studying or revising, students have quicker access to lexis and study it more effectively.

Extra activity

Collocations lend themselves well to gamification. For example, to consolidate or review this vocabulary, you could create an online quiz where the students have to choose the correct collocate to fill gaps in example sentences. Another fun game with collocations is to put one half of the collocations, in this case, *ambition, challenge, chance, failure, motivation and success*

on the board. Students stand in two lines. Say the other half of the collocation, i.e. *achieve*, and the two students at the front of the line have to touch the correct word on the board: *success*. The first to do so gets a point for their team. Both students move to the back of their respective lines and the game continues with two new students.

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** success, despite its low budget. *Note that an overnight success means it is sudden and unexpected.*
- I **have a burning** ambition **to** travel to Australia.
- When pupils tire of studying, a system of rewards can help **increase** student motivation.
- Sadly, my attempts to learn Japanese **met with complete** failure.
- The government **faces the formidable** challenge **of** reducing unemployment.
- He **leaves nothing to** chance 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 | <u>ambition</u> | 4 improve | <u>motivation</u> |
| realise | | lack | |
| 2 end in | <u>failure</u> | 5 stand a | <u>chance</u> |
| result in | | jump at the | |
| 3 achieve | <u>success</u> | 6 take up a/an | <u>challenge</u> |
| 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 | <u>challenge</u> | 4 total/costly/dismal | <u>failure</u> |
| 2 slight/fair/second | <u>chance</u> | 5 huge/great/resounding | <u>success</u> |
| 3 secret/lifelong/main | <u>ambition</u> | 6 primary/strong/poor | <u>motivation</u> |

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?

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



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

longevity (n) – having a long life or existence

iconic (adj) – very famous and well known, and believed to represent a particular idea

inconclusive (adj) – not producing a definite result or complete proof of something

speculation (n) – ideas or discussion about why something has happened or what might happen

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.

- What point does the writer make about George Mallory in the first paragraph?
 - Climbers in the modern day will never be able to attain his level of fame.
 - ☒ People continue to wonder whether he accomplished his goal or not.
 - Better technology might have changed the outcome of his mission.
 - Articles regarding his achievements have sometimes been inaccurate.
- The writer suggests that *Free Solo* is unique in the way it
 - emphasises the role of mental strength in overcoming challenges.
 - features scenes which some audiences may find very disturbing.
 - ☒ presents both positive and negative sides of its subject's personality.
 - satisfies the curiosity of ordinary people and mountaineers alike.
- The writer refers to the interview with Esquire in order to
 - give an example of the kind of common question Honnold finds frustrating.
 - show how people are unwilling to question the motives of their heroes.
 - ☒ suggest that Mallory and Honnold may have a similar outlook on life.
 - argue how Honnold deserves just as much recognition as Mallory.
- What general problem regarding sports autobiographies does the writer explain?
 - ☒ Great athletes are rarely able to explain the abilities that they possess.
 - Some athletes do not wish to admit they had assistance with writing.
 - Writers may sometimes misinterpret what an athlete is trying to say.
 - It can be difficult for the best athletes to avoid sounding boastful.
- In the final paragraph, what conclusion does the writer draw?
 - ☒ People should just enjoy and let themselves be distracted by *Free Solo*.
 - It is unlikely that people will reach their target unless they are motivated.
 - People should not underestimate their own potential to do great things.
 - Alex Honnold should be recognised as a role model for ambitious people.



Lead-in

One good trick for coming up with an effective lead-in for your lesson is to simply google the topic. Case in point for this topic: if you search for *Free solo documentary*, you will find a number of very engaging (and terrifying!) trailers and clips online. If you have access to technology, show students a minute or two in class to raise interest in the topic. While watching, you could ask them to think about how Alex Honnold's girlfriend might feel about his decision to free climb El Capitan in the face of certain death. Lead a brief open-class discussion.

Reading and Use of English

- 1 As an alternative to the lead-in above, you could start the lesson by asking students if they have ever taken part in extreme sports and if so, what they were. Then ask what they think drives people to do extreme

sports despite their danger. Have students open their books and focus their attention on the main picture. Put them in pairs and invite them to discuss the three bullet points. Ask students to share their ideas in open class. Board any useful language that comes up during the discussion.

- 2 Refer students to the **How to go about it** box. Explain that it is always important to read a text first for general understanding as it will help them answer the questions a little more easily. This must be done very quickly, however, as time is short on the exam. Students work together to discuss the words in bold. Monitor and assist as necessary, encouraging them to use context to help them. Note that the last point describes an especially effective technique for answering multiple choice questions. If students first try to find the answer to the question in the text or try to finish the stem sentence before looking at the options, they are much less likely to fall for a distractor.

Teaching tip

If a student does an exam task for the first time and finds it really difficult, this can be incredibly discouraging. This kind of negative experience can shape a student's impression of that part of the exam, leading them to conclude straightaway this particular task is 'hard' and they are 'not good at it'. This can become a sort of self-fulfilling prophecy: the task becomes harder because students think it's going to be hard. So the first time students do an exam task, it's a good idea to ensure a high degree of success.

With this in mind, if you think some of your students might struggle with a particular exam task, such as this Reading Part 5 task, you could increase their chances of answering the questions correctly by eliminating one (or even two) of the incorrect options. Alternatively, you could allow students longer to complete the task, or encourage them to compare answers with a partner. This way, students gain familiarity but also confidence with the task. Stronger students could of course choose to opt out and do the task without this support.

Extra activity

One way of training students with the technique explained in the last bullet of the **How to go about it** box is to give them a copy of the questions of a Reading Part 5 task with the four options blanked out. Students read the text and take notes based on the text about the answer to the question or the end of the

stem sentence. Then let them see the four options. In pairs, invite them to compare their notes with the options and choose the best answer. Note that this same task can be used for Listening Parts 1 and 2, which also require students to answer multiple choice questions.

- 3 Note that in *Ready for C1 Advanced* there is always a **SPEAK** section after listening and reading tasks. Make sure you make room in your lesson plan to discuss these types of *personalisation* questions,

because they provide students the opportunity to express their personal opinions about what they have read, which has been shown to aid acquisition of new language.

READY FOR GRAMMAR

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

- 1 *might*, *could* and *may* can be used to express present, future and past possibility:

*Try the shop on the corner – they **might have** what you're looking for.*

*Economists warn that house prices **could rise** even further next year.*

*She **may not have received** your letter yet.*

The addition of *well* after the modal verb expresses more probability.

*Take an umbrella – it **may/could/might well** rain later on.*

- 2 *might* and *could* can be used to express:

- past possibility which did not happen

*We **could have won** the game, but Joe missed a penalty.*

*It's a good thing I was wearing a crash helmet. I **might have been** seriously injured.*

- annoyance

*You **could at least say** you're sorry!*

*He **might have told** me he was going to be late!*

- 3 *might* and *may* can be used to:

- express concession

*He **might have failed** his degree, but he's earning much more than me.*

(= *Although he failed his degree, he's earning much more than me.*)

*She **may be** very famous, but that doesn't give her the right to behave like that in public.*

- suggest what one should do when there is no better alternative

*I **might as well go** shopping with my parents – I've got nothing else to do.*

*You'll find out the truth sooner or later, so I **may as well tell** you now what happened.*

- 4 *can* and *may* (more formal) can be used to:

- give or refuse permission

*You **may/can borrow** up to five books at any one time from the library.*

*You **can't/may not go** until you have finished.*

- make offers

***May I be** of assistance?*

***Can I carry** that for you?*

- 5 *can* and *could* can be used to:

- make requests

***Can/Could you give** me a hand, please?*

- ask for permission

***Can/Could I open** the window?*

- The more formal *may* can also be used.

***May I ask** a personal question?*

- 6 *can* and *could*, in the negative form, can be used to express certainty:

*She **can't be** more than about 20 years old.*

*It **couldn't have been** a bear that we saw – it was far too small.*

- 7 *can* can be used to express:

- theoretical possibility

*The new concert hall **can seat** over 3000 people.*

- ability or inability

*I **can understand** some Italian, but I **can't speak** it very well.*

- criticism

*She **can say** some very hurtful things sometimes.*

- 8 *could* can be used to express:

- ability or inability in the past

*My late grandfather **could play** the banjo, but he **couldn't sing** very well.*

When we talk about ability to do something on one occasion in the past, *could* is not possible. Instead, *was/were able to*, *managed to* or *succeeded in* have to be used.

*I **managed to speak** to Frank last night, but I **couldn't persuade** him to come to the opera with us.*

- permission or prohibition in the past

*When I was at school the boys **couldn't wear** earrings, but the girls **could**.*

When we talk about permission to do something on one occasion in the past, *be allowed to* has to be used.

*I **was allowed to leave** work early yesterday to go and meet my husband at the airport.*

Other ways of talking about future possibility

In addition to using modal verbs, there are several lexical ways of expressing future possibility.

*There's a [strong/distinct/real/faint] **possibility** that I could lose my job.*

*There's a [remote/slight/fair/good] **chance** that Lara will be at the party tonight.*

*She's [highly/hardly] **likely** to win that competition.*

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! **annoyance**
- 2 I wish you'd drive more carefully. You might have had an accident back there. **past possibility (but did not happen)**
- 3 I do hope they're OK. They might have taken a wrong turning. **past possibility**
- 4 I might be home a bit later tonight. I've got a meeting at five. **future possibility**
- 5 Put the TV on – there might be something good on. **present possibility**
- 6 There's nothing worth watching, so we might as well go to bed. **lack of enthusiasm – might/may as well is a fixed phrase**
- 7 He might be good-looking, but he can't sing very well. **concession**

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

- 4 Which of the underlined phrases in Exercise 3 mean something 'will probably happen' and something 'probably won't happen'? **will probably happen:** every likelihood, highly likely, distinct possibility **probably won't happen:** hardly likely, little chance

- 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.

Possible answers

- 1 'You seem annoyed with me.'
'Well, I do think you might have ...' **paid for some of the meal.**
- 2 'I think it's highly likely we'll be late for the film.'
'I guess we may as well ...' **go home, then.**
- 3 'That game looks really dangerous.'
'Yeah, I think there's a real possibility that someone could ...' **be badly injured.**
- 4 'Karen's not answering her phone.'
'She may have ...' **left it at home.**
- 5 'Steve's just bought a really expensive car.'
'He might have an expensive car, but ...' **he still doesn't have a license.**
- 6 'Do you feel like going out tonight?'
'No, I think I might just ...' **stay home and watch TV.**

Language focus

- 1 This guided discovery style exercise gives students the chance to uncover degrees of difference between various modal verbs. In general, this type of exercise is best done individually, after which students can compare and discuss their answers in pairs. Alternatively, you could put the ideas in the box on the board and the sentences on individual cards and stick the cards to the walls. Students go around and write their answers in their notebooks, discussing them with their classmates along the way.
- 2 You could correct the answers to Exercise 1 in open class, or direct students to the **Ready for Grammar** section (see TB5 and below), where they can check their answers by reading the grammar explanations. Note that students can do Exercise 1 in the **Ready for Grammar** section, but they shouldn't do Exercise 2 just yet.

3-4 Once students have done this second guided discovery exercise, and any doubts about it have been resolved in open class, direct students back to the **Ready for Grammar** section, where they can now do Exercise 2.

5-6 These two **SPEAK** exercises give the students the chance to practise the grammar in a freer way. It's important to make room in grammar lessons for these freer practice stages which can all too often get squeezed into the last five or ten minutes of a lesson. In order for students to really acquire new grammatical structures, they will need lots of opportunities to use the language. That means putting students in communicative situations where they can experiment with the new grammar and use it to express their own ideas.

You may wish to use **Get to know your exam** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

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

1 In 1-8, complete the second sentence so that it has the same meaning as the first.

- 0 Would you mind lending me your pen for a moment?
May I borrow your pen for a moment?
- 1 Although he lives here, we never see him.
He may live here, but we never see him.
- 2 They're very likely to ask you to speak French during the interview.
You may (very) well be asked to speak French during the interview.
- 3 Perhaps she didn't know you were married.
She might not have known you were married.
- 4 He had a good chance of getting the job, but he didn't apply.
If he'd applied for the job, he could (well) have got it.
- 5 I rarely use my bike these days, so it would make sense if I sold it.
I rarely use my bike these days, so I may as well sell it.
- 6 Why on earth didn't you tell me you were vegetarian?
You might have told me you were vegetarian!
- 7 I think his chances of winning the election are slim.
It's unlikely (that) he will win the election.
- 8 I'm fairly certain of getting the job.
I think there's a distinct possibility that I will get the job!

2 In 1-7, one of the three alternatives is incorrect. Cross it out.

- 0 You ~~might not~~/may not/cannot leave until I give you permission.
- 1 It's not my scarf – I think it ~~might~~/could/can be Graham's.
- 2 It ~~might~~/may/could not be warm enough to eat outside tonight, but we'll keep our fingers crossed.
- 3 He's so lazy – he ~~might~~/may/could at least offer to do the washing up!
- 4 I know you didn't want to come, but you ~~might~~/may/could as well try and enjoy yourself now that you're here.
- 5 Don't run across the road like that again – you ~~might~~/may/could have been run over!
- 6 It was a tough walk, but we ~~could~~/were able to/managed to reach the end before it got dark.
- 7 Police are now saying that the fire ~~might~~/may/could not have been started deliberately, although they have refused to rule out the possibility of arson entirely.

Go back to **page 6**.

Listening

- 1 **1.1** One effective way of using the **What to expect in the exam** and **How to go about it** boxes in *Ready for C1 Advanced* is to have students read the information and then put it into their own words. Here, for example, one student could read one box while the other reads the other box. They then close their books and tell their partner about what they have read. Or, individually, students could write an explanation of the information using different words

but not changing meaning. They could then compare with a classmate and discuss similarities and differences. This second exercise gives them explicit practice with the skill of paraphrasing, which is tested in Use of English Part 4.

- 2 In open class, ask students what kinds of things can be done to *raise funds*, for example, fun runs, bake sales, raffles, etc. After they discuss the questions in pairs, encourage any students who have participated in an interesting fundraising event to share their experience with the class.

AUDIOSCRIPT

Listening Part 1 Multiple choice

1.1

M = Man W = Woman I = Interviewer
J = Jason

Extract 1

M: Well, obviously I was gutted that the home team didn't come out on top in the last game, but it wasn't altogether a surprise. There were three of them out there making their debut, and you could tell they were overawed by the occasion. Of course it was going to impact on the overall team performance. You can't put the blame on the coaching staff. Look at their track record. Giving the novices a chance was a very poor decision on the part of the manager, and it backfired.

W: I'm with you there. But look, what concerns me more are the rumours about the team's top two players.

M: Henderson and Torres? Yes, if it's true, they're set on offering their skills to the highest bidder. They've got no regard for their fans, apparently.

W: That's what it looks like, certainly from the outside. A shame, because between them, they've inspired a generation, no question. You have to wonder whether the newspapers are just stirring things up, but if these players are quitting and going overseas for the big bucks, that's extremely disappointing. That shouldn't be their primary motivation.

M: They wouldn't be the first to go down that route.

Extract 2

I: Jason, can I ask why no-one from your group attended the awards ceremony?

J: Well, when we were nominated for the award, we were on tour, and the travelling had been fairly tough on us. I was just thinking, 'I need a break from this'. But sure, just for a moment, I guess we

did get a kick out of it ... that people had voted for us. I mean, we were up for the same award

Ex 1 Q3 as some really big names. Legends. But we've consistently used our music to attack capitalism, so how could we justify going to something sponsored by the corporate world?

I: The songs you write – what do they mean to people?

J: Well, the lyrics, I hope, will get some people thinking – maybe get them to look at life from a different angle. But do I think we can change society? We're not so egotistical as to think we can do that. Seriously, I'd rather we keep a low profile, and get on with making decent music people can connect with. Some groups might have a burning ambition to be on top – to get maximum publicity. If that's the way they want to go, good luck to them.

Extract 3

W: So Max, what did you do for the fundraising?

M: I signed up for a 40-hour fast.

W: What? 40 hours without any food? That sounds a bit tough.

M: You can have water. But to be honest, I only made it to 35, and then I had to call it quits, because, you know, I was absolutely starving and I was about to pass out. But no-one's giving me a hard time about it. And I think my sponsors might all pay up anyway. Next year, I'll definitely take up the challenge again and see it through to the end. I don't really see it as a failure – more like a practice run. Anyway, what about you?

W: I gave up my phone for 40 hours.

Ex 1 Q6 **M:** Your phone? That's hardly an ordeal. You're supposed to give up something essential.

W: Look, I raised over €100. And every little helps. It was just as hard for me to do without my phone as it was for you to give up food – and at least I managed to go the distance. I suppose I did have access to my tablet – but that's beside the point.

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? *a little, rather, quite, somewhat, pretty, really*

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

Gradable: ambitious, pleased, risky, tiring

Non-gradable: certain, exhausted, incredible, ridiculous

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

- 1 His test results were quite good. *The speaker is saying the test results are fairly/reasonably good.*
- 2 His test results were quite fantastic. *The speaker means absolutely 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 perfectly	clear	normal	dependent	capable
1 highly	gifted	promising	talented	clever
2 fully	qualified	worried	booked	equipped
3 wholly	informed	inappropriate	inadequate	unacceptable
4 entirely	free of charge	different	old	wrong
5 utterly	ridiculous	opposed	qualified	disgraceful
6 totally	unnecessary	unexpected	independent	intelligent
7 bitterly	resent	regret	dislike	oppose
8 fiercely	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

Language focus

- 1-2** In *Ready for C1 Advanced*, the new language presented in the language focus sections has often been carefully integrated into the listening or reading text that comes before it in the book. This gives students the chance to notice the language in context before focusing on it. Students could do Exercise 1 in pairs, or they could do it individually first and then compare their answers with a partner. Elicit students' ideas for Exercise 2 to the board.
- 3** Remind students that most adjectives are gradable, which means they can be made stronger or weaker by using a variety of adverbs, e.g. *slightly disappointing* or *extremely disappointing*. Non-gradable adjectives, on the other hand, express absolute quantities and can only be modified by extreme adverbs, e.g. *absolutely terrible*, not *very terrible*. Reference the

examples given in Exercise 3. Then have students complete Exercise 3 and feedback as a class.

- 4** Read the two sentences aloud. Then elicit or explain that we can use *quite* with gradable adjectives to mean *a little* or *not very* but with non-gradable adjectives to mean *very*, *totally* or *completely*.
- 5** Direct students to the **Ready for Grammar** section (see below and TB9).
- 6** Give students a few minutes to complete the exercise and elicit the answers to the board.
- 7** Model the exercise by giving an example for one of the situations before placing students in pairs to complete the exercise. Invite students to share their answers with the class. Alternatively, students could tell a story without saying which collocation they are referring to and their partner has to guess which one they are talking about.

READY FOR GRAMMAR

1 Adverbs of degree

- 1** We often use adverbs of degree to modify verbs, adjectives and adverbs. Common intensifying adverbs of degree are *absolutely*, *very*, *really*, *extremely*, *totally*, *utterly*, *entirely* and *highly*. Of these, *very* and *extremely* can't be used to modify verbs.
- I **totally** agree with this review; her performance was **absolutely** terrible.*
- 2** Common softening adverbs are *quite*, *fairly*, *slightly*.
- It's **quite** annoying that the café closes on a Monday morning.*
*I'm **fairly** sure there aren't any tickets left for the festival.*
*Joshua was limping **slightly**.*
- 3** We do not use the same adverbs of degree to modify all adjectives. Different adverbs are used with gradable (e.g. *tired*) and ungradable (e.g. *exhausted*) adjectives.

Adverbs used with gradable adjectives

very, *extremely*, *fairly*, *really*, *slightly*, *highly*

Adverbs used with ungradable adjectives

absolutely, *completely*, *entirely*, *really*, *totally*, *utterly*

Not all combinations of adverbs and adjectives are possible. The only constructions that are always possible are *very* + gradable adjective and *absolutely* + ungradable adjective. *Really* can be used with most gradable and ungradable adjectives.

Many adverb-adjective combinations are strong collocations, e.g. *highly intelligent*, *completely different*, *terribly sorry*, *deeply insecure*.

Quite

The adverb *quite* has different meanings according to whether it is used with a gradable or ungradable adjective.

*The food at the restaurant was **quite** tasty but they needed to use more salt. (= fairly tasty)*

*The food at the restaurant was **quite** delicious. (= absolutely delicious)*

Stress and intonation are also important in expressing the meaning of *quite* + adjective.

Too/enough

The adverbs *too* and *enough* can be used to modify other adverbs.

*They're walking **too** slowly to get to the station on time.*

*He didn't give the answer **fast** enough.*

Word formation

1 One thing that makes the *Ready for C1 Advanced* course unique is its focus on word formation. In each unit, students explore a different aspect of word building. Here, for example, students look at how suffixes can be added to verbs to create nouns. This regular practice with word formation will not only help students do better in Reading and Use of English Part 3 but will also improve their marks in the writing and speaking papers. You may want to begin this section by finding out how familiar your students are with the idea of suffixes, perhaps contrasting them with prefixes. Use the three words in Exercise 1 to illustrate how adding suffixes to words changes word class.

2-3 Read the example and complete the first sentence of these exercises together as a class. Then have students work individually or in pairs to complete the

exercises. Write answers on the board for students to check. Remind students that spelling is important in this part of the exam. Note that normally when you add a suffix to a verb, the word stress stays the same, e.g. *refresh* /rɪ'freʃ/ and *refreshment* /rɪ'freʃmənt/, but of course there are exceptions, e.g. *publish* /'pʌblɪʃ/ and *publication* /ˌpʌblɪ'keɪʃn/. In the pronunciation section, on Student's Book page 14, students will learn specific rules for this type of shift in word stress. You could prime them here by having them find other examples of word stress shifting with the addition of a suffix: *signify* /'sɪgnɪfaɪ/ and *significance* /sɪg'nɪfɪkəns/, *simple* /'sɪmpl/ and *simplicity* /sɪm'plɪsəti/, etc.

4-5 Check the answers to Exercise 4 quickly in open class and then give the students a few minutes to discuss the questions in small groups. Then, for each question, ask a different group to share their ideas with the class.

READY FOR GRAMMAR

1 Adverbs of degree

1 Match each sentence beginning (1-8) with an appropriate ending (a-h).

- | | |
|---|---|
| 1 All the flights to Manchester were fully | a keen to get back to work. |
| 2 Her new film is a convincing and deeply | b booked , so we flew to Heathrow instead. |
| 3 The weather suddenly turned bitterly | c exhausted , and we all went straight to bed. |
| 4 My teenage son is a proud and fiercely | d influential scientific papers on the subject. |
| 5 Dr Amalric has written several highly | e moving tale of one man's fight to prove his innocence. |
| 6 He's slowly recovering and desperately | f cold , thanks to a chill easterly wind. |
| 7 Her next opponent is the comparatively | g unknown Pat Dale, who has yet to win a championship. |
| 8 The trek left us feeling utterly | h independent child, but also very caring. |

2 Complete the email using adverbs from the box.

desperately entirely highly incredibly perfectly utterly

Hi Sara

Just to let you know that Erin has decided not to come camping with us after all. Things at work have been (1) incredibly hard for her over the last few months, and I think it's (2) perfectly understandable that she doesn't feel up to staying in a tent for a week! Frankly, I think she's (3) utterly exhausted, and we need to support her in any way we can.

On a brighter note, I've managed to book that day trip to view the seal colony. It's a bit pricey but it comes (4) highly recommended, and I (5) desperately want to see the seals up close. I hope that's OK with you.

Finally, I (6) entirely agree with you that we should travel light. I'm taking one medium-size backpack only. Give me a call when you have time.

Lola

Go back to **page 8**.

Word formation Nouns

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

achievement failure motivateion

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

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 | <u>pleasure</u> | expose | <u>exposure</u> | close | <u>closure</u> |
| 2 appear | <u>appearance</u> | annoy | <u>annoyance</u> | rely | <u>reliance</u> |
| 3 store | <u>storage</u> | short | <u>shortage</u> | pack | <u>package</u> |
| 4 rehearse | <u>rehearsal</u> | renew | <u>renewal</u> | propose | <u>proposal</u> |
| 5 efficient | <u>efficiency</u> | intimate | <u>intimacy</u> | vacant | <u>vacancy</u> |
| 6 enjoy | <u>enjoyment</u> | require | <u>requirement</u> | commit | <u>commitment</u> |
| 7 prosperous | <u>prosperity</u> | original | <u>originality</u> | familiar | <u>familiarity</u> |
| 8 leader | <u>leadership</u> | companion | <u>companionship</u> | partner | <u>partnership</u> |
| 9 neighbour | <u>neighbourhood</u> | father | <u>fatherhood</u> | adult | <u>adulthood</u> |
| 10 absent | <u>absence</u> | persistent | <u>persistence</u> | evident | <u>evidence</u> |
| 11 selfish | <u>selfishness</u> | tired | <u>tiredness</u> | careless | <u>carelessness</u> |
| 12 explain | <u>explanation</u> | interpret | <u>interpretation</u> | apply | <u>application</u> |

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

- How could the prosperity **wealth and success** of your neighbourhood **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? adulthood
- Would you consider yourself to be **long-term relationship or marriage-phobic**? commitment
- What qualities are essential if you're in a leadership **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.



Lead-in

Books closed. Put a mind map on the board with *good writing* at the centre. Elicit one aspect of good writing, such as *organisation*, and then elicit a specific example, e.g. using paragraphs. Then put the students into small groups and ask them to come up with other aspects of good writing. Encourage them to think of a specific example for each. In open class, elicit their ideas to the board. You may be surprised by how many of their ideas are exactly the same as the aspects of writing assessed in the *C1 Advanced* exam.

Writing

1 Books open. Explain that in this unit they will focus on the essay. Note that it's particularly important for students to master the essay because in Part 1 of the *C1 Advanced* writing paper it's mandatory to write an essay. (In part 2, there is an element of choice.) Focus their attention on the **What to expect in the exam** box. After students have done Exercise 1 in pairs, discuss the questions in open class.

Answers

- 1 The ways in which social media has had an impact on young people.
- 2 The opinions refer in order to the points – providing an example of how each point might be developed.
- 3 2
- 4 No. You can use and develop the provided opinions in your own words, or you can decide to respond to the points in the notes in your own way.
- 5 An appropriate style would be fairly formal; this means using, for example, noun phrases rather than many verbs, modals like *might* and *may*, and longer sentences which are connected with linking devices.

Extra activity

To help students with the process of writing an essay, place them in pairs and ask them to think about which social media platforms they could focus on in their essays and their potential impacts on young people. Have them think of both positive and negative impacts.

Ask students to share their ideas with the class. Then switch partners and ask the students to think of supporting examples for the impacts they identified with their first partner. Invite students to share their ideas with the class.

Teaching tip

When marking students' writing, instead of writing out all your corrections try underlining errors and writing T for *tense*, WW for *wrong word*, P for *punctuation*, SP for *spelling*, WO for *word order*, etc. Using this type of feedback code not only saves you time, but it also makes feedback more interactive. If students correct their own mistakes (and hand it back in for you to

check), they are less likely to make the same mistake again. However, there is one important drawback to using a feedback code: if students don't actually self-correct, and/or you don't make time to check these corrections, then important errors may go uncorrected.

Writing

- 2 Tell students they are going to read an example of a good essay for the task on page 10. Students work individually to answer the questions. Check answers as a class.

Answers

The writer responds to sharing and receiving information [in the 2nd and 4th paragraphs] and exposure to advertising [in the 3rd paragraph].

The writer believes that sharing and receiving information is the most significant point. We can see this in the 4th paragraph.

The writer addresses the topic in objective, general terms.

- 3 Explain that in a good essay each paragraph has a clear focus. After students have had a chance to discuss the purpose of each paragraph in pairs, go through each paragraph as a class and elicit their ideas.

Answers

Paragraph two discusses the 3rd bullet point, providing evidence of how social media allows people to share and spread information. In this paragraph, the writer expresses a positive view of the impact of social media.

Paragraph three discusses the 2nd bullet point, giving examples of how social media can be used to manipulate young people by encouraging them to buy things they don't really need. The writer expresses concern about the impact of social media in this paragraph, which makes the essay feel balanced.

Paragraph four makes a clear statement that the greatest (most consequential) impact of social media is the way it allows people to 'acquire and spread knowledge so

effectively'. We are left in no doubt which impact the writer has chosen as the most significant.

- 4 This exercise illustrates the importance of paraphrasing any language taken from the task instructions. Do number 1 as a class and then have students complete the exercise individually. Give students the chance to quickly compare answers with their partners before checking the answers as a class.

- 5–6 Explain that *signposting* words, also called *linking words and phrases*, help guide the reader through the text by connecting ideas and indicating when the writer is moving on to a new point. If students use these effectively in their writing, they will get a higher mark for organisation. After correcting Exercise 5, Exercise 6 could be done in open class. Board the students' ideas. Then suggest they designate a page in their vocabulary notebooks for *signposting* words. Give them time to do this in class. It is a good habit for students to get into.

Suggested answers

In this way – *Like this, Using this approach*

However – *On the other hand, On the negative side*

A case in point is – *An example is when, for instance*

On balance – *In conclusion, All things considered*

- 7 Refer students to the **How to go about it** box. Note that the points in this box could function as a sort of checklist. You could ask students to refer to back to this box before handing in their essays. This final writing exercise could be done either in class or set as homework. On the official exam, students should be able to write a polished essay in 40 minutes, but at this point in the course it is better to place more attention on developing writing skills than writing to a specific time limit.

Teaching tip

In general, teachers will most often assign writing for homework. This is understandable, because it might not feel like a very productive use of class time to have students silently writing for extended periods of time. However, if your students never write in class, then it's easy to focus too much on the product – in this case, the finished essay rather than the process. Consider trying out some of these in-class writing activities:

- Students plan an essay and only write the topic sentences for their paragraphs, or only write the introduction and conclusion, or write two different versions of the introduction, etc.

- Students plan an essay in small groups. Each group member writes one section of the essay and then they combine them.
- Students plan and write an essay in pairs. They pass the paper back and forth, with each student writing one sentence before passing it back.

While students are doing this sort of writing task in class, you can monitor and give them feedback on their writing as they write. At home, they can finish or polish the writing they did in class and then hand in a finished version.

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	<u>influence</u>	<u>affect</u>	4 corporations	<u>businesses</u>	<u>company</u>
2 share	<u>exchange</u>	<u>spread</u>	5 advertise	<u>promotion</u>	<u>endorse</u>
3 interact	<u>engaging</u>	<u>connect</u>	6 products	<u>brands</u>	<u>items</u>

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

- | | | |
|-----------------------------|---|--|
| 1 So exactly how | a | use this to explain the consequence of an action or situation you just mentioned |
| 2 In this way | b | use this to introduce an example or supporting evidence |
| 3 However | c | use this to show what conclusion you have reached |
| 4 A case in point is | d | use this to set up the topic without stating your own opinion |
| 5 On balance | 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

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

Spelling

- Read the email quickly. What question(s) do you think Finn asked?
- 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 opportunities 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 motivated 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 successful. For a start, you could say how you think a sense of achievement is important for kids, and that you believe encouragement 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 fulfil 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) expectations to encourage their children to work hard at exam time. Some youngsters receive (2) payment(s) of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam (3) performance(s) or should they, as many parents and teachers feel, be offered in (4) recognition 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) ability; imagine, for example, a family with one child who is academically gifted and another who has learning (6) difficulties. 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) failure. However, some leading educational psychologists believe that parents should rely on their own (8) judgement/judgment 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.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task. 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.

- It's impossible to **motivate** others if you have no **motivation** yourself.
- You should certainly **recognise** your strengths, but a clear **recognition** of your weaknesses is more important.
- Be **generous** to other people, and they will invariably return your **generosity**.
- 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? *The stress changes position in each case.*

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	Verb	Noun
1 social	society	6 supervise	supervision
2 anxious	anxiety	7 resign	resignation
3 sensitive	sensitivity	8 repeat	repetition
4 reliable	reliability	9 resolve	resolution
5 curious	curiosity	10 satisfy	satisfaction

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.

14

21 reliability	22 familiarity	23 society	24 originality	FINISH
20 satisfaction	19 erosion	18 recognition	17 invasion	16 resolution
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				

Pronunciation

1-2 **1.2** Word stress refers to the emphasis or prominence given to a particular syllable in a word. In English, we say this syllable louder, longer and with a higher pitch. Some languages like Polish or Spanish have *fixed stress*, which means that word stress is very easy to predict. English, however, has *variable stress*, which means word stress is a great deal more unpredictable. Note that students have already encountered suffixes *-ity*, *-sion*, *-tion* and *-iety* in the word formation section on Student's Book page 14.

3 As students work in pairs, walk around the class and monitor the conversations. Provide on-the-spot

correction of any pronunciation errors related to word stress. Then have pairs share their ideas with the class.

4-5 **1.3** Do number 2 as a class. Then have students work in pairs to complete the exercise. After playing the audio for students to check their answers, it would be good to write them on the board so students can check their spelling.

6 Check the students' understanding of the game before putting them into pairs or small groups. While they play, monitor for correct pronunciation. Share any feedback with the class.



This unit deals with the themes of change, past and present, and trends. The grammar and vocabulary are clearly contextualised and linked to the reading, listening, speaking and writing tasks.

Read the unit objectives to the class.

KEY LANGUAGE

Talking about the past
Nouns in formal English
Changes

PRONUNCIATION

Consonant sounds: /tʃ/, /dʒ/, /j/ and /ʒ/

EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 8
Writing Part 2
Listening Parts 2 & 4
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work in pairs. Discuss the questions.

- 1 Over the last few years, has the way you spend your free time changed much?
- 2 Have you ever read a book or seen a film that changed the way you felt about something?
- 3 Do you think it is possible to keep the same friends for life, or do you think your social circle will change?
- 4 Are you the kind of person who generally embraces or avoids change?
- 5 If you could change one thing about your life, what would it be?

SPEAKING Part 1 Interview

Ask students to focus on the picture. Tell them this unit will focus on the theme of *change*. Elicit some ways the world has changed for the couple in the picture between when they first married and today, e.g. *These days they probably use mobile phones to make video calls with their grandchildren. When they were young, the internet didn't even exist.* Put the students in pairs and ask them to work through the questions. Note that in Speaking Part 1 in the official exam, candidates will only interact with the examiner during this stage, not with their fellow candidates. However, it's useful for students to discuss these questions in pairs because

it will give them good practice answering questions typical of this part of the exam. Round off the task by asking a few pairs to share one particularly interesting point that came up in their conversation.

ONLINE MATERIALS

My life so far (**Teacher's Resource Centre**)
Consonant sound snap (**Teacher's Resource Centre**)
Unit 2 Test (**Test Generator**)
Unit 2 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 2 On-the-go-practice (**App**)



Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Look at the pictures that were all taken approximately 50 years ago. Discuss the following questions.

- 1 What aspects of daily life do they represent?
- 2 How have these aspects of life changed since then?

2 SPEAK Work in small groups. Discuss what kind of exhibits you would expect to see at an institution called the Childhood Museum.

What to expect in the exam

- Part 2 is a monologue, for example, a presentation or talk. You listen and complete a set of sentences using one word or a short phrase. You will hear the recording twice.
- There will be a pause before the recording starts to give you time to read the questions and predict what type of information might be required for each gap.
- For some questions you will hear distractors: words which might at first seem relevant, but which do not complete the sentence correctly.

For question 1, for example, you will hear Lewis mention two abilities that a volunteer might have, but only one of these abilities will impress the interviewer.

3 2.1 You will hear a student called Lewis Rowe giving a talk about volunteering at a local museum, the Childhood Museum, and giving advice on how to become a volunteer. For questions 1–8, complete the sentences with a word or short phrase.

VOLUNTEERING AT THE CHILDHOOD MUSEUM

One of the activities Lewis does in the classroom is asking children to guess what **(1) dress regulations** applied to 19th century teachers.

Lewis found that many young visitors had never practised writing their own **(2) signature** before.

In Lewis's experience, it's the museum's **(3) board games** that are most at risk of damage.

Lewis warns that in the room where visitors can play **(4) instruments**, earplugs are essential.

Lewis says he learnt a lot about 1950s' **(5) table manners** from some of the older volunteers.

Lewis says that volunteers demonstrating good **(6) communication skills** will impress an interviewer.

Lewis believes that a real interest in **(7) social history** is more important than previous experience.

Lewis advises volunteers to look after the **(8) uniform(s)** provided by the museum.

4 SPEAK If you had the opportunity to work in a museum, would you take it? What factors would influence your decision?

Lead-in

Before class, think of a few examples of how life used to be different. Ask students to think of a few examples of how the world has changed in their lifetimes. Give them a minute of thinking time before asking them to share one of their ideas.

Listening

1-2 Monitor while students discuss the questions and pictures. Draw students' attention to the **What to expect in the exam box**. Prediction is a very effective listening strategy for this exam task. Go through the

task as a class and examine each gap. It can be hard to guess the exact type of information that is missing, but students should be able to identify the type of word (plural/singular noun, adjective, etc.).

- 3** **2.1** Students compare their answers with a classmate after each time they hear the recording. Correct the exercise in open class or ask students to check their answers in the **Audioscript** (see below). This would give you the opportunity to highlight the use of distractors.
- 4** Students discuss the question in pairs. Then, in open class, elicit some of the factors that would influence their decision.

AUDIOSCRIPT

Listening Part 2 Sentence completion

2.1

Hi. My name's Lewis Rowe, and I hope I can give you some idea about what it's like to work as a volunteer at the Childhood Museum.

One of my favourite activities in the museum is the 19th century classroom. They've built a whole room with a chalk board and old-fashioned desks – and kids can sit there and take part in a lesson. One thing you can do to engage them – because, you know, it's hard to get kids to sit still for long – is to

Ex 3 Q1 get them to shout out what **dress regulations** they think teachers from that period had to follow. And then you explain, yeah, female teachers had to wear ankle-length skirts, no bright colours, that sort of thing. Actually, a teacher's life was incredibly hard in those days; employment contracts demanded they had to clean the classroom themselves, go to church, not be seen in the company of the opposite sex ... but we avoid going into that kind of thing.

The other thing you can do in the classroom is hand out a piece of paper and pen to each child and get them to copy the alphabet off the board. Of course, the shapes of the letters have really changed over time – they used to be very ... er ... elegant. Once

Ex 3 Q2 you've had a go at that, do your **signature** on the board, and ask the kids to do the same. Of course, in the old days, this was the traditional way to finish any kind of communication. But I guess now, it's becoming more obsolete and many kids may be trying it for the first time.

Of course, being a museum of childhood, it's packed full of things that kids want to play with – and some of those things are more fragile than others. All the wooden toys are pretty solid and will **Ex 3 Q3** survive a bit of rough handling. It's more the **board games** that you've got to look out for. They tend to fall apart quite easily. And the old-fashioned building blocks end up everywhere and take ages to put back in the box – but someone's got to do it!

One piece of equipment you might want to think about taking is earplugs. It's actually encouraged by management if you happen to be in charge of the **Ex 3 Q4** **instruments** for your shift. Visitors are allowed not only to pick them up, but they can also have a go

at using them. There's a load of 1980s video games in the next room along – and they're nowhere near as loud.

Volunteers sometimes get to help out in the kitchen from the 1950s. There's usually a cooking demonstration, and then kids are invited to sit down and try the food. The thing is, you also have to tell them about the **table manners** from that time, something I **Ex 3 Q5** knew nothing about when I started! But there's a whole age range of volunteers at the museum – and two of the older ladies were happy to reminisce about their experience. I guess that's one of the interesting things about working there – the mix of generations.

I've been volunteering there for the last six months, and I'd definitely recommend it. They don't just take anyone, though – you have to be selected at an interview.

So how do you make a good impression during an interview? Well, volunteers mainly deal with the public – that's interacting with young kids, chatting with their parents and grandparents – and then there are the tour groups. So, take the opportunity to show off your **Ex 3 Q6** **communication skills** if you want to stand out. A bit of technical knowledge might come in handy later on, for maintaining the museum's audio-visual equipment, but I think that's something the interviewer will take for granted – certainly with young volunteers.

If you don't have any previous experience, don't let that put you off. It's your attitude that the interviewer's going to be focusing on. They can tell **Ex 3 Q7** when someone's genuinely curious about **social history**, and that's what counts. It means you'll be willing to learn as you do the job. I think people assume you need a background in archaeology or the arts to work at the museum, but for volunteers, that wouldn't ever be the case.

Now, if you're taken on as a volunteer, the museum will provide you with everything you need for the job. It goes without saying that the training sessions are essential. You'll also get paired up with someone senior for the first few weeks. And **Ex 3 Q8** you'll be expected to wear a **uniform**, and I'm happy to report that it's actually quite reasonable – just black and white, nothing too offensive. Take care of it, because you'll only be given the one. So, any questions, anyone ...?

Speaking

1–3 So far, students will have practised Speaking Parts 1 and 2. This section aims to familiarise students with Speaking Parts 3 and 4. Start by focusing students' attention on the **How to go about it** box. One amusing way of using these boxes is to have students think of some BAD advice for candidates based on the tips, e.g. *Just give your opinions. Don't worry about supporting them with reasons or examples. There's no time for that.* Adding an element of humour can help make these sorts of tips more memorable. You can then move on to the exercise in the **Useful language** box. This is meant to push students to demonstrate the type of advanced-level lexical items that examiners will be listening out for on the day of the exam. Encourage students to choose one or two of the sentences and try to insert them as naturally as possible into their conversations. In Speaking Parts 3 and 4, it is important for students to interact with their partners by agreeing, disagreeing and asking them for views and opinions in a friendly manner. While monitoring, take note of good examples of this type of interaction to share later during your feedback stage.

Speaking

Focus students' attention on the **What to expect in the exam** box. It's worth noting that in Speaking Part 4 in the real exam the examiner will ask candidates the questions orally. So candidates will not actually see them written down. However, since students are just getting to grips with this task, it provides a bit of support to be able to read the questions before discussing them. Explain to students that the examiner will usually address specific questions to each candidate, but examiners may also ask candidates to respond to their partner's comments – so it's important to actually pay attention to what your partner is saying! It would be good to also focus on interaction in your feedback to this second speaking task, for example, noting whether one person in a pair was dominating too much or just giving their own opinions and not relating what they say to their partner's views.

Teaching tip

A fun way for students to assess themselves is to have them record themselves. Place students in pairs. While they do the task, one student records the conversation with their mobile phone. Together, they then listen to the recording and take notes on what they did well

and what they could improve. The students can then record themselves doing the same task again. When they listen to themselves the second time, they can compare and contrast their second performance with the first.

Extra activity

There is perhaps no better way to familiarise students with the *C1 Advanced* speaking exam than playing a video of real candidates taking the real exam. Some examples of these can be found easily by searching for *C1 Advanced speaking exam* online. While the students watch the video, ask them to take notes on the following questions:

- How many examiners are there? What do they do? Why do you think the exam is designed this way?
- What do the candidates have to do in each part of the exam? Why do you think these particular speaking tasks were chosen for the exam?

- How long is each part of the exam?
- In which parts can you talk to your partner?
- Which part(s) do you think you would find most challenging? Why?
- What do you think the examiners are listening for? How do you think the exam is marked?
- Do you think the candidates passed? Why or why not?

The goal of this activity is to not only familiarise students with the format of the exam, but also give them an insight into the nature of the exam, how it works in practice and the thinking behind it.

Speaking Part 3 Collaborative task

- 1 Before you do the speaking task, read the information and do the exercise in the boxes below.
- 2 **SPEAK** Work in pairs. Here are some items which might represent our lives today in a future museum exhibition. Talk with your partner about how well these items would represent our lives today.



- 3 **SPEAK** Decide which item would most interest future visitors to the museum.

Useful language

Complete the sentences with a phrase from the box.

are unlikely to would be intrigued to is a distinct possibility that
is a part of everyday life might conceivably be
would demonstrate very clearly would not be complete without

- 0 There is a distinct possibility that people in the future won't ever have seen coins or paper money.
- 1 The exhibition would not be complete without a few images of modern fashion.
- 2 Fast food is a part of everyday life, so something representing that would be of interest.
- 3 Future generations would be intrigued to see the various means of payment we use today.
- 4 The photos on a phone would demonstrate very clearly what people like to do in their free time.
- 5 Online newspapers might conceivably be obsolete soon.
- 6 People are unlikely to be using newspapers as a source of information in 100 years' time.

How to go about it

- › You should give your own opinions and provide reasons to support them.
- › It is important to cooperate with your partner by asking for their views and responding to their comments.
- › In both tasks, aim to demonstrate your linguistic ability by using a wide range of vocabulary and structures.

Speaking Part 4 Further discussion

In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

- Some people believe that museums can teach us a lot about history. What is your opinion?
- How do you think that museums can continue to attract visitors in the future?
- How can teachers make history an interesting subject for their students?
- Why do you think some people are keen to learn about their own family history?
- To what extent do you agree with the idea that life in the past was harder than it is now?
- In what ways might young people's lives be different 100 years from now?

What to expect in the exam

- › A particular question may be directed specifically at either you or your partner. Alternatively, you may be required to discuss the same question separately or together.
- › In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.



Reading and Use of English Part 8 Multiple matching

1 SPEAK Work in pairs. Look at photographs 1–4 and discuss the following questions.

- When and why do you think photograph 1 was taken? How do you think the people in the photograph feel?
- Discuss how you think pictures 2, 3 and 4 show the development of photography over the last 150 years.
- You are going to read an article about the role of photography in helping people connect with the past. For questions 1–10, choose from the writers (A–D). The writers may be chosen more than once.

How to go about it

- Skim through all four sections quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can. Do the same for the other three sections.
- If there are any questions you have not answered, scan the sections again, looking for the specific information you need.
- To help you, parts of two sections have been underlined. Match these parts to questions 3 and 7. As you answer the other questions, underline the relevant parts of each section in the same way.

Which writer

- mentions the challenge of making familiar scenes feel very personal?
- believes that it is perfectly acceptable to enhance an image in a photograph?
- suggests that someone could form an inaccurate impression by looking at certain photos?
- acknowledges a change of opinion about everyone having the potential to take good photographs?
- describes the emotional impact of not having access to family photographs?
- admits to feeling overwhelmed when it comes to managing and evaluating photographs?
- regrets not using the opportunity to take more photographs when young?
- wonders whether people would value their photographs more if they possessed fewer?
- refers to the unique ability of photography to capture an exact point in time?
- refers to a feeling of sadness brought on by viewing a particular series of photographs?

1 C

2 B

3 A

4 B

5 A

6 D

7 C

8 D

9 C

10 A

- 3 SPEAK** Which opinions, feelings or concerns expressed by the writers do you relate to? For example, do you agree that few people are really good at taking photos? Do you ever worry that you might lose the digital photos you have taken?

Reading and Use of English

- 1 Ask students to look at each picture and say what they think the main theme that connects them is (*photography as a hobby*). Refer students to the questions in the exercise. Students discuss the questions in pairs. Then ask a few students to share answers with the class.
- 2 Check students' understanding of the task instructions and then focus their attention on the **How to go about it** box. Give students a few minutes to read the text for gist. Then elicit which of the two underlined parts of the text refer to either question 3 or 7. Note that underlining the parts of the text that give you the answers is a good exam strategy for students to develop. It's also helpful to underline key words in the questions. Have students work individually to complete the task. Then allow them time to pair check, justifying their answers with specific parts of the texts, before going over the answers as a class.
- 3 Before the students discuss the questions, give them a minute or two to skim the text once more and find a few opinions, feelings or concerns they either agree or disagree with.

Teaching tip

Tell students that they should answer the easier questions first and not get stuck on the questions they have more difficulty answering. It's better to skip these and come back to them later. Also, make sure to explain that it is always better to guess an answer than

to leave it blank. In the *C1 Advanced* exam, you don't lose points for wrong answers, so you have nothing to lose by guessing. In Reading and Use of English Part 8, you have a 25% chance of guessing correctly.

Extra activity

While correcting the task, take the time to investigate wrong answers, especially if a number of students got a particular answer wrong. Start with the wrong answers. Ask students to explain why they thought it was correct. Together, look carefully at text and try to determine exactly why it can NOT be the right answer. Then move onto the correct answer. Examine

the text and together decide why that is a better answer. This type of 'error investigation' can be a bit time consuming, but it is time well spent. Through this process, students will improve the kind of close, analytical reading skills demanded of candidates on the *C1 Advanced* exam.

READY FOR GRAMMAR

2 Talking about the past

1 Past simple

The past simple can be used to refer to:

- completed actions, events or situations which happened at a specific time or over a specific period of time in the past.
*When we **lived** in York, my father **ran** a small bakery.*
- habitual actions or behaviour in the past.

***Did you bite your nails** when you were a child?*

Used to + infinitive can also be used to refer to past situations and habitual actions. *Would + infinitive* can be used to refer to past habitual actions, but not situations.

*Every summer we **used to/would go** camping with dad.*

*I **used to (would) have** a parrot, but he escaped.*

2 Past continuous

The past continuous can be used to refer to:

- situations or actions in progress at a particular moment in the past.
*This time last year I **was taking** the Advanced exam.*
- a past situation or action which was in progress when another action occurred.
*We **were still having** breakfast when Mark called.*
- past actions or situations occurring at the same time.
*She **was working** hard to earn some extra money and he **was spending** it all on new gadgets.*
- repeated past actions which the speaker finds annoying.
*She **was always complaining** about something.*

3 Present perfect

A The present perfect simple can be used:

- to talk about recent past events which have some relevance to the present.
*They **can't afford to go on holiday** – they've **just bought** a new car.*
- to describe situations which started in the past and continue to the present.
*We've **had** this pan since we got married 43 years ago.*
- to talk about events which occurred at some time between the past and present. The exact time they occurred is either unknown or unimportant.
*I've **already seen** United play three times this season.*
- after *this/that/it is the first/second/third*, etc time ...
*This is the fourth time I've **seen** United play this season.*
- after the expression *it's (two/three, etc) years/a long time since* ... The past simple is also possible.
*It's years since I've **had**/I **had** porridge for breakfast.*
- with another present perfect to describe two states or actions which have existed or occurred together.
*We've **been burgled** twice since we've **lived** here.*

B The present perfect continuous is used with verbs which describe actions (e.g. *give, play, take*), but not with verbs which describe states (e.g. *be, know, like*). It can be used to:

- emphasise the duration of a situation or activity.
He's been working on his first novel for over ten years.
- suggest that a situation or activity is temporary.
My oven's broken so I've been eating at my mum's.
- suggest that a situation or activity is incomplete.
I've been reading that book you lent me.
- focus on the repetition of a situation or activity. The number of times it is repeated can only be included with the simple, not the continuous form.
Zoe's been phoning you. She's phoned about six or seven times.

C The present perfect simple and continuous are used to talk about present effects of a past event.

I've been cleaning the house all morning. (an activity)
Sally's broken her leg. (a single action)

4 Past perfect

A The past perfect simple can be used:

- to show that a past event or situation occurred before another past event or situation.
As soon as the film started, I realised I had seen it before.
- to describe situations which started in the past and continued to a later point in the past.
They had known each other for several years before they got married.
- after *that/it was the (first/second/third, etc) time ...*
We went to Switzerland last summer; it was only the second time we'd been abroad.
- after *it was (two/three, etc) years/a long time since ...*
It was a long time since she had last seen her old school friend.
- after certain time linkers, e.g. *after, before, by the time, as soon as, once, when, until*.
It was dark by the time I had finished repairing the roof.

The past simple can be used if the order of events is clear:

I had a relaxing bath after I got home from work.

or if the second event was a result of the first.

When the music started, everyone got up to dance.

Participle clauses can sometimes be used in place of clauses with *when* or *after* and the past perfect.

Having eaten his sandwich, he left. (After he had eaten his sandwich, he left.)

B The past perfect continuous links past events with another point in the past. It is not used with stative verbs (e.g. *be, know, like*).

I'd been waiting for over an hour when she finally arrived. (duration)

She found out that her son had been using her credit card to buy computer games. (repetition)

You only had to smell his breath to know he'd been smoking. (effects of a past event)

5 Unfulfilled past events

The following structures are used for events which were intended to take place, but didn't.

I was going/about to send you an email, but I had a few problems with my computer.

She had been/was thinking of going to Iceland, but changed her mind and went to Norway instead.

The meeting, which was to have taken place last weekend, was unexpectedly cancelled.

6 Expressing preferences about the past

The following structures can be used to express how we would like the past to have been different.

- *would like/love/prefer to* + perfect infinitive, or *would have liked/loved/preferred to* + infinitive or perfect infinitive.

We would like to have stayed longer.

She would have loved to tell/to have told him what she thought of him.

If the subject of *would like*, etc is not the same as the subject of the verb which follows, an appropriate noun or object pronoun is inserted before the infinitive.

She would have preferred him to say it to her face.

- *would rather/sooner* + perfect infinitive.

We booked a hotel, but I'd sooner have slept in a tent.

If the subject of *would rather/sooner* is not the same as the verb which follows, the past perfect is used.

Would you rather I hadn't said anything to Matt?



3



4

TIMES CHANGE

2

THE POWER OF PHOTOGRAPHY: TIME, MORTALITY AND MEMORY

Writers explain the role of photography in helping us connect to the past



A BLAKE MORRISON

A stranger flicking through my childhood photos might deduce that we were perpetually on holiday in north Wales, and that my father never accompanied us. But he wasn't absent, merely hiding behind the lens of his Nikon. Most of his snaps were taken without us noticing. But a few were trick photos, such as the one with my mother, sister and me arranged above each other on a steep hill to look like acrobats standing on each other's shoulders. Despite their playfulness, my chief feeling when I look at those photos is sorrow; that the times they commemorate can't be retrieved. It's sentimental, I know. Worse, though, would be to have none at all. My favourite photo is one of my mother in pigtails as a child, an image unknown to me until a few years ago, when a cousin sent it. The earliest image I had of her till then was a graduation photo. I felt shut out from her past, and the lack of pictures was part of the reason.

Ex 2
Q3

Ex 2
Q10

Ex 2
Q5

B MARY MCCARTNEY

I have a vivid early memory of going to a darkroom with my mum, and seeing a blank page put into a chemical bath and becoming a photograph. Incredible! Because I grew up around photography, I assumed anyone could take pictures. Now, I realise not everyone has the eye. It's hard to do a proper shoot, or go into depth; it takes time and attention. When I go on assignments, I might use my iPhone, my 35mm Leica, my digital camera or my Polaroid. I upload with filters sometimes; I'm not that purist about it. In the past, you'd pick a certain type of film for a certain look, and today's filters are a similar concept: the modern version of choosing the right mood. Family pictures are the most precious and I have a set of prints I carry around in my wallet of my kids, my husband and my parents. I look at those rather than writing a diary: they're very evocative and textural. I replace them when they get worn out.

Ex 2
Q4

Ex 2
Q2

C SEAN O'HAGAN

I remember a Kodak Instamatic that appeared every holiday or family gathering. The rest of the time it resided in a kitchen drawer. The idea it could be taken out, loaded up with film and used to record my everyday life never occurred to me. I wish it had been otherwise. Now, I have thousands of digital photographs stored on my hard disk, and none printed out. This fills me with a vague anxiety. I shoot certain things repeatedly: landscapes whizzing by from moving trains; people dozing on the Tube; the tops of trees against the sky. I think photographs should be simultaneously intimate and everyday. That's a tall order, but the best photographers pull it off. I once shot the interior of my father's garden shed. The images feel like a portrait of his mind and all the stuff he had collected. For me, they possess great meaning – something to do with time and mortality and memory, all the things photography seems to evoke like no other art form because of its very nature – the split second already gone.

Ex 2
Q7

Ex 2
Q1

Ex 2
Q9

D JEMIMA KISS

Somewhere in my house is a collection of dusty, battered hard drives. Hidden inside is an invaluable part of my family history – my photos. There have been occasions where I have quickly glanced through a folder, and even printed a couple of pictures out, but the sheer volume has made it impossible even to begin to organise or access this collection. It is insurmountable. But I suspect I am not unique in this respect. If we all had only 10 pictures in the world, would we be more careful with them? Would each be meticulously stored, labelled, backed up and printed out in beautiful frames? In the past, family cameras were precious, hallowed objects. And the relatively small number of photos in a family collection meant that many came to represent powerful, emotional links to our past. What we need is software that identifies the 10 best photos we've taken in a month, to avoid digital overload. There's no point backing up 3,000 photos, just the ones you really treasure.

Ex 2
Q6

Ex 2
Q8

1 The past perfect of *use* is optional since the sequence of events is made clear by *until*.

4 continuous form indicating irritation

5 **ate** (first she ate the large meal, then she started to feel sick) / **was eating** (she started to feel sick while she was eating it) / **had eaten** (focus on the completed action: she had finished eating it before she started to feel sick) / **had been eating** (focus on the activity rather than the completed action)

6 **left** (She left after the email arrived – possibly as a consequence of the contents of the email.) / **had left** (She left before the email arrived.) / **was leaving** (Ula was in the process of leaving when the email arrived. It's possible that Ula then chose not to leave, in order to respond to the email.)

7 **told / were telling** (No difference in meaning); **bought / have bought** The speaker may be situating in their mind the action of buying at some specific past time (e.g. last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (the book they are holding now).

8 The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasise the sequence of events.

Language focus Talking about the past

Review

1 Complete the sentences with an appropriate form of the verbs in brackets. Choose from the past, past perfect or present perfect, in either the simple or continuous form. There may be more than one possible answer. If so, explain any differences in meaning.

- I _____ (had) never used _____ (never/use) my French until I _____ attended _____ (attend) that conference.
- That's the third time I _____ have had _____ (have) to tell you to stop shouting!
- It looks as if he _____ has been crying _____ (cry) again. His eyes are all red and puffy.
- I used to get so annoyed with him. He _____ was always losing _____ (always/lose) things.
- She _____ ate / was eating / had eaten / _____ had been eating _____ (eat) a particularly large meal and she suddenly started to feel sick.
- Ula _____ left / had left / was leaving _____ (leave) work for the day when the email _____ arrived _____ (arrive).
- You know that book you _____ told / were telling _____ (tell) me about last week? Well, I _____ bought / have bought _____ (buy) it. Look.
- I hated that school. If I _____ didn't do / hadn't done _____ (not do) my homework, they used to punish me. If I _____ did (do) / had done _____ (do) it, they'd tell me to do it again.

Further ways of talking about the past

2 Choose the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.

- When I was thirteen**, I used to know / would know / knew the words to all their songs. (would cannot be used with a verb which is used statively)
- It's years since** I've ridden / I haven't ridden / I rode a skateboard. I'm not sure if I could do it now.
- I'd like to have travelled** / have liked to travel / have liked to have travelled more before settling into a full-time job.
- I remember** that concert. **It was the first time** I've seen / I'd seen / I was seeing the band play live.
- I'd rather my parents** didn't make / wouldn't have made / hadn't made me go to piano lessons **when I was little**.
- She was going to work / thinking to work / to have worked in her mother's business, but decided instead to continue her studies.
- After he'd done / Having done / Being done it once, he was happy to give another presentation.
- It hasn't rained once since I've been here / I got here / my arrival.

3 Go to **Ready for Grammar** on **page 216** to check your answers to Exercises 1 and 2, and for further rules, explanations and practice.

4 Write three statements about yourself which are true, and two which are lies. Use the phrases in bold in Exercise 2 together with an appropriate verb in the correct form.

5 **SPEAK** Read out each statement to your partner. Your partner has to ask questions and then guess whether you are telling the truth or not.

A: *I'd rather my mum hadn't made me dress the same as my sister and brother when I was little. It was so embarrassing!*

B: *Seriously? What kind of clothes did you have to wear?*

Language focus

- One good principle of teaching grammar is to start with what the students already know and build on it. That is the approach taken here. Students should have already seen and practised the uses of the past tenses presented in Exercise 1 – but that doesn't mean they have mastered them all. Think of this section as needs analysis, where students will show you what they know and where they still need some help. If you choose to correct the exercise now, a very productive use of class time would be to elicit and clarify the differences in meaning between the different options when more than one is possible. Use the explanations of these differences in the **Answer key** to support you.
- Tell students to read the whole sentence before choosing an answer. Alternatively, you could correct this exercise in open class at this point in the lesson. Go through sentences 1–8 and ask students to say why they chose the answers they did. Again, it would be productive use of class time to elicit and clarify the

difference in meaning between the different options when more than one is possible. Use the explanations in the **Ready for Grammar** section to help you.

- Direct students to the **Ready for Grammar** section (see TB18, TB19 and below). Give them time to individually read through the grammar explanations and check their answers to Exercises 1 and 2. Allow them time to pair check, justifying their answers with rules from the grammar section. Then quickly confirm their answers in open class. Answer any remaining questions.

- Fast finishers could write a few extra sentences, one or two of which are not true. While students do this exercise, circulate and provide on-the-spot correction of errors with the target language. Any other errors, unless they lead to a breakdown in communication, you can write down and discuss after the task.

You may wish to use **My life so far** on the **Teacher's Resource Centre** to extend the practice at this point.

2 Talking about the past

- Correct the sentences. You may need to write more than one word.

have known

- I ~~know~~ ^{used to} him since we were at school together.
- We ~~would~~ have a parrot, but he flew away one day when I was cleaning his cage.
- The service was terrible; when our dessert arrived, Paul ~~still ate~~ ^{was (still) eating} his starter!
- I ~~have~~ met some very interesting people on my holiday last year.
- This must be about the tenth time I ~~eat~~ ^{have eaten} in this restaurant.
- It's a long time since we ~~don't see~~ ^{have seen / saw} each other.
- It wasn't the first time she ~~was catching~~ ^{had caught} him taking money from her purse.
- I'd like to ~~stay~~ ^{have stayed} in London longer, but we had to get back for Candice's wedding.
- I wish you ~~didn't give~~ ^{hadn't given} him my phone number – he phoned me three times yesterday!
- You ~~did~~ ^{have done} nothing but complain since we've been here.
- She was about ~~sitting~~ ^{to sit} down when she noticed the chair was broken.

- Complete the text with an appropriate form of the verb in brackets.

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I'll never forget the time I (1) went (go) to the hairdresser's way back in the 1940s for my first perm, or 'permanent wave'; after I (2) saw / had seen (see) a picture of the actress Gina Lollobrigida with one in a film magazine. I (3) was working / worked (work) in a shop at the time, and I (4) booked / had booked (book) an appointment for 1.30 pm on Wednesday afternoon, my half day off. (5) Having washed (wash) and cut my hair, the hairdresser rolled it into tight and rather painful metal curlers. He then connected the curlers to wires from a machine that looked as if it (6) had just landed (just/land) from outer space! He chose that moment to tell me he (7) had been experiencing (experience) problems with the machine for the last few days and that the 'baking' procedure (8) would take / was going to take (take) a little longer than expected. In fact, I (9) spent (spend) over six hours in the hairdresser's altogether and (10) didn't arrive (not/arrive) home until well after 8 o'clock! At one point during my long ordeal, after I (11) had been sitting (sit) in the same chair for about four hours, my worried husband phoned the hairdresser's to ask what time I (12) had left / would be leaving / was going to leave / was leaving (leave). It was the first time I (13) had ever had (ever/have) a perm, and I decided there and then that it (14) would be / was going to be (be) my last!

Go back to **page 20**.

Listening

1 **2.2** You could create a quick jigsaw reading task by putting the students into pairs and asking one to read the **What to expect in the exam** box and another the **How to go about it** box. After a minute, ask students to close their books and tell their partners about what they read. Normally, there are eight options in each column in a Listening Part 4 task, but here there are only six to make the task slightly easier the first time students do it. Note that in the official exam students will only have 45 seconds to read the rubric and task, but at this point in the course you shouldn't be too strict about timing. At first, it's more important to build familiarity and confidence with exam tasks than simulate exam conditions. If you think some of your students might find this listening tricky, you might consider the following ideas for differentiation:

- a Eliminate the distractors: b in column 1: b column 2.
- b Let them do the task while reading the audioscript.

Students who are more confident with listening can of course opt out and do the task without this support.

2 This exercise very nicely integrates a productive task (speaking) with a receptive one (listening) because the five monologues from the listening act as models for this speaking task. In order to avoid students feeling obliged to discuss a topic that makes them feel uncomfortable, make sure to give students the option of describing an important change in the life of a fictional character – from a book or TV series, for example. With this type of speaking task, it's important to give the students enough time to prepare. You might also suggest that students rehearse what they are going to say silently in their head before doing the task in pairs. To ensure the students who are listening are doing so actively, invite them to think of one or two follow-up questions to ask their partners when they are finished.

AUDIOSCRIPT

Listening Part 4 Multiple matching

2.2

Speaker 1

As much as I don't like to admit it, splitting up with my husband was a mistake. We'd got married when we were very young, and everyone said we'd rushed into it. But actually, for the first few years, we were really good together. Then, as our money worries began to pile up, so did the friction between

Ex 1 Q1 us. It was a tough decision to make, but I thought we'd be better off apart because, you know, in that way we could still remain friends. Now I think that people with problems like ours should try and take a more detached approach. You're going to regret it if you act in the heat of the moment.

Speaker 2

I was a no-hoper at school, see. No-one had heard of dyslexia in those days, and my teachers basically gave up on me. It was always, 'You'll end up in a

Ex 1 Q7 terrible job,' and I did. All I'd say to young people now is – self-doubt is your worst enemy, so if you're struggling to choose the right path for yourself, go with your gut feeling. For me, it wasn't until I hit my thirties that I finally found the courage to apply to do an engineering degree. Choosing to go back into education wasn't easy, and I suspect I almost did it out of spite, like I was driven by wanting to escape the fate that had been predicted for me.

Speaker 3

Ex 1 Q3 I'd always hoped to do voluntary work overseas, ever since I qualified as a nurse, but the time was never right. Then one day, an old acquaintance got

in touch and asked if I could help set up a clinic for a tiny island community. Initially, I was like 'my dream's come true'. And then I went into a right panic, and thought, 'Am I capable of doing this?' It was stressing me out, not being able to make up my mind. In the end, it was a colleague who convinced me to go. Sometimes it's good to get the opinion of someone like that. When they've worked alongside you, they can see things in you which you can't see yourself.

Ex 1 Q8

Speaker 4

When my cousin Sue suggested we take over a café franchise together, it took me a long time to commit to the idea. It was certainly appealing, but the potential risks were putting me off. Especially when you're considering setting up a company with a family member or relative, you need a very clear business plan, and that's where an independent financial advisor comes in. Once that plan had been laid out for us, I felt happier about going ahead with the café. That actually meant giving up a secure job,

Ex 1 Q4 but I'd felt stuck in a rut for a long time and I was looking for a way out. Thanks to Sue, I found it.

Speaker 5

Ex 1 Q10 Never make a life-changing decision unless you have all the facts. It can be timeconsuming, but you've got to sift through a heap of articles, find out what you need to know, and then make the right choice for yourself. In my case, I was feeling lethargic every day and, for a lawyer, you really can't afford to slow down. That's not fair on your clients. Plus the senior partners will be less than impressed with your performance. So, eventually, I opted to cut processed food out of my diet as a way of boosting my energy levels, even though I knew it would be quite the challenge!

Listening Part 4 Multiple matching

- 1** **2.2** You will hear five short extracts in which people are talking about a difficult decision they had to make. To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.

What to expect in the exam

- For Part 4, you hear five short monologues on the same theme.
- You have to complete two tasks while you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker.
- In the exam, you have 45 seconds to read through the tasks before you listen.
- You hear all the monologues, then the whole recording is played again.

TASK ONE

For questions **1–5**, choose from the list (A–F) what led to the speaker making their difficult decision.

TASK TWO

For questions **6–10**, choose from the list (A–F) what advice the speaker gives about making difficult decisions.

While you listen you must complete both tasks.

A a desire to be healthier

B the example of a role model

C the wish to preserve a relationship

D a frustration with routine

E the need to prove other people wrong

F a chance to fulfil an ambition

Speaker 1 **C 1**

Speaker 2 **E 2**

Speaker 3 **F 3**

Speaker 4 **D 4**

Speaker 5 **A 5**

A follow your instincts

B set yourself a deadline

C seek professional advice if needed

D obtain information from various sources

E be objective rather than emotional

F consult someone who knows you well

Speaker 1 **E 6**

Speaker 2 **A 7**

Speaker 3 **F 8**

Speaker 4 **C 9**

Speaker 5 **D 10**

How to go about it

- Read both tasks carefully before you start to listen.
- Underline the key words in the options and predict how they might be paraphrased.

Task One A a desire to be healthier – I wish/my ambition is to ... get fitter/feel physically well

- The first time you hear the speakers, mark the options in both Task 1 and 2 that you think are correct. Note that speakers may sometimes provide the answer to Task 2 before they provide the answer to Task 1.
- Use the second time you listen to confirm or change the options you chose.

- 2 SPEAK** Work in pairs. Talk to your partner about a time in your life when something changed. Mention some of the following in relation to the change:

- the reasons for it
- other people's attitudes
- how easy or difficult it was
- the consequences of the change.
- your feelings before and afterwards



Vocabulary Changes

Verb + noun collocations

- 1 **SPEAK** Work in pairs. Discuss when or why might you change each of the items in the box below.

your doctor gear your name places sides
the subject your tune a tyre your ways

You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.

Adjective + noun collocations

- 2 The following adjectives can all be used with the noun **change**. Complete each of the sentences 1–4 with a suitable group of adjectives (a–d). All of the adjectives in each group must be appropriate for the sentence you choose.

- a economic/political/social
b dramatic/sudden/considerable
c pleasant/refreshing/welcome
d far-reaching/significant/sweeping

- 1 It **made a/an** _____ **change** to see Alex in a suit. He looked very smart for once.
2 The government has announced plans **to make** _____ **changes** to the tax system next year.
3 The **pace of** _____ **change** has been rather slow in this country recently.
4 The lottery win **brought about a/an** _____ **change** in her circumstances, which she is finding it difficult to cope with.

Other verbs of change

- 3 Decide which verb (a, b, c or d) best fits the gap in each pair of sentences. The verb you choose must fit the gap in both sentences. The words in bold are typical collocates of the verb.

- 1 It took him a while to _____ **to being a parent**.
2 You can _____ **the height of the chair** by pulling this lever here.
a switch b alter c vary d adjust
3 They are planning to _____ **the old windmill into** a small guest house.
4 The bank has an app that will _____ **dollars into euros** for you.
a transfer b transform c convert d adapt
5 **Prices** _____ **according to** the time of year you decide to travel.
6 We were advised to _____ **the children's diet** as much as possible.
a adapt b shift c vary d modify
7 The group were asked to _____ **their behaviour** or else leave the hotel.
8 We had to _____ **the design** of the car to take account of the rough terrain.
a modify b amend c transfer d convert
9 Twelve European countries _____ **over to the euro** on 1 January 2002.
10 I _____ **shifts with** Brian so I could go to my sister's wedding.
a shifted b switched c transformed d altered

- 4 Write four sentences about *you / your country / the world in general* using any of the vocabulary in Exercises 2–3. Compare your sentences with a partner.



Vocabulary

- 1** The words in the box are all high frequency collocates of the word *change*. You may need to pre-teach some of the idioms, e.g. *change your tune*. Alternatively, you could encourage students to research them with dictionaries, if they are on hand, or on the Macmillan dictionary online. Note that with good online dictionaries like this one you can type in the entire idiom instead of just searching for individual words.
- change gear* – (on a bike or in a car) when you want to increase or decrease your speed / when you go up or down a hill
- change your name* – because you don't like it / you become a performer / you get married (some women in some countries)
- change places* – when you want to see a film, play, etc better / because you want to sit next to someone else / you want to move to a non-smoking section
- change sides* – because you no longer share the opinions of the people or group (e.g. political party) you have previously supported
- change the subject* – (= to start talking about a different thing) when what you are talking about is embarrassing or causing people to get upset or angry)
- change your tune* – (= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion

change a tyre – because you have a puncture or when the tyre is bald (= worn down)

change your ways – behave much better after a period of time, e.g. in prison or bad behaviour at school

- 2** Students could do this exercise individually or in pairs. Remind them that all three adjectives in a given set must fit logically with the sentence. As you correct the answers, you may want to check the pronunciation (specifically word stress) of *political* /pə'litɪkəl/, *considerable* /kən'sɪdərəbəl/ and *significant* /sɪg'nɪfɪkənt/.
- 3** This exercise gives students useful practice distinguishing between close synonyms, which they will be required to do in Reading and Use of English Part 1. Model the task by doing the first pair of sentences as a class.
- 4** This task gives students the chance to personalise some of the lexical items covered in the lesson. While they write their sentences, circulate and provide on-the-spot error correction with the target vocabulary. Alternatively, students could leave the vocabulary item from the lesson blank in their sentences, so when they compare with a partner the other student has to fill in the missing word. Finish the lesson by asking students to create a new section in their vocabulary notebooks and record some of the items from page 22 that were new for them.

Teaching tip

It's a good idea to build regular vocabulary revision into your lessons. As everyone who has studied a foreign language will know, it is much easier to forget a new word than to remember it! So make time to return to each of the vocabulary pages from time to time. One option is to start every lesson with a five-minute revision stage in which you could choose a small number of lexical items to revise. Note that

this revision should not feel like a test. Begin with the assumption that the students have forgotten the vocabulary you want to revise, and then be happy if they haven't. And don't let students put themselves down when they don't remember something. Remind them that forgetting is as natural as learning. That's why revision is so important.

READY FOR GRAMMAR

2 Nouns in formal English

Use of nouns

Nouns are used more frequently in formal written English than in spoken, conversational English. We can use formal language to be polite and respectful, but also to create distance.

The company admits no responsibility for the failure of the car's air bags to activate.

During his period of employment with ChemTech, Simon demonstrated great ability in a leadership role.

English nouns that have a French or Latin origin always sound more formal or academic than words with a similar meaning derived from other languages.

Long periods of separation have a profound impact on a child's relationship with its parents. [Latin]

We know that a child is seriously affected when there is a split in the family dynamic. [Dutch]

The palace was the principal residence for the king until the late 1800s. [Latin/Old French]

It's important to create a sense of comfort in your home. [Germanic]

Reading and Use of English

- 1 First refer students to the **What to expect in the exam** box. Stress that only one word goes in each gap. Note that missing words are never contractions (e.g. *I'll*), because these count as two words. Then elicit some examples of prepositions, relative pronouns and conjunctions, to check students' understanding of this terminology. Note that Exercise 1 is designed to demonstrate an important exam strategy: candidates should read the text quickly for gist before focusing on the missing words. In open class, elicit what the students learned about *Barbie*®, *GI Joe*® and *Harry Potter*®.
- 2 Since this is the first time students are encountering this particular exam task in this course, you may want to consider the following options for differentiation:
 - a Put the answers on the board, but out of order.
 - b Give them hints for a few of the words, for example: 2 This word is similar in meaning to *instead* but followed by *than*, not *of*; 4 the word you need is negative; 7 the missing word is a number; 8 the word you need is a comparative adjective.

Higher-proficiency students could of course opt out and do the task without this support.
- 3 In general, this type of pair check exercise is a nice way of integrating an element of speaking into a reading task. It also creates opportunities for peer-teaching, particularly if higher-proficiency students are paired with lower-proficiency ones.
- 4 You could model this task by telling your students about your favourite childhood toy. Show them a

picture, if possible. Then have students work in pairs. Ask them to share some of their answers with the class.

Language focus

- 1–3 Exercises 1–3 could be done with books closed and the two example sentences up on the board. After eliciting the words in sentence B related to the underlined words in sentence A (*downturn* = *fallen*; *attention* = *interested*; *focus* = *focusing*), elicit other differences: *recently* replaces *recent*; *any more* replaces *no longer*; *because* replaces *as*; *instead* conveys some of the meaning of *shift*. Finish by asking students which sentence sounds more formal and why. (*One reason is the reliance on nouns in sentence A, which is more common in formal English.*)
- 4 Direct students to the **Ready for Grammar** section (see TB22 and below). If your students speak a Romance language (e.g. Spanish, Catalan, Italian, French, Romanian, etc.), highlight the second point made in the **Ready for Grammar** section. These learners may be tempted to use words with Latin roots in more informal contexts, where this type of word would sound overly formal in English.
- 5 You could model the task by choosing one of the situations and telling your students about it. Ask them to guess which situation you are talking about. Put the students in pairs to discuss the situations. Circulate and take notes on both successful and unsuccessful language use to explore later in a delayed feedback stage. An extension task could be to have students swap partners and briefly report what they discussed with their first partner.

READY FOR GRAMMAR

2 Nouns in formal English

- 1 For sentences 1–4, use the information in a, which is more conversational, to complete the gaps in b, which is more formal.

- 0 a I thought the painting was very simple, and different to anything else I'd seen before. I was very impressed.
b I was most impressed by the simplicity and originality of the painting.
- 1 a He applied for the job and he was clearly a bit disappointed when he heard they'd turned him down.
b He was unable to hide his disappointment at their rejection of his application.
- 2 a The employees said they thought it would be a good idea if the company reduced the working day by just a little, but management said they didn't approve of the idea at all.
b Management voiced their strong disapproval of the employees' suggestion/proposal/request for a slight reduction in the working day.
- 3 a I have to tell you that I'm not satisfied with the service you offer. I often have to wait a long time for things to get here, even though you say that you send them sooner than 24 hours after you receive an order.
b I must express my dissatisfaction with the standard of your service. Delivery of goods is often subject to delay(s), despite your claim/assertion/guarantee/assurances that orders are dispatched within 24 hours.
- 4 a People fail to understand how important it is to recycle waste, and I think it's because they don't know anything about the environment and they don't get taught enough about it at school.
b People's failure/inability to understand the importance of recycling waste is the result/consequence of a lack of environmental awareness/knowledge and insufficient education/teaching on the subject.

- 2 In 1–4 in Exercise 1, there are more verbs in the b versions than in a, and more nouns in the a versions than in b. What other differences do you notice between the language used in informal and formal registers?

Go back to page 23. The a sentences are more informal. The following features are more characteristic of an informal style: contractions, phrasal verbs, fewer subordinate clauses, more use of active than passive sentences.

Reading and Use of English Part 2 Open cloze

What to expect in the exam

- The open cloze is a short text with eight gaps, each of which requires one word.
- The main focus is on grammatical words, e.g. prepositions, relative pronouns and conjunctions.

- Read the following text, ignoring the gaps for the moment. What can you find out about *Barbie®*, *GI Joe®* and *Harry Potter*?
- Read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

1

Barbie® was the first doll to be produced that didn't look like a baby. She looked like a woman. *GI Joe®* was a similar-sized doll but male, wearing military clothing; an 'outfitted action figure'. *GI Joe®* wasn't based on anyone from a TV series or movie, but he was still very popular. There are similar action figures of characters from the *Harry Potter* movies, and these have made more money for the film companies than the films themselves made.

TOY TRENDS

The original lifelike figure designed specifically with boys (0) IN mind was *GI Joe®*. Its inventor, Stanley Weston, had noted the demand amongst young girls (1) for *Barbie®*, the first doll in the US to look like a woman (2) rather than a baby. Weston hoped that a male figure dressed in military clothing would create just (3) as much interest amongst boys. Being careful (4) not to use the term 'doll', he pitched his idea to toy company Hasbro as an outfitted action figure. (5) despite having no backstory and no enemies to fight, *GI Joe®* was immediately popular when released in 1964. Other toy manufacturers were quick (6) to follow Hasbro's example, creating figures of screen and comic book heroes or villains, such as Batman or storm troopers from *Star Wars*. Since then, film companies have sometimes seen greater profit from licensing action figures than from the corresponding movie, *Harry Potter* being (7) one such example. However, a recent downturn in sales may suggest that action figures are no (8) longer holding young consumers' attention, perhaps as they shift their focus to video games.

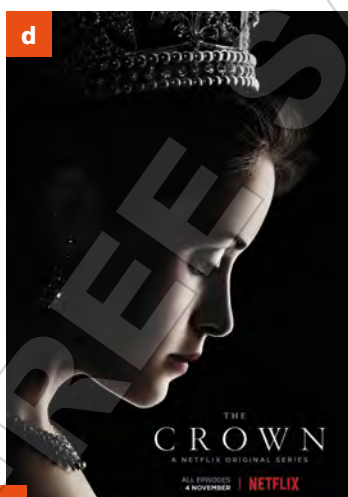
- SPEAK** Work in pairs. Compare your answers with your partner. Point out words and ideas in the text that provided you with clues.
- SPEAK** Work in pairs. What toys were your favourites when you were a child? Why did you like them?

Language focus Nouns in formal English

- Look at the underlined nouns in sentence A from *Toy trends*. Which words in sentence B do they relate to?
 - A recent downturn in sales may suggest that action figures are no longer holding young consumers' attention, perhaps as they shift their focus to video games.
 - Sales have recently fallen, which may suggest that young consumers aren't interested in action figures any more, perhaps because they're focusing on video games instead. *downturn – fallen; attention – interested; focus – focusing*
- In what other ways is sentence B different from sentence A? *recently* replaces *recent*; *any more* replaces *no longer*; *because* replaces *as*; *instead* conveys some of the meaning of *shift*
- Is the use of nouns generally more frequent in formal written English or conversational English? *Use of nouns is generally more frequent in formal, written English.*
- Go to **Ready for Grammar** on page 214 for rules, explanations and further practice.
- SPEAK** Work in pairs. Talk about some of the following situations with your partner:
 - a time when you expressed your dissatisfaction with a service or product
 - a time when you had to conceal your disappointment about a gift you received
 - a time when your failure to recognise someone or remember their name caused embarrassment
 - a time when you should have taken more responsibility for something
 - a time when you noticed a big improvement in your English
 - a time when you started gaining independence.



Writing Part 2 Review



1 SPEAK Work in pairs. Discuss the following questions about the film or TV series in photographs a–h.

- 1 What do you think each of these series or films (a–h) might be about? Have you watched any of them?
- 2 Which series or films would you be most likely to watch? And least likely? Why?

2 Read the following Part 2 task and the model answer on the series *Stranger Things*. Is the review generally positive, negative or balanced?

The review is very positive – especially in paragraphs three and four.

You see the following announcement in an online magazine called *Moviesite*.

[News](#)
[Reviews](#)
[More](#)

History makes a comeback

The theme for next month's reviews is television series that are set in the past. Send us a review of a television series you have watched that is set in the past. What did you learn from watching it? How do you think the series could have been better? Would you recommend it to others?

Write your review.

REVIEW OF STRANGER THINGS

★★★★★

Posted August 23rd

Stranger Things takes us back to the early 1980s. The narrative begins in 1983, in a quiet Indiana community called Hawkins. A 12-year-old boy is cycling back to his house at night, through the woods, and close to a secret government research centre. When he never makes it home, his friends and family set out to find him. Coinciding with his disappearance is the arrival of a young girl with unearthly powers, and a monster constantly lurking in the shadows.

The series is packed with references to the popular culture of the period. In between scenes of horror, we see what fashions and hairstyles were current, and what music and movies kids were into. We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work. The fact that everyone has to rely on faulty landlines in an emergency also makes you appreciate your smartphone that much more!

It is hard to say what the directors could have done to make *Stranger Things* a better viewing experience. The show is genuinely creepy, and the acting of the young cast is absolutely superb. The concept of the small-town cop trying to get to the bottom of a mystery with no support from his department is hardly original, but makes sense given he is facing a supernatural enemy.

The series manages to brilliantly combine the elements of horror, complex emotions, and nostalgia. If you want to be thoroughly entertained and terrified at the same time, I would say this is the series for you.

Writing

- 1 This writing task gives students the opportunity to practise a review. Note that they will have further practice of this genre in Units 6, 8, 9 and 11. There is also a model answer for a review in the **Ready for Writing** section. Give students a minute to look at the pictures. Then put them in pairs and ask them to discuss the questions. Have students

share answers with the class. This might be a good time to discuss the value of watching TV series in English. If your students already do this, you could talk about the pros and cons of watching TV with or without subtitles.

- 2 Students read the review on their own. The review is clearly positive, but encourage students to explain why with reference to specific opinions expressed or language used.

Sample answer

Review: Anne with an E

Anne with an E is based on the book Anne of Green Gables. It is set in Canada in the 1900s. The story is about a young girl Anne Shirley. She is an orphan and she is adopted by Matthew and Marilla Cuthbert. The story is about Anne's life, her dreams, her problems and friendships. However, in the TV series, it is also how it is to live in a small town in Canada, and what people's mentality was like at this time.

I think the series must be different to the original book because some themes are from a modern outlook. From the series, we can understand some every day things, like the clothes people have worn, typical meals, the typical school lessons. Also the differences between rich people's lives and poor people's lives.

But on top of this, the series shows the prejudices. For example, Anne is a friend of a girl called Ka'kwet, from a native tribe, but other people in Avonlea are scared about the tribe and avoid contact. There is also some episodes concentrated on social expectations of women and how they must follow social rules.

To make the series better, I would suggest the filmmakers had made Anne's character less exaggerated at times. But generally speaking, the series is an extremely good one. I strongly recommend it to people which like a good story, great acting, and a deep message about imagination's power.

Examiner comments

Content: Generally good realisation of task. What the writer has learnt from watching the series is discussed in some depth. The writer also makes a clear recommendation. A point about how the series could be improved is made, although this point is not as expanded as it could be.

Communicative achievement: The conventions of review writing are used to convey simple and complex ideas effectively. Register is semi-formal, which is appropriate for a review.

Organisation: Simple cohesive devices are mostly used effectively throughout the review and the writer makes good use of paragraphs.

Language: There are a number of errors which suggest a lack of control, e.g. *it is also how it is to live, the clothes people have worn, There is also some episodes, people which like a good story*. However, none of these seriously obscure communication. The review includes some appropriate vocabulary – *based on, set in, themes, filmmakers*

Mark: Pass

- 3 In *Ready for C1 Advanced*, students are often expected to analyse and evaluate model answers in order to discover important features of a particular written genre. This *inductive approach* to writing involves deeper processing, which aids both understanding and memory. This of course takes more time than simply giving students the information, but it is a good investment in the long run. When students 'interrogate' a model answer as they do in this section, it does more than familiarise them with a specific genre of writing; it also makes them think about what makes good writing effective.

Answers

All the points in the task are covered. The purpose of each paragraph is:

- 1 to provide a brief outline of what the series is about
 - 2 to answer the question 'What did you learn from watching it?'
 - 3 to answer the question 'How do you think the series could have been better?'
 - 4 to answer the question 'Would you recommend it to others?'
- 4-5 The present simple is used to make the story seem more engaging and dramatic. It is often used when describing the plot of books, films, plays, etc. However, we do not always use the present simple in reviews. If you have access to technology, you could display the model review on page 24 and underline the following examples. Elicit or provide explanations for why these tenses are used.

Answers

- 1 A 12-year-old boy is cycling back to his house at night. The present continuous is used to explain the general background before the main events of the story begin.
- 2 We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work. The past simple is used because the writer is describing a real situation/activity in the past.

- 3 It is hard to say what the directors could have done to make *Stranger Things* a better viewing experience. This modal form is used to refer to past possibility. The writer is saying that the directors probably could not have done anything better, because the series is so good.

- 6 To streamline this exercise, you could put the students in pairs and have one student find adverb-adjective pairs and the other find adverb-verb pairs. If you are able to display the model answer, you could invite two students to come up to the board and underline the collocations: adverb + adjective: *genuinely creepy*, *absolutely superb*, *hardly original*; adverb + verb: *constantly lurking*, *brilliantly combine*, *thoroughly entertained*. Explain to students that we use adverbs like these to give emphasis and improve the overall style of the review.

- 7 This exercise is meant to provide students with useful language for reviews. If students include these adjectives in their own reviews, it will make their writing sound more sophisticated. Clarify the meaning of the words as necessary and check the pronunciation of *clichéd* /'kli:ʃeɪd/, *predictable* /prɪ'dɪktəbl/ and *sentimental* /,sentɪ'mentl/.

- 8-9 This exercise raises students' awareness of more language common to film reviews. Students should again be encouraged to incorporate this language into their own writing. Give students the chance to compare their answers with a classmate before checking their answers. Exercise 9 could be done in open class.

- 10 Refer students to the **How to go about it** box. The way this box is organised calls attention to an important aspect of exam writing: there is a lot to think about in the planning stage. For most students, thorough planning results in a much better final piece of writing, so it's worth spending time in class training students to do this.

Teaching tip

Recent technological advances have made it possible to give students feedback on their writing in new ways. One example is screencasting. Whereas a screenshot is a snapshot of a computer screen, a screencast is a video recording of the activity on a computer screen. Free screencasting applications let you record voice narration of yourself giving feedback to accompany

the video, where the student can see you underlining parts of the text or making corrections while you talk. Once you get used to the technology, this way of giving personalised feedback is often much faster than making written comments. Also, many students find it really engaging.

3 What is the purpose of each paragraph? Are all the points in the task covered?

4 Most of the review is written in the present simple. Why is this?

To make the story seem more engaging and dramatic. It is often used when describing plot.

5 Find an example of the present continuous, past simple, and a past modal form. Why are these forms used?

6 Find three adverb–adjective pairs and three adverb–verb pairs in the review. What effect do the adverbs have?

7 Decide whether the adjectives below are positive or negative. Write + (positive) or – (negative) next to each adjective.

Positive = action-packed, compelling, credible, entertaining, gripping, impressive, moving, stunning

action-packed clichéd compelling credible entertaining gripping
implausible impressive moving overhyped predictable sentimental
stunning tedious

Negative = clichéd, implausible, overhyped, predictable, sentimental, tedious

8 Complete the sentences with the correct form of a verb from the box.

advise appreciate discover face find follow gain give
hire open overlook rely set take tell watch

- The story opens with hero Vikesh fighting his arch-rival, Ajay. What follows is a series of flashbacks that reveal the reason for their mutual hatred.
- It was interesting to discover more about Aisha's motives. As the story unfolds, you begin to appreciate/discover why she regarded everyone as a threat.
- Unfortunately, the film relies too heavily on special effects rather than character development, so I would probably advise viewers to give it a miss.
- told through the eyes of a young soldier named Jamie, the story is set during the civil war.
- Tom's attempt at an Australian accent was laughable. It would have been far better to hire a genuine Australian actor to take on the lead role.
- The show is definitely worth watching for the acting alone. Like most viewers, you will probably find yourself binge watching the whole series.
- It is possible to gain a deeper understanding of what it was like to face prejudice in those times.
- It is hard to overlook the holes in the plot; if the writers had given more thought to story development, perhaps viewers would have been more convinced.

9 Which sentences in Exercise 8 could be used to

- give an overview of plot or theme? 1 and 4
- say what you have learned? 2 and 7
- suggest what could have been better? 5 and 8
- show whether or not you would recommend the series? 3 and 6

10 Now write your own answer to the task in Exercise 2 in 220–260 words.

How to go about it

Plan your review:

- Choose and make notes about something you are very familiar with. In this case, it is a TV series, but for other reviews it may be a book, film, product or service.
- Check that your notes address all the questions in the task.
- For reviews of TV series, films and books, plan when you might use the present simple and continuous, and when it would be better to use past forms.
- Think about the tone of your review. Readers tend to pay more attention to reviews that are balanced, or at least not too extreme.

Write your review:

- Set your review out in four paragraphs.
- Use an appropriate number of adverb–adjective and adverb–verb pairs.
- Ensure you make your opinion clear. There is always an element of evaluation in a review – your readers need to know whether a TV series/film/book is worth seeing, or whether a product/service is worth using.



Reading and Use of English Part 1 Multiple-choice cloze

How to go about it

- › Read the title and the text to get an idea what the text is about.
- › Consider all the options (A–D) before deciding on an answer. Look for key words before or after each gap to decide whether it is testing:
 - collocation (common noun and verb pairs)
 - fixed expressions
 - complementation (when words are followed by a specific preposition or the gerund/infinitive).

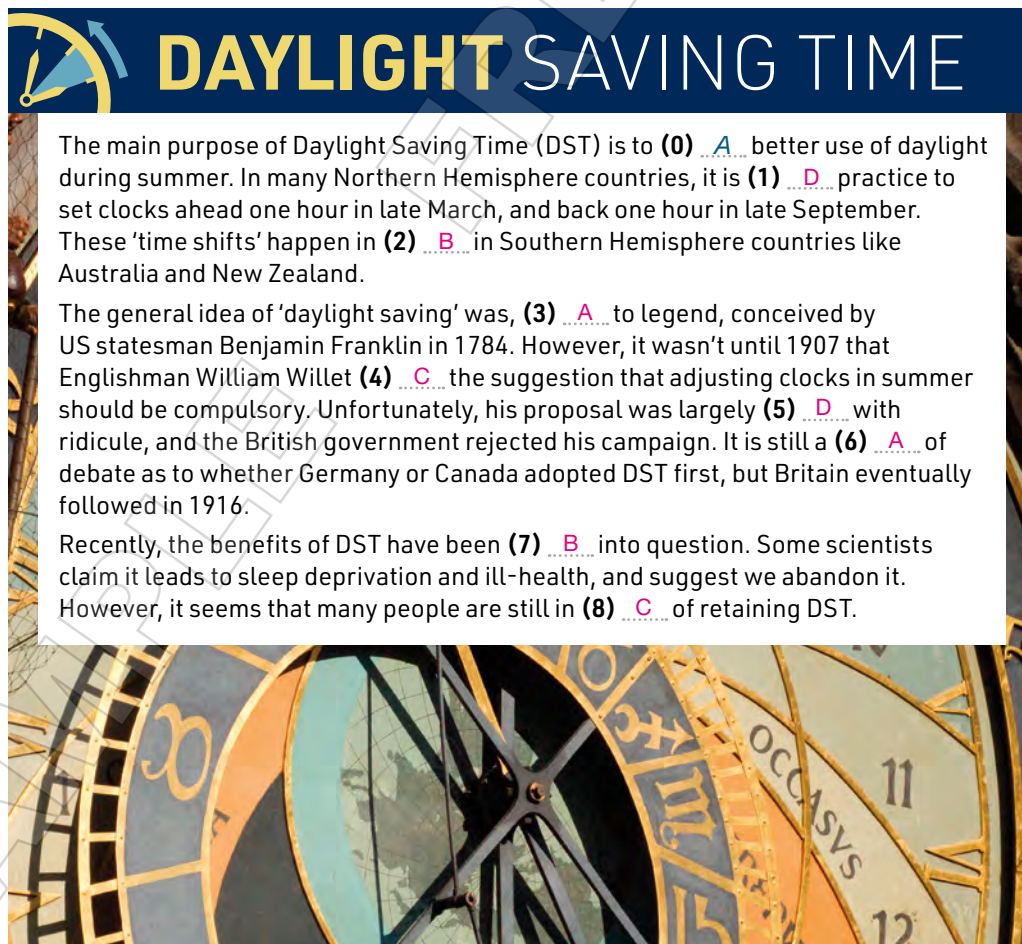
1

The purpose of Daylight Saving Time is to allow people to make the most of long summer days. 1784 was the first time that the general idea of daylight saving was suggested. 1907 was when William Willet wanted the British government to pass a daylight saving law, but the government rejected his proposal. It was either Germany or Canada that first adopted a daylight-saving system. Nowadays, some scientists want to get rid of Daylight Saving Time because they think it negatively impacts on health. However, other people want to keep it.

What to expect in the exam

- Part 1 is a short text which has eight gaps (plus an example). Each gap represents a missing word or short phrase. Following the text are eight sets of four words or phrases.
- You choose the word or phrase from each set which fills the gap correctly.
- Some questions test meaning at a phrasal level, and others test meaning at sentence or paragraph level.

- 1 Read the text below quickly, ignoring the gaps. What are the main points the writer makes about Daylight Saving Time?
- 2 For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



DAYLIGHT SAVING TIME

The main purpose of Daylight Saving Time (DST) is to (0) A better use of daylight during summer. In many Northern Hemisphere countries, it is (1) D practice to set clocks ahead one hour in late March, and back one hour in late September. These 'time shifts' happen in (2) B in Southern Hemisphere countries like Australia and New Zealand.

The general idea of 'daylight saving' was, (3) A to legend, conceived by US statesman Benjamin Franklin in 1784. However, it wasn't until 1907 that Englishman William Willet (4) C the suggestion that adjusting clocks in summer should be compulsory. Unfortunately, his proposal was largely (5) D with ridicule, and the British government rejected his campaign. It is still a (6) A of debate as to whether Germany or Canada adopted DST first, but Britain eventually followed in 1916.

Recently, the benefits of DST have been (7) B into question. Some scientists claim it leads to sleep deprivation and ill-health, and suggest we abandon it. However, it seems that many people are still in (8) C of retaining DST.

- | | | | |
|----------------------|------------------|----------------------|-----------------|
| 0 A <u>make</u> | B have | C get | D take |
| 1 A regular | B ordinary | C familiar | D <u>common</u> |
| 2 A backwards | B <u>reverse</u> | C contrary | D opposite |
| 3 A <u>according</u> | B owing | C belonging | D referring |
| 4 A set down | B backed up | C <u>put forward</u> | D worked out |
| 5 A observed | B seen | C approached | D <u>met</u> |
| 6 A <u>matter</u> | B point | C concern | D problem |
| 7 A drawn | B <u>called</u> | C raised | D brought |
| 8 A preference | B agreement | C <u>favour</u> | D approval |

Language focus Talking about the past

Write one of the auxiliary verbs from the box in the first gap and an appropriate verb in the correct form in the second gap. Use each auxiliary verb once only.

did has had have have been having was were would

- The phone rang just as we were leaving the house.
- It was the first time I had been/gone/travelled/ worked/lived abroad.
- Having achieved/fulfilled/realised his ambition, he promised to spend more time with his family in the future.
- Since I've known him, he has worn that suit only twice.
- He was to have played in the final, but he was injured in a league match.
- It has been two years since I was last taken out to dinner by my partner.
- When we were little, my dad would often read/tell us a story at bedtime.
- I'd like to have been given/granted a second chance, but it wasn't possible.
- I wasn't allowed to see the film, but they did let me read the book.

Vocabulary Changes

- Decide whether the meaning of the two verbs is more or less the same or if it is different. Explain any differences in meaning.

- transfer money / convert money

Different. When you transfer money, you move it from one account to another. When you convert money, you change it from one currency to another.

- adjust to university life / adapt to university life
- adjust a piece of clothing / alter a piece of clothing
- convert the whole top floor into a studio flat / transform our old garage into a lovely studio flat
- change your ways / modify your behaviour
- change your ways / change your tune
- vary the menu / adapt the menu
- change sides / switch sides
- switch to the euro / convert into euros

- Match each of the verbs in the box with the group of words (1–5) which collocate with it.

adjust convert modify switch vary

- vary the menu / your routine / in size
- convert to Islam / dollars into euros / the loft into a bedroom
- adjust your belt / the straps on a bag / the seat on a bike
- switch TV channels / university courses / from dictatorship to democracy
- modify your language / your views / a piece of equipment

Writing Part 2 Proposal

A TV company is planning to produce a series called *The People Who Made a Difference*. They are asking viewers to send in proposals suggesting a historical figure from their country to feature in the series. In your proposal, you should briefly describe the historical figure you are suggesting, explain how they made a difference, and say why you think other viewers might find them interesting.

Write your proposal.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing proposals, see page 196.

Vocabulary 1

1 Same: both mean 'to get used to a new situation by changing your behaviour and/or the way you think'.

2 Different: If you *adjust* a piece of clothing, you move it slightly and correct its position so that it is in the right place or more comfortable, e.g. *He looked in the mirror and adjusted his tie.* If you *alter* a piece of clothing, you make changes to it so that it fits better, e.g. *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly.*

3 Different: *convert* means to change something in order to use it for a different purpose; *transform* means to change something in a way that makes it much better.

4 More or less the same: both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. *Modify* usually suggests that these changes have been small.

5 Different: If you change your tune, you behave differently or express different opinions when your situation changes, e.g. *He always used to be criticising management, but he soon changed his tune when he got a promotion.* (See 4 for *change your ways*.)

6 Different: If a restaurant *varies* the menu, it changes it regularly. If a restaurant *adapts* the menu, it makes changes to it to suit a particular situation or group of people, e.g. vegetarians, children, a wedding party.

7 Same: both can have the meaning of no longer sharing the opinions of the people or group you previously supported.

8 Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money of their own country into euros in order to use it, for example, on holiday or on a business trip.

Pronunciation Consonant sounds: /tʃ/, /dʒ/, /ʃ/ and /ʒ/

1 Match the generations (1–4) to the dates (a–d) they were born. Use the infographic on the left to help you.

- | | |
|----------------|-------------|
| 1 Gen X | a 1946–1964 |
| 2 iGen/Gen Z | b 1965–1980 |
| 3 Millennials | c 1981–1996 |
| 4 Baby boomers | d 1997–2012 |



2 Read these statements about the different generations and their buying habits, and complete each gap with a word from the box. The first one has been done for you.

change decisions detached issues knowledge pleasure
range research shopping socialise suggestions usually

- Most Baby boomers are detached from social media. People in this age range are usually very careful with money.
- Generation X consumers are more open to suggestions from online sources and will make buying decisions only after doing some research.
- Millennials get most of their knowledge about products from social media. They will socialise with friends in a particular coffee bar because that is the place to be seen, not because the coffee there gives them more pleasure than elsewhere.
- Gen Zs are completely at ease with online shopping. They are very aware of environmental issues such as climate change and are influenced by good causes in marketing campaigns.

3 **2.3** Listen and check your answers to Exercise 2.

4 Put the words from Exercise 2 into the correct column according to the sound they include. Some words can go in two columns. The first one has been done for you.

/tʃ/ church	/dʒ/ judge	/ʃ/ share	/ʒ/ television
<u>detached</u> change, research, suggestions, challenge, cheeky, pushchair	change, knowledge, suggestions, range, generous, major	issues, shopping, socialise, impartial, patience, population, Russian, social, special	decisions, pleasure, occasionally, usually

5 **SPEAK** Work in pairs. Take it in turns to read aloud the statements in Exercise 2. How true do you think the statements are?

6 Add the following words to the table in Exercise 4.

challenge cheeky generous impartial major occasionally
patience population pushchair Russian social special

7 **SPEAK** Work in pairs. Take it turns to read these tongue twisters aloud.

- Which shirt should Churchill wear and should he change his shoes?
- Shaun pushed his cheeky children in their special pushchair.
- The judge is occasionally generous, and she's generally impartial and just.
- The ageing population is a major social challenge.
- Our Russian teacher Sasha shows no patience and she shouts.

8 **SPEAK** Create your own tongue twister with some of the sounds in this section. You can use words from Exercises 4 and 6, or your own.

Pronunciation

- Students complete the exercise. Check answers as a class. Ask what generation they and their parents belong to.
- 3 **2.3** Give students the opportunity to pair check quickly before playing audio to check the answers.
- Put the table up on the board and elicit the answers. Identify which of the consonant sounds are problematic for your students. Do some choral and individual drilling of words containing difficult sounds.

- Provide on-the-spot correction of the target consonant sounds. In open class, invite a few students to share their opinions of the statements.
- Elicit the words to the table on the board and do more choral and individual drilling where necessary.
- 8 Elicit or explain the idea of tongue twisters. Ask students for examples from their first languages. Monitor and support with the target consonant sounds while students do Exercises 7 and 8. You may wish to use **Consonant sound snap** on the **Teacher's Resource Centre** at this point.