

WORKBOOK

WITHOUT KEY

+ access to Audio

FOURTH EDITION

READY FOR

JEREMY DAY

 | macmillan
education

C1
ADVANCED

Reading and Use of English Part 5 Multiple choice

You are going to read an article about the psychology of ambition. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph, the writer suggests that most people
 - A are ambitious from an early age.
 - B give up on their ambitions too easily.
 - C have unrealistic ambitions that they will struggle to fulfil.
 - D lack the necessary ambition to succeed.
- 2 What does 'this dilemma' refer to in the third paragraph?
 - A The majority of people don't take the necessary steps to realise their ambitions.
 - B Most people don't know what they'll need in order to achieve their ambitions.
 - C Many ambitious people don't realise that their ambition is their greatest asset.
 - D Many people claim to be ambitious, but they are unable to fulfil those ambitions.
- 3 Why, according to Dr Kladnitski, do many people lack confidence?
 - A They are held back by members of their families.
 - B They feel pressure to do the same as other people they know.
 - C They don't have the necessary skills to open their own businesses.
 - D They don't get enough support from their friends.
- 4 The writer mentions Thomas Edison and Steve Jobs in order to
 - A highlight the importance of careful planning.
 - B warn us that even the most successful people make mistakes.
 - C encourage us to feel more positive about failure.
 - D reassure us that we're less likely to fail than we think.
- 5 What point do both Sonia McDonald and David Stefanoff make?
 - A Being risk-averse can impede success.
 - B The reaction of others can block us from reaching our goals.
 - C Money is a serious barrier to achieving our ambitions.
 - D Staying strong to get through difficult times is vital.
- 6 Dr Kladnitski defines self-efficacy as
 - A the ability to predict the obstacles you might face.
 - B a mindset that is totally focused on achieving your goals.
 - C a set of strategies for dealing with the unexpected.
 - D confidence that you will cope with any obstacles.

How to go about it

- Read through the whole text quickly first to get a general understanding and how the ideas are organised.
- The questions are in the same order as they're answered in the text. It's usually easy to work out which section of the text is relevant for each question.
- Don't worry about words you don't know. If you think they're important, try to work out their meaning from context. If they don't seem important, ignore them.
- If you are unsure of the answer, choose one of the options. Marks are not deducted for incorrect answers.



AMBITION IS NOT A DIRTY WORD: THE PSYCHOLOGY OF SUCCESS

Most of us struggle to achieve our ambitions, and in many cases, it's because cultural and psychological barriers are holding us back. Building the lives we dream about may start with addressing these barriers, experts say. Few attributes unite us as powerfully as ambition. Ask a child what they'd like to be when they grow up and it's clear that a common human drive is the ability to imagine a life that reflects our talent and potential. But for every feature about a rags-to-riches start-up or Instagram-endorsed vision of a glamorous entrepreneurial lifestyle, there's the story of someone who hasn't achieved the ambition burning inside them – whether this involves starting a food business or launching the footwear line they've been designing in their bedroom.

According to recent research, although 75% of people say they're ambitious, only 6% say that ambition is their greatest asset. The study also found that 53% of people are 'dreamers' – people who aspire to their ambitions but lack the mindset and resources that could bring them to light.

Dr Natalie Kladnitski is well versed in **this dilemma**. The Sydney-based psychologist and coach has spent her career empowering clients – especially women – to achieve their deepest ambitions. Her *Healthy Business* blog is filled with musings on the confidence, resilience and mindset needed in solo business. She says a lack of confidence is often one of people's biggest obstacles. It's important to note, she adds, that this feeling doesn't emerge from nowhere. For many of us, it's part of the fear of defying cultural and social norms.

'I often find that this lack of confidence stems from trying to break away from what might be the norm in your family,' she says. 'For example, if no one in your family has started their own business, it can be quite scary to go out and do something new. It could also be about the fear of doing something different to your friends or support networks. Often, my work involves building the confidence to try something different and finding your own reasons for pursuing a particular path.'

Our culture tells us that the path to success is often lined with failure: Thomas Edison built ill-fated concrete houses before inventing the light bulb and Steve Jobs was famously ousted from Apple. Dr Kladnitski says the path to realising our ambitions often means coming up against the 'failure monster'. 'We don't necessarily think through all the different options that are available to us if things don't go according to plan,' she says.

This fear of failure is something that resonates for leadership coach Sonia McDonald. She urges people to break through their fear and have the courage to make their dreams a reality. 'I believe the birthplace of ambition is to step forward with courage. In my experience, people are often held back by a fear of stepping into the unknown or of what people think of them.'

For business analyst David Stefanoff, there's also the issue of tall poppy syndrome, a cultural phenomenon in which people try to cut down others who might be focused on achievement. 'It's sad that this persists in our culture,' he says. 'But what's worse is that it can disproportionately impact women and minority groups from pursuing their ambitions.'

Then, of course, entrepreneurial instincts can be thwarted by financial considerations. Stefanoff says entrepreneurs need a combination of resilience and grit, and that adopting a success mindset is as important as thorough planning. Thea Mendes is an entrepreneur who juggles her small business, DOMUTS (doughnuts for dogs), alongside a day job and family. Stefanoff recently helped draw up a business plan to transform DOMUTS from a business run in the family kitchen to one capable of sustainable growth. One of the most important things Stefanoff did was help Mendes map out scenarios before they unfolded. Mendes had been on the verge of giving up her fledgling business, but this act of anticipating and planning for failure and problems helped revive her ambitions. Crucially, it turned her mindset around.

For Dr Kladnitski, a success mindset comes down to a quality called self-efficacy: a deep belief in our power to deal with the challenges and failures that arise along the path towards our dreams. It's important to note that confidence isn't something that always springs from us. Often, it's built when we take the steps towards making our ambitions a reality. 'Self-efficacy is the belief in the capability you have to achieve something,' Dr Kladnitski says. 'It's not necessarily about having a particular quality; it's trust in yourself that if a challenge arises, you can deal with it. I tell my clients that confidence isn't actually an emotion – it's knowing that you can manage when fear comes up.'

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

1 In 1–5, one of the three alternatives is incorrect. Cross it out. There is an example at the beginning (0).

- 0 You *might not / may not / cannot* enter the building without an employee pass.
 1 You *might / may / could* have told me you weren't coming home for dinner!
 2 That's not my handwriting – it *might / could / can* be Lara's, though.
 3 Sam *might / may / could* not have been lying to Krysta, but she'll never know for sure.
 4 William *might / may / could* at least offer to pay for the damage he caused!
 5 I know parties aren't your thing, but you *might / may / could* as well try and enjoy yourself.

2 Reorder the words in italics to complete the dialogue.

- A: Guess what? I've come up with a genius new business idea.
 B: What happened to *Socks for Dogs*? You **(1)** *given / have / up / it / can't / on / given* already!
 A: Yeah it turns out there **(2)** *demand / not / as / be / might / as / much* I thought.
 B: Well, I **(3)** *have / told / that / could / you*. So, go on then. You **(4)** *as / me / may / tell / well* about this week's crazy scheme.
 A: Hey **(5)** *least / at / you / could* pretend to be supportive!
 B: Sorry. You're right, please **(6)** *me / about / you / can / tell* your wonderful idea?
 A: *Hats for Cats*.
 B: Hmm



Adverbs of degree

1 Complete each gap with an adverb from the box. Use the same adverb for both gaps in each pair.

bitterly entirely fiercely fully highly perfectly quite utterly wholly

- 1 Her behaviour was _____ disgraceful.
 By the time I arrived, I was _____ exhausted.
- 2 As a child, she was _____ gifted.
 You'll only succeed if you're _____ motivated.
- 3 I'm afraid we're _____ booked on those dates.
 All our consultants are _____ qualified.
- 4 This service is _____ free of charge to our existing customers.
 I'm not _____ sure what to do next.
- 5 Don't worry. It's _____ normal to be nervous.
 Stop telling me what to do! I'm _____ capable of making my own decisions.
- 6 I _____ resented my colleague for landing the promotion that I wanted.
 I was _____ disappointed by my results.
- 7 He's always been _____ ambitious – he won't let anything stand in his way.
 They are all _____ loyal to their old boss, so it will be difficult to win them over.
- 8 Tom is _____ angry with Maria.
 Winning a gold medal at her age is _____ remarkable.
- 9 That kind of behaviour at work is _____ unacceptable.
 The mayor wasn't _____ to blame for the crisis.

Vocabulary Challenge and achievement

Verb + noun collocations

Complete each sentence with the correct form of a verb from the box.

enjoy face jump lack leave meet realise rise stand

- The organisers said I could use their computer for my presentation, but I decided to _____ nothing to chance and took my laptop just in case.
- At first, we thought you wouldn't cope with all your new responsibilities, but we're delighted with the way you've _____ to the challenge.
- Helen decided to enter the race, even though she didn't _____ a chance of winning.
- At one point, I was tempted to close my business because of all the formidable challenges I _____, but somehow I made it through.
- I've fulfilled most of my ambitions, but there's one that I'll probably never _____: to become an internet influencer.
- Bryan's attempts at humour were _____ with complete failure – he just came across as rude.
- When I was a singer, I _____ limited success for a few years, but it didn't last long.
- The problem with most entrepreneurs is not that they _____ motivation, but rather that they don't know how to turn that motivation into concrete results.
- I'd always dreamt of living abroad, so when I was offered an opportunity to work in our global HQ, I _____ at the chance.

Adjective + noun collocations

Choose the most suitable adjectives to complete the text.

GRACE UNDER FIRE

Grace Spellacy always enjoyed cooking, but it wasn't enough just to cook for her friends and family. Since early childhood, she'd always had a **(1) burning / complete / resounding** ambition to open her own restaurant one day. Of course, Grace realised that she couldn't simply open a restaurant and expect to be **(2) a main / an overnight / a strong** success, but on the other hand, she thought she stood a **(3) fair / formidable / major** chance of success.

Grace certainly never imagined all the **(4) daunting / strong / total** challenges she would face, especially staff management and marketing. The problem was that her **(5) burning / formidable / primary** motivation had always been to cook great food rather than to make money – and, as a result, her first restaurant was an extremely **(6) costly / poor / strong** failure. For a while, it looked as if Grace would never fulfil her **(7) daunting / huge / lifelong** ambition, but then she was given a **(8) complete / primary / second** chance when a group of investors offered to go into business with her. Fortunately, they knew a lot more about management and marketing, allowing Grace to focus on the food. Second time round, *Grace's Place* has been a **(9) burning / resounding / strong** success.



Word formation Nouns

1 Cross out the word in each set that takes a different noun suffix.

1 aware	child	conscious	useful	7 accept	allow	disturb	fix
2 fail	mix	seize	survive	8 deficient	literate	modify	redundant
3 adapt	clarify	realise	settle	9 carry	owner	percent	wreck
4 knight	lively	refer	sister	10 liable	pure	ready	stable
5 cover	exist	interfere	occur	11 acquaint	reader	scholar	sponsor
6 establish	harass	replace	suitable	12 dismiss	refuse	private	withdraw

2 Complete the second sentence so that it has a similar meaning to the first sentence, using between three and six words, including the word given.

1 We made limited progress because Rebecca wasn't willing to cooperate.

DUE

_____ cooperate, we hardly made any progress.

2 Richard said he wasn't pleased with the way we had performed.

EXPRESSED

Richard _____ with the way we had performed.

3 I don't see how my age is relevant to whether I'm suitable for the job or not.

FAIL

I _____ my age to my suitability for the job.

4 Annoyingly, Fiona tends to underestimate how much work I do for her.

AN

Fiona _____ to underestimate how much work I do for her.

5 It wasn't convenient to have to go by bus, but I became accustomed to it eventually.

USED

It took me a long time to _____ of having to go by bus.

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).



THE PRICE OF SUCCESS

When you witness the incredible (0) *ACHIEVEMENTS* of young athletes, it's tempting to feel a pang of (1) _____ at their success – and their sheer luck in having been born with such amazing talents and (2) _____.

However, it's important to realise that this success is the result of years of continuous efforts in (3) _____ of their goals. For many athletes, the price of success has been the sacrifice of anything resembling a normal (4) _____, such as time spent playing games for fun, hanging out with friends or simply relaxing for (5) _____.

Instead, they are likely to have spent every waking hour training (6) _____ for their big moment. They have probably endured years of dieting, injuries and mental and physical (7) _____, all for the remote chance of representing their country and even winning a medal.

So next time you feel jealous of a 'lucky' athlete competing for glory, remember that he or she might be feeling just as (8) _____ of you and the 'normal' life you have lived.

ACHIEVE

JEALOUS

ABLE

PURSUE

CHILD

PLEASE

RELENT

EXHAUST

ENVY

Listening Part 1 Multiple choice

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 1

You hear two university students talking about applying for jobs.

- 1 How does the man feel about applying for jobs?
 - A confident he will get the job he wants
 - B pleased that his CV looks impressive
 - C surprised to have received so many replies
- 2 The woman has delayed applying for jobs because
 - A she may do further study.
 - B she might take time off to travel.
 - C she could work in the family business.

Extract 2

You hear two business colleagues discussing a conference they have just attended.

- 3 According to the woman, one of the best things about the conference was
 - A the range of backgrounds of the speakers.
 - B the chance to ask questions after each presentation.
 - C the large number of people who attended.
- 4 Before the conference began, the man had felt
 - A determined to hear one particular presentation.
 - B regretful that some presentations had been cancelled.
 - C concerned that the programme was too ambitious.

Extract 3

You hear part of a radio discussion in which two people are talking about plans to expand the size of their city.

- 5 What aspect of the plans does the man criticise?
 - A the cost of new public transport initiatives
 - B the types of new housing to be built
 - C the provision of recreational facilities
- 6 Both speakers agree that the planned expansion
 - A will give the city a stronger sense of identity.
 - B will be good for the country as a whole.
 - C will improve the international profile of the city.

What to expect in the exam

- › You'll hear three short conversations. There are two questions for each conversation.
- › You'll hear each conversation twice, so don't worry too much if you don't understand everything the first time you listen.
- › Pay attention to whether the speakers agree with each other. Phrases like *That's true* or *Good point* signal agreement; phrases like *Up to a point* signal agreement with caveats.



Writing Part 1 Essay

1 Read the following Writing Part 1 task. Answer the questions.

- 1 What information from the notes must you include in your answer?
- 2 What information can you include if you want to?
- 3 What else must you include in your answer?

Your class has watched a TV discussion about how people can motivate themselves to get more things done. You have made the notes below.

Ways people can motivate themselves to get more things done.

- making daily to-do lists
- setting long-term goals
- rewarding themselves

Some opinions expressed in the discussion:

'There's nothing more satisfying than ticking things off a list!'

'It's important that you don't lose sight of the bigger picture.'

'Knowing that there's a treat when you finish (but only when you finish) will make you work harder.'

Write an **essay** discussing **two** of the ways in your notes that people can motivate themselves to get things done. You should **explain which way you think is more important for motivation, giving 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 **essay** in **220–260** words in an appropriate style.

2 Read the following model answer and answer the questions.

- 1 Which two ways of motivating yourself did the writer include?
- 2 Find two sentences where the writer paraphrased the opinions from the notes section.

How to motivate yourself to get more things done

These days, many people seem to be constantly busy with apparently urgent obligations, without necessarily achieving very much. **(1) How can we make better use of our precious time?**

(2) The essential first step when fixing a problem is usually to measure it, which is why it is so critical to keep a record of everything we plan to achieve each day. Our memories are fallible and our attention spans are limited. **(3) This means that lists are necessary for ensuring that vital duties are not overlooked.** It can also be highly rewarding to cross out each task from the list as it is accomplished.

However, one problem with to-do lists is that there is no sense of prioritisation. How are we to decide which tasks require our urgent attention and which can wait until a less hectic time? This is where long-term goals come in. **(4) Only if we remain totally focused on long-term goals can we organise our time effectively.**

While both ways of accomplishing obligations are extremely powerful, there is a crucial difference between them. A to-do list can help us stay on top of our daily obligations, but it will not help us decide which of those obligations are worth fulfilling in the first place. **(5) So, I would say that the key thing when trying to get more stuff done is planning long-term goals.**

3 Find words in the model answer that the writer used to avoid repeating these words/phrases from the task.

- 1 things (to be done): _____; _____; _____; _____
- 2 getting (things) done: _____; _____; _____
- 3 (very/most) important: _____; _____; _____; _____; _____; _____; _____

4 Look at the underlined sentences (1–5) in the model answer. For each one, decide if the alternative below is more formal and so should be used instead.

- 1 However, there are a number of ways in which people can make better use of their time.
- 2 If we want to fix a problem, we usually need to measure it first.
- 3 We need lists so we're sure that we haven't overlooked any vital duties.
- 4 Only by remaining totally focused on long-term goals is it possible for people to organise their time effectively.
- 5 For this reason, planning long-term goals is the key step in successfully achieving more.

5 Complete the following exam task.

Your class has attended a debate about how people can motivate others to work harder and achieve more. You have made the notes below.

Ways people can motivate others to work harder and achieve more.

- set strict deadlines
- reward them for their efforts
- make the work itself enjoyable to do

Some opinions expressed in the discussion:

'I always work harder when I know I'll get into trouble otherwise.'

'In my company, we get a pay bonus if we get good results, which I find really motivating.'

'The problem with rewards is that they can make pleasurable activities feel like work.'

Write an essay discussing **two** of the ways in your notes that people can motivate others to work harder and achieve more. You should **explain which way you think is more effective, giving 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 **essay** in **220–260** words in an appropriate style.

How to go about it

- Plan your essay, including your conclusion, before you start writing.
- Plan a clear paragraph structure, so the reader knows exactly what point you're making in each paragraph.
- Avoid copying words and phrases from the task.
- Use an appropriate style – formal and impersonal. Make sure you use the same style throughout your essay.
- Use signposting phrases to show how your ideas fit together.
- Read through your answer when you finish to look for mistakes and make sure you've answered the question clearly. This is also a good time to add a little more sophisticated language to your essay.