



AIMING HIGH

KEY LANGUAGE

Modal verbs: *Might, could, may and can*
 Adverbs of degree
 Challenge and achievement
 Nouns
 Spelling

PRONUNCIATION

Word stress: nouns

EXAM PRACTICE

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

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

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

How to go about it

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

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

Read the unit objectives to the class.

SPEAKING Part 1 Interview

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

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

ONLINE MATERIALS

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

Speaking Part 2 Long turn

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

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

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

- 2** Now change roles.

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

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

How to go about it

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

Useful language

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

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

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

Useful language

1 happy: delighted, in good spirits, thrilled, overjoyed
determined: committed to, intent on, focused on, set on
nervous or worried: anxious, apprehensive, tense, on edge

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



Lead-in

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

Speaking Part 2 Long turn

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

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

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

Teaching tip

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

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

Extra activity

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

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

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

Vocabulary

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

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

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

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

Teaching tip

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

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

Extra activity

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

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

Vocabulary Challenge and achievement

1 Complete the expressions with a noun from the box.

ambition challenge chance failure motivation success

- The film **was an overnight** success, despite its low budget. *Note that an overnight success means it is sudden and unexpected.*
- I **have a burning** ambition **to** travel to Australia.
- When pupils tire of studying, a system of rewards can help **increase** student motivation.
- Sadly, my attempts to learn Japanese **met with complete** failure.
- The government **faces the formidable** challenge **of** reducing unemployment.
- He **leaves nothing to** chance and plans everything before a trip.

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

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

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

- | | | | |
|---------------|-----------------|----------------|-------------------|
| 1 fulfil a/an | <u>ambition</u> | 4 improve | <u>motivation</u> |
| realise | | lack | |
| 2 end in | <u>failure</u> | 5 stand a | <u>chance</u> |
| result in | | jump at the | |
| 3 achieve | <u>success</u> | 6 take up a/an | <u>challenge</u> |
| enjoy | | rise to the | |

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

- | | | | |
|------------------------|------------------|-------------------------|-------------------|
| 1 major/new/daunting | <u>challenge</u> | 4 total/costly/dismal | <u>failure</u> |
| 2 slight/fair/second | <u>chance</u> | 5 huge/great/resounding | <u>success</u> |
| 3 secret/lifelong/main | <u>ambition</u> | 6 primary/strong/poor | <u>motivation</u> |

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

What has been your most daunting challenge ever?

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



Reading and Use of English Part 5 Multiple choice

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

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

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

How to go about it

longevity (n) – having a long life or existence

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

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

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

How to go about it

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



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

Lead-in

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

Reading and Use of English

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

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

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

Teaching tip

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

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

Extra activity

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

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

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

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

READY FOR GRAMMAR

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

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

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

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

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

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

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

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

- past possibility which did not happen

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

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

- annoyance

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

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

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

- express concession

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

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

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

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

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

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

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

- give or refuse permission

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

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

- make offers

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

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

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

- make requests

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

- ask for permission

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

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

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

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

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

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

- 7 *can* can be used to express:

- theoretical possibility

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

- ability or inability

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

- criticism

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

- 8 *could* can be used to express:

- ability or inability in the past

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

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

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

- permission or prohibition in the past

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

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

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

Other ways of talking about future possibility

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

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

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

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

A LONG WAY TO THE TOP



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

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

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

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

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

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

3 SPEAK Work in pairs. Discuss the following questions.

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

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

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

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

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

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

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

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

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

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

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

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

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

Possible answers

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

Language focus

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

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

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

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

READY FOR GRAMMAR

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

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

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

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

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

Go back to **page 6**.

Listening

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

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

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

AUDIOSCRIPT

Listening Part 1 Multiple choice

1.1

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

Extract 1

M: Well, obviously I was gutted that the home team didn't come out on top in the last game, but it wasn't altogether a surprise. **Ex 1 Q1** There were three of them out there making their debut, and you could tell they were overawed by the occasion. Of course it was going to impact on the overall team performance. You can't put the blame on the coaching staff. Look at their track record. Giving the novices a chance was a very poor decision on the part of the manager, and it backfired.

W: I'm with you there. But look, what concerns me **Ex 1 Q2** more are the rumours about the team's top two players.

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

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

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

Extract 2

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

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

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

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

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

J: Well, the lyrics, I hope, will get some people thinking – maybe get them to look at life from a different angle. But do I think we can change society? We're not so egotistical as to think we can do that. **Ex 1 Q4** Seriously, I'd rather we keep a low profile, and get on with making decent music people can connect with. Some groups might have a burning ambition to be on top – to get maximum publicity. If that's the way they want to go, good luck to them.

Extract 3

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

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

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

M: You can have water. But to be honest, I only made it to 35, and then I had to call it quits, because, you know, I was absolutely starving and I was about to pass out. But no-one's giving me a hard time about it. And I think my sponsors might all pay up anyway. **Ex 1 Q5** Next year, I'll definitely take up the challenge again and see it through to the end. I don't really see it as a failure – more like a practice run. Anyway, what about you?

W: I gave up my phone for 40 hours.

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

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

Listening Part 1 Multiple choice

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

Extract One

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

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

Extract Two

You hear part of an interview with a musician.

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

Extract Three

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

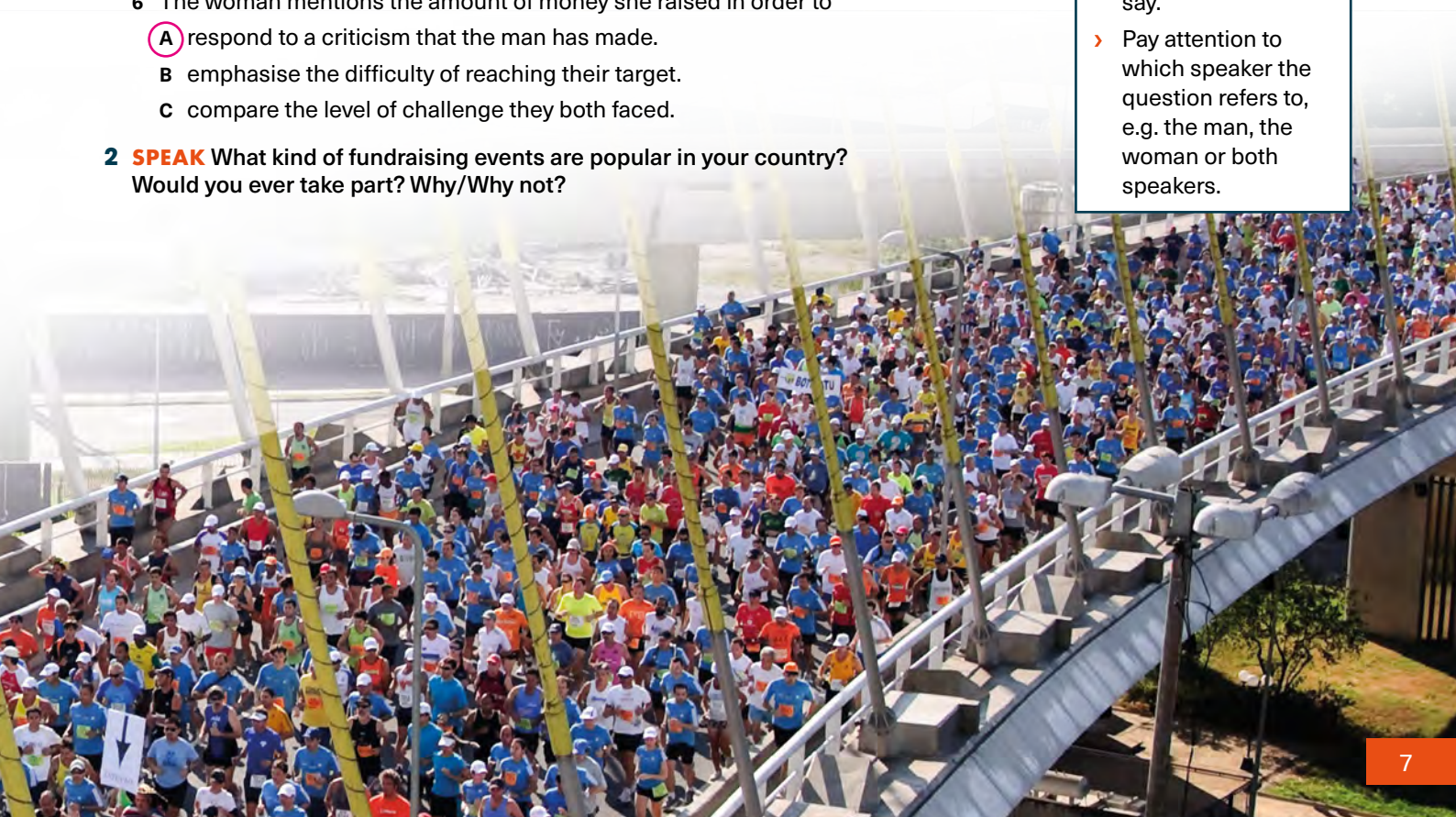
- 5 How does the man feel now?
 - A relieved that the experience is over
 - B** determined to do better in the future
 - C disappointed he did not fulfil his aim
 - 6 The woman mentions the amount of money she raised in order to
 - A** respond to a criticism that the man has made.
 - B emphasise the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

What to expect in the exam

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

How to go about it

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



Language focus Adverbs of degree

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

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

2 What other adverbs of degree can be used with the underlined adjectives in Exercise 1? a little, rather, quite, somewhat, pretty, really

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

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

ambitious certain difficult exhausted impossible
incredible pleased ridiculous risky tiring

Gradable: ambitious, pleased, risky, tiring

Non-gradable: certain, exhausted, incredible, ridiculous

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

- 1 His test results were quite good. *The speaker is saying the test results are fairly/reasonably good.*
- 2 His test results were quite fantastic. *The speaker means absolutely fantastic.*

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

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

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

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

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



Language focus

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

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

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

READY FOR GRAMMAR

1 Adverbs of degree

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

Adverbs used with gradable adjectives

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

Adverbs used with ungradable adjectives

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

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

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

Quite

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

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

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

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

Too/enough

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

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

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

Word formation

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

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

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

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

READY FOR GRAMMAR

1 Adverbs of degree

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

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

2 Complete the email using adverbs from the box.

desperately entirely highly incredibly perfectly utterly

Hi Sara

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

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

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

Lola

Go back to **page 8**.



Word formation Nouns

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

achievement failure motivateion

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

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

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

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

- | | | | | | |
|--------------|----------------------|------------|-----------------------|----------|---------------------|
| 0 notorious | <u>notoriety</u> | various | <u>variety</u> | sober | <u>sobriety</u> |
| 1 please | <u>pleasure</u> | expose | <u>exposure</u> | close | <u>closure</u> |
| 2 appear | <u>appearance</u> | annoy | <u>annoyance</u> | rely | <u>reliance</u> |
| 3 store | <u>storage</u> | short | <u>shortage</u> | pack | <u>package</u> |
| 4 rehearse | <u>rehearsal</u> | renew | <u>renewal</u> | propose | <u>proposal</u> |
| 5 efficient | <u>efficiency</u> | intimate | <u>intimacy</u> | vacant | <u>vacancy</u> |
| 6 enjoy | <u>enjoyment</u> | require | <u>requirement</u> | commit | <u>commitment</u> |
| 7 prosperous | <u>prosperity</u> | original | <u>originality</u> | familiar | <u>familiarity</u> |
| 8 leader | <u>leadership</u> | companion | <u>companionship</u> | partner | <u>partnership</u> |
| 9 neighbour | <u>neighbourhood</u> | father | <u>fatherhood</u> | adult | <u>adulthood</u> |
| 10 absent | <u>absence</u> | persistent | <u>persistence</u> | evident | <u>evidence</u> |
| 11 selfish | <u>selfishness</u> | tired | <u>tiredness</u> | careless | <u>carelessness</u> |
| 12 explain | <u>explanation</u> | interpret | <u>interpretation</u> | apply | <u>application</u> |

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

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

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

Writing Part 1 Essay

What to expect in the exam

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

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

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

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

Impact of social media on young people

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

Some opinions expressed in the debate:

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

'Corporations use social media to sell their products.'

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

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

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

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



Lead-in

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

Writing

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

Answers

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

Extra activity

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

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

Teaching tip

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

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

Writing

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

Answers

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

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

The writer addresses the topic in objective, general terms.

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

Answers

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

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

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

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

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

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

Suggested answers

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

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

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

On balance – *In conclusion, All things considered*

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

Teaching tip

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

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

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

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

2 Read the model answer. Decide:

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

THE IMPACT OF SOCIAL MEDIA ON YOUNG PEOPLE

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

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

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

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

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

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

4 The instructions for the Part 1 Essay say you should use your own words as far as possible.

Match these words from the task with the underlined paraphrases in the model answer.

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

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

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

6 Instead of using 'So exactly how ...?' to set up your argument, you could also write 'The most significant impact of social media, however, is open to debate.'

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

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

How to go about it

Plan your essay:

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

Write your essay:

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

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

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

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

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

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

Spelling

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

From: Kieran

Hi Finn

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

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

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

Kieran



Reading and Use of English Part 3 Word formation

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

Rewarding children



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

MOTIVATE
EXPECT

PAY

PERFORM
RECOGNISE

ABLE

DIFFICULT

FAIL
JUDGE

Vocabulary Challenge and achievement

For sentences 1–10, underline the correct alternative.

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

Writing Part 2 Informal email

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

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

Write your email.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task. For more information on writing emails, see page 195.



Pronunciation Word stress: nouns

1 Mark the stressed syllable in each word in bold. The first one has been done for you.

- It's impossible to **motivate** others if you have no **motivation** yourself.
- You should certainly **recognise** your strengths, but a clear **recognition** of your weaknesses is more important.
- Be **generous** to other people, and they will invariably return your **generosity**.
- Aim to work in **various** different jobs for a **variety** of different companies; it'll make you a more rounded professional.

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

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

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

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

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

	Adjective	Noun
1	social	society
2	anxious	anxiety
3	sensitive	sensitivity
4	reliable	reliability
5	curious	curiosity

	Verb	Noun
6	supervise	supervision
7	resign	resignation
8	repeat	repetition
9	resolve	resolution
10	satisfy	satisfaction

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

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

Rules

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

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21	reliability	22	familiarity	23	society	24	originality	FINISH	
20	satisfaction	19	erosion	18	recognition	17	invasion	16	resolution
11	motivation	12	popularity	13	curiosity	14	repetition	15	publication
10	ability	9	variety	8	conclusion	7	similarity	6	anxiety
1	supervision	2	contamination	3	sensitivity	4	generosity	5	resignation
START									

Pronunciation

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

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

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

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

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