

The first unit deals with themes about how we perceive others and ourselves. This, and every other unit of *Ready for C2 Proficiency*, gives students the opportunity to improve their reading, writing, listening and speaking skills. All the tasks are thematically linked. The grammar and vocabulary are taken from the reading and listening exercises, so students can work towards consolidating this new language through controlled and freer practice.

Read the unit objectives to the class.

### KEY LANGUAGE

The present  
Feelings and emotions  
Adjectives and nouns with *self*

### IDIOMS

Personality

### EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 6  
Writing Part 2  
Listening Part 1  
Speaking Parts 1 & 3

### Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What character traits do you think are the most important in a boss / a neighbour / a good friend?
- 2 Are your personal interests influenced in any way by global trends or local traditions?
- 3 How much do you think other people can tell about you from the way you dress?
- 4 Do you find it easy to get to know new people?
- 5 Who does society value more: people who are resilient or people who are sensitive?

#### How to go about it

Respond as naturally as you can, but also try to use a variety of language to impress the examiner.

## SPEAKING Part 1 Interview

Refer students to the **How to go about it** box. Explain that after initial greetings, each student will be asked one question about their daily life. Emphasise that this is an opportunity to make a good first impression by providing extended answers. Model question 1 by giving an example answer that is too brief, such as: *To be empathetic.*, and one with a more complete answer: *I believe that someone needs to be emotionally intelligent and reasonably empathetic towards staff if they want to be considered a good boss.* Elicit a brief answer and a full response to question 2. Then have students discuss questions 3 to 5 in pairs. Alternatively, for a more kinaesthetic approach, invite students to stand up and ask five students each a question (1–5). Monitor and assist when necessary.

Round off by asking students to discuss: *What character traits do you think are beneficial for learning a foreign language?* Encourage students to provide reasons and examples for their views.

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

## ONLINE MATERIALS

Get to know your exam (**Teacher's Resource Centre**)  
Sketch and guess (**Teacher's Resource Centre**)  
Unit 1 Test (**Assessment**)  
Unit 1 Wordlist (**Student's/Teacher's Resource Centre**)  
Unit 1 On-the-go-practice (**App**)

## Vocabulary Feelings and emotions

- 1 Complete sentence B with a word from the box so it has a similar meaning to sentence A. There is an example at the beginning (0).

ballistic besotted despondent elated  
engrossed flabbergasted grossed petrified



- 0A I didn't find the monster too convincing, but the film still **scared me out of my wits**.
- 0B The monster wasn't given the benefit of depth, but the film still left me **absolutely** petrified.
- 1A Loads of people start to feel **a bit down in the dumps** over the winter season, what with so little sunlight and so many colds around to keep us all miserable.
- 1B Due to reduced sunlight and the prevalence of the common cold, it's not unusual for people to feel **somewhat** despondent during the winter season.
- 2A Strangely, there are certain customers who **go apoplectic with rage** when notified of the store's no-return policy, while most others are left unperturbed.
- 2B It's so strange – there are some customers who **go** ballistic at the mere mention of our no-return policy, while most others take it in their stride.
- 3A 'We're **chuffed to bits**,' said the team captain, holding the award. 'It's something that we feel we deserve, and we've worked hard to get it.'
- 3B At the ceremony, the team captain was **visibly** elated as she collected the award, saying that she felt it was hard won and well deserved.
- 4A Liam is clearly **head over heels in love** with Nora because he immediately goes along with anything she thinks is cool.
- 4B It's obvious that Liam is **absolutely** besotted **with** Nora, as he is happy to indulge in her every whim at a moment's notice.
- 5A Her 'food idiosyncrasy', as she calls it, is to feel **completely repulsed by** the mere sight of certain white foods, such as milk or mayonnaise.
- 5B The poor girl can't even look at white food – things like milk and mayonnaise – without getting **totally** grossed **out**. Who ever heard of such a thing?
- 6A I was **completely dumbfounded** – my chances of winning the scholarship had seemed all but guaranteed, but I did not even make the shortlist.
- 6B When I applied for the scholarship, I thought I was a shoo-in, so I was **utterly** flabbergasted to find that I wasn't even short-listed.
- 7A I couldn't believe it. Instead of watching the children up on stage, one of the fathers spent the entire end-of-year recital **literally glued to** his mobile phone.
- 7B While the children performed, one father spent the entire end-of-year recital **wholly** engrossed **in** his mobile phone. I was in disbelief.
- 2 Think of a time when you or someone you know experienced one of the feelings or emotions from Exercise 1. Make notes on when, where and why it happened.
- 3 **SPEAK** Work in small groups. Take turns telling your classmates about your experiences. Ask follow-up questions.

## Lead-in

Divide the board in half and write: *Positive adjectives* | *Negative adjectives*. Then say *elated* and elicit the word's meaning and to which category it belongs. Then organise the students into pairs or small groups and ask them to look at Exercise 1's word box. Check understanding by eliciting the meaning of the adjectives in the box. For example, start by asking: *Which word means someone is so terrified that they can't move?* (*petrified*). Then ask them to decide which adjectives belong in each category (**positive adjectives** = *elated, engrossed, besotted*, **negative adjectives** = *ballistic, despondent, flabbergasted, grossed, petrified*). As an extension, invite students to think of further adjectives to add to each column. Encourage students to keep a running vocabulary list to help consolidate new language. See **Teaching tip** for further advice about encouraging students to maintain a 'vocabulary notebook'.

## Vocabulary

- 1 Draw students' attention to the phrases in **bold** for the first sentence (the A phrase) in each sentence **0–7**. Elicit what all these phrases and expressions have in common (*vocabulary to express feelings and emotions*). Tell students to look at the example sentence and explain that the expression *scared out of your wits* is another way of saying *absolutely*

*petrified*. Elicit the meaning of the other expressions in bold in the A phrases. In small groups, students identify what the majority of the bold phrases have in common (*prepositions*). Tell students to note any words or structures before or after the gaps. Model the exercise by writing questions 1A and 1B on the board. Then ask students to complete the remaining sentences with the words in the box. Invite students to compare their answers with a partner to identify any discrepancies. While students do this, monitor and note any good language use as well as common errors in order to provide class feedback.

- 2 Have students note down the five Ws; *who, what, where, when, and why*, for one of these experiences to provide a full description of *why* they felt *flabbergasted*, for example. Ask students to reflect on when they or someone they know experienced these feelings and emotions.
- 3 Divide students into small groups of three or four and explain the task. Encourage students to use as much of the vocabulary from Exercise 1 as possible. Circulate and monitor, prompting where necessary to encourage follow-up questions and further discussion. After the activity, get feedback by asking a student from each group to summarise one or two interesting experiences.

You may wish to use **Sketch and guess** on the **Teacher's Resource Centre** at this point.

### Teaching tip

For easy reference and to aid autonomous learning, tell students to create a 'vocabulary notebook'. Remind students that the more autonomous they are with their learning, the more likely they are to improve. Emphasise that we express what we mean through our choice of vocabulary, so this study aid can help expand students' lexical knowledge, particularly when it is well organised. Tell students the notebook will be a revision aid as they progress through Units 1 to 12. Ask students to regularly collect new words and phrases

for each unit, as these will be thematically linked. Organising words into themes is a categorisation strategy to help students remember new vocabulary. Tell students to organise their notebooks in the following subsections: words, phrases, idioms, and collocations. Encourage students to avoid simply recording single words. Instead, note which verbs, adjectives, prepositions, etc., typically collocate with any new words or phrases they add.

### Extra activity

Quickly create vocabulary cards with the phrases and expressions in questions 0A to 7B. Divide the class into two teams. Demonstrate first. Select one of the cards which are face down. Describe a situation *without* saying the phrase or expression on the card for the class to guess aloud. Whichever team guesses the

expression first earns a point. Alternatively, the class could write the phrase or expression to hold up for the scorekeeper and peers. As a final recap and to earn additional points, read cards aloud so the class can identify the register of the phrase or expressions by saying or writing 'neutral' or 'formal'.



## Speaking Part 3 Long turn

On the board, write: *autonomy, meaningful work, wisdom, success | being self-disciplined, being compassionate, showing accountability, being honest*. Elicit from students what these are examples of (personal qualities / personal values). Write *personal qualities* and *personal values* on the board to form two mind maps. Draw students' attention to the image. Ask students: *What personal values and qualities do you think this community volunteer has and why?* Elicit further examples (e.g. being a good citizen, interpersonal skills, empathy, patience, etc.). Divide students into groups to choose five values and five qualities from the mind maps. Ask groups to prioritise their values and qualities in ascending order from least to most important. Have groups compare their lists to discuss any similarities and differences between the lists.

Then ask students to discuss: *Which has more influence on our values: nature or nurture?* As a follow-up task, you can ask students to vote on what they think has more influence: nature or nurture.

- 1 Tell students that in this part of the test, they need to talk about a topic for two minutes to illustrate they can express and justify their opinions proficiently. Explain that they will need plenty of practice to give a well-structured two-minute talk. Have students read the instructions, then complete the task. For students to get the feel of how long two minutes is, pair them up so one is the speaker and one the timekeeper.
- 2 Ask students to swap speaker and timekeeper roles to complete the second exam practice task. Once both Students A and B have finished the task, focus their attention on the **Useful language** box.

### Teaching tip

In Part 3, each student is given a card with a question and three ideas which support the question. Tell students they don't need to use these points if they don't want to. Consider removing or covering the points on Part 3 cards and have students practise discussing the question. This helps students to focus their attention on the main question. It can be daunting speaking for two uninterrupted minutes, but students need to have a good idea of how long to speak.

Consider incrementally building up to two minutes by setting the timer to one minute for their first attempt and gradually increasing the time when practising the long turn. Refer students to the **How to go about it** box. Emphasise that students should use the ten seconds of 'thinking time' wisely. To prepare for this part of the test, provide timed ten-second brainstorming activities so students practise forming ideas quickly for a well-structured two-minute response which should include an introduction, main points and summary.

### Extra activity

Consider preparing more exam-type questions to provide students further practice using the signposting phrases in the **Useful language** box. Label three columns *beginning, middle, end* on the board and elicit which phrases belong in each column, to aid visual learners. Encourage students to use these linking words so their response has a clear structure.

To add further challenge, elicit phrases to present a counterargument (e.g. *While it may be true that..., A possible concern is..., On the other hand..., etc.*). Have students practise the exam question they haven't practised yet. Encourage students to present and develop three main points to their argument. To round off, ask students to provide feedback on their partner's performance.

## Speaking Part 3 Long turn

- 1 **SPEAK** Work in pairs. You are going to take turns talking on your own for about two minutes. Before you do the speaking task, read the information in the boxes below.

**Student A:** Talk for about two minutes about the question below.

**Student B:** When Student A has finished, say whether schools or parents should be responsible for teaching values to young people.

What has the most influence on people's values?

- age
- education
- community



- 2 Now change roles.

**Student B:** Talk for about two minutes about the question below.

**Student A:** When Student B has finished, say to what extent you think it's important for people to be informed about local political issues.

What are the qualities of a good citizen?

- being respectful
- being responsible
- being helpful

### How to go about it

- The examiner gives you a topic card with the question on it, which you need to talk about for two minutes. There are three prompts to help you think of possible discussion areas, but you don't have to address these. You won't lose points for focusing on other ideas, as long as they are relevant.
- Allow yourself time to think before you begin. After the examiner gives you the topic card, you have up to ten seconds of 'thinking time'.
- Organise your ideas using a variety of signposting phrases. As well as demonstrating a higher level of English, this can help the examiner and your partner more easily understand your train of thought.

### Useful language

#### Signposting phrases

Put the phrases in the correct category. Add more phrases to each category.

<i>A case in point is ...</i>	<i>Moving on ...</i>
<i>First and foremost ...</i>	<i>Now, turning to ...</i>
<i>For instance ...</i>	<i>To start off with ...</i>
<i>In summary, ...</i>	<i>To recap, ...</i>

Introducing your first main point	Transitioning to another main point	Introducing an example	Summarising
First and foremost... To start off with...	Moving on... Now, turning to...	For instance... A case in point is...	In summary, ... To recap, ...

## 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.

### What to expect in the exam

- There are three extracts with two multiple-choice questions for each extract. The extracts are either monologues or interactions between two speakers, such as interviews or conversations. You will hear a variety of accents.
- One by one, you will hear each extract twice.
- The questions can focus on a variety of different aspects of the extracts, including attitude, purpose, opinion, detail and general idea. You may also have to listen for what the two speakers agree or disagree on.

### How to go about it

- Carefully read the introductory sentences for each extract. These give you context for what you will hear. Then read the questions and underline key words and phrases.
- Listen carefully to the whole extract before choosing an answer.
- Check your answers the second time you listen.

#### Extract 1

You hear part of an interview with a psychologist called Sandy talking about clothing.

- 1 According to Sandy, how has our relationship with clothing changed?

- ☒ A It is characterised by increased complexity.
- ☐ B Its connection to tradition has weakened.
- ☐ C It has become heavily influenced by trends.

- 2 Sandy says people choose specific clothing brands to

- ☐ A help them stand out from the crowd.
- ☐ B ally themselves with social causes.
- ☒ C reflect their accomplishments.

#### Extract 2

You hear two friends, a newspaper editor and a dentist, discussing their jobs.

- 3 What aspect of professional life do they agree on?

- ☐ A Their work does not satisfy basic psychological needs.
- ☐ B A healthy work-life balance is not easy to achieve.
- ☒ C People's attitudes are influenced by their work.

- 4 What is the woman doing when she talks about her patients?

- ☒ A questioning their integrity
- ☐ B condoning their irresponsibility
- ☐ C criticising their motives

#### Extract 3

You hear part of a lecture by an academic who is talking about oral history.

- 5 Why does the professor tell the story of the circus performer?

- ☐ A to cite a primary source
- ☐ B to support a prior claim
- ☒ C to illustrate an important point

- 6 What is the professor's attitude towards the way history is usually taught?

- ☐ A He laments its failure to engage students.
- ☒ B He thinks it leads to mistaken assumptions.
- ☐ C He is concerned about its lack of objectivity.

- 2 SPEAK** Which events in history have had the biggest effect on your country's or region's cultural identity, do you think?





## Listening

- 1 **1.1** One effective strategy to use the **What to expect in the exam** and **How to go about it** boxes in *Ready for C2 Proficiency* is to have students read the information and then paraphrase it in their own words. For example, one student could read one box while the other reads the other. Then they close their books and tell their partner what they have read using their own words. Alternatively, students could do this individually by reading and summarising the information in their own words. They could compare with a classmate to discuss any similarities and differences. Monitor to check students are paraphrasing accurately. The **How to go about it** box provides students with explicit exam strategies which can be used in all parts of the exam. For instance, underlining keywords and phrases is a way to identify

the key information students need to listen for. Ask students to underline keywords in questions 1 to 6, then compare with a partner. Have them note other ways to say their underlined keywords to predict what they may hear. Before playing the recording, ask students to quickly decide which questions will be a dialogue or monologue (*1 dialogue, 2 dialogue, 3 monologue*), then play the recording. Encourage students to check their answers during the second listening. You could also provide the audioscript to accompany a final listening for students to check their answers.

- 2 At the end of the lesson, have students discuss in small groups which historical events have had the biggest effect on their country's cultural identity. Round off the lesson by getting some feedback from each group.

## AUDIOSCRIPT

### Listening Part 1 Multiple choice

#### 1.1

**M** = man **W** = woman **I** = interviewer

#### Extract 1

**W:** It's true that clothing is a basic need, like food or  
**Ex 1 Q1** water. But I think we can all agree it's become so much more than that. In today's world, the clothing we wear is a mirror that reflects who we think we are and who we want to be.

**M:** But is that really new?

**W:** Well, yes and no. Of course, clothing has always been meaningful. Traditionally, the clothes people wore symbolised cultural affiliations and values, age and ethnicity. But these days our wardrobe choices encompass all that plus a sense of fashion and personal style. Not to stray too much into jargon, but this is why we behaviour theorists call clothing an 'artefact of extended self'.

**M:** And that's where brands come in, which I know is a particular focus of yours.

**W:** Exactly. Thanks to globalisation and the internet, most of us, in our own way, are becoming brand  
**Ex 1 Q2** conscious consumers. We splurge on certain clothing brands because of their association with celebrities, subcultures or leisure activities – or, more often than not, as much as we are loath to admit it, to project a sense of having arrived, mixed with a certain vibe of aspiration.

#### Extract 2

**W:** Are you saying your job defines you?

**M:** I'm not sure I'd go that far, but I would say that jobs in general tend to reinforce certain traits. For example, as a news editor, I'm being trained every day to prioritise what's happening right now. At this  
**Ex 1 Q3** moment. And it's not hard to see how that mindset spills over into the rest of my life. If only I were a bit better at compartmentalising things.

**W:** Yeah, same here. Being a dentist, I'm so much less trusting than I used to be. Day after day, people who are decent and upstanding in their everyday lives, well, they cancel their appointments, saying something just came up.

**Ex 1 Q4** Sure it did. And when they do show up, they sit down and start lying to me straightaway about how much they've flossed. And the next time I see them, what do you know? They've continued to neglect their teeth, despite their promises. Being in this particular psychological environment for years, well, it's definitely affected me. Instilled particular habits of mind.

#### Extract 3

**M:** Let me just read you a quotation from an oral history interview. It's from a man who as a child worked in the circus during the 19th century:

'Most children, their parents are proud when their kids grow. Not mine. One day my dad's measuring me for a new costume and discovers I've sprouted up. Oh my, does he curse. You see he's hoping I stay small, so it's easy to throw and catch me.'

Memorable, isn't it? You see, it's one thing to read facts and figures about the lives of working-class  
**Ex 1 Q5** children a century ago; it's quite another to hear about it from someone first-hand. In their own voice. In their own words.

You see, at the end of the day, history consists of stories, and what stories get told and who gets to tell them is important. Traditional history courses usually only touch on major events – on the whos, whens and whats. Oral history brings depth to our understanding of the past, giving apparently peripheral characters a starring role. Through the exploration of their identities, we are drawn closer to their reality. And this tends to  
**Ex 1 Q6** complicate the story a bit. It helps avoid the sort of sweeping generalisations that reinforce prejudice, stereotype people and overlook key variables in the historical context.

## Pronunciation

- 1 Tell students that accurate pronunciation of three-letter consonant clusters is important because if a sound is omitted, like with the initial /s/ in *boasts* and *twists*, the word meaning is changed to *boats* and *twits*. It is helpful to practise saying -sks ending words (like *risks* and *tasks*) in two sections *ris-ks* and *tas-ks*. Practise saying these two sections, then smoothly join them up. Students complete the sentences from memory. Elicit the answers as a class and explain the meanings if necessary.

## AUDIOSCRIPT

### Pronunciation Consonant clusters with /s/

#### 1.2

- 1 The school's volleyball team can't seem to lose – they're currently on a 10-game winning streak /stri:k/.
- 2 The visit to my childhood home was a stroll /strəʊl/ down memory lane.

- 2-3 **1.2** Check students' pronunciation and understanding of the words before completing the task. If time allows, elicit other variants of the idiom *stroll down memory lane* (*take a trip/walk down memory lane*). To recap, have students describe a scenario when they *strolled down memory lane*. In their description, challenge students to use as much of the vocabulary as possible. This could be a two-minute timed task to provide students further long-turn practice for Listening Part 3. Remind students to add new words and collocations to their vocabulary notebook.

- 3 Do the potential benefits of space exploration outweigh its inherent risks /risks/?
- 4 When its funding was pulled, plans for the youth centre were scrapped /skræpt/ entirely.
- 5 Abdul is exceptionally proud of his children and often boasts /bəʊsts/ of their academic achievements.
- 6 The scholarship aims to provide a springboard /'sprɪŋ.bɔ:d/ to success for talented young kids.

## Vocabulary

- 1 With books closed, write on the board '\_\_\_\_ of extended \_\_\_\_'. Elicit the phrase used in the Listening Part 1 task on page 4 (**artefact of extended self**) and what example the psychologist gave (clothing). In groups, have students discuss what objects or artefacts they consider part of their 'extended self' and provide reasons for their views.
- 2 Write the adjectives in the box on the board. Ask small groups to discuss their meaning. Now write *self-* at the top of the board, explaining the *self-* suffix is used before adjectives and nouns and means *related to yourself* or *related to itself*. For example, *self-care* means taking care of yourself. Now ask students to compare the meaning of *satisfied* (pleased because you have achieved something) with *self-satisfied* (too pleased with yourself or your own achievements). Have students predict the meanings of the compound adjectives and identify the stress point of each word (e.g., *self-satisfied*, *self-indulgent*, etc.). Consider allowing students to refer to dictionaries and/or dictionary apps to help them complete Exercise 2. Mention that *self-* + *adjective* is always hyphenated.

- 3 Write the following nouns to check understanding: 1) *preservation*, 2) *pity*, 3) *delusion*, 4) *esteem*, 5) *worth*, 6) *interest*, 7) *deception*, 8) *aggrandisement*, 9) *assurance*. Similar to Exercise 2, ask students to predict how the meaning changes once *self-* is added. You could place nine definition cards around the room for each compound noun. Pairs walk around the room to identify the correct definition for each noun.
- 4 Refer students to the **Additional materials** on page 200 (see below). This task could be a two-minute timed task for additional Speaking Part 3 exam practice where trios each choose one statement to discuss. Remind them that this is a good opportunity to practise using some signposting phrases from page 3. Alternatively, for freer practice, allow small groups or pairs to discuss the questions and monitor to provide feedback.

Direct students to the **About English** box. Discuss how a word ends up being nominated for Word of the Year. Elicit or explain that each year some dictionaries choose one word that best reflects a particular year's moods, ethos and preoccupations. You could also mention that some dictionaries make their decision by using a corpus that regularly gathers millions of records of written English from web-based texts. Provide *goblin mode* as an example. Ask students to discuss and possibly research why this and the other terms have become so widely used.

## ADDITIONAL MATERIALS

### Vocabulary Adjectives and nouns with *self*

**SPEAK** Work in pairs. Say to what extent you agree or disagree with each statement. Justify your answers.

- My parents' generation was more **selfless** and **self-sacrificing** than my own.
- Some societies prize **self-reliance** too highly. It's perfectly fine to turn to others for help, support and guidance.
- Too many people in this world equate **self-worth** with the accumulation of wealth.
- The problem with influencers on social media is that they pedal the notion that being **self-indulgent** and materialistic can somehow buy you happiness.

Go back to **page 5**.



## Pronunciation Consonant clusters with /s/

### 1 Complete the gaps in these sentences from the listening on page 4.

- Not to **stray** \_\_\_\_\_ too much into jargon, but this is why we behaviour theorists refer to clothing as an 'artefact of extended self'.
- We **splurge** \_\_\_\_\_ on certain clothing brands because of their association with subcultures or leisure activities.
- History \_\_\_\_\_ **consists** of stories, and what stories get told and who gets to tell them is important.

### 2 The words in the box all contain a combination of /s/ and two other consonant sounds. Complete each sentence with one of the words in the box.

boasts risks scrapped springboard streak stroll

- The school's volleyball team can't seem to lose – they're currently on a 10-game **winning** \_\_\_\_\_ **streak** \_\_\_\_\_.
- The visit to my childhood home was a \_\_\_\_\_ **stroll** \_\_\_\_\_ **down memory lane**.
- Do the potential benefits of space exploration outweigh its **inherent** \_\_\_\_\_ **risks** \_\_\_\_\_?
- When its funding was pulled, **plans** for the youth centre were \_\_\_\_\_ **scrapped** \_\_\_\_\_ entirely.
- Abdul is exceptionally proud of his children and often \_\_\_\_\_ **boasts** \_\_\_\_\_ of their academic **achievements**.
- The scholarship aims to provide a \_\_\_\_\_ **springboard** \_\_\_\_\_ **to success** for talented young kids.

### 3 01.2 Listen and check your answers to Exercise 2.

## Vocabulary Adjectives and nouns with self

### 1 **SPEAK** In Extract 1 of the listening, the psychologist refers to the 'extended self', the idea that valued possessions form part of our identity. What objects in your life would you consider part of your 'extended self'?

### 2 Complete the *self-* adjectives in sentences 1–6 with a word from the box.

deprecating indulgent made possessed  
respecting sacrificing satisfied

- 'I knew I was right,' he gloated, and gave that irritatingly **self-** \_\_\_\_\_ **satisfied** \_\_\_\_\_ **smile** he reserves for even his most insignificant successes.
- Her one-hour stand-up act consisted of her usual **self-** \_\_\_\_\_ **deprecating** \_\_\_\_\_ **humour**, an endless string of jokes revolving around her own perceived failings.
- She received the award for her tireless efforts and **self-** \_\_\_\_\_ **sacrificing** \_\_\_\_\_ **devotion** to those less fortunate than herself in the community.
- No **self-** \_\_\_\_\_ **respecting** \_\_\_\_\_ **cook** should ever consider serving instant mashed potatoes!
- He confronts each problem with the same calm, **self-** \_\_\_\_\_ **possessed** \_\_\_\_\_ **confidence**, never raising his voice, never losing his temper.
- This modest, **self-** \_\_\_\_\_ **made** \_\_\_\_\_ **billionaire** – she built up her clothing empire from absolutely nothing – had no time for a **self-** \_\_\_\_\_ **indulgent** \_\_\_\_\_ **lifestyle** and was happier sitting at her desk than lounging by the pool.

### 3 Underline the correct option.

- Her dismissal would have been an easy excuse for Hana to **wallow in self-** **preservation** / **self-pity** / **self-delusion**, but she didn't fall into this trap.
  - The book chronicles a young man's struggles with not quite fitting in, living with regrets and **questioning** his own **self-esteem** / **self-worth** / **self-interest**.
  - His attempt to rationalise his bad behaviour is a profound **act of** **self-deception** / **self-aggrandisement** / **self-assurance** – but he's fooling no one else.
- 4 Turn to the **Additional materials** on **page 200** for further practice.

#### About English

**Goblin mode:** behaviour that is unapologetically self-indulgent, lazy or greedy

**Vax:** related to a vaccine, e.g. fully vaxxed, vax sites

**Climate emergency:** a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it

**Toxic:** poisonous, unpleasant, e.g. toxic friendship, toxic loans

**Post-truth:** relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief



#### About English

The word 'selfie' was declared the Oxford Word of the Year in 2012, when its use by English speakers spiked by 17,000 per cent.

Do you know the meaning of these other words of the year? Why do you think they were chosen?

*goblin mode* (2022), *vax* (2021), *climate emergency* (2019), *toxic* (2018), *post-truth* (2016)

## Reading and Use of English Part 6 Gapped text

- 1 You are going to read an article about people who are exceptionally good at remembering faces. Seven paragraphs have been removed from the article. Choose from the paragraphs A–H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

# SUPER-RECOGNISERS

## Police employ them and scientists study them, but what is life like for the rare few who can never forget a face?

As a child, Yenny Seo often surprised her mother by pointing out a stranger in the grocery store, remarking it was the same person they passed on the street a few weeks earlier. Likewise, when they watched a movie together, Seo would often recognise 'extras' who'd appeared fleetingly in other films. Her mother never thought this was 'anything special', Seo says, and simply assumed she had a particularly observant daughter.

1 D

It was only as she started using social media that Seo became self-conscious of her skill. 'I would start a new class in uni or I would meet people through social gatherings and I would remember visually what kind of photos I'd seen them in. I'd already be so familiar with them and I'd know in my head: "Oh, you are that person's sibling, or you used to date so-and-so," she says. 'But I also knew it'd be really creepy if I said that out loud, so I'd keep it on the down low and just say: "Oh, nice to meet you."'

2 A

Until the early 2000s, little scientific attention was paid to whether all humans possess the same ability to recognise faces. According to Dr David White, now a lead investigator at the Face Research Lab at the University of New South Wales (UNSW), 'I think intuitively people believe that the way they see the world is the same as others. And I think that scientists had that intuition as well.'

3 F

It may be, he says, that our brains are organised to perform different tasks, 'like an app on your smartphone.' Along with other researchers, White started examining people without impairments, discovering there is 'tremendous variation' in facial recognition ability. From their research, experts have concluded that facial recognition ability lies along a bell curve, like IQ and other human capacities.

4 H

The underlying cause is still not entirely clear – it's a new field, with only around 20 scientific papers studying super-recognisers. However, it is suspected that genetics plays a role because identical twins show similar performance, and it has been shown that cortical thickness – the number of neurons – in the part of the brain that supports face recognition is a predictor of superior ability. So it appears that certain people like Seo are born with a superpower, as if they were a character in a comic book. But how exactly does this superpower work?

5 B

Because this is such a rare phenomenon, in 2017 White and his colleagues at UNSW designed a publicly available online screening tool to try to unearth the world's best super-recognisers. When Seo – then in her mid-20s, gave it a go – her score was so high that White invited her to come to Sydney for more testing. With more than 100,000 people now tested, Seo still ranks in the top 50.

6 G

For her part, Seo is perfectly happy with her job as a technician at a pathology lab. However, the diagnosis from White did help her see her abilities in a new light. 'It made me realise: oh yeah, it's not crazy – I must have been right the whole time. It's not that I'm creepy, but my brain is just wired that way.'

7 E

If so, Dr White and his colleagues at the Face Research Lab at UNSW would be delighted to hear from you.

Adapted from *The Guardian*



## Reading and Use of English

One way to come up with an engaging lead-in to your lesson is to find short videos related to your topic. Before class and if you have access to the technology, you could look for videos to introduce the subject. For example, if you google *facial recognition* or *super-recognisers* + *video*, you will find some short videos. Check students' understanding of the term *super-recognisers* before viewing the video. After viewing, ask students to discuss the pros and cons of security agencies using facial recognition software versus hiring super-recognisers.

- 1 Students read the rubric. Check their understanding of *exceptionally* (in a way that is much greater than usual, especially in skill, intelligence, quality, etc.). Refer students to the **What to expect in the exam** and **How to go about it** boxes. Give students a couple of minutes to gist read the main (base) text to gain a general idea of the structure and development of the theme or argument of the text before starting the task. Students should then read paragraphs A–H but it is a good idea to complete the first question together as a class. This will help to prevent the potential 'domino effect' that can be inherent to this task: if students get the first question wrong, getting the remaining questions right will be much more challenging once the correct options for those gaps are taken. Tell the class that in the C2 Proficiency exam, they will need to pay close attention to the information on *either* side

of the gap. A common error students make is to fit the text before the gap, neglecting to check the text which follows the gap. When you go over the answer for question 1, elicit why paragraph D is the key (before the gap, the text alludes to Seo's *private game*). The gap is discussing the *cause* and after the gap, the *effect* social media had on Seo when she grew older. If students find the first gap challenging, you could also do the second question together. This can help build confidence amongst students. Should your students require additional support, you could reduce the level of challenge, by telling students which option is the distractor (paragraph C). Monitor and correct students' answers individually as they progress through the task.

- 2 As a follow-up task, check students' understanding of the expression: *a blessing or curse* (something that is both beneficial and a burden). Note *a double-edged sword* has the same meaning. Have groups discuss how well they are able to remember people's names or faces. Then ask them for their views on whether a super-recogniser would be a blessing or a curse/ double-edged sword. They could also end by discussing what they do in situations when they don't recognise or remember someone who clearly knows who they are. Direct students towards the **About English** box. Get students to read this and discuss if this is used in the same way by writers in their language. You could ask if they can find any more examples of dashes being used, other than those given as examples in the box (e.g. in paragraphs F and H).

### Teaching tip

In general, the more students read, the better they will do in the Reading and Use of English paper and should be encouraged to read as widely as possible. For this part of the test, students need to hone the skill of following a developing argument and recognising a wide range of devices used to mark the logical and cohesive developments of a text (e.g. words and phrases indicating a sequence of events, cause and effect, premise and conclusion, use of pronouns, etc.). Encourage students to get in the habit of reading a wide range of complex texts (magazines, articles, books, fiction) in English. Make sure students read information for enjoyment but don't choose something too hard as it will be demotivating.

You could ask students to set up an informal reading group outside of class where they share texts they find interesting without your involvement.

In addition to comparing ideas about what they enjoyed / didn't enjoy about the text, they could also discuss:

- the cohesion of the text
- the structure of the text, including how ideas / arguments are organised
- the global meaning of the text, including its purpose and how effective it is
- any new vocabulary that was particularly useful

### Extra activity

Part 6 texts are primarily taken from journalistic, academic and literary sources. Ask students to find or print a copy of an article in English to bring to class. Alternatively, print different texts yourself from the internet or photocopy newspaper and magazine articles.

Have each student choose an article and cut it into paragraphs (five to seven paragraphs should be sufficient). Jumble them up. Students swap the cut-up articles and try to put them back together in the correct

order. Have them underline any cohesive clues which helped them order the text. You could get them to feed back in groups, explaining to other students which words or ideas helped them work out the order.

While doing this activity, if any new vocabulary jumps out at them, encourage them to look the words up in a dictionary and keep a record of it in their notebook. You could also get them to explain the new vocabulary to the rest of the class.



## READY FOR GRAMMAR

### 1 The present

#### A The present continuous vs the present simple

The present continuous is used:

- to emphasise that a situation is temporary or takes place for a period of time around the present.  
*Our dogs **are staying** with our neighbour while our house **is being refurbished**.*
- to emphasise change, development or progress.  
*As information **is more readily available and accessible**, we **remember / are remembering** less about the past.*
- to make requests or demands sound less direct and more polite.  
*I **need to crowdsource** a new project and I **hope / I'm hoping** you can lend a hand.*
- with indefinite adverbs of frequency, such as *always*, *constantly* to show that something happens so often that it is characteristic of that person, group or thing.  
*My cousin **is so helpful**. She **always offers / she's always offering** to check my homework.*
- to show the speaker is less confident about something.  
*Our horse **always runs well** on this track, so we **expect / are expecting** him to qualify for the final.*
- to add a tone of disapproval or annoyance, or to emphasise the surprising/undesirable nature of events.  
*My four-year-old son **always knocks / is always knocking** over cups during breakfast. (= it's annoying)*  
*We **are constantly finding** the kids' toys hidden in odd places around the house. (= it's surprising)*

#### B Narratives

The present tenses can be used for certain types of narratives. Generally, the present simple is used for quicker actions and events, while the present continuous describes longer actions and situations.

- In live commentary (e.g. sporting events or ceremonies). Here, the present continuous captures actions that are unfolding at the time of speaking.  
*There's 35 seconds to go, this **is** the one. It's **coming back** for Johnny Wilkinson. He **drops** for World Cup glory. It's up, it's over, he's done it.*
- When giving directions, instructions or demonstrations.  
*Okay, let's go over it again. You **wait** behind the hedge until Dad arrives. Then you **signal** to Francesca, who's **crouching** behind the car.*
- In storytelling – whether in jokes, anecdotes or works of literature. The present tenses are used to make a story sound more vivid, as if it were happening now.  
*Two goldfish **are** in a tank. One **looks** at the other and says, 'You **know** how to drive this thing?'*  
*So, one day I'm **heading** home from work and the traffic **slows** to a crawl. I'm **waiting** for it to get going when THUD! A deer **jumps** onto the bonnet.*
- In summaries of films, books or TV series to give a sense of immediacy.  
*It's **easy** to find gaps in existing laws, the author **argues**, as they **fail** to keep pace with technological change.*

#### C Other uses of the present tenses

- In headlines, the use of the present tenses helps ensure the headlines are short, punchy and dramatic.  
*Man **bites** dog (= a man bit a dog)*
- In rhetorical questions, both the present simple and continuous can be used. In speech, these are often used to call attention to negative situations:  
*What's the world **coming** to? (I'm disillusioned.)*  
*Do you **know** what time it is? (You're late.)*
- have to have* + past participle is used to express a present obligation about experiencing a past action.  
*It's indescribable – you **have to have seen** it for yourself. (= the only way for you to understand is if you see it for yourself)*

#### D Stative verbs

Stative verbs are rarely used in continuous forms. These verbs include those which describe:

- the experience of our senses: e.g. *feel, hear, notice*
- appearance: e.g. *appear, be, look, resemble, seem*
- possession: e.g. *belong to, have, own, possess*
- mental states or processes: e.g. *agree, astonish, deny, doubt, gather (= understand), guess, imagine, impress*
- attitudes and emotional states: e.g. *appreciate, desire, despise, envy*. **NB** two exceptions are *long for* and *enjoy*
- other: e.g. *concern, consist, contain, depend, hold (= contain), owe, reach, require, signify, weigh*

*Novakivsky's style during his Cracow period **resembles** that of his contemporary Stanislawski.*

Some verbs can have different meanings in their stative and dynamic forms, e.g. *appear, attract, conclude, consider, depend, expect, feel, fit, have, imagine, look, measure, see, smell, taste, think, weigh*

*It's a chewy, perfect cookie that is loaded with chocolate and **tastes** faintly of toffee.*

*The cook **is tasting** the sauce to see if it has enough salt.*

**NB** the verb *be* can be used in a dynamic way to talk about behaviour and actions, but not feelings.

*He **is being** extremely nice. He **is-being** pleased.*

#### E Performative verbs

We use performative verbs to perform an action by saying them, e.g. *acknowledge, assure, authorise, congratulate, contend, declare, demand, deny, forgive, guarantee, order, pledge, predict, promise, quit, refuse, resign, second, swear, vow, warn*.

*I **second** the idea of taking a novel approach to this article.*

*We **acknowledge** the complex reality of the situation.*

Modals can be used with performative verbs to make a statement sound either more tentative or more polite.

*I **must apologise** for being somewhat tardy in my reply.*

Introductory phrases with performative verbs can be used with a present perfect or past simple meaning, e.g. *I gather, I see, I understand*.

*I **hear** you're getting married. (I've heard...)*

### What to expect in the exam

There is a long text from which paragraphs have been removed, followed by the extracted paragraphs in a random order. You have to decide which paragraph goes in each gap.

### How to go about it

- First, quickly read the gapped text and identify the main themes. Take note of where the writer shifts focus. For example, this article starts with a personal story and then moves into a discussion of scientific research.
- Choose a gap and carefully read the sentences before and after. Look for any links to the missing paragraph, e.g. demonstrative pronouns (*this, these*), subject pronouns (*he, we*), linking words and phrases (*then, though*).
- Then, check each extracted paragraph to see if it fits in the gap. Repeat the process for each gap.

- A Once though, while working at a part-time job at a clothing store, Seo had good cause to deploy her special ability. Staff were shown grainy, hard-to-decipher CCTV footage of a habitual shoplifter; the next time this person entered the shop, Seo instantly recognised them and alerted the security guard.
- B A recent experiment, which used eye-tracking technology, may shed some light on the matter. White observed that super-recognisers spread their 'gaze more around the face, which suggests they might be painting a more elaborate picture of the face in their mind's eye.'
- C In fact, most of us are quite adept at recognising the faces of people we know well, no matter how pixelated or grainy a picture may be. Matching unfamiliar faces, though, can be surprisingly challenging even under optimal conditions, and this is problematic because many important tasks depend on this very skill – matching a traveller to their passport or a CCTV image to a police mugshot.
- D Seo was unaware that others didn't share her love of the private game she played, where she'd spot a person on a bus or the street and then flick through the vast catalogue of faces she kept in her head, trying to place where she'd seen them before. 'Especially as a child, I remember just really enjoying looking at different faces.'
- E So, what about you? Have you also questioned your sanity after recognising a stranger whom you passed on the street years before? Perhaps you easily rattle off a list of movies where you've seen a particular extra, only to be met by blank stares.
- F He began to question this while studying a rare condition called prosopagnosia – when a brain injury leaves someone unable to recognise faces. He was intrigued that while people with this condition couldn't recognise the face of a loved one, they could still recognise other objects.
- G Perhaps unsurprisingly, the existence of super-recognisers has not gone unnoticed by law enforcement agencies, which have started to actively recruit people with superior facial recognition capabilities. London's metropolitan police, for example, has a special team who examine CCTV footage from crime scenes, and several years ago Queensland police started identifying super-recognisers in its ranks.
- H Most people fall somewhere in the middle, but a few possess either an exceptionally good or weak ability to identify faces. The 1–2% of the population at the very top are 'super-recognisers' – people who only need the briefest glimpse to memorise a face, and who can then store that information for months, years, or even the rest of their lives.

- 2 **SPEAK** Work in pairs. Do you think being a super-recogniser would be a blessing or a curse?

### About English

In journalism and fiction, as well as other neutral / informal contexts, writers often use the dash (–) to:

- indicate an abrupt change in the flow of sentence:

*It made me realise:  
oh yeah, it's not  
crazy – I must have  
been right the  
whole time.*

- set off one or more appositives or modifiers:

*... and this is  
problematic  
because many tasks  
depend on this very  
skill – matching a  
traveller to their  
passport or a CCTV  
image to a police  
mugshot.*

*... and it has  
been shown that  
cordial thickness  
– the number of  
neurons – in the  
part of the brain  
that supports facial  
recognition...*

## Language focus The present

1 Read sentences 1–4, in which both the present simple and present continuous are possible and answer the questions.

- 1 Alisa is already quite proficient in Portuguese, but she *always looks* / *(is always looking)* for ways to improve it.

*Which form shows that something happens so often it is characteristic of that person?*

- 2 *(I hope)* / *'m hoping* you'll be available to help set up for the children's concert.

*Which form makes the request sound more direct and less polite?*

- 3 For social media companies, monitoring content *only gets* / *(is only getting)* harder.

*Which form emphasises that a situation is in a state of change?*

- 4 To improve her German, Federica *spends* / *(is spending)* July in Hamburg.

*Which form indicates that the action is only temporary instead of habitual?*

2 **SPEAK** Work in pairs. Some verbs have different meanings depending on whether they describe a state or a dynamic action. Read sentences 1–4 and discuss the differences in meaning.

- 1 A For some professionals, like dentists, referrals and word of mouth **appear** to work just fine. (static): to give the impression of being or doing something (dynamic) to

- B I hear several of these actors **are appearing** on stage for the very first time. (static): to interest someone in a romantic way (dynamic) to be in a film, play, television programme, etc.

- 2 A What first **attracts** me is her sparkling wit. (static): to interest someone in a romantic way (dynamic) to create interest in something which makes people come somewhere or take part in something

- B Marked by radiant splendour, the refurbished palace **is attracting** visitors from the world over. (dynamic): to create interest in something which makes people come somewhere or take part in something

- 3 A The authors of the report **conclude** that contagious yawning is closely related to empathy. (static): either to decide or believe something based on what you have heard or seen (dynamic): to settle an agreement, treaty, negotiation, etc. with someone

- B After days of wrangling, the negotiators **are finally concluding** the trade agreement as we speak and details will be made public shortly.

- 4 A The court may make such enquiries as they **consider** necessary, and may hold a hearing for the purposes of so doing. (static): to have a particular opinion about something (dynamic): to think about something carefully before making a decision or forming an opinion.

- B We're **considering** holiday options for our dog – probably either a sitter or a kennel.

3 Go to the **Ready for Grammar** section on page 204 for further rules, explanations and practice.

4 Read the anecdote. Underline the correct option in *italics*.



My dog, Bella – she (1) *absolutely adores* / *is absolutely adoring* water. This one day, we (2) *hang* / *'re hanging* about at the pool and Bella (3) *just wants* / *is just wanting* to swim the whole time. At one point we (4) *put* / *'re putting* her in the garage, but less than a minute later she leaps up through an open window. She (5) *hits* / *'s hitting* the ground running and she (6) *jumps* / *'s jumping* right back in the pool.

5 **1.3** Listen and check your answers.

6 Read the social media post with advice for telling anecdotes. Did the speaker in Exercise 5 follow all the tips?

*Yes, the speaker followed all the tips.*

7 Prepare to tell an anecdote about something that happened to you or someone you know. Make sure you follow the tips in Exercise 6.

8 **SPEAK** Work in small groups. Take turns telling your anecdotes. Tell each other which details from the story you found most interesting or amusing.

### TOP FIVE TIPS FOR TELLING ANECDOTES

- 1 Identify the purpose of your anecdote: tell a joke, make a point, teach a lesson, etc.
- 2 Skip long introductions. Jump right into the action.
- 3 Bring the story to life with relevant details. But avoid overwhelming your story with unnecessary information.
- 4 Use present tenses. They make it feel like the action is happening right now.
- 5 Finish with a bang. Make your ending count.



## Language focus

**1-2** Students work through task 1 individually, then compare answers. They then work in pairs on task 2. If necessary, go over any questions where students had problems.

**3** Ask students to read the **Ready for Grammar** section on page 204 (see pages TB7, below and TB9) for further rules, explanations and practice.

**4-5** **1.3** Elicit or explain what an anecdote is (a short amusing or interesting story about a real incident or person). Then have pairs or individuals complete the task. Play the audio so students can check their answers.

**6-8** Students read the social media post to discuss whether the speaker in Exercise 5 successfully followed the tips. Ask students to write their own anecdotes.

## READY FOR GRAMMAR

### 1 The present

**1** Complete Text A with the correct present form of the verbs in the box. Then do the same for Text B.

A

allow finish measure need promise seem think

First time being fitted for a suit? Thought so.

You **(1)** seem a bit lost. No need to worry.

You're in good hands, I **(2)** promise. Here,

let me explain what I'm up to. So at the moment

I **(3)** 'm/am measuring your sleeve length. A well-fitted

sleeve **(4)** finishes on the wrist, not the hand.

This **(5)** allows a small amount of cuff to show.

Look, just like that. So, what **(6)** do you

think? Do you approve?



B

belong decide enjoy hear recognise taste weigh

Not your typical wedding reception, is it?

I **(1)** am/'m enjoying the DIY vibe that they've gone for.

I **(2)** recognise some of these chairs from Samantha's

flat! And I **(3)** hear some of the serving dishes

**(4)** belong to her grandmother. Good DJ, too.

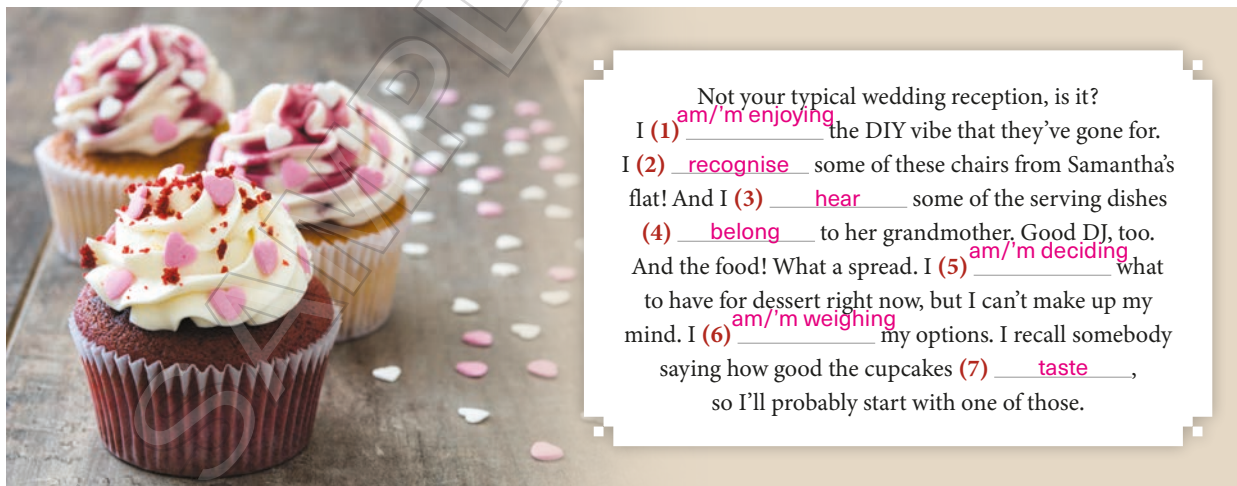
And the food! What a spread. I **(5)** am/'m deciding what

to have for dessert right now, but I can't make up my

mind. I **(6)** am/'m weighing my options. I recall somebody

saying how good the cupcakes **(7)** taste,

so I'll probably start with one of those.



## Reading and Use of English

- 1 Students quickly read the text without worrying about the gaps for now. In pairs, they share their views.
- 2 Stress to students that only *one* word goes in each gap. Note that contracted negative forms (*wouldn't*, *aren't*, etc.) are considered *two* words. Elicit some examples of prepositions (*among*), fixed phrases (*agree to disagree*), phrasal verbs (*stumble across*), and modals (*ought*) to check students' understanding of this terminology. Students should always read the whole text first without trying to fill in any gaps to help them understand the main idea. Encourage students to pay particular attention to the words before and after the gap as well as the complete sentence. Once they complete the task, reread the whole text to see if it makes sense. When checking answers, elicit the part of speech for each key. Note that *as* **such** is a prepositional phrase, which in this instance means the same as *therefore* and *thus*.
- 3 Round off by discussing the advantages and disadvantages of inflated job titles. Encourage students to expand on their views by providing reasons and examples.
- 4-5 Tell students that Part 2 often tests prepositions, which can be tricky to use properly as each has several different functions (e.g. *at* has more than 18 different functions!). This exercise focuses on verbs with dependent prepositions. Tell students Part 2 also tests prepositions that follow adjectives and nouns. Unfortunately, there's no logical way for students to know which preposition collocates with a particular adjective, noun, or verb, so the whole expression needs to be learnt as a whole, which they can practise doing in Exercise 5.

## READY FOR GRAMMAR

- 2 Tick the correct sentences. Correct the sentences with mistakes.

- 1 ☐ The photo is magnificent – it is always astonishing me how the right light can breathe such life to the bland contours of the city. **it always astonishes me**
- 2 ☒ In a recent development, the demand for at-home care is increasing significantly as populations age.
- 3 ☐ It started as just a family business, but they look for additional partners to help scale up the operation. **they're / they are looking**
- 4 ☐ Rather than lapses in concentration, mistakes are typically involving failure to correctly interpret available information. **mistakes typically involve**
- 5 ☒ This time I have no corporate backers footing the bill, so I'm depending on you to finance this venture.
- 6 ☐ This place is owing much of its beauty to the fact that it has remained largely agricultural, untouched by urban sprawl. **This place owes**
- 7 ☒ What are we to do about these students who are constantly dawdling in the corridors and arriving late?

Go back to **page 8**.

## Reading and Use of English Part 2 Open cloze

### What to expect in the exam

- In Part 2, you are given a short text with eight missing words. You must think of one word that fits in each gap. The answer will never be a contraction (*can't, I'm*).
- The open cloze tests your knowledge of both grammar (e.g. dependent prepositions and auxiliary verbs) and vocabulary (e.g. phrasal verbs and fixed phrases). To guess the right word, you need to understand the meaning of the whole sentence or even the whole paragraph.

- Read the following text about job titles. Do you agree with the writer's views and opinions? Why or why not?
- Read the text again and think of one word which best fits each space (1–8). Use only one word in each space. There is an example at the beginning (0).

### DO JOB TITLES REALLY MATTER?



In a (0) WORD, yes. Within an organisation, a person's job title can clarify an employee's role and status. Outside of work, it is often brandished as a marker of one's self-identity, a prism through which we present ourselves to the world. (1) As such, these titles should be chosen with care.

Sadly, this is not always the (2) case. Many companies today are succumbing (3) to the temptation of job title inflation. This is the practice of levelling (4) up an employee's job title without increasing their responsibilities (or salary) – for instance, adding 'Senior' in front of a 'Software Engineer' position with junior requirements.

On the (5) face of it, job title inflation might seem like a tempting way to soften the (6) blow when you can't give an employee their desired pay rise or promotion, but it is ultimately detrimental. (7) Should loftier titles be bestowed upon employees at random, it can breed resentment among others doing similar work. Even worse, inflated titles create undue confusion, defeating the (8) purpose of having a job title in the first place: to tell people who you are and what you do.

- SPEAK** Work in pairs. For a company, what might be the advantages and disadvantages of using inflated job titles when it comes to recruiting new talent?
- Prepositions are often tested in Part 2 Open cloze. In the column on the right-hand side, write the missing prepositions in sentences 1–8. Do NOT write the prepositions in the spaces in the sentences.
  - It made my day! So many friends came to my birthday! I was so happy my heart felt like it was overflowing \_\_\_\_\_ joy. with
  - The law prohibits any business from discriminating \_\_\_\_\_ qualified individuals with disabilities in employment. against
  - A last-minute injury forced Emma to withdraw \_\_\_\_\_ the competition, leaving her bitterly disappointed. from
  - As a New Year's resolution, the couple committed themselves \_\_\_\_\_ eating a healthier diet. to
  - The fraternisation \_\_\_\_\_ managers with factory workers was reprimanded, which only reinforced existing class barriers. of
  - As a political cartoonist, my job is to make social commentary and poke fun \_\_\_\_\_ politicians. at
  - We had some strong feelings on the matter, but we refrained \_\_\_\_\_ further comment so as not to upset our guests. from
  - It was only when my first daughter was born that I was confronted \_\_\_\_\_ the reality of being a parent. by/with
- SPEAK** Work in pairs. Cover the column on the right and practise saying the missing prepositions from memory.



## Writing Part 2 Article

### What to expect in the exam

- In Writing Part 2, you may have the opportunity to write an article. Usually, the target audience is the readership of an English-language newspaper or magazine (print or digital). The instructions specify the topic and type of publication. This information will inform what style you should adopt.
- In an article, you not only need to convey information, but also to engage the reader's interest in the topic. This can be achieved by using language that is vivid, descriptive, and succinct. You can also include a personal narrative or anecdote, if appropriate.

- 1 SPEAK** Work in pairs. Read the quotations. Have any global trends recently become popular where you live?

**'I've started doing yoga. It's originally from India, where people have been doing it for thousands of years, but it's become very trendy in my country in the last 10–20 years.'**

**'Where I live, hip hop is always on the radio now and I even see teenagers sitting with their friends in the park practising their own verses.'**

**2**

1 A description of one or two ways your personal interests or views have been shaped by global trends. 2 An evaluation of how global trends influence our lives positively or negatively

- 2** Read the Writing Part 2 task below. What key points do you have to address in your answer?

An English-language magazine is running a series of articles on the ways our personal identities are shaped by global trends. You decide to send in an article. You should briefly describe one or two ways in which your personal opinions or interests have been shaped by global trends. You should also evaluate the extent to which the influence of global trends on our lives is positive or negative.

Write your article in 280–320 words.

## MANGA AND ME

Most people don't know that the mythic Japanese comic *Akira*, written and illustrated by Katsuhiro Otomo, wasn't originally published as a book. It ran as a serial for eight whole years in the pages of weekly *Young Magazine* from 1982 to 1990. Why do I know this? Because I'm obsessed with manga.

You might be wondering how someone from a small town in southern Italy got sucked into the Japanese subculture of manga, but this sort of thing is common nowadays. For me it's manga; for you, it might be sport or fashion or video games. With the internet, we have all found new ways of organising information around ourselves, new ways to develop and define our personal identities. These days our personal identities have become intertwined with our online activities to such a degree that they are no longer separable from our 'real'-life selves.

Some see global trends as a negative force. Some see globalisation as a juggernaut, squashing local traditions, fomenting social isolation. But, at least for me, that couldn't be further from the truth. I thoroughly enjoy the rhythms of traditional life in my small town. My interest in manga has not dulled my enthusiasm for our local festivities. Our regional delicacies still taste just as good. Although I prefer reading stories that take place in faraway Tokyo, I have no plans to move there. My identity is rooted in the very soil of my hometown and the strong network of family and friends that I belong to here.

And so, if you happen to see me sipping a cappuccino at the local café, sporting my favourite *Akira* T-shirt, looking slightly out of place among my compatriots, set your worries aside. That's just me being me.

## Writing

Books closed. Draw a mind map on the board with *good writing* at the centre. Elicit one aspect of good writing, such as *cohesion*, and then elicit an example, e.g. using linking devices. In small groups, have students brainstorm further ideas. Then write on the board: *Content, Communicative achievement, Organisation and Language*. Explain that these are the assessment criteria examiners refer to when marking their work. To encourage students to set clear targets for themselves, ask them to write down what they must do to receive the full five marks for each category.

**(Content:** *All content is relevant to the task, and the target reader is fully informed.*

**Communicative achievement:** *Demonstrates complete command of the conventions of the task and communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, and fulfilling all communicative purposes.*

**Organisation:** *Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.*

**Language:** *Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.)*

Developing a feedback template form based on these assessment criteria is really worthwhile, so that students know what they are doing well and in which areas they need to improve.

- 1 As a lead-in, draw students' attention to the image to elicit *manga* and briefly discuss what they know about it. Then ask students to read the two examples of global

trends. In pairs or small groups, discuss any global trends that have become popular where they live.

- 2 Tell students to read the Writing Part 2 instructions and answer the questions. Encourage them to underline key information in the instructions. Have students compare answers.
- 3 Explain that students will study a good example of a Writing Part 2 article. This exercise on page 11 illustrates the importance of fully developing the key points in the instructions, having a clear focus for each paragraph, and using an appropriate register in an engaging manner. Students work individually before going over the answers as a whole class. Check understanding and pronunciation of some key vocabulary for question 4, such as *to get sucked into*, *juggernaut*, *sporting*, *squashed* and *dulled*.
- 4 Draw students' attention to the **How to go about it** box. You can also encourage students to try and employ the *topping and tailing* technique (*topping* is an engaging introductory paragraph and *tailing* is the final paragraph which reinforces the main point). Point out the difference between similes and metaphors, which are figures of speech to compare one thing to another. A simile makes a comparison using *like* or *as* (*I slept like a baby the other night*). A metaphor doesn't suggest something is similar; it declares one thing *is* another (e.g. *Time is a thief*.) However, similes and metaphors both use figurative language (departing from a literal use of words) to achieve the same thing: they use comparisons between unlike things to create vivid imagery and complex descriptions. Since this is students' first attempt at a Part 2 Article, they could work on the first and bring in the final draft for the following lesson. Once students have completed the task, have students peer check each other's work using the questions in Exercise 3 to help guide their peer feedback. Alternative writing activities are included in the **Teaching tip** box.

### Teaching tip

Writing articles is an excellent opportunity for students to be creative and showcase their language skills. In order to do this well in 45 minutes, students will need plenty of practice. First, prepare some article-writing questions so students can practise identifying three key pieces of information: 1) what is the topic, 2) what specific information needs to be included, 3) who will read the article (so students use an appropriate style). Next, have students choose one of the questions to create a detailed outline for their article using this

structure: title, introductory paragraph, one paragraph for each main point, final paragraph). Tell students that they should have an interesting beginning to their article to engage the reader. If time allows, have students write a rough draft to complete a final version as homework.

Checklists can be a useful way for students to reflect on their own work before they hand it in. Tell students to use the **Writing checklist** on page TB192 while writing their final draft.

## Sample answer

**The global tide**

*In our ever-shrinking world, personal identities are not merely shaped by local influences but also by global trends that ripple across borders and cultures. This phenomenon reflects the intricate interplay between our individuality and the larger currents of the world around us. Let's delve into two distinct ways through which personal opinions and interests are moulded by these global trends.*

*Firstly, the surge of digital connectivity has revolutionised how we perceive and interact with the world. Social media platforms, for instance, expose us to a plethora of ideas and lifestyles from various corners of the globe. A teenager in Tokyo can develop a fondness for Argentine tango, and an artist in New York can find inspiration in the intricate designs of Moroccan architecture. This cultural exchange has broadened our horizons, allowing us to engage with perspectives we might have otherwise missed. However, there's a flip side; the relentless pursuit of likes and shares can also*

*breed a sense of insecurity and the pressure to conform to an idealised global norm.*

*Secondly, the growing concern for environmental issues has ignited a global passion for sustainable living. The recognition of climate change as a shared threat has prompted individuals from diverse backgrounds to embrace eco-friendly practices. From adopting plant-based diets to advocating for renewable energy, this trend highlights our collective responsibility towards the planet. Yet, it's crucial to acknowledge that the impact of such trends can vary across societies. For some, these lifestyle shifts might be empowering, while others view them as an imposition on cultural practices deeply tied to their identity.*

*The influence of global trends on personal identities is a double-edged sword, as they expose us to enriching experiences and foster a sense of unity, but they can also blur the line between authenticity and imitation. Therefore, we must recognise that the positive or negative impact of these trends is inherently complex.*

## Examiner comments

**Content:** All content is relevant to the task. The target reader is fully informed about the two issues the writer raises about personal identities shaped by global trends. For each point, the writer weighs the pros and cons that global trends have on individuals in a convincing manner.

**Communicative achievement:** The writer follows standard article writing conventions by using appropriate combination of direct and indirect speech and a consistent, natural tone. They also communicate their views on the topic in a convincing manner, backing them up with examples: *A teenager in Tokyo can develop a fondness for Argentine tango, and an artist in New York can find inspiration in the intricate designs of Moroccan architecture; From adopting plant-based diets to advocating for renewable energy, this trend highlights our collective responsibility towards the planet.*

**Organisation:** The text is well organised and coherent, and the organisation of the text is logical and easy to follow. The writer uses a variety of cohesive devices and organisational patterns effectively: *Let's delve into two distinct ways through which personal opinions and interests are moulded by these global trends. Firstly, However, Secondly, Yet, Therefore.*

**Language:** There is a wide range of vocabulary, with some natural turns of phrase and appropriate use of collocation, used effectively and with an appropriate style: *ripple across borders, delve into, a plethora of ideas, there's a flip side, deeply tied to their identity, a double-edged sword.* The wide range of structures is used naturally and are all well suited to the register and topic of the text.

**Mark:** very good pass

## Teaching tip

Assessing students' writing isn't just about correcting mistakes. It's important to note that four of the Writing Assessment subscales are not about language accuracy, although accuracy is what your students should be striving for. It's important to provide students feedback on *what* they wrote, not just *how* they wrote, which can be particularly challenging at this level. Consider including self-assessment as part of your course. For instance, circle/highlight/underline common mistakes in students' writing.

This allows them to work out how to correct their own work, which encourages them to take personal ownership of their learning. Keep in mind that giving oral feedback can feel more personal and supportive than receiving written feedback, so you might want to consider making a short video or voice recording with your comments. Adopting a range of feedback is particularly helpful in supporting students with specific learning needs, such as dyslexia.



**3 Read the model answer and respond to the questions.**

- Does the writer cover the key points in the instructions? *Yes. They discuss how a global trend, manga, has shaped their interests. They also evaluate to what extent global trends like manga are negative or positive*
- What is the purpose of each paragraph?
- Does the writer hold your attention, expressing their ideas in a way that's easy to follow? *Yes, the writer holds the reader's attention from start to finish, expressing a mixture of straightforward and complex ideas, using supporting examples and reasons to good effect.*
- What examples can you find of language that is vivid and/or descriptive?

**4 The use of effective writing techniques is an essential feature of C2 Proficiency writing tasks. Read techniques 1–5 below, then find an example of each technique in the model answer.**

- Semicolons are a subtle way to show that two separate sentences are working together to make a point. *"For me it's manga; for you, it might be.."*
- Metaphors or similes can be used to express your idea in a vivid, memorable way. *"...globalisation as a juggernaut, squashing local traditions..."*
- The use of parallel structures, such as starting two sentences in a row the same way, creates a dramatic effect. *"Some see global trends as... Some see globalisation as..."*
- Another way to create a dramatic effect is to follow a long, complicated sentence with a short, snappy one. *The two sentences in the last paragraph.*
- To achieve a satisfying feeling of coherence, finish a piece of writing by referring back to something mentioned at the very beginning. *The reference to Akira in the final paragraph, which links back to the opening paragraph.*

**Useful language**

Parallelism is when similar words, phrases, clauses, sentences structures or related elements are in harmony within a sentence. It can help make writing more clear and concise, as well as improve its readability.

Look at the following sentence from the model answer.

*With the internet, we have all found new ways of organising information around ourselves, new ways to develop and define our personal identities.*

In the sentence above, *new ways of developing and defining* would sound better because it would be grammatically parallel to *new ways of organising*.

Look at the following sentence. Find and correct the mistake in its parallel construction.

*The not-for-profit gave up on hosting the second fundraiser because the results of the first one were unsatisfactory and a general lack of enthusiasm among donors.*

**5 Now write your own answer to the Part 2 task in Exercise 1. Before you start writing, read the advice in the *How to go about it* box.****How to go about it**

- Read the instructions and identify the key points to include in your answer.
- Brainstorm ideas and think about how to support them with relevant examples, reasons, personal stories or reflections.
- Make a plan. Decide on the main focus of each paragraph before you start writing.
- Grab the reader's attention in the first paragraph by asking them a question, referring to personal experience or sharing an interesting and/or surprising fact.
- You can end with a summary, but many good articles finish with a direct quotation, a funny comment, a final anecdote – anything that brings the piece to a satisfying end.
- To finish, give your article a catchy title.

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

**Ex 3 Q2**

**First paragraph:** to engage the reader's attention and introduce the topic.

**Second paragraph:** to explain how our online activities contribute to the development of our personal identities.

**Third paragraph:** to argue against the idea that global trends and local traditions are in conflict.

**Fourth paragraph:** to refer back to the opening paragraph –using the organisational pattern of 'topping and tailing' –and to reinforce a main point: that our personal identities can include a harmonious mixture of global and local elements.

**Ex 3 Q4**

*got sucked into the Japanese subculture; globalisation as a juggernaut, squashing local traditions; dulled my enthusiasm for our local festivities; my identity is rooted in the very soil of my home town; sipping a cappuccino at the local café; sporting my favourite Akira T-shirt, etc.*

**Useful language**

The non-profit gave up on hosting the second fundraiser because the results of the first one were unsatisfactory and there was a general lack of enthusiasm among donors. OR The non-profit gave up on hosting the second fundraiser because of the unsatisfactory results of the first one and a general lack of enthusiasm among donors.

## Reading and Use of English Part 1 Multiple-choice cloze

## What to expect in the exam

- You read a short text with eight gaps. You must choose the correct option among four (A–D) that best fits the gap. There is always one example.
- This task tests different types of vocabulary, e.g. collocations, set expressions, phrasal verbs, idioms, linkers. It also tests your knowledge of the subtle differences in meaning between similar words, as well as complementation, i.e. words that are followed by specific prepositions or verb forms (gerund/infinite).

## How to go about it

- Read the text once quickly for gist. It can be helpful to guess which words are missing before looking at the options A–D.
- To get the answer right, you must decide which of the options best fits the phrase or sentence containing the gap. It's important to carefully check the words on either side of the gap. However, sometimes you have to take into consideration the meaning of the whole sentence or even the whole paragraph. This is especially true with linking words and phrases.

- Read the text quickly. Ignore the gaps. What is the writer's main argument about rental fashion? *Despite its potential drawbacks, the trend might be a way to make fashion more sustainable.*
- 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).



# Fashion for rent

Fashion allows us to express our mood, personal interests, political leanings and so much more. The rise of fast fashion has made this (0) C for self-expression more widely accessible, but it has also been an (1) C disaster for the environment. We now buy twice as much clothing and keep it for half as long. Are there any viable alternatives?

Enter fashion rental websites, where you can borrow clothes for a fixed period of time. Might this innovation (2) B a way forward for those of us who are (3) B with fashion but also care about the planet? In theory, rental fashion could reduce the demand for manufacturing new clothing, which in (4) A could reduce textile waste.

In practice, however, it (5) D to be seen whether rental fashion is really as green as it's (6) C up to be. Consider all the energy needed to deliver and clean the items. But, provided a greener infrastructure *were* possible, rental fashion might (7) B be a good reason to (8) D hope for a more sustainable future of fashion.

- |                  |                      |                      |                   |
|------------------|----------------------|----------------------|-------------------|
| 0 A motive       | B aptitude           | C <u>vehicle</u>     | D alley           |
| 1 A unassailable | B insufferable       | C <u>unmitigated</u> | D inculpatory     |
| 2 A survey       | B <u>chart</u>       | C log                | D cast            |
| 3 A bequeathed   | B <u>besotted</u>    | C bewildered         | D besmirched      |
| 4 A <u>turn</u>  | B part               | C excess             | D short           |
| 5 A waits        | B happens            | C stands             | D <u>remains</u>  |
| 6 A banged       | B kicked             | C <u>cracked</u>     | D whacked         |
| 7 A furthermore  | B <u>nonetheless</u> | C hence              | D conversely      |
| 8 A come into    | B back up            | C put aside          | D <u>hold out</u> |

## Vocabulary Feelings and emotions

Complete the gaps in the bold expressions with a word from the box. The words can be used more than once.

by in out over to with

- At first you might be **completely repulsed** \_\_\_\_\_ **by** \_\_\_\_\_ the idea of eating insects, but they are actually quite nutritious.
- In the film, Jane falls **head** \_\_\_\_\_ **over** \_\_\_\_\_ **heels in love** with a cute department store clerk.
- I was so **wholly engrossed** \_\_\_\_\_ **in** \_\_\_\_\_ my new book that the flight attendant had to remind me to put down my tray for the meal.
- When another driver suddenly cut him off, forcing him to slam on the brakes, Uncle Jack nearly **went apoplectic** \_\_\_\_\_ **with** \_\_\_\_\_ **rage**.
- It's become a cliché, teenagers **literally glued** \_\_\_\_\_ **to** \_\_\_\_\_ their smartphones, but in fact young people use devices more mindfully than we think.
- As Gael cycled on the narrow road, cars whipped by at over 100 kilometres per hour. Needless to say, he was **scared** \_\_\_\_\_ **out** \_\_\_\_\_ **of his wits**.
- If you're feeling **a bit down** \_\_\_\_\_ **in** \_\_\_\_\_ **the dumps** and need a pick-me-up, then listen to some music with an upbeat tempo – it's sure to boost your mood!
- The restaurant now has a Michelin star, so I was **chuffed** \_\_\_\_\_ **to** \_\_\_\_\_ **bits** when my daughter gave me a voucher for it as a birthday present.
- The pupils crowded around the laboratory table, feeling **totally grossed** \_\_\_\_\_ **out** \_\_\_\_\_ yet totally intrigued by the mould experiment.

## Language focus The present

Choose the correct alternatives in the following sentences. Either one or both alternatives may be possible.

- If you feel / are feeling ill, why don't you go lie down and rest?
- Thinking back on it now, I still can't believe I won – I guess / am guessing luck was on my side.
- I mind / am minding my own business, in the middle of a relaxing jog, and a dog runs up and starts nipping at my heels.
- I'm trying to make sense of this information. It concerns / is concerning safety protocols and will be applicable to all of us.
- The parade starts at 10 am and the weather forecast looks / is looking good.
- We wish / are wishing to present a brief overview to demonstrate what benefits this technology could provide for your organisation.
- To avoid potential inconvenience, we recommend / are recommending that drivers renew their licences well in advance of the expiration date.
- He now holds / is holding a bachelor's degree in computer science from Tsinghua University in Beijing.

## Writing Part 2 Letter

An online magazine is inviting readers to contribute letters on the topic of childhood friends. You decide to write a letter about one of your childhood friends. You should explain what made this friendship special and assess the importance of friends in the lives of children.

Write your letter in 280–320 words.

For more information on writing letters, see **page 193**.



## THIS IS US

1 Sentence B is more concise. A good reason to use idioms is because they convey a lot of information in relatively few words.

## Discussing idioms

Discuss the differences in meaning between these idioms:

- a wet blanket / a party pooper
- a people person / a people pleaser
- a go-getter / a high flyer

## Discussing idioms

A *wet blanket* and a *party pooper* are very similar in meaning. They both describe people who disapprove of a particular activity and/or refuse to participate.

Generally, a *party pooper* is a childish term and is used more humorously or lightheartedly by adults.

A *people person* refers to someone who enjoys getting to know others and is particularly good at interacting with different people.

A *people pleaser* refers to someone who always goes out of their way to do things to please others and to get other people's approval.

A *go-getter* is someone who is energetic and eager to succeed whereas a *high flyer* is someone who is successful in their career.

## Idioms Personality

1 Sentence A has a similar meaning to Sentence B. What advantage to using idioms does this illustrate?

- A He's not someone who likes doing new or different things. He'd much prefer to follow a routine, doing the same things in the same way.
- B He's a **creature of habit**.

2 Match sentences (1–9) to idioms (a–i) which have a similar meaning.

- Mena used to be very shy, but these days she is friendlier and more talkative. She seems more confident when speaking to new people. **c**
  - Mark has an inflated sense of his own importance. He thinks of himself as being very special and clever, and he can't help showing it. **e**
  - Sarina has become very enthusiastic about chess. She dedicates nearly all of her time and energy to the game. **d**
  - Jimmy is the kind of person who lies to people and he is likely to cause trouble. He's unpleasant and unkind. **a**
  - Tommaso is always ruining other people's fun. He either refuses to join activities other people want to do – or, if he does join, he stops other people from enjoying the activity. **h**
  - At one point in the past, Alice feels like she was treated unfairly. She has been resentful about this for a long time. When the subject comes up, she takes offence quickly and easily. **f**
  - Georgia is very energetic and determined to succeed. Plus, she seems to be able to handle any difficult situation with ease. **i**
  - Very gregarious and outgoing, Melonie has always had great communication skills. She seems to take real joy in meeting and talking to people. **g**
  - Nnamdi is a stickler for rules. When given instructions on how to do something, he follows them rigorously. **b**
- a He's a **nasty piece of work**. f She's **got a chip on her shoulder**.
- b He does things strictly **by the book**. g She's a **people person**.
- c She's **come out of her shell**. h He's a **wet blanket**.
- d She **lives and breathes it**. i She's a real **go-getter**.
- e He's **full of himself**.

3 **SPEAK** Work in pairs. Decide which of the idioms from Exercises 1 and 2 would typically have a positive connotation and which would have a negative connotation. Are there any that could be either positive or negative depending on the context?

4 Think of two characters from books, films or TV series that could be described using the idioms from Exercise 2.

5 **SPEAK** Take turns describing the characters but without using the idioms. Your classmate has to guess which idioms describe your characters.

## Suggested answers

**Positive:** come out of her shell, people person, go-getter

**Negative:** a nasty piece of work, full of himself, have got a chip on your shoulder, wet blanket

**Positive or Negative depending on context:** creature of habit, live and breathe something, by the book



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## Idioms

1 Idioms are another figurative way to add colour and imagery to writing. Using idioms also demonstrates students are comfortable with colloquialisms which give writing an informal tone. They are also an area of language which students find enjoyable. Read the example and then ask students to discuss the advantages and possibly even the disadvantages of using idioms.

2 In small groups or pairs, have students work out the meaning of the idioms by reading the profiles (1–9). Monitor and assist where necessary. When going over

answers as a class, point out that *come out of your shell* can be used passively (*to bring someone out of their shell*). It's worth mentioning another common idiom with the same meaning as *lives and breathes it* is *eat, sleep and breathe something*. At the end of the lesson, or at the start of the following lesson, you could ask students to cover the nine idioms to try to recall which idiom (a–i) describes each profile (1–9). Alternatively, you could create idiom cards. One student describes the meaning of the idiom for students to guess.

3–5 To encourage students to recycle the idioms, round off your lesson by completing Exercises 3–5.

## 2

## WANDERLUST

## KEY LANGUAGE

Past forms  
Adverbs and adverbial phrases  
Travel  
Adverbs

## IDIOMS

Making stories interesting

## EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 5  
Writing Parts 1 & 2  
Listening Part 2  
Speaking Parts 1 & 2

## Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 How important is travel to you?
- 2 How much interest do you take in travel websites, magazines or TV programmes?
- 3 In the future, do you see yourself travelling more or less?
- 4 Does the environmental impact of travel outweigh personal or commercial benefits?

## About English

**wanderlust** (n) /ˈwɒndə(r)lʌst/  
A strong wish to travel

This word originally comes from German and describes the pleasure or delight taken from hiking. It is used more broadly in English to talk about travel in general.

What other words or phrases do you know in English that originally come from another language?

This unit deals with the themes of travel and tourism. The grammar and vocabulary are clearly contextualised and linked to the reading, listening and writing tasks.

Read the unit objectives to the class.

## SPEAKING Part 1 Interview

Students focus on the image and discuss whether it successfully evokes a strong desire to travel. Explain that this unit will focus on the theme of travel and tourism, and you want them to design their own opening page for this unit with a different image. Direct students to the **About English** box to explain the word *wanderlust*. In pairs, they discuss what other images might be good to represent a sense of wanderlust. Encourage them to do an image search to find alternatives. Round off the task by having each pair present their image and have a vote on the best one. Direct students to the questions. Explain that they need to actively demonstrate they can use a wide range of

sophisticated language that is contextually relevant. Have students discuss how they will achieve this (e.g. through regular practice and challenging themselves to learn new vocabulary, etc.). Then have pairs discuss the questions while you circulate to take notes of good examples of good language use for the feedback stage.

## ONLINE MATERIALS

What do you know? (**Teacher's Resource Centre**)  
What a trip! (**Teacher's Resource Centre**)  
Unit 2 Test (**Assessment**)  
Unit 2 Wordlist (**Student's/Teacher's Resource Centre**)  
Unit 2 On-the-go-practice (**App**)



## Speaking Part 2 Collaborative task

- SPEAK** Work in pairs. Look at pictures 1 and 2 below. They show people on different types of holiday. Talk together about what holiday types are suggested by these pictures.
- Before you do the speaking task, read the information in the boxes below.
- In pairs, talk together about which picture (1 or 2) interests you more.
- Now look at pictures 1–4. Imagine an online streaming service is going to create a new series exploring how tourism affects local environments around the world. Talk together about the different effects of tourism on local environments suggested by the pictures. Then decide which issue should be highlighted in the first episode.

### How to go about it

- When you discuss the pictures in the first part of the task, be sure to make speculations and not simply describe them.
- Be a good listener. Throughout the task, respond to and build on what your partner says, for example, by using counterarguments. Don't just talk about your own ideas and opinions.
- In the decision phase, don't worry if you and your partner never actually reach a decision, as long as it is clear that you are trying to work towards one.

### Don't forget!

Counterarguments are a good way to build on your partner's responses.

- › That would be great, except ...
- › That's probably true, but ...
- › Possibly, but ...
- › Even so, ...

### Useful language

#### Responding to and building on your partner's comments

For 1–4 below, complete the sentences with one word in each gap.

- I like what you said about how people should be more mindful of the impact their actions are having on the natural world.
- What exactly did you mean by 'acceptable limits of change'?
- I largely agree with what you said, except for the part about golf courses wasting precious freshwater resources.
- So what you're saying is that saving local environments is a fool's errand?

### Online series – effects of tourism





## Lead-in

Tell students they need to engage in a discussion and work towards a negotiated outcome for this part of the exam. Explain that candidates are asked a question to elicit a one-minute collaborative discussion about some thematically linked pictures. Then the interlocutor gives them spoken instructions for a three-minute decision-making task.

In groups, have students discuss or mind map what makes a *good communicator* (e.g. listens to their partner, makes meaningful contributions to move a conversation forward, says more than the minimum but doesn't dominate the conversation, etc.). Elicit why being a good communicator is particularly important for this part of the test. Point out that *interactive communication* is one of the five assessment criteria students will focus on in today's lesson. Round off by saying the examiner looks for these qualities when they give up to five marks for interactive communication. Let students know they will focus on the remaining assessment criteria (grammatical resource, lexical resource, discourse management, pronunciation) in future units so they feel confident and prepared for the collaborative task.

## Speaking

- 1 Draw students' attention to the four images (1–4) and elicit the kinds of holidays they each represent. In small groups, have students brainstorm vocabulary related to the topic but encourage them to think of more complex vocabulary. Explain that this type of activity is useful as students must quickly draw upon a

good range of vocabulary to fully discuss the images. Finish this activity by inviting each group to compare the words they came up with and consider which are the best for each image, which will provide some ideas for Exercises 3 and 4.

- 2 Refer students to the **How to go about it** box and check the meaning of *speculation*. For the initial stage of Part 2 students shouldn't describe the images the interlocutor wants them to discuss, they should speculate about them instead. Elicit some phrases used to speculate (e.g. *I think it's likely / unlikely that... I doubt that... Some people would say that...*) to use in the following two exam preparation exercises.
- 3 Draw students' attention to the **Useful language** and **Don't forget!** boxes and complete the task. Encourage students to model similar approaches when building on their partner's comments.
- 4 For the decision-making task, explain that there is no right or wrong answer. Students won't be penalised if they don't reach an agreement. They need to focus on working together towards completing the negotiation, as the examiner assesses their speaking skills while they do this. You could time this task using a timer, so students can practise negotiating for two minutes about a specific context. Be sure to provide lots of timed practice for this task. Tell students they should discuss the benefits and drawbacks of the various issues the images represent and then settle on one issue that should be featured in the first episode of the new tourism series.

### Teaching tip

Tell students that this part of the test allows them to demonstrate their range of language and their ability to manage a discussion. Students should try to illustrate that they have a good command of a range of communicative functions. To reinforce this idea, you could prepare a set of function cards (e.g. evaluating, comparing, giving opinions, eliciting, negotiating, etc.)

so students begin compiling and recycling useful phrases related to each function. First, show students a sample card with a mind map of useful phrases for *speculating*. Put the set of function cards around the room for students to add phrases to each function. Encourage students to use these phrases when they practise the collaborative task.

### Extra activity

Students should regularly practise discussing the underlying issues and implications portrayed in images so they are well-prepared for this part of the test. Since candidates don't receive any 'thinking time' for the collaborative task, they will need to be adept at negotiating and coming to a decision about thematically linked images. You could collect sets of pictures that

share a common link from newspapers or magazines, for example. Alternatively, you could assign each student a theme to find some images to bring to class. Then prepare some Part 2 Speaking questions for students to practise the collaborative task. For additional exam practice, consider using a timer so students can feel how long the four-minute task will take.

## Lead-in

If you do this lesson in the same class as the Speaking page, elicit from students some of the key vocabulary they used for each of the photos 1–4. Put this on the board (e.g. *ecosystems*, *overdevelopment*, *sustainable*, *exclusive*, *(un)regulated*, etc.). Encourage students to copy any new vocabulary down in their notebook. Next, you could get students to put the photos in the order of their favourite holiday type to their least favourite. Students then compare their answers with another student. They could discuss any experiences of these types of holiday that they have had.

## Vocabulary

- 1 Write on the board *journey*, *route*, *flight*, *destination*, *visit*, *delay*. Try to elicit from students any adjectives they already know that collocate with these nouns (e.g. *a connecting flight*, *a tourist destination*). Draw students' attention to the adjectives and check pronunciation and word stress for any words students may be less familiar with, such as *arduous* /'ɑː.dʒu.əs/, *perilous* /'per.əl.əs/, *circuitous* /sɜː'kjʊː.ɪ.təs/, *torrential* /tə'ren.jəl/, *impromptu* /ɪm'prɒmp.tʃuː/. Have students discuss the meaning of the adjectives to check if any

need to be clarified. Then get students to complete the task individually before comparing answers with a partner. Monitor to note any common errors to go over as a class if needed. Remind students that broadening their knowledge of collocations is a key part of the exam, particularly with regards to parts 1 and 3 of the Reading and Use of English paper.

- 2 To add an additional level of challenge, you could encourage students to use as many collocations as possible in Exercise 1 for this task. For an element of fun, check who included the most collocations and have them read what they've written aloud.
- 3 You could elicit the meaning of *gravitate* (to be attracted to or move toward something) and check students' pronunciation of *cosmopolitan* /kɒz.mə'pɒl.ɪ.tən/ before they do the task. Ask students to work through the exercise individually, monitor, and provide assistance when needed.
- 4 Have pairs compare their answers to check if there are any discrepancies. For any common wrong answers, go over them as a class. Now have pairs discuss each of the questions, and for additional challenge, encourage them to recycle some of the collocations from Exercise 1.

## Teaching tip

You could mention that a recent study shows that proficient learners tend to use collocations containing more semantically complicated and abstract noun elements. Emphasise the importance of students building upon a bank of complex collocations to access this knowledge for the exam. Students typically develop a bank of collocations through extensive reading and listening as well as regular speaking and

writing practice which receives actionable feedback. You could also point out that getting the wrong word order in binomial expressions, such as *cons and pros*, instead of *pros and cons*, is a typical problem students should be aware of, which they will look at in more detail in Unit 5. Encourage them to add a warning note in their vocabulary notebooks when an expression is a *completely* fixed phrase.

## Extra activity

Tell students that good collocational knowledge is essential for fluent and natural-sounding English. As most collocations don't have a word-for-word equivalent in students' mother tongue, it is natural for some students to overuse collocations consistent with their first language and choose the safer choice (e.g. *famous landmark* rather than *iconic landmark*).

Encourage students to be aware of this and try to avoid it. For a recap activity, create adjective and noun word cards from Exercises 1 and 3. If you create enough sets of cards, you could make this a team task where groups match the collocations as quickly as possible. To round off, have students collaborate to write about a travel adventure using the collocations.



## Vocabulary Travel

1 Underline the adjective in each group that doesn't normally collocate with the noun in capital letters.

- |                       |                 |                   |                 |                    |
|-----------------------|-----------------|-------------------|-----------------|--------------------|
| 1 arduous             | <u>occupied</u> | perilous          | uneventful      | <b>JOURNEY</b>     |
| 2 alternative         | circuitous      | scenic            | <u>beaten</u>   | <b>ROUTE</b>       |
| 3 <u>faraway</u>      | bumpy           | smooth            | long-haul       | <b>FLIGHT</b>      |
| 4 go-to               | world-class     | far-flung         | <u>over-run</u> | <b>DESTINATION</b> |
| 5 fleeting            | flying          | <u>torrential</u> | impromptu       | <b>VISIT</b>       |
| 6 <u>unrestricted</u> | unacceptable    | unavoidable       | unforeseen      | <b>DELAY</b>       |

2 Write five sentences about a real or imagined trip you went on using collocations from Exercise 1.

3 Complete the sentences with an adjective from box A and a noun from box B. There is an example at the beginning.

A backwater bustling culture discerning  
iconic leisurely overseas shoddy

B crowds landmark service shock  
stroll travel traveller villages

- 0 What might a discerning traveller expect from a luxury hotel?
- 1 What would be the pros and cons of a job that involved frequent overseas travel?
- 2 Which would be more relaxing to do on a beach holiday – lying in the sand or taking a leisurely stroll along the coast?
- 3 For you, what iconic landmark in your country is a must-see for foreign visitors?
- 4 When in a major city, do you gravitate toward the bustling crowds of the city centre or do you try to avoid them?
- 5 If you experienced shoddy service while on holiday, would you make a complaint?
- 6 Have you ever experienced culture shock? Where were you? How long, if ever, did it take you to adjust?
- 7 Do you think it's more interesting to visit cosmopolitan cities or quiet backwater villages?

4 **SPEAK** Work in pairs. Discuss the questions from Exercise 3 with your partner.





## Reading and Use of English Part 5 Multiple choice

**1 SPEAK** Work in pairs. Look at the photos opposite and discuss your ideas on the following:

- 1 Do you recognise either of the places? Where do you think they are?
- 2 What reasons might a tourist have to visit these places?

### How to go about it

- Read the title and text quickly for general understanding.
- Look at the first question and underline the key words. Before you read the options (A, B, C and D), find the place in the text where the answer is located and underline the relevant part. Try to answer the question yourself without looking at the options. Then check and choose the option closest to your own answer.
- Don't be put off by difficult vocabulary. Even if you don't understand every word – or even every sentence – in the text, you can still get the answers right.

**2** You are going to read a magazine article about film tourism. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What point is being made about film tourism in the first paragraph?
  - A It is the reason more producers are choosing to film in real-life settings.
  - B It has coincided with the rapid growth of international travel.
  - C It is revolutionising the film and television production industry.
  - ☒ D It has created new opportunities for collaboration between certain industries.
- 2 Why does the writer refer to *Game of Thrones*?
  - A It partnered with travel websites to increase tourism at its filming locations.
  - B It used tourist sites and historical monuments to create a feeling of authenticity.
  - ☒ C It demonstrated the potential effect a TV series can have on tourism.
  - D It had the ability to transform any film location into a tourist attraction.
- 3 In the third paragraph, what point about academic research does the writer emphasise?
  - ☒ A her admiration for the careful research done by an academic
  - B her surprise at the widespread lack of objectivity in academia
  - C her distrust regarding the motives of some experienced researchers
  - D her uncertainty about the type of methodology used in recent studies
- 4 What point is exemplified by the story of Maya Bay?
  - A Tourists may unwittingly participate in irresponsible holiday activities.
  - ☒ B A natural area may be devastated by tourism unless protective measures are put in place.
  - C Environmental regulations have a limited ability to restore areas devastated by tourism.
  - D A balance should be found between creating jobs and protecting the environment.
- 5 In the fifth paragraph, what do we learn about production incentives?
  - A They encourage production companies to employ local actors and film crews.
  - B They allow for independent films to be made with limited resources.
  - ☒ C They aim to create a connection between stakeholders that is mutually beneficial.
  - D They influence which countries film production companies choose to work in.
- 6 In this article, the writer is
  - ☒ A examining the trend of film tourism.
  - B outlining distinct visions of film tourism.
  - C arguing for more investment in film tourism.
  - D analysing the sustainability of film tourism.

**3 SPEAK** Is there a place you've always wanted to visit because of a film or TV series? What are the pros and cons of this kind of tourism for local people?

## Reading and Use of English

Prior to the lesson, you could find images of famous landmarks that appeared in films or TV series which then caused a spike in tourism (e.g. Glenfinnan Viaduct, Scotland (*Harry Potter*), Highclere Castle, England (*Downton Abbey*), Skellig Michael, Ireland (*Star Wars*). Show these to the class and ask students to discuss whether they recognise any of these locations and what they think all these places have in common (*they all appeared in popular films or TV series*). Ask students if they know any locations in their country that have been used in films or TV series. Do they know if this has created more tourism to these areas? Ask students if there are any locations they have seen in a film or TV series that they have felt inspired to visit.

- 1 Have students look at the images on page 19 and discuss the questions.
- 2 Direct students to the **How to go about it** box and elicit why time management is so important. Tell students they need good time management strategies, which will reduce exam-taking anxiety and help them stay focused and organised so they can answer the questions in the allotted time. To help students develop good time management strategies, tell them they will quickly scan the text in three minutes and close their books. As a class, discuss what the text is generally about. Reinforce the second bullet in the **How to go about it** box by asking

students to cover the options (A–D) or prepare a worksheet with just the questions. Now have students underline the keywords in each question so they have a clear idea about what type of information they need to find. Ask students to then read the text in detail, underlining the parts which answer each question and to answer the questions in their own words. As this is students' first attempt at a Part 5 task, they may take longer to complete the questions but assure them that they will get further practice for this part in Units 8, 10 and 12. Note that for this task, the final question is a global question where students need to identify the writer's purpose for the article. Once students have their answers, have them compare which areas of the text support their answers. Now students have paraphrased the answers in their own words, give them the options (A–D) to see which option closely mirrors their answer for each question (1–6). Monitor and assist where necessary. If you have access to a projector or interactive whiteboard, you might want to project the text so you can go over any particularly challenging questions by highlighting the answers in the text. Be sure to review the answers as a class and clarify any misunderstandings of the text.

- 3 Put students into pairs or small groups to discuss the questions. Encourage them to think about the pros and cons of such tourism, and round off the activity by getting ideas from each pair or group and listing them on the board.

### Teaching tip

Knowing what to expect in each part of the exam will help your students feel well prepared and allow them to use their time as efficiently as possible. Explain to your students that the questions are *always* presented in the same order as the information in the text. However,

they should also be aware that the final question is sometimes a global question which tests students understanding of the overall meaning or the main theme of a text.

## READY FOR GRAMMAR

### 2 Past forms

#### 1 Unfulfilled past actions

The following structures can be used with both the past simple and the past perfect for intended actions that did not take place:

- *be supposed to* is used to describe an action that had been intended but did not happen.

*The speaker **was supposed to** give practical advice for young musicians, but she focused on something entirely different.*

- *be going to* and *be about to* are used for actions that were interrupted or were no longer necessary.

*He **was going to / was about to** open the front door when the phone rang.*

*I **had been going to / was about to** send her a message to check where she was, but then she arrived.*

- *be due to* or *be to* are used in formal English to describe scheduled or timetabled events that are no longer necessary.

*Before the hurricane hit, the President **had been due to** meet her German counterpart.*

*The conference **was to be held** in Tokyo but then it was called off.*

- the past perfect equivalent of *be to* uses the perfect infinitive of the main verb.

*The delegates **were to have signed** the agreement before the end of the summit but one country would not agree.*

#### 2 Forward-looking verbs in past tenses for unfulfilled past plans and polite or tentative suggestions

Verbs such as *aim*, *hope*, *expect*, *intend*, *mean*, *plan*, *think*, etc. can be used:

- to describe plans and actions that did not actually take place.

*What kind of feedback **had your employees been expecting** to receive?*

*He **had meant to leave** before it got dark.*

- To make a polite suggestion for a present or future situation, use a past tense.

*We **thought we could stop by later**, if you're around.*

*We **were hoping to meet up** this summer, if you're interested.*

- Verbs, such as *hope to*, *plan to* and *think of* can be used with the past continuous to talk about future possibilities. The use of the past tense instead of the present shows that the plan or prediction are more tentative.

*I **was thinking of taking a sabbatical and travelling** around Greece.*

*I **was planning to go to the shopping centre** this weekend to get a outfit for the wedding.*

#### 3 Unexpected or annoying past actions

The past continuous, when it is used with adverbs or phrases like *constantly*, *always*, *continually*, *all the time*, *every day*, etc., can be used to describe repeated past actions that you did not expect or you found annoying.

*They **were continually cancelling** trains as the strikes were extended.*

*When I was a kid, my mum **was always telling** me to take my elbows off the table.*

#### 4 Sequential and non-sequential past actions

In subordinate clauses with time expressions (e.g. *after*, *as soon as*, *before*, *by the time*, *once*, etc.), both past simple and past perfect are possible, with no change to the sequence of the events they describe. The subordinate clause can come before or after the main clause, with no change to the sequence of events.

*They **started playing** as soon as it **stopped** raining.*

*As soon as it **(had) stopped** raining, they **started** playing.*

In such cases, the past perfect adds an element of 'because' (i.e. they started playing **after and because** it had stopped raining / They couldn't play earlier **because** it was still raining).

#### 5 Past habitual actions or states

Both *would* + infinitive and *used to* + infinitive can be used to describe past habitual actions.

*My aunt **used to send** me to the shops to run errands for her. She **would always let** me keep any leftover change.*

However, to describe past states only *used to* + infinitive or the past simple are possible.

*He **used to have** a toy kitchen when he was a child.*

*He **had** a toy kitchen when he was a child.*

*He **would have** a toy kitchen when he was a child.*

It is possible to use the negative form *used not to* + infinitive, instead of *didn't use to* + infinitive. **NB** this is very formal and considered old-fashioned.

*In days gone by, the idea that it is worse to do wrong than to suffer **used not to be met** with blank incomprehension and incredulity.*

In a narrative, we can add background with *as* + subject + *used to* + infinitive, often to focus on something unusual.

*He was promoted to Sub-Assistant Commissary-General, a post for which, **as he used to say**, he was eminently unqualified.*



# AS SEEN ON SCREEN



**Rising to prominence in the 1990s, the trend of 'film tourism' really began to gather steam in the early 2000s thanks to the success of *The Lord of the Rings* film trilogy. In its wake, New Zealand, where the films were shot, is reported to have experienced an astonishing 50% surge in tourism. Over the years, a growing synergy has emerged between the tourism and the entertainment sectors, as countries try to actively promote themselves as settings for films or TV series in hope of reaping the rewards of increased tourism.**

Take the ground-breaking, global phenomenon, *Game of Thrones*. The TV series, which originally ran on the streaming network HBO from 2011–2019, was shot on location in various European countries. Particularly around the release of the last season, those locations saw a significant jump in tourism, with bookings to Iceland swelling by 166% and those to Croatia, by 68%. Here the coastal city of Dubrovnik, where the city of King's Landing was set in the series, proved particularly popular. Another prime example would be Zafra Castle in Guadalajara, Spain, which had a 488% increase in searches on TripAdvisor in one year after its appearance in the series, according to the travel platform. These figures coincide with research on the 'Game of Thrones effect,' which has found a correlation between the frequency and tendency of tourists to post photos of a film spot on social media with both the amount of screen time that spot is given in the show and where characters have the most intense scenes.

But what motivates so many tourists to visit these film locations? In her book, *Fan Sites: Film Tourism and Contemporary Fandom*, postdoctoral researcher Abby Waysdorf identifies a few key factors: the desire to have a novel experience by visiting film locations; prestige aspects, such as the inherent status symbol of posting a selfie of yourself at the setting of a famous film; and a sense of personal involvement with film – fans paying a kind of tribute to something important in their lives. However, Waysdorf approaches her subject with caution (unlike so many amateur researchers who, due to a growing need for positive results, tend to overinflate the significance of their findings) and stresses that film tourism is a more complex phenomenon than it might at first appear.

Tourists may indeed become aware of a new destination because of a film or TV series, but they may decide to visit based on a combination of other factors, such as being lured by attractive travel offers, a desire to learn about the place's history, or simply to enjoy idyllic scenery.

Film tourism has been a boon for many tourist destinations, but an unexpected surge in visitors can have obvious downsides. After watching blockbuster film *The Beach*, hordes of tourists began descending on Maya Bay, a pocket of paradise on the coastline of Ko Phi Phi Leh in Thailand. At one point, up to 6,000 people were arriving daily. This unregulated, out-of-control tourism quickly precipitated coastline erosion and the destruction of coral reefs due to boats docking and shoreline swimming. In October 2018, Thailand's Department of National Parks, Wildlife and Plant Conservation announced that the area would be closed to give the ecosystem time to recover. Maya Bay was eventually reopened, but swimming is now banned and there is a strict cap on tourist numbers.

Despite the possible downsides for local environments and communities, film tourism appears to be here to stay. National governments are even getting involved, proffering generous production incentives, in effect paying production companies to shoot within their borders. In many European countries, for example, even the smallest of independent film studios can bank on a cash rebate of between 20–30% of their production spending. Singapore subsidises a whopping 50% of qualifying expenses. These production incentives vary in scope and structure from place to place, but the objective is universal: a symbiotic financial relationship between countries and film production companies. There are, of course, caveats to consider. Production companies often have to meet a minimum amount of qualifying local expenditure, which can be high. And some countries even require a film or TV series to pass a 'cultural eligibility test.'

Film and TV series are set in some of the most alluring locations on earth. Thus it's unsurprising that viewers would be motivated to travel to these places. The key is to manage it responsibly. If local communities are sufficiently prepared for the deluge of tourists heading their way, through awareness campaigns and other measures, and if local environments do not deteriorate, it seems that cross pollination between the film and tourism industries can be, on the whole, a positive phenomenon for cities and towns keen to boost their local economies.



## Language focus Past forms

### 1 Match sentences 1–10 with the types of past actions (a–e).

- 1 Did the cabin crew come round with snacks after the seatbelt sign went off?
- 2 He had a staycation because he hadn't found the time to renew his passport.
- 3 Her uncle would send her postcards from all the cities he visited.
- 4 I went off social media because friends were always posting their amazing travel photos.
- 5 They were on the verge of booking the flights when the website crashed.
- 6 My teenagers now want to have really exotic holidays! As kids, they used to be happy anywhere with a swimming pool.
- 7 He was constantly travelling for work those days when his boss couldn't get away.
- 8 What a shame the museum was closed! Which paintings had you been hoping to see?
- 9 She had more time to wander around the city after she had seen all the major sights.
- 10 When they said it was their anniversary, the hotel staff sent complimentary gifts to the room.

- a Unfulfilled past intentions. 5 and 8
- b Unexpected or annoying past actions. 4 and 7
- c Sequential past actions. 1 and 10
- d Non-sequential past actions. 2 and 9
- e Repeated past actions or states. 3 and 6

### 2 Complete sentences 1–8 with the appropriate past form of the verbs in brackets. There may be more than one possible answer.

- 1 My love of Thai food started with a trip to the odd restaurant. But once I had been (be) to all of them and ploughed through all the recipe books, there was only one thing to do and that was go to Thailand itself!
- 2 I almost went the year before. After one particularly stressful week, I was about to request/had been about to request (about/request) temporary leave from work, but I let a friend talk me out of it right at the very last moment.
- 3 Back then, you see, I had a close friend who was (always) questioning (annoying past actions)/ would always question (always/question) whether my plans were realistic or practical. But I eventually overcame this self-defeating pessimism and booked my flight to Bangkok.
- 4 When I started walking the streets of Bangkok, I expected/had expected/ was expecting (stative verbs) (expect) to see streets full of cooking schools but I didn't come across a single one!
- 5 After a while, I was tired and sweaty from walking so I went to a local café. I sat down and ordered (order) a drink. It was then that I finally spotted a flyer for what I had been searching for: 'Thai Cooking School.'
- 6 After we had had a few lessons learning the basics, the other students and I began / were beginning (begin) to get to grips with this new world of spice and flavour.
- 7 I vividly remember how we used to dedicate hour upon hour to cooking and then, come mealtime, the pupils and teachers used to/ would sit (sit) down together around this big table to taste everyone's creations.

### 3 Go to **Ready for Grammar** on **page 206** for rules, explanations and further practice.

### 4 **SPEAK** Work in pairs. Where there are two or more possible forms in Exercise 2, is there a change in meaning?

### 5 **SPEAK** Work in pairs. Prepare to tell your partner about a time when you learned something new or had a new experience while travelling. Make notes on the sequence of events. Think about your intentions when you started travelling and how they might have changed. Take turns describing your experiences.



## Language focus

- 1 While students most likely use both past and present tenses fluently, it doesn't necessarily mean they have mastered them. This exercise has high-level uses of past forms, but you could also view this task as a needs analysis, where students demonstrate what they know and any gaps in learning that might require additional support. Have students work in pairs or individually before going over the answers.
- 2 When reviewing the answers (and to increase the level of challenge), elicit which of these questions are *non-sequential past actions*, *intended past actions*,

*annoying past actions* and *sequential past actions*. Note that there is a similar gap-fill task in the **Ready for Grammar** section (see below), which you could assign as homework or additional in-class practice.

- 3 Use the explanations in the **Ready for Grammar** (see page TB19) section to help you with Exercises 1 and 2.
- 4-5 Students carry out the tasks in pairs. Circulate and make yourself available to deal with any queries in Exercise 4. You can then round off Exercise 5 by asking a few students to describe their partner's experience.

You may wish to use **What do you know?** on the **Teacher's Resource Centre** at this point.

## READY FOR GRAMMAR

### 2 Past forms

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

*used to love / loved*

- 0 She ~~would love~~ going there on holiday but now she hates it.
- 1 The gallery ~~had opened~~ the inaugural exhibition just as we arrived. **opened / was opening**
- 2 I thought you were to ring us before you left. **were going to**
- 3 He ~~would have~~ an old friend he visited each and every time he was in Belgium. **used to have**
- 4 When she ~~was supposed to eat~~ her way through all the local dishes, she went back to her old favourites. **had eaten**
- 5 As soon as he ~~had been locating~~ his seat on the plane, he started missing his family. **had located / located**
- 6 We ~~used to leave for~~ Italy that evening to attend a climate change summit, but it was abruptly cancelled. **were supposed to / were about to / were going to / were to / were due to leave**
- 7 According to the plan, they ~~were meaning~~ to check out of the hotel before breakfast, but they overslept. **meant**
- 8 Sorry to hear that you were to ~~have to leave~~ the arts and crafts festival early and come home. How long were you thinking of staying? **had to leave**
- 9 The boat ~~had turned into~~ the canal just as the sun came out, lighting up the Bridge of Sighs. **turned into**

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

The first time I ever went to Spain was on a family holiday to Malaga when I was fifteen. I (1) **had never seen** (*never / see*) anywhere like it: the food, the weather, the people! When we got home, I (2) **declared** (*declare*) my intention of taking Spanish lessons and told my mum that I (3) **was contemplating** (*contemplate*) the possibility of living in Spain permanently one day. My mum just laughed dismissively. She (4) **was always doing** (*always / do*) that and it (5) **would drive / used to drive / drove** (*drive*) me to distraction. But her reaction only (6) **strengthened** (*strengthen*) my conviction. Before long, my Spanish was becoming quite fluent and I even had Spanish friends online, who I (7) **would chat / used to chat / chatted** (*chat*) with most days after school. When I turned sixteen, I (8) **started** (*start*) working at a local supermarket and after two years, I (9) **had set** (*set*) aside more than enough money to get me to Spain. That was it! I was convinced that my Spanish dream (10) **was about to come** (*about / come*) to fruition. That's when I (11) **met** (*meet*) my girlfriend (who would go on to become my future wife) and all my plans changed. It turned out that Mum (12) **had been** (*be*) right all along.



## Listening

- 1 To elicit the topic and for a bit of variety, you could play an audio recording of a desert and ask your class to identify what type of land mass this might be. You will find audio recordings if you google 'desert + sound + effect', for example. Alternatively, you could draw students' attention to the image and ask small groups to discuss the questions. Encourage them to provide justifications and examples for their answers to reinforce good practice for the speaking exam.
- 2 **2.1** Go through the **How to go about it** box and pay particular attention to the second bullet. Let students

know that underlining keywords in the questions is a strategy that can prevent them from getting lost during the monologue, as the speaker will usually say or provide a very close paraphrase of at least one of the keywords or phrases in each question. Play the recording twice for students to complete the task. If time allows, play the recording a third time so students can identify which keywords are stated or paraphrased by the speaker (e.g. question 1 says *experienced travellers* while the speaker says *after years of travel*). It might also be a good idea for students to study the audioscript when they complete the task to check their answers.

## AUDIOSCRIPT

### Listening Part 2 Sentence completion

#### 2.1

Ex 2  
Q1 What made me want to write about travelling in the desert? I guess the short answer is that, after years of travel writing, I'd walked along so many tropical beaches and looked out at so many mountain views, and I was getting a bit tired of it all. Deserts sort of felt like the **last frontier**, you know? Over the past few years, I've been visiting and writing about deserts and today I'll share a bit about what I've learned.

Q2 Deserts are such special places. Where else can you see land so dry that it cracks? Or rock formations, formed by centuries of weathering and erosion, that are every bit, if not more, **beautiful** than the **sculptures** you find in art museums? For me, photos never do justice to a desert. You need to experience it for yourself. In the desert, even the sound of your own footsteps is different.

Q3 There are actually four main types of desert. Subtropical deserts are very hot and dry all year-round. **Coastal deserts**, on the other hand, have cool winters and warm summers. While in cold winter deserts, summers are long and dry and winters are extremely cold, in polar deserts, it's below freezing all year-round.

I must admit, before I started my research, I didn't know that the Arctic and Antarctica were deserts, but I now know that any place that receives less than 25 centimetres of precipitation a year counts as one – no matter how cold it is!

Q4 My most recent trip was to the Sahara – the most legendary and expansive of the subtropical deserts. After flying to Marrakech, I took a scenic 10-hour car ride into the desert. I had fallen asleep during the last leg of the journey and woke up just outside the town of Merzouga to views of the **towering and majestic** Erg Chebbi dunes. Soon I found myself on the back of a camel, walking slowly into the sands of the Sahara. That night I slept out in the open, under a sky full of stars.

Before going into the Sahara, I was warned to prepare carefully. Sunglasses, sun cream, extra water – any sensible person will bring these. But you'll also need specialised gear like wide-brimmed hats and hooded shirts that breathe well and provide UV protection. Long trousers are a must. They protect you from abrasion caused by camel fur, which is quite rough, but above all from **local shrub brush** that can easily pierce the skin.

Q5 When it comes to travelling in the desert, there's a lot to be said for **layers**. Bring like 20, I'd say. You begin piling them on in the evening, when temperatures drop quickly, and then start stripping them off at dawn. Oh, and don't forget a waterproof – night-time can get quite damp from the heavy dew.

Q7 One thing I didn't see much of in the Sahara was wildlife – apart from camels, of course. This is because most desert animals like beetles, hedgehogs and owls are nocturnal. On the last day of my trip, though, I did see a **scorpion**. I almost stepped on it – and it scared the life out of me!

Q8 There is one kind of desert animal that I love – a rare antelope called the addax. Their heads are marked with black patches, forming an 'X' over their noses, and they have scraggly beards and prominent red nostrils. Their **spiral horns** are strikingly beautiful. I'd love to see an addax on the trip I'm currently planning to the southern Sahara, but I may not get the chance. It is estimated that the current population living in the wild could be in the low hundreds, or possibly even less. Time will tell whether or not they can be saved.

Q9 Unfortunately, it's not just desert animals that are in danger these days but desert landscapes themselves. Recently I've been looking into "**desert greening**," where great swathes of land are irrigated intensely with the goal of growing crops, supposedly in the name of saving mankind from the climate crisis. This I don't like one bit. If there is one thing I've learned in my travels, it's that deserts are not barren wastelands, but rather places worth saving in their own right.

## Listening Part 2 Sentence completion

1 **SPEAK** Work in pairs. Look at the photo and discuss the following questions.



- 1 Where in the world do you think it is?
- 2 What might draw someone to visit somewhere like this?
- 3 Are there any areas like this in your country?

### What to expect in the exam

- In Part 2, you will listen to an informative monologue.
- There are nine gapped or incomplete sentences to answer. You need to complete the gaps with either single words or short phrases. The questions follow the order of the information in the text.
- For some questions you will hear distractors: words or phrases that fit the sentence grammatically, and might seem relevant, but are incorrect.

### How to go about it

- You will hear the recording twice. Before you listen, read through all the questions and predict the type of information required.
- Underline the key words in each sentence. This can help guide you through the speaker's monologue. As these tracks are quite long – around four minutes – it's possible to get lost. Knowing what type of information is coming up can help you identify if you have missed a question and need to move on.
- The second time you listen to the recording, check your answers. Make sure that your spelling is correct and that your answer fits the sentence grammatically.

2 **2.1** You will hear a travel expert and writer reporting on travelling in deserts. For questions 1–9, complete the sentences with a word or short phrase.

## INTO THE WILDERNESS

According to the writer, deserts are the (1) last frontier for experienced travellers like herself.

While describing desert features, she compares rock formations to (2) (beautiful) sculptures.

In contrast to the other three types of deserts, (3) coastal deserts do not experience extremely high or low temperatures.

She describes the sand dunes outside of Merzouga as (4) towering and majestic.

The writer recommends wearing long trousers to protect you, especially from (5) (local) shrub brush.

She says that taking numerous (6) layers is the best way to deal with dramatic changes in temperatures.

With the exception of camels, a single (7) scorpion was the only form of desert wildlife the writer had the chance to see up close.

She particularly admires the (8) (spiral) horns of the addax, a type of endangered antelope.

The writer is sceptical of what is called (9) desert greening, which for her represents the wrong way to think about deserts.





## Language focus Adverbs and adverbial phrases

1 Match each adverb or adverbial phrase (1–3) in **bold** from the listening on page 21 with its type and function (a–c).

- 1 In the desert, **even** the sound of your own footsteps is different. **c**
  - 2 It is estimated that the current population living **in the wild** could be in the low hundreds ... **a**
  - 3 ... great swathes of land are irrigated intensely with the goal of growing crops, **supposedly** in the name of saving mankind from the climate crisis. **b**
- a Adverbial of place: informs us where something happened.
  - b Comment adverb: comments on, and sometimes distances the speaker from, what they are saying.
  - c Focusing adverb: highlights one part of the sentence.

2

1 'Even' in sentence A modifies the action 'got support,' expressing surprise about this support. In sentence B, 'even' modifies 'its most longest standing members,' expressing surprise about these members giving their support.

2 In sentence B, there is less emphasis on the adverbial phrase, and therefore the frequency of the action, than in sentence A.

3 In sentence A, the adverb 'reportedly' modifies the whole sentence, giving the speaker's view on the whole situation. In the second sentence, the adverb only modifies the verb 'travelling'. Here the speaker is commenting on that specific action.

4 In sentence A, 'really' modifies 'should', so the emphasis is on the fact that it's a good idea to look at the instructions. In sentence B, however, the adverb modifies the verb "read", so the speaker is emphasising that the person should not just look at the manual, but really read it carefully.

5 The meaning of the two sentences is the same, but sentence B has a more sophisticated, literary tone, more likely found in writing than in speech.

2 **SPEAK** Work in pairs. Read the sentences and look at the adverbs and adverbial phrases in **bold**. How does the emphasis change when they move to a different place?

- 1 A The committee **even** got support for the measure from its longest standing members.  
B The committee got support for the measure **even** from its longest standing members.
  - 2 A **At one point or another**, boredom hits the most avid of backpackers.  
B Boredom hits the most avid of backpackers **at one point or another**.
  - 3 A **Reportedly**, the spy was travelling with a fake passport.  
B The spy was **reportedly** travelling with a fake passport.
  - 4 A You **really** should read the instruction manual before trying to assemble the furniture.  
B You should **really** read the instruction manual before trying to assemble the furniture.
  - 5 A A bright star appeared **way up in the night sky**.  
B **Way up in the night sky** a bright star appeared.
- 3 Go to **Ready for Grammar** on **page 208** for rules, explanations and further practice.
- 4 **SPEAK** Work in pairs. Talk about a memorable journey you have had. Use adverbs and adverbial phrases to give details about your actions before, during and after this experience.





## Language focus

- 1 If you aren't doing this language focus section on the same day as the listening task on page 21, you could start the lesson with books closed and write 1–3 on the board to elicit the part of speech for *even*, *in the wild* and *supposedly*. Then have students complete the task and, if time allows, elicit further examples of comment adverbs (e.g. *presumably*) and focusing adverbs (e.g. *precisely*).

- 2–3 Depending on the needs of your students, you might want to direct them to the **Ready for Grammar** section (see below and page TB23) before working in pairs to complete Exercise 2.
- 4 To practise recycling these adverbs and adverbial phrases, prepare an example of a memorable journey. When you retell your experience, have students note any adverbs and adverbial phrases. For an additional challenge, ask students to identify any *adverbials of place*, *comment adverbs* or *focusing adverbs* they hear.

### READY FOR GRAMMAR

#### 2 Adverbs and adverbial phrases

##### A Position of adverbs

Adverbs are normally found in one of three positions within a clause: front, end or mid-position.

*Fortunately, they had remembered their umbrellas.*

*The kids are playing upstairs.*

*I wholeheartedly agree.*

Adverbs in the mid-position go before main verbs, between auxiliaries and main verbs, and after the verb *be*.

*The company has completely remodelled the existing facilities.*

*Sport for sport's sake though is undeniably fun.*

Remember that adverbs do not usually come between a verb and its object.

*It completely slipped my mind.*

*It slipped completely my mind.*

The position of an adverb can depend on the type of adverb used, as well as what the speaker or writer wants to emphasise. While some adverbs can go in more than one position, the rules below can be used as a general guide.

##### 1 Frequency

Adverbs of frequency usually go in the mid-position, but some (*frequently*, *normally*, *occasionally*, *often*, *sometimes*, *usually*) can be put in the end or front positions to add emphasis to the adverb:

*He occasionally attends classes.*

*He attends classes occasionally.*

*Occasionally, he attends class.*

Longer adverbial phrases of frequency usually go in the end position. We can also put them in the front position if the adverb is not the focus of the sentence. **NB** These hardly ever go in the mid-position.

*He goes to the cinema every now and then.*

*Every now and then he goes to the cinema. (less emphasis on frequency)*

##### 2 Manner

Adverbs of manner usually go in the end position, but they may also go in the mid-position to put more emphasis on the adverb.

*They accepted the offer immediately and moved out.*

*They immediately accepted the offer and moved out.*

##### 3 Time and place

Time and place adverbs (or adverbial phrases) usually go in the end position.

*He learned to find solace in the great outdoors.*

*The ceiling paintings are best seen in the afternoon.*

But, to add a literary tone, particularly in writing, they can go in the front position.

*Downstairs, a vaulted cellar awaits visitors.*

When combined, the order of adverbs is usually: manner / place / time.

*We chatted animatedly in the kitchen after dinner.*

##### 4 Degree

We normally put adverbs of degree right before the word they modify, whether they be verbs, adjectives or other adverbs. This type of adverb can change the meaning of sentence depending on its position:

*You really must look at Paula's beautiful drawing.*

(= modifying must)

*You must really look at Paula's beautiful drawing.*

(= modifying look at)

*You must look at Paula's really beautiful drawing.*

(= modifying beautiful)

##### 5 Focusing: even, only and just

We can use *even* to suggest that something is unexpected or surprising and *only* to express some kind of restriction.

Both these adverbs go in the front position when modifying the subject and in the mid-position when modifying the verb.

*We were seated promptly and even got a window seat.*

*Only business domain email addresses are accepted.*

*Just* can mean 'only' or 'exactly'. It goes directly before the word it modifies.

*Although this was just a joke, many people took it to heart.*

*This crowd-pleasing curry recipe is spiced just right.*

##### 6 Comment and viewpoint adverbs

Adverbs like *clearly*, *obviously* and *theoretically* allow us to express a view about an action or comment on it. These adverbs can modify entire clauses when they go in the front or end position. In the mid-position, we use them to comment on, or even to distance ourselves from, what we are saying.

*Honestly, the flat is not really our style.*

*The concert is completely sold out, unfortunately.*

*Franc's decision to move on was apparently for personal rather than professional reasons.*

##### B Adverbs with different forms

Some adverbs have the same base form but different meanings: *high* / *highly*, *deep* / *deeply*, *wide* / *widely*, *late* / *lately*, *hard* / *hardly*, *fine* / *finely*, *short* / *shortly*.

*The race started 45 minutes late due to heavy rain.*

(= after the expected, arranged or usual time)

*The best book I've read lately is, without a doubt,*

*The Rings of Saturn by W.G. Sebald. (= recently)*

##### C Adverbs to modify adjectives

Adverbs are often used to modify adjectives. Many of these combinations are strong collocations.

*utterly useless*

*highly successful*

*painfully shy*

*strikingly different*

## Word Formation

Encourage your students to observe connections between words and their forms.

**1-2** To ease students into the word formation of adverbs task, have them complete the exercise individually, then compare their answers with a partner.

**3** Students should work through this exercise alone.

**4** After students complete the task, you could tell them to cover this exercise to record these adverbs from memory in their vocabulary notebooks.

**5** Ask students to complete the word transformations, monitoring to assist when necessary. You could also check students' pronunciation of *wholeheartedly* /həʊl'hɑː.tɪd.li/, *allegedly* /ə'ledʒ.ɪd.li/ and *proprietary* /prə'praɪ.ə.tər.i/ when reviewing the exercise.

**6** Combine pairs or small groups to think of other contexts for the collocations in exercise 5.

## READY FOR GRAMMAR

### 2 Adverbs and adverbial phrases

**1** Complete the sentences with a word or phrase from the box.

afterwards around the bend even every now and then just only sparsely strategically uphill wholly

- My wife and I aren't super outdoorsy, but we do like to go trekking every now and then.
- 'Don't worry,' she said. ' Even if it does rain, I'm sure we'll have a great time.'
- Thinking strategically, we packed our bags to bring the absolute minimum.
- The area around the national park is sparsely populated. The nearest shop is miles away.
- According to the map, a freshwater spring should be coming up just around the bend.
- The dried fruit we packed was so tasty that I ate too much and felt sick soon afterwards.
- After walking steadily uphill for five kilometres through the mountain pass, we both needed a break.
- Wholly immersed in the breath-taking landscape, I hardly noticed the passage of time.
- We only just made it back to the car before it started to pour.
- I told her she could come into the house only if she took off her muddy boots.

**2** For sentences 1–7 choose the correct alternative.

- The project got off to a flying start but ultimately it fell short / shortly of expectations.
- That theory has been wide / widely discredited.
- Fine / Finely chop the garlic and add it to the pan.
- They dived off the boat and swam deep / deeply under the sea.
- She hit the ball hard / hardly with her racket, sending it hurtling across the net.
- Many people in the audience are said to have found the comedian's joke high / highly offensive.
- There's been a surge of interest in the director's films late / lately.

**3** One of the sentences in each pair below contains a mistake. For sentences 1–4, choose the better option, a or b.

- a** When the airline cancelled his flight, he immediately posted about it on social media.  
b When the airline cancelled his flight, he posted about immediately it on social media.
- a** The man next to me fidgeted for the entire duration of the flight.  
b The man next to me for the entire duration of the flight fidgeted.
- a** I didn't say we had to take the guided tour; merely I suggested it.  
**b** I didn't say that we had to take the guided tour; I merely suggested it.
- a** You should only take photos if you ensure the flash is turned off.  
b You only should take photos if you ensure the flash is turned off.

**4** Match each of the adverbs in the box with the group of adjectives (1–4) which collocate with it.

bitterly deeply staggeringly utterly

- |                  |  |                       |                                |
|------------------|--|-----------------------|--------------------------------|
| 1 <u>deeply</u>  | offended<br>ashamed<br>hurt            | 3 <u>bitterly</u>     | disappointed<br>cold<br>upset  |
| 2 <u>utterly</u> | disgusting<br>disastrous<br>ridiculous | 4 <u>staggeringly</u> | beautiful<br>expensive<br>high |

Go back to **page 22**.

## Word formation Adverbs

### 1 Underline the correct adverbs in the following sentences.

- The Minister disputed claims she had knowledgeably / knowingly misled the public, assuring journalists that she 'would never purposely / purposefully deceive anyone'.  
KNOW  
PURPOSE  
ADMIRE  
CONSIDER
- Our kitchen staff coped admirably / admiringly with the high demand of the holiday weekend, coupled with the considerably / considerately increased workload caused by flu-related absences.  
SPACE  
CONFIDE  
WHERE  
THERE
- Footballers who are spatially / spaciously aware can accurately assess the position of other players on the pitch, and pass the ball confidentially / confidently with pinpoint accuracy.
- They reached an agreement whereby / wherever each employee would receive a one-off bonus of three thousand pounds. Shortly thereby / thereafter the company went bust.

### 2 Choose three of the adverbs from Exercise 1 that were not used and write gapped sentences for each of them. Then, work in pairs. Give your sentences to your partner to complete.

### 3 Complete the sentences with an appropriate adverb form of the word in capitals. Use each suffix in the box once only and make any further spelling changes necessary.

-ally -less -ly -ward -wise

- Crazy, I know, but I once travelled (1) clockwise around France, using only local buses – north to east, then south, west, and north again. I prepared it all (2) methodically, poring over routes and timetables for hours on end. Nothing would be last-minute or (3) hurriedly arranged; everything was planned well in advance. I never once deviated from my schedule; even when I felt ill, I carried on (4) regardless. I set off at the start of July from Dieppe, and by the end of August, I was back in Normandy and (5) homeward bound.
- CLOCK  
METHOD  
HURRY  
REGARD  
HOME

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

- |            |                      |          |                     |        |                     |
|------------|----------------------|----------|---------------------|--------|---------------------|
| 1 length   | <u>lengthwise</u>    | other    | <u>otherwise</u>    | like   | <u>likewise</u>     |
| 2 admit    | <u>admittedly</u>    | suppose  | <u>supposedly</u>   | repute | <u>reputedly</u>    |
| 3 doubt    | <u>doubtless</u>     | never    | <u>nevertheless</u> | none   | <u>nonetheless</u>  |
| 4 strategy | <u>strategically</u> | analysis | <u>analytically</u> | theme  | <u>thematically</u> |
| 5 on       | <u>onward</u>        | back     | <u>backward</u>     | sea    | <u>seaward</u>      |

### 5 Complete the sentences with the appropriate form of the word in capitals. You may need to add suffixes, prefixes or make other changes to the word.

- Both players have been **suspended** indefinitely. It is not known when – or indeed, if – they will return to the side.  
DEFINITE
- He stammered, **paused** momentarily, as though to gather his thoughts, and then relaunched into his speech.  
MOMENT  
DOMINATE
- Her research predominantly **focuses** on the issue of adult literacy.  
PERIOD
- The webpage is periodically **updated** with the latest travel restrictions.
- The mayor said he heartily/wholeheartedly **agreed** with my concerns and would look into my proposal.  
HEART
- After the story broke, the actor was **pursued** relentlessly by the press.  
RELENT
- The company is suing a former employee for allegedly **stealing** proprietary documents.  
ALLEGED

### 6 **SPEAK** Work in pairs. Choose five of the adverbs in Exercise 5. Think of two other contexts for each of them.

Software is periodically updated to fix bugs and make other small improvements.

Dictionaries are periodically updated to keep pace with the times.



## Writing Part 1 Essay

### What to expect in the exam

In Part 1 of the Writing paper, you have to write an essay in which you summarise and evaluate key points from two source texts. There are usually four key points in total – two in each text. The views expressed in the texts are either contrasting or complementary. In addition to evaluating the arguments from the texts, you must also include your own ideas. You should write between 240–280 words.

- 1 SPEAK** Work in pairs. Read the Writing Part 1 texts below. Do you agree or disagree with the views expressed in the texts? Justify your answers.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer. Write your answer in 240–280 words.

### TRAVELLING SOLO

Much has been said about what fun it can be to travel alone, but on a more profound level it's an exercise in self-confidence. You see yourself as a stronger, more independent person after travelling alone, whether it be to a far-flung location or merely a neighbouring town. You will feel more comfortable with being in your own skin, more comfortable in your own company. What's more, solo travel has practical benefits. It enables you to indulge in idiosyncratic whims, such as visiting a quirky museum or even trawling a local antiques shop, because your choices are not contingent on fellow travellers.



### MISSING OUT



The inescapable truth is that, despite what many a self-help blogger may claim, life is a great deal more enjoyable in the company of other people. Take travelling alone. Although the quiet contemplation of an unexpectedly beautiful scene does hold a certain appeal, it's ultimately disheartening to have no one with whom to share this sort of experience. There is also the small matter of it being inherently inconvenient to travel on your own. When travelling solo, there is no one to hold you accountable for missteps, no one to bounce ideas off before it's too late and you make a bad decision.

#### Ex 2

**1** The parts of the text containing key points tend to use more general, abstract language, while the parts of the text containing supporting examples or reasons tend to be written in more specific and concrete language.

- 2** There are four key points underlined in the texts. Read the texts again and answer the questions.

- Does the language in the key points tend to be more general, or more specific?
- Key ideas are never supporting examples. In *Travelling solo*, the writer introduces an example with the phrase *such as*. What other phrases do writers use to introduce examples? *for example/instance, like, to illustrate, case in point, e.g., examples include*
- Linking words or phrases are sometimes used in the middle of the source texts to move from one key point to another. What examples of this can you find in these texts? *What's more, also*

## Writing

Explain to students that they will benefit significantly from the writing skills they mastered at C1, but now at C2 the bar has been raised. For the C2 Proficiency essay task, students will need to demonstrate they have mastered English to an exceptional level and communicate with the fluency and sophistication of a highly competent English speaker. At this early stage of the course, students should be encouraged to set personalised long-term goals to help them stay motivated by keeping an eye on the prize.

Tell students they will set some SMART goals (Specific, Measurable, Achievable, Relevant, and Timebound) for themselves as this will encourage autonomous learning. As a whole group, mind map some ideas (e.g. read academic texts regularly, write frequently and study any feedback they receive, etc.), then have students set individual goals which would enable them to master the

essay task. Importantly, students need to revisit these goals continuously. With this in mind, you could create a goal-setting worksheet. To round up, discuss strategies they could put in place so they remain focused on achieving their goals (e.g. put reminders on their phone, use Post-it notes as a visual reminder, organise study groups, etc.).

- 1 Go over the **What to expect in the exam** box with your class and then have students read the different views in the *Travelling solo* and *Missing out* texts to identify the writers' views. Now have them discuss whether they agree or disagree with these views and provide justification for their opinions.
- 2 Ask students to study the texts and answer the questions. When discussing *linking words*, encourage students to draw upon a wide range of linkers rather than overusing the same ones, as this will make their essay sound repetitive.

### Extra activity

Students should be encouraged to read academic texts regularly as this enables them to become familiar with a wide range of language and exposure to discursive writing, a style used in academic writing requiring a high level of language competence. You could lead by asking students to discuss the benefits of extensive reading in their first language. Then, ask them to consider how they might benefit from reading extensively in English. You also could encourage

students to read and share articles and where they found good text sources between themselves (e.g. search engines such as Google Scholar, specialist Open Access tools such as CORE, etc.). Alternatively, you could source or ask students to bring a good example of an authentic academic text to analyse features such as structure, use of cohesive devices, etc. in class.

## ADDITIONAL MATERIALS

### Writing Part 1 Essay

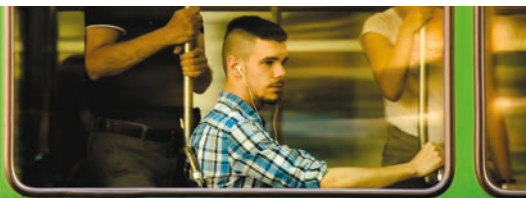
Write an essay summarising and evaluating the key points from each text. Use your own words throughout as far as possible, and include your own ideas in your answer. Write your answer in **240–280** words.

#### PASSENGERS ALONE TOGETHER



To be a passenger is to be alone in a crowd. An elderly man reading a book on the commuter train, a businesswoman typing furiously on her laptop on a short-haul flight, a toddler watching cartoons on the Tube – these are all individual bubbles, worlds barely intersecting. But this is how we like it. Imagine if every passenger began shouting into their mobile phone or blasting their music on wireless speakers. The result would be cacophony. So we carefully police the boundaries of our bubbles to peacefully coexist during the remainder of our journey.

#### PASSENGERS AND PASSIVITY



The role of a passenger is no doubt a comfortable one to inhabit, but there is also something undeniably passive about it. After all, to become a passenger you must cede the right to ride, drive, steer, navigate, conduct or guide. You can't usually influence the trip in any meaningful way; you're just along for the ride. This, of course, suits most of us just fine – that is, until we become bored or hungry or tired. Then it becomes clear that we have paid a price for our passivity, and we must resist the urge to say, 'Are we there yet?' in the tone of an irritable child.

Go back to **page 25**.



## Writing

- 3-4** Explain to students that studying model answers is an excellent way to identify techniques they can use in their writing (e.g. rhetorical questions, counterarguments, etc.). Ask students to read the model answer to decide whether the writer has summarised the key points and included their own ideas, underlining key information in the text. In pairs or small groups, have students compare answers.
- 5** Draw students' attention to the bold text and elicit what the rhetorical question (*But is it a good idea to travel alone?*) is doing in the text (it introduces an issue central to the piece of writing). You may need to check students understand the function of a rhetorical question.
- 6** Move on to discuss why *However, there are also clear downsides.* is underlined. Explain that it is being used as an organisational feature that clearly establishes

a link to the introductory paragraph by answering the rhetorical question. Ask students to rephrase the sentence as a rhetorical question (e.g. *But what about the disadvantages?*). Discuss other functions of rhetorical questions (e.g. They can be used to introduce the main theme of a paragraph before asking students to practise writing one). Encourage students to include this device in their essays.

- 7** Discuss the **How to go about it** box and clarify any questions students may have. Go over the **About English** box to elicit when students have felt *FOMO* (fear of missing out) and work out the meanings of the abbreviations often used in textspeak. Now ask students to complete an outline and a rough draft of their essay. Then have them complete their final draft for homework. For the following lesson, have students compare their own work to the model answer to assess their strengths and weaknesses. Alternatively, they could do the task in the **Additional materials** on page 196 (see TB24).

### Sample answer

Journeying alone: Empowerment within or the allure of shared experiences?

There is a lot of public discourse surrounding solo travel these days, where enthusiasts tout its virtues as a path to self-discovery and self-assurance. Undeniably, voyaging alone can be empowering, engendering a sense of self-confidence that resonates deeply. The lone traveller emerges from their journey not just with an array of passport stamps but with a deeper understanding of themselves. This newfound self-reliance isn't confined to distant shores; it infiltrates everyday life, making individuals comfortable in their moments of solitude. Beyond this psychological growth, solo travel offers a practical boon. It liberates explorers to indulge in whatever floats their boat, whether that involves unearthing eccentric museums or perusing local antique troves, freed from the constraints of group dynamics.

However, the romanticised allure of solo travel might not withstand scrutiny when faced with the

inherent human need for connection. Life's vibrancy often emanates from shared experiences, a truth substantiated by the sentiment that an unshared joy is a joy diminished. This newfound self-reliance isn't confined to distant shores; it infiltrates everyday life, rendering them at ease in their solitude. Furthermore, the convenience of companionship cannot be disregarded. Solo travel lacks the accountability that a fellow traveller provides, leaving one vulnerable to misjudgements and ill-fated choices.

While advocates of solo travel extol its potential for personal growth, critics argue for the irreplaceable enrichment that shared moments provide. The dichotomy between individual empowerment and the inherent human need for shared experiences remains a point of contention. Ultimately, the choice between venturing alone and seeking camaraderie is subjective, hinging on the balance one strikes between self-discovery and shared joy.

### Examiner comments

**Content:** All content is relevant to the task. The target reader is fully informed about the main ideas in the two texts. The writer presents a counterargument about the pros and cons of travelling solo: *However, the romanticised allure of solo travel might not withstand scrutiny when up against the inherent human need for connection.* The writer's own views are evident throughout the essay.

**Communication achievement:** Essay writing conventions are used naturally and with flexibility. The evaluation of the key points from the input texts is combined with the writer's opinions, and complex ideas are communicated convincingly: *This newfound self-reliance isn't confined to distant shores; it infiltrates everyday life, making individuals comfortable in their moments of solitude.* The writer has adopted a semi-formal tone, which is used consistently to engage and hold the reader's interest: *It liberates explorers to indulge in whatever floats their boat.*

**Organisation:** The essay is well-organised and coherent. The shift between the different points

in the input texts develops naturally: *However, the romanticised allure of solo travel might not withstand scrutiny when up against the inherent human need for connection.* The writer also presents a counterargument, which enables the writer to express a range of opinions on the topic effectively: *While advocates of solo travel extol its potential for personal growth, critics argue for the irreplaceable enrichment that shared moments provide.* Cohesive devices and organisational patterns are used flexibly: *This newfound self-reliance; it infiltrates; Beyond this psychological growth; However, the romanticised allure; Furthermore.*

**Language:** A range of less common lexis is used with sophistication and precision: *enthusiasts tout its virtues; engendering; array; infiltrates; boon; allure; emanates; substantiated; extol; dichotomy.* The use of grammar is natural and sophisticated.

**Mark:** very good pass



### 3 Read the model answer. Decide:

- whether the writer includes a summary of the key points.
- whether the writer includes their own ideas.

# FREEDOM OR FOMO?

Travel is delightful and generally considered to be good for the soul. **But is it a good idea to travel alone?** This largely depends on the purpose of your trip.

Without question, travelling on your own has upsides. It can help you become more independent and self-confident. It can help you grow as a person. In addition, travelling alone means you don't have to negotiate your plans with other people, which is ideal for travellers who like to selfishly indulge in their passions, for example, an architecture nut who enjoys nothing more than visiting every notable building in the city.

However, there are also clear downsides. Not only is it more fun to travel with other people, it is also more convenient. There are certain aspects of travel that can be quite daunting to face on your own, such as exchanging currency or reserving accommodation in a foreign country.

To take a wider view, the purpose of travel is often to spend time with other people – or to get away from them. If you want to disconnect from a demanding job, a solo trip could be just what the doctor ordered. That said, it's a great deal more common to go on holiday with family or friends, who we often don't get to spend enough quality time with. The point of these trips is to be together. Where you go and what you do is of little consequence.

To sum up, when deciding whether or not to travel alone, a good place to start is by asking yourself why exactly you have chosen to leave home in the first place.



### 4 Underline the words and phrases the writer uses to paraphrase the four key points from the original texts.

### 5 Look at the phrase in bold. What purpose does it have for the model answer as a whole?

*The rhetorical question introduces an issue that is central to the piece of writing.  
The following sentence, which answers the rhetorical question, is the thesis statement.  
This can be an effective way of organising an introduction to an essay.*

### 6 Rhetorical questions can also be used to introduce the main theme of a paragraph. Rewrite the underlined sentence at the beginning of the third paragraph to make it a rhetorical question. **But what about the disadvantages?**

### 7 Either write your own answer to the task in Exercise 1 or do the task in the **Additional materials** on **page 196**. Before you start writing, read the advice in the **How to go about it** box.

#### How to go about it

- Start by reading the two source texts and underline the key points.
- Decide to what extent you agree with the views expressed. Make notes about how you will summarise and evaluate them.
- List some relevant ideas of your own to include. Think about how to support these ideas with reasons, examples, evidence, etc.
- Set your essay out into clear paragraphs. Check that the plan includes a summary of key points as well as your own ideas. Remember to include an introduction and conclusion.
- Write your essay using a neutral or semi-formal style.

#### About English

#### FOMO (n) /'fəʊ.məʊ/

An abbreviation for fear of missing out; used to describe a social anxiety someone may feel when they see what others are doing, especially via social media sites.

What do the following abbreviations stand for?

WFH = **working from home**

BRB = **be right back**

JSYK = **just so you know**

IRL = **in real life**

AKA = **also known as**

For more information on writing essays, see **page 190**.

## Vocabulary Travel

1 For sentences 1–6, underline the correct alternative.

- The years of stress at work had taken their toll. He was excited for his adventure, having never been on a long-haul *stroll* / *delay* / *travel* / *flight* before.
- It was an incredibly long and *alternative* / *arduous* / *iconic* / *far-flung* journey through the mountains on horseback.
- She was a seasoned traveller and had been to many *shoddy* / *discerning* / *far-flung* / *torrential* destinations.
- After dinner, you should take a leisurely *service* / *stroll* / *travel* / *visit* from the main square down to the riverside promenade.
- The hotel apologised for the *shoddy* / *circuitous* / *world-class* / *perilous* service and went so far as to give the family a full refund.
- Profits at the company took a turn for the worse over the period, with the CEO citing a sharp decline in overseas *landmarks* / *shock* / *strolls* / *travel* as the primary cause.

## 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 space in the same line. There is an example at the beginning (0).

### Home away from home

For some, home swapping may not be worth serious (0) CONSIDERATION, but there are many travellers who enjoy this type of budget holiday option every year. Indeed, this trend is currently seeing (1) unprecedented growth. Ideal for flexible travellers, home swapping (2) circumvents the need to book hotels, and avid home-swappers rave about the range of (3) faraway places they've stayed in. As you might expect, people with (4) picturesque beachside villas or swanky flats in the city centre (5) invariably get first pick of the available options, but don't worry: many swappers are just looking for a decent place that's available when they are.

To get started, (6) compile a list of enticing details about your home to include on the house exchange site. Remember to provide personal references and, of course, lots of photos. After you have uploaded everything, check the site



(7) periodically for any new listings. Once you find a potential swap, be clear about your expectations. Agree on how to handle worst-case (8) scenarios and pin down all the details before you leave. Then, all that is left is to hope for the best!

CONSIDER

PRECEDENT  
VENT  
FAR  
PICTURE  
VARIABLE

PILE

PERIOD

SCENE

## Reading and Use of English

### Part 4 Key word transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

#### What to expect in the exam

- Part 4 tests your ability to paraphrase and your knowledge of both vocabulary and grammar, e.g. your ability to change verbs to nouns, move from active to passive, etc.
- Your answer cannot be less than three words nor more than eight words long, and must include the key word. Bear in mind, contractions are counted as two words.

#### How to go about it

- Carefully read the first and second sentences and think about what information is missing from the second one. It can be helpful to cross off the words in the first sentence that are repeated or paraphrased in the second. This helps you focus on the words and structures you will need to manipulate.
- Once you decide on your answer, double check that you have used the key word. Make sure you have kept the second sentence as similar as possible to the first, in terms of meaning, tense and aspect.

- 1 As soon as they arrived at the main square, they fell in love with the city.

#### SET

They fell in love with the city the instant / moment / second / minute they set foot in the main square.

- 2 In the interview, the famous travel writer didn't mention how her mother had influenced her.

#### REFERENCE

In the interview, the famous travel writer made no reference to / did not / didn't make (any / a) reference to the influence of her mother.

- 3 Did the stock market perform any better yesterday?

#### IN

improvement in the performance of the stock market / the way the stock market performed /  
Was there any how the stock market performed yesterday?

- 4 The way the hotel manager dealt with workplace issues was not always very diplomatic.

#### LACK

At times, there was a lack of diplomacy in the way the hotel manager dealt with workplace issues.

- 5 No one had foreseen the mechanical problems that delayed the flight.

#### HELD

was held up by / due to / because of /  
owing to / on account of /  
The flight as a result of unforeseen mechanical problems.

- 6 The local residents used to object to how rude the tourists were.

#### EXCEPTION

The local residents used to take exception to the rudeness of the tourists.

## Writing Part 2 Report

You work for a company that makes travel goods. The company is planning to advertise a new product or accessory on social media. Your manager has asked you to write a report on which social media platform the company should choose for its marketing campaign. You should briefly describe one social media platform and explain why you would recommend it. You should also evaluate the extent to which social media can influence people's purchasing decisions.

Write your **report**.

For more information on writing reports, see **page 194**.



## Discussing idioms

A *split second* is used, often in narratives, to describe a very brief amount of time. *For a split second, I thought I was going to fall down the escalator.*

A *New York minute* also means a very short amount of time, but it is more informal and can convey a sense of urgency. *I need that document in a New York minute.*

*Don't get me wrong* is used to clarify meaning. It is often used to make sure that the person you are speaking to doesn't misunderstand

your message, especially if trying to avoid them taking it as negative criticism: *Work is just so stressful at the moment. Don't get me wrong, I love my job and being busy, but this is too much.*

*Don't take this the wrong way* is often used before you go on to say something a bit critical of the person you are talking to: *Don't take this the wrong way, but I don't think you've put much effort into this essay.*

A *stroke of luck* is used to indicate that something lucky happened by chance. *I found my dream wedding dress in the sale, so it was 50% off! It was a complete stroke of luck.*

A *lucky break* is when you have good things happen to you, especially with regard to your career. *Harrison Ford got his lucky break while working as a carpenter. He was asked to read the lines for Hans Solo and George Lucas was so impressed he gave him the role.*



### Discussing idioms

Discuss the differences in meaning between these idioms:

- a split second / a New York minute
- don't get me wrong / don't take this the wrong way
- a stroke of luck / a lucky break

## Rules

- 1 Toss a coin. Move two spaces for heads and one space for tails.
- 2 Use the idiom or fixed phrase from Exercise 1 containing the word in the box to tell a short anecdote, real or imagined.

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## WANDERLUST

## Idioms Making stories interesting

1 Guess the missing words in idioms 1–10 used for making stories interesting. The first two are from the listening on page 21.

- 1 I did see a scorpion. I almost stepped on it – and it **scared the life** out of me!
- 2 It is estimated that the current population living in the wild could be in the low hundreds ... **Time will tell** whether or not they can be saved.
- 3 I like my little car – **don't get me wrong** – but it's getting a bit old.
- 4 And can you believe Megan met her favourite footballer in Lisbon airport. What a **stroke of good luck**!
- 5 A wave of dizziness came over me and, **for a split second**, I thought I might need to sit down, but then it passed.
- 6 It can't be easy for Mark and Ruth to share such a small space on such a long journey. They're both quite demanding people, **to put it mildly**.
- 7 I got the camera repaired and never told Juliet what happened. That's strictly **between you and me**, though.
- 8 I travelled around the world in just 38 days. It was **hands down** the best thing I've ever done.
- 9 I've started taking my holidays in September. **There's a lot to be said** for it. Prices are so much lower.
- 10 He claims he can't go because he has to catch up on work – a **likely story**! Tomás is always cancelling plans.

2 **2.2** Listen and check your answers to Exercise 1.

3 **SPEAK** Work in pairs. Discuss the meaning of the idioms in Exercise 1.

4 Listen to sentences 1 and 2 again. Underline the words that carry the most prominent stress. The forward slashes (/) indicate the places where the speaker makes a slight pause.

- 1 // I did see a scorpion // I almost stepped on it // and it scared the life out of me //
- 2 // Time will tell // whether or not // they can be saved //

### Pronunciation: Speech units

When we speak, we divide our words into groups called speech units. Fixed phrases and idioms are usually pronounced as one speech unit. Within speech units, it's usually one of the content words (nouns, main verbs, adjectives, adverbs) that carries the most prominent stress. For longer words, one of the syllables within the content word carries the prominence, e.g. // it came as a surprise //.

5 **SPEAK** Work in pairs. Practise saying the sentences in Exercise 1. Say each idiom as a speech unit, putting the most prominent stress on the gapped words.

6 **SPEAK** Work in small groups. Play the board game.

START	life	Go back one space
hands		mildly
Miss a turn	said	Go forward one space
second		wrong
Go back one space	story	FINISH

### Ex 3

1 To scare somebody very much.

2 You will only know a result or outcome in the future.

3 Don't take what I'm saying as negative criticism.

4 Something very fortunate that happens unexpectedly.

5 Less than a second, an instant.

6 What I'm talking about is even more extreme than my words suggest.

7 Keep what I'm saying a secret.

8 Easily, without question.

9 Something has advantages.

10 You don't believe what somebody said.

## Idioms

Idioms can make writing more engaging, but using idiomatic phrases in academic writing could be distracting for readers who expect a formal tone.

1–3 **2.2** As a lead-in, prepare idiom definitions for the idioms in Unit 1 on page 14 to play a revision game. Divide the class into teams and have a member read the definition to the class. Whoever says the correct idiom receives a point for their team. Then ask students to work in pairs to complete the missing gaps 1–10 and play the recording for students to check their answers. When discussing the idioms in Exercise 3, mention that question 1 can also be *frightened the life out of me*,

and alternatives for question 2 are *only time will tell* and *time alone will tell*, and a *stroke of bad luck* flips the idiom's meaning in question 4.

4 Discuss the **Pronunciation: Speech units** box and ask students to underline the words that carry the most prominent stress.

5–6 You could ask students to think of a travel-related anecdote to prepare them for the game. As small groups play, monitor to note any good use of language to give feedback after they complete the game.

You may wish to use **What a trip!** on the **Teacher's Resource Centre** at this point.

# READY FOR READING AND USE OF ENGLISH PARTS 1-4

## Introduction

In the Reading and Use of English paper, you have 90 minutes to complete 7 different tasks. In this section, we will look at the first four tasks, Parts 1, 2, 3 and 4. We will look at Parts 5, 6 and 7 on pages 61-66.

## Reading and Use of English Part 1 Multiple-choice cloze

### 1 SPEAK Work in pairs and discuss the questions.

Have you ever heard of a Comic-Con? If not, from its name, what do you think it might be?

What do you think the experience of a Comic-Con might be like?

Now, read the text, ignoring the gaps. Do your ideas match those of the writer?

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

## ANOTHER WORLD

The world of Comic-Cons [comic book conventions] encompasses far more than just comic books, and frequently (0) D host to the casts of popular films and TV shows in the realms of fantasy, sci-fi and beyond. Anyone who's anyone in the superhero world turns up to San Diego Comic-Con, but with tickets like gold (1) B, many people miss out on the unique experience. However, it's certainly worth your while going, so if you find yourself with a ticket, you should (2) A at the chance of attending. One of the largest conventions in the world, what you'll see in San Diego will be beyond your (3) D imagination. Upon entering the convention you'll find yourself amongst a sea of people, many wearing costumes and every one of them agape at the scenes around them. It would be easy to become overwhelmed by the (4) B scale of the event, and often the best laid plans go straight out the (5) B once inside. With so much on offer, time in queues will most definitely (6) C into any overambitious schedule plan. For both (7) D Comic-Con fans and newcomers alike, the takeaway is that you can only just (8) A the surface of an event of this magnitude, so be selective in your choices.



- |                    |                 |              |                   |
|--------------------|-----------------|--------------|-------------------|
| 0 A gives          | B sets          | C takes      | D plays           |
| 1 A powder         | B <u>dust</u>   | C crumbs     | D flecks          |
| 2 A <u>jump</u>    | B beam          | C plunge     | D fly             |
| 3 A rashest        | B balmiest      | C fiercest   | D <u>wildest</u>  |
| 4 A utter          | B <u>sheer</u>  | C outright   | D wholesale       |
| 5 A door           | B <u>window</u> | C picture    | D scene           |
| 6 A creep          | B factor        | C <u>cut</u> | D carve           |
| 7 A old-school     | B run-down      | C laid-back  | D <u>die-hard</u> |
| 8 A <u>scratch</u> | B pick          | C touch      | D stroke          |

### 3 Look at the answers for Exercise 2 and match them to the descriptions (a-d) below.

- a a phrasal verb **6**  
 b a noun + noun collocation  
 c an idiomatic expression **0,1,2,3,5,8**  
 d an adjective + noun collocation **4,7**

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## READY FOR READING AND USE OF ENGLISH PARTS 1-4

### Introduction

The first four parts of the Reading and Use of English paper test students on vocabulary and grammar. Note that for this part of the exam, it is particularly important to focus on answers students get wrong. These often help in diagnosing specific problems your students have with grammar or lexis, which you can then address.

## Reading and Use of English

**1** This models an important exam strategy: reading the text quickly for gist without looking at the options. Note while some questions test at a phrasal level, others may test meaning at sentence level or beyond.

**2-3** Set a time limit of no more than 5 minutes for the task, then discuss any answers that are still unclear. Exercise 3 is a useful task in breaking down the language being tested in the options. Check answers as a class and focus on any weaknesses, if any.

READY FOR READING AND USE OF ENGLISH PARTS 1-4

Reading and Use of English Part 2 Open cloze

- 1 Read the following text, ignoring the gaps for the moment. What change did Robin Moore manage to procure through his photograph?



## LESSONS FROM BEHIND THE LENS

Although wildlife photographer Robin Moore's 2017 photograph of some of the world's rarest iguanas (0) FELL short of winning him the Wildlife Photographer of the Year, its influence was extremely wide reaching. When Robin set off to photograph the iguanas, (1) little did he know the power the image would come to have. Threatened by government plans to allow construction in (2) their forest habitat on Great Goat Island off Jamaica's southern coast, the iguanas' future looked bleak, until it was announced that the plans (3) were to be abandoned.

This remarkable change of heart came (4) about thanks to the exposure the photograph received online. A short film highlighting the plight (5) of the endangered reptiles contributed to the campaign, too, and this was used as a fund-raising tool by charities to (6) have the islands designated as a nature reserve.

(7) Not surprisingly, there was great relief at the news across all sections of the community, and conservationists are optimistic that these creatures will thrive again (8) provided that they are left alone in their new home.

- 2 For questions 1-8, read the text again and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

- 3 Look at the example answer (0). The correct answer is *fell* because:

- A it is part of the phrase *to fall short of something*.  
B *fall short* is a collocation.  
C the meaning of *fall* in this context is 'to fail'.

- 4 **SPEAK** Work in pairs. Look at answers 1-8. Explain why those are the correct answers, thinking about the types of words that were missing.

### How to go about it

- Read the title and the whole text so you understand the gist of it before attempting any answers.
- Always read the complete sentences around the gaps and think about the possible answers such as references, conditionals, dependent prepositions, fixed phrases, verb forms, etc.
- Write down the type of word which could go in each space.
- The answer is always ONE word only and it will not be a contraction.

### Don't forget!

Write your answers in CAPITAL LETTERS on the answer sheet in the exam. Make sure your writing is clear and easy to read.

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## Reading and Use of English

- Students should get into the habit of skimming a text quickly, so give a time limit of no more than 1 minute for this gist task. Discuss the question as a class.
- Refer students to the **Don't forget!** box and also point out that accurate spelling is crucial. Focus students on the tips in the **How to go about it** box. Stronger students may want to attempt the task without help. Go through the answers as a class. Note that the

focus of this task is either grammatical (auxiliaries, verb tenses/forms, etc.) or lexico-grammatical (phrasal verbs, words within phrases, etc.).

- This exercise encourages reflection on why the answers are correct, which is useful in identifying typical structures tested in future tasks.
- In pairs, students reflect on the correct answers. Monitor and make notes on any areas students are having difficulty with to address after the task.



READY FOR READING AND USE OF ENGLISH PARTS 1–4

Reading and Use of English Part 3 Word formation

What to expect in the exam

The answers for Part 3 involve transforming the word in CAPITALS. This could mean using a prefix or a suffix (*re-*, *dis-*, *-ly*, *-ation*), making internal changes to the root word (*deep* – *depth*, *explain* – *explanation*), or compounding (*fall* – *downfall*). You may need to make two changes to the word given, for example adding a suffix to a noun to form an adjective and then adding a prefix to make it negative.

Don't forget!

Your spelling must be accurate, or you will not get the mark.

- 1 **SPEAK** Have you ever watched someone making sushi or tried to make it yourself? What do you think are the most important things to consider when making sushi?
- 2 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 space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

## THE ART OF SUSHI

Sushi is one of the most (0) ICONIC foods of modern cuisine, revered in all corners of the globe, but becoming a sushi chef is no mean feat. Expectations are high insofar as they must produce (1) consistently high quality dishes and, as such, being a (2) perfectionist is somewhat of a prerequisite.

These delicate morsels of rice and fish (3) exemplify the meticulous attention to detail required of sushi chefs and this is reflected in their training. It may take trainees up to two years to learn how to prepare flawless rice. Any (4) miscalculation in the balance of rice and vinegar could render it unpalatable. Once this has been mastered, chefs focus on the (5) composition of the other ingredients to ensure the ideal balance of flavour and texture. It is this combination which makes sushi so (6) irresistible. Rising to the status of master sushi chef is akin to becoming an artist. Their skills must be (7) exceptional but additionally, they should bring a creative flair to their work to be categorised as master (8) practitioners of their art.

ICON

CONSIST  
PERFECT

EXAMPLE

CALCULATE

COMPOSE  
RESIST

EXCEPT  
PRACTICE

- 3 **SPEAK** Work in pairs. In the example answer in Exercise 2, the root word was a noun, which was changed to its adjective form to fit the gap. Describe what changes were needed for answers 1–8 using the words in the box below.

adjective adverb negative noun plural prefix spelling verb

3

1 *consistently* is an adverb.

2 *perfectionist* is a noun.

3 *exemplify* is a verb.

4 *calculation(s)* is a noun.

The answer could be both singular or plural. The prefix *mis-* makes it negative.

5 *composition* is a noun.

6 *resistible* is an adjective.

The prefix *ir-* makes it negative.

7 *exceptional* is an adjective.

8 *practitioners* is a plural noun.



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## Reading and Use of English

- 1 Focus students on the **What to expect in the exam** box. Note that it is particularly common for students to make errors with negative or plural words. This is often due to students choosing the form of the word without thinking about the meaning of the text beyond sentence level. Discuss the **SPEAK** question in open class.

- 2–3 Set a short time limit for this task, no more than five minutes. Tell students to make sure to guess if they don't know the answer. Before feedback, refer students to the **Don't forget!** box and ask them to double check their spelling. Tell students to create a new Word formation page in their vocabulary notebooks and record any new forms of words. Exercise 3 could be done in open class or in pairs.

READY FOR READING AND USE OF ENGLISH PARTS 1-4

## Reading and Use of English

### Part 4 Key word transformations

#### Don't forget!

- > The key word must not be changed.
- > Any contractions you use count as two words.
- > Remember you should only write the words that are needed to complete the gap on the answer sheet. Do not write out the full sentence.
- > Bear in mind that in the exam you will not have the two prompt questions.

For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 0 This house needs a lot more work before it is finished.

#### DEAL

There is A GREAT DEAL OF WORK TO BE DONE on this house.

- 1 Journalists wouldn't go easy on him during the press conference and the minister knew that.

#### HARD

The minister knew that he would be given a hard time by journalists during the press conference.

*What does the 'he' before the gap tell us about the structure required? It will be in the passive.*

*What phrase, collocating with 'hard', means to make something difficult for someone? to give someone a hard time*

- 2 It was a mystery to everybody as to why James kept moving from job to job.

#### DOWN

Nobody understood why James couldn't / could not / could never / was unable to / was not able to / was never able to hold down a to hold down / It should be in the past. It should be negative job.

*What phrasal verb, with 'down', collocates strongly with job? to hold down*

*What tense should the verb be in to match 'kept moving'? Should it be positive or negative? It should be in the past. It should be negative.*

- 3 It's almost certain that Nico's next opponent will win the tennis match.

#### STAND doesn't / does not stand a chance of

Nico often precedes the -ing form stand a chance beating his next opponent.

*What preposition often precedes an -ing verb form? of often precedes the -ing form*

*What phrase, meaning likely to be successful contains the word 'stand'? stand a chance*

- 4 Julia's manager said she shouldn't go into the office until she had recovered from her cold.

#### WEATHER

Because Julia was (feeling) / felt / had been (feeling) under the weather., her manager advised her not to come to work.

*What tense should the answer be in? It should be either in the past or past perfect*

*What idiom, with the word 'weather', means to feel ill? be / feel under the weather*

- 5 Upon arrival, we were disappointed to notice that the hotel looked nothing like the pictures in the brochure.

#### BORE

Disappointingly, when we arrived at the hotel, we noticed that it bore no / little resemblance to the pictures that we had seen in the brochure.

*Did the hotel look slightly like the pictures or not at all like the pictures? Not at all.*

*What collocation goes with 'bear' to mean look like? bear no / little resemblance to*

- 6 The staff were about to walk out when the management finally submitted to their demands.

#### VERGE had been / were on the verge of walking out /

The staff leaving / resigning when their demands were accepted by the management.

*What tense do you need to use in the answer to match the first sentence? The past simple or the past perfect*

*What grammatically precedes and follows the noun 'verge'? on the verge of*

## Reading and Use of English

Students read through the **Don't forget!** box. Remind students that in Reading and Use of English Part 4 they are awarded two points, so this task is worth a total of 12 points. Explain that it is possible to get one of the two points if part of the answer is right, so it is important to guess even if they are not sure of the full answer. Set a longer time limit for this task than you did for the first three Reading and Use of English tasks. However, students should spend no more than 10 minutes on it.

Encourage fast finishers to double check whether they have used the key words, as transforming the sentence without them is a surprisingly common mistake in this task. During feedback, make note of any areas of grammar that your students need more work on. Think about how to include extra practice with this language in future lessons.