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READY FOR

JEREMY DAY

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Reading and Use of English Part 6 Gapped text

You are going to read an extract from a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

My children don't speak my mother tongue – as a second-generation migrant, it fills me with sadness

As a second-generation British Pakistani growing up in Bradford, I was surrounded by Urdu and smatterings of Punjabi. English came later, and I can remember not being able to understand my teacher on the first day of nursery.

1

There have been countless debates over the years about which language immigrant parents should speak to their children, and the impact of that on their studies. I've never been convinced of the benefit of dropping one language in favour of the other. Because of my parents' decision, I'm able to speak both languages fluently.

2

Whether it's ordering cuts of meat in the butcher's, placing an order in a restaurant or discussing designs in a clothing shop, it adds joy to my life, allows me to weave in and out of communities, and frees me from the constraints of any one group. And yet, despite my love for my mother tongue, my children don't yet speak Urdu. It wasn't intentional – 13 years ago, when I got married and moved to London, it just took a back seat.

3

The nine-year-old recently announced that he'd like to learn, so that he can converse with his Nani and Nana Abu (my parents). They live 200 miles away in Yorkshire, and on a phone screen is where he sees them most. While they do speak English, age-related hearing loss means it's tricky for them to maintain the patience it takes to have a meaningful conversation with my high-energy sons in a language that they learnt as adults.

4

In these moments, I mourn the loss of my mother tongue for my children. I wonder how they will connect with their heritage, and what it will mean to them as adults. They have the features and skin tone of Pakistanis but their sensibilities, their tongue and their body language are of English children.

5

'Do you understand that?' my son asks, as he catches me on my phone watching the trailer for a new Bollywood epic. He stares at me in wonder, as if I have magical powers. My husband and I have taken to speaking in Urdu to hide our conversations from the boys, using 'chota vala', 'beech vala' and 'bara vala' – which roughly translate as 'little one', 'the middle one' and 'the older one' – instead of their names.

6

They may still pick it up yet. Even if they don't, my sister reminds us that our nani used to say that despite being of Kashmiri heritage, none of us spoke the language, and that this was a natural part of the passing of time.

7

On hearing of the passing of a cousin last year, I took myself off for a long walk and ended up in a curry house. Sitting on the brown leather seats, waiting for my order, hearing the waiters speak the language of my parents soothed me. I wanted to curl up on the sofa the way I used to at family dinner parties, falling asleep and being carried to my room, the sound of laughter still ringing in my ears.





- A** She was right, of course, but still I teach my sons the things I can. I fill them with a love of their heritage, a respect for the future and a hope they will find a way to learn the things they will need to sustain them in their lives. Urdu will always be the sound of my childhood. It is songs playing on Sunrise Radio on a summer's day. It's gossip at weddings, stories over dinner, theological tales on Eid.
- B** Every conversation is the same: 'Salaam. How are you, beta?' 'Salaam, I'm good.' Then they look at each longingly through the screen of my phone, nodding and smiling, desperate to connect to their grandchildren somehow. Until finally, my mum says: 'I love you, baita.' My son nods.
- C** This wasn't an easy decision. Indeed, we did attempt to teach the boys the basics of Urdu when they were little. But it was clear at the time that their hearts weren't in it – and, if we were brutally honest with ourselves, neither were ours. Gradually, the Urdu lessons became less frequent as we followed the line of least resistance and stuck increasingly to English.
- D** This was all part of my parents' plan: to speak in Urdu to my siblings and me because they knew we would learn English at school. They were right.
- E** They may never understand Urdu poetry – the words of Faiz, Ghalib and Mir are lost to them, at least in their original texts. They don't have a secret language to use with each other the way my siblings and I do, and they'll have to watch Indian cinema with subtitles.
- F** My husband, like me, was born in England, and although we came from similar households, he wasn't as fluent as I was in our shared mother tongue. Urdu has brought me so much, but I worry that it is closed off to my three children.
- G** They think it's hilarious and have cottoned on to which one is which, the middle one having renamed himself as the 'beach bum vala', which feels apt.
- H** I write for a living and worked as a journalist for the BBC, and this multilingualism has only enhanced my life. It gives me access to other worlds, stories, film and poetry.

How to go about it

- Read the gapped text first, without worrying about the missing paragraphs at this stage. Try to get a general impression of what it's about.
- When you're matching the missing paragraphs, pay close attention to pronouns (e.g. *she*), demonstratives (e.g. *this*) and other words that refer back to things or people mentioned earlier.
- Check that the paragraphs fit in terms of both meaning and grammar.
- When you're left with just one paragraph, check again that it doesn't fit anywhere.

Language focus The present

1 Read the sentences and answer the questions.

- 1 Lucy is such a messy eater! *I always find / I'm always finding* bits of food under her chair!
Which version suggests the speaker is annoyed?
- 2 The views were stunning, but the photos don't do it justice. *You must have seen / have to have seen* it in real life.
Which version suggests it's a shame that the listener hasn't seen the view?
- 3 *I understand / I'm understanding* a lot more idiomatic language than before.
Which version suggests a process or trend in the speaker's level of understanding?
- 4 There'll be a charity raffle and *we hope / we're hoping* you'll be generous enough to donate a prize.
Which version is more indirect/polite?

2 Complete each gap with the most suitable present form of the verb in brackets.

- 1 Richardson _____ (*step*) onto the high diving board. She _____ (*watch*) by millions of people around the world live on TV, but she needs to put that out of her mind. The medal is within her grasp if she can just pull off this final dive. I _____ (*wonder*) what _____ (*go*) through her mind as she _____ (*stand*) up there and _____ (*focus*) on the task ahead of her. She _____ (*take*) a deep breath and _____ (*leap*). She _____ (*twist*) once, twice, three times and ... _____ (*mess*) up her landing completely. She knows she's blown it.
- 2 You _____ (*wait*) until the engine is completely cool. Then you _____ (*open*) the bonnet and _____ (*pull*) out the oil dipstick. You _____ (*take*) a clean tissue and you _____ (*wipe*) all the oil off it. Then you _____ (*put*) it back into the hole – all the way to the bottom. Now you _____ (*remove*) it again and you _____ (*check*) the oil level against the gauge. If it's too low, you _____ (*add*) some more oil and then you _____ (*check*) the level again. If you find you _____ (*top*) up the oil all the time, it _____ (*mean*) too much oil _____ (*use*) and you need to get the car serviced.
- 3 So the other day I _____ (*go*) to the doctor, run into her surgery and say, 'Hey, Doc, I _____ (*shrink*)! You gotta help me!' 'Not right now,' she _____ (*say*). She _____ (*examine*) another patient at the time, you see. 'But I _____ (*get*) smaller and smaller! Hurry up!' I _____ (*yell*). I _____ (*get*) really stressed by now, as you can imagine. 'Well,' she _____ (*say*), 'you'll just have to be a little patient.'



3 For each pair of sentences, match the beginnings to the correct endings.

- | | |
|---|---|
| 1 I imagine ... | 5 They appreciate ... |
| 2 I'm imagining ... | 6 They are appreciating ... |
| a you'll want to stay the night, won't you? | a in value every year, and are now worth twice the original price. |
| b a sunny beach on a hot summer's day. | b all of your efforts, and promise to return the favour soon. |
| 3 Denise realises ... | 7 The dog smells ... |
| 4 Denise is realising ... | 8 The dog is smelling ... |
| a her dream to become an engineer. | a awful. Has she rolled in something? |
| b she made a mistake, and she's sorry. | b the tree stump to identify which other dogs have passed this way. |

4 Complete the sentences with a suitable performative verb from the box in each gap.

acknowledge authorise bet challenge declare
forgive guarantee quit refuse second warn

- 1 I know it was just a foolish mistake, so I _____ you this time. But I _____ you: if it happens again, you'll be in serious trouble!
- 2 To whom it may concern: I hereby _____ Dan Hart to access my financial records and to act on my behalf in financial matters.
- 3 Ladies and gentlemen. With great pleasure, I _____ this supermarket open.
- 4 I've had enough of this job and the horrible people who work here. I _____!
- 5 A: I _____ that you will get your money back.
B: And I _____ that. You can count on us to do the right thing.
- 6 We _____ that our instructions could have been somewhat clearer, but we _____ to accept liability for your misunderstanding.
- 7 I _____ you to name, within one minute, 50 words that don't contain the letters A, B, C, D, J, K, M, P, Q or Z. I _____ you can't do it!



Vocabulary Feelings and emotions

- 1 Rewrite the sentences to make them more powerful. Use words and phrases from the boxes. You can use words from the left-hand box more than once. Add prepositions where necessary.**

a bit absolutely completely hopelessly
literally utterly visibly wholly

besotted despondent dumbfounded elated engrossed
flabbergasted glued grossed out petrified repulsed

- 1 They looked very happy. → They were _____.
- 2 The filthy kitchen made me lose my appetite. → I was _____ the filthy kitchen.
- 3 I couldn't believe it! → I was _____.
- 4 I couldn't stop reading the article. → I was _____ the article.
- 5 We were very scared. → We were _____.
- 6 I was shocked and unable to speak. → I was _____.
- 7 They were deeply in love. → They were _____ one another.
- 8 Ruby was 100% focused on the film. → Ruby was _____ the film.
- 9 Joseph was feeling rather sad. → Joseph was feeling _____.
- 10 It was so disgusting it made me feel sick. → I was _____.

- 2 Complete the story with one word in each space. What do you notice about the middle paragraph?**

A JOKE TOO FAR

Me and my mates are always playing pranks on each other. I guess it's a kind of male-bonding thing – it makes us feel like a close-knit group. A few weeks ago, we noticed that one of the guys, Adam, seemed a bit (1) _____ in the dumps, so we decided to cheer him up with a prank. We considered sending him a message from an attractive stranger claiming to have fallen head over (2) _____ in love with him, but figured he'd see through that in no time. We wanted something more dramatic.

So, when we spot him sitting alone in the park, deeply engrossed (3) _____ something on his phone, we spring into action. We sneak up behind him, throw a blanket over his head and start carrying him away. He's scared (4) _____ of his wits – he genuinely believes he's being kidnapped. And of course, we're chuffed to (5) _____, because our plan's worked. We've even caught it on camera.

When he heard us all laughing, he quickly twigged what had happened, but instead of seeing the funny side, he actually (6) _____ ballistic. I mean, he wasn't just a bit angry; he was absolutely apoplectic with (7) _____. Our prank had backfired and we all felt deeply embarrassed. I was convinced our pranking days were over ... until last week, when Adam got his revenge on us ...



Adjectives and nouns with *self*

- 1 Match the definition beginnings (1–8) to the endings (a–h).**

- | | |
|---|--|
| 1 If somebody wallows in self-pity, | a they do things to make themselves more powerful or important. |
| 2 Self-righteousness | b they do what's best for themselves (regardless of the impact on others). |
| 3 If somebody acts out of self-interest, | c they don't take themselves too seriously. |
| 4 If somebody uses self-deprecating humour, | d they stay calm in stressful situations. |
| 5 If somebody has low self-esteem, | e they feel very sorry for themselves. |
| 6 If somebody is guilty of self-aggrandisement, | f involves thinking (and acting as if) you're morally superior to others. |
| 7 Self-preservation | g they don't have a good opinion of themselves. |
| 8 If somebody is self-possessed, | h involves keeping yourself safe, even at the expense of others. |

- 2 Mark the words in the box with + or -, depending on whether they have a generally positive or negative connotation.**

self-actualisation self-assurance self-deception self-delusion self-indulgent
self-made self-reliance self-respecting self-sacrificing self-worth

Reading and Use of English Part 1 Multiple-choice cloze

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

- 0 A mundane B compelling C uncanny D quirky

Don't forget!

- › This part of the exam focuses on vocabulary, including phrasal verbs, idioms, linking expressions. The best way to prepare for it is to learn thousands of words and phrases!
- › Read the whole text quickly first to get a general idea of what it's about.
- › When you're choosing from the four options, pay attention to the words before and after the gap to identify collocations and grammatical structures that can only go with certain words.

ME AND MY DOPPELGÄNGER

As I took my seat on the plane, I was struck by a rather (0) C feeling about the stranger next to me. Hoping not to draw attention to my curiosity, I sneaked a (1) glance at his face while (2) in my bag for my phone. Immediately, I realised what was so unsettling about him: he had my nose, my eyes, even my bone structure. To all intents and purposes, he was me, (3) a slightly scruffier version, like a vision of what I might become should I (4) to a greater extent than I already do.

Doppelgängers – people who look (5) similar to others – have long been a source of fascination and terror, as if representing a peek into parallel universes, the big 'What if ...?' Historically, they were seen as (6) of doom, as if meeting yourself might bring about a terrible catastrophe. Of course, cold logic tells us that there are finite variations of a human face, so occasionally we're bound to stumble across others with more than a (7) resemblance to ourselves. But try as we might to put a rational (8) on things, coming face to face with your own doppelgänger can still challenge your sense of self-identity to the very core.

- | | | | |
|--------------------|--------------------|-------------------|-----------------|
| 1 A sheepish | B stealthy | C furtive | D covert |
| 2 A clutching | B fumbling | C snatching | D grappling |
| 3 A albeit | B notwithstanding | C nevertheless | D hitherto |
| 4 A give myself up | B set myself apart | C put myself down | D let myself go |
| 5 A eerily | B inscrutably | C cryptically | D notoriously |
| 6 A harbingers | B portents | C precursors | D heralds |
| 7 A hinting | B spotting | C passing | D bearing |
| 8 A twist | B spin | C curl | D roll |





Listening Part 1 Three-option 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 a talk by a toy designer.

- 1 What is her main point about her collection of dolls?
 - A Their outfits reflected outdated stereotypes of women's clothing.
 - B Despite superficial differences, they were far from representative.
 - C They were inappropriate because their body shapes were inauthentic.
- 2 How does she feel about her childhood experiences today?
 - A aggrieved at the injustice
 - B impassioned to drive changes
 - C reassured by recent improvements

Extract 2

You hear a conversation between two friends.

- 3 Paolo is concerned that he was promoted
 - A in spite of his lack of appropriate skills.
 - B solely because he deceived his employer.
 - C as a result of a misunderstanding.
- 4 Helena implies that imposter syndrome
 - A can be overcome by asking for others' opinions.
 - B makes sufferers insufficiently self-critical.
 - C is considerably less prevalent than Paolo imagines.

Extract 3

You hear part of a radio news report.

- 5 What first alerted hospital employees to the woman's fraud?
 - A spurious references from previous employers
 - B forged documents from a higher education institution
 - C variability in the vocabulary she employed
- 6 What does the presenter suggest was a matter of luck?
 - A finding documentary proof of her prior fraudulent activity
 - B the hospital's decision not to terminate the woman's contract
 - C the woman's ability to escape justice for so long

Don't forget!

- › At C2 level, comprehension questions tend to focus on things like gist, feeling, function, purpose, specific detail, topic, agreement and the speakers' attitudes or opinions. That means you'll often need to 'get into the speakers' heads', rather than simply pick out key words and facts.
- › Read the questions and options carefully before you listen.
- › You will hear the recording twice. Use the second time to check your answers.



Writing Part 2 Article

Read the following Writing Part 2 task. Answer the questions.

A popular online magazine has asked readers to submit articles about the multiple identities that we have in our lives. The article should compare the writer's personal experiences with those of others of a similar age to make general points about what makes us who we are.

Write your **article** in **280–320** words in an appropriate style.

- 1 What sort of language should your article use (e.g. formal, academic)?
- 2 Whose experiences should you include in your article?
- 3 What balance between personal experiences and general points should you achieve?

Read the model answer and answer the questions.

- 1 In which paragraph(s) does the writer focus on his own personal experiences?
- 2 In which paragraph(s) does the writer focus on other people of his age?
- 3 In which paragraph(s) does the writer make general points about having multiple identities?

WHAT MAKES US WHO WE ARE?

(1) Like most twenty-somethings, I'm currently undergoing something of an identity crisis. Until recently, life was mapped out for me in minute detail: go to school, study for exams, get into uni, study harder. But what happens when you reach the end of that production line? When the world is suddenly your oyster and you're finally free to decide what happens next, the lack of constraints can feel utterly overwhelming. Who exactly am I? Who do I want to be?

(2) Some of my former classmates from school have already established clear-cut identities for themselves: as police officers, shop assistants, home-owners, parents. I often wonder whether they are still fundamentally the same people that I knew growing up, or whether their new responsibilities have shaped their identities beyond recognition. This also leads me to contemplate who I might be now if I had made different life choices in my teens.

(3) Such introspection inevitably makes me question my own current identity. What do strangers see when they look at me? A young intellectual on the cusp of a glittering career, or a drifter lost in a haze of self-doubt? Possibly neither, but the chances are that my identity, at least in other people's eyes, is built on more objective criteria: I'm a son, a brother, a reliable friend, a recent graduate, a job-seeker, an avid gamer, a language-lover, an introvert.

(4) At the end of the day, these are mere labels that we attach to ourselves and to others. Our identities can help to nudge us in certain directions, but they do not define who we are. I've come to realise that I don't need a single label for myself. I'm a complex individual with multiple and even conflicting identities – just like everybody else – and that's something I'm only now becoming comfortable with.





How to go about it

- If you're writing an article that is philosophical in nature, including questions can make a strong impression. These could be rhetorical questions (i.e. questions for the reader to consider) or questions that you ask yourself (e.g. to express your own doubts). However, don't forget to answer the questions, because you must also present your opinions.
- Another powerful technique is to use metaphors to make your writing more vivid. E.g. *We all wear a mask from time to time to cover up how we really feel.*

3 Find examples of the following techniques and structures in the model answer. Why do you think the writer has used them?

- 1 Two lists with no conjunction (e.g. and/or/but) before the last item
- 2 A rhetorical question for the reader to consider
- 3 Four questions that the writer is asking himself
- 4 Two metaphors in paragraph 1 connected with knowing where to go next
- 5 A mixed conditional

4 Complete the *Useful language* box with phrases from the model answer.

Useful language

Relating personal experiences to general points

I believe I am fairly typical of ... in terms of ...

(1) _____ (para 1)

I'm sure I'm far from alone in having experienced ...

(2) _____ (para 4)

Self-reflection

I occasionally find myself doubting whether ...

(3) _____ (para 2)

I often think about/consider ...

(4) _____ (para 2)

(5) _____ (para 3)

I now understand/appreciate ...

(6) _____ (para 4)

... and this I find significantly harder to accept.

(7) _____ (para 4)

5 Complete the idioms and collocations from the model answer. Try to do it from memory first.

- 1 to _____ an identity _____
- 2 the world is your _____
- 3 (to have) a _____ identity (for yourself)
- 4 to _____ somebody's identity beyond _____
- 5 on the _____ of a _____ career
- 6 to be lost in a _____ of _____
- 7 in other people's _____
- 8 an _____ gamer
- 9 at the _____ of the _____
- 10 _____ labels that we _____ to ourselves
- 11 to _____ somebody in a certain _____

6 Complete the following exam task.

A magazine for English-language learners has invited readers to write articles about how the different languages we speak may affect our personal identities. Writers are encouraged to reflect on their own experiences as speakers of more than one language, and to make general points about the relationship between our languages and our identities.

Write your **article** in **280–320** words in an appropriate style.

Reading and Use of English Part 5 Multiple choice

You are going to read a newspaper article about life at sea. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 Why does the writer give the example of a knot in her hair?
 - A to lament the lack of facilities on board
 - B to illustrate her lethargy during a tedious journey
 - C to highlight her parents' unconventional approach to child-rearing
 - D to refute a misunderstanding about the glamour of seafaring
- 2 During her first three-week voyage, the writer suggests she felt
 - A liberated by having so much time to think.
 - B frustrated with the monotony of the journey.
 - C impatient to reach her destination.
 - D weakened by the sea's constant motion.
- 3 Which aspect of the open ocean does she suggest had the most profound impact on her?
 - A Her inability to fit in with the norms and standards of the rest of society.
 - B The awareness that few others had experienced such isolation.
 - C Her awe at the vastness of the ocean in contrast to her own irrelevance.
 - D Her experience of seeking significance in seemingly meaningless emptiness.
- 4 What point does she make about the dangers of life at sea?
 - A Most people are irrationally obsessed with the exaggerated risks.
 - B The sea is safer than some places that provoke less terror.
 - C Her parents' recklessness put the whole family in great danger.
 - D Sea travel can be relatively safe with meticulous preparation.
- 5 The writer attributes her own fascination with the sea to
 - A her need to spend time far from land.
 - B the insufficient maritime skills she acquired as a child.
 - C her deep-seated desire to explore remote destinations.
 - D her likely possession of the DRD 4-7R gene.
- 6 What seems to be the writer's current attitude to her childhood experiences?
 - A She longs to return to her former nomadic lifestyle.
 - B She regrets her lack of enthusiasm during her family's voyages.
 - C She accepts that the monotony shaped her character.
 - D She feels bitter about the psychological dependence they created.

How to go about it

- › Read the whole text quickly first, without looking at the questions. Try to get a sense of what it's about and why the writer has written it.
- › Identify which part of the text corresponds to each question. They are answered in the same order (although you'll often need to understand the whole text). The final question is often about the whole text.

WHAT FOUR YEARS AT SEA TAUGHT ME ABOUT OUR RELATIONSHIP TO THE OCEAN

It was on day 11, I think, that I stopped getting out of bed at all. I had already let my hygiene standards slip to the point that a large knot was starting to form in my hair. Later my mother would have to cut it out with scissors. She didn't mind. We were all in the same boat.

I was nine years old, and nearly two weeks into sailing across the Atlantic with my family. Including my little sister, there were four of us aboard a 52 ft yacht – our home for four years, in which time we got from Dorset to New Zealand.

The longest period we spent entirely at sea was 21 days, and we did so twice: from the Canary Islands to Barbados, and then from the Galápagos Islands to French Polynesia. The first trip I remember spending mostly in bed, below deck in the dark, forging a new relationship to time.

I grew used to observing the ebb and flow of my thoughts with a languor that today would probably be praised as meditative. The days slid by, mostly unbroken except for meals and milestones: quarter-way, halfway, crossing the equator, which we marked with little parties. Not long after the sun had gone down, you'd go to sleep – partly because artificial light drained the boat's battery, and partly because the sooner you went to sleep, the sooner another day would pass, and the sooner you would arrive. When we finally reached Barbados, and set foot on land for the first time in three weeks, my knees wobbled, bracing for the next wave that didn't come.

Most people have no more personal connection to the sea than the odd trip to the seaside. A more intimate relationship can be incompatible with conventional ways of life and maybe – the knot in my hair might attest – its quality. At the same time, it changes you in a very profound way. It was only relatively recently, I'm embarrassed to say, that I realised that my experience was not universally shared – that not everyone has known the open ocean, with no land in sight in any direction for many miles. Just endless sea, sometimes even indistinguishable from sky; an expanse of grey or blue, entirely uninterrupted, except by you.

It is hard to convey what that feels like, the effect that it can have. You feel dwarfed and insignificant, of course – but the mind cannot hold on to reverence for long. I remember it more often playing tricks on me, registering patterns and shapes in the movements of the wave – my brain determinedly generating interest, overlaying meaning, as though it could not make sense of there being only water everywhere.

Yet, in imagining a life at sea, most people seem less inclined to think of tedium than terror. Many have told me that the thought of being stranded in the open ocean is one of their greatest fears; I'm not sure that they would single out being lost in a forest, for example, or on a snowy mountain in the same way, though all three landscapes are alien and potentially dangerous.

In fact, the first question I am most often asked about my childhood is, 'Were there any storms?' or, more to the point, 'Were you scared?' The answers are yes, only one, a freak occurrence overnight; and no – I slept through it. My parents were highly risk-averse, setting out for sea only when the weather forecast was favourable and they had supplies – food, medical, electrical – in order to be ready for every eventuality.

There could be a genetic predisposition towards how we feel about travelling the seas: DRD 4-7R, the so-called 'wanderlust' gene, is thought to be present in about 20% of the population. Even if my parents have wanderlust in their DNA, I'm not sure it was handed down to me. Though I spent the first half of my life sailing, I acquired none of the skills – I couldn't even manage a bowline knot. I have blamed it on my being a child, but the truth is I have never had any interest in boats beyond as a means of accessing the open ocean.

I still feel a strong connection to the sea. When I am struggling to get to sleep I play ocean sounds through my phone: a crude attempt to simulate the limitlessness, even transcendence, I remember feeling out in open water. You can be claimed by the sea without drowning. I feel its absence on a bodily level like a mineral deficiency.

Language focus Talking about the past

1 Complete the sentences with a suitable past form of the words in brackets. Sometimes more than one answer is possible.

- 1 That budget airline used to be terrible – they _____ (*always / lose*) my bags when I flew with them – but now they're much better.
- 2 The boat trip _____ (*mean / depart*) at dawn, but due to the rain, it didn't leave till mid-morning.
- 3 Do you have five minutes? I _____ (*hope / speak*) to you about the possibility of some financial support.
- 4 There's no time like the present, as my mother _____ (*say*) whenever she had an important job to do.
- 5 We _____ (*be / give*) a free in-flight meal, but they seem to have forgotten us.
- 6 Everybody screamed because the boat _____ (*about / crash*), but somehow the captain managed to avoid a collision.

2 Read the text below and think of the word which best fits each gap. Use only one word or a contraction.

A JOURNEY TO REMEMBER

When I was younger, I was (1) _____ travelling around Europe on coaches and trains to visit friends and acquaintances in other countries. And (2) _____ always leave everything till the last minute: planning my route, buying tickets, packing. I used (3) _____ to worry about getting lost or stuck anywhere – 'coping with the unexpected' was part of the thrill of travelling. My parents (4) _____ always telling me to plan more carefully, but I (5) _____ listen.

On one occasion, I'd decided to travel by train to Belgrade and (6) _____ packed my rucksack with a few clothes just in time to catch a bus to the train station. But then, just as I was (7) _____ to leave the house, I realised I (8) _____ packed my passport. I then spent an hour hunting for it, and by the (9) _____ I'd found it, (10) _____ missed my train. I was to (11) _____ met up with some friends in Belgrade and gone to a concert, but arrived 24 hours late – long after the concert (12) _____ finished. I was so annoyed – I'd (13) _____ (14) _____ forward to it for ages.

Adverbs and adverbial phrases

1 How many possible positions are there for the adverbs or adverbial phrases in brackets?

- 1 After such a near miss, the captain of the ship was visibly shaken. (even)
- 2 Although flying makes me nervous, it's the only alternative. (every now and then)
- 3 I don't understand why the tickets aren't a lot cheaper. (really)
- 4 I spotted a ship. (far away on the horizon)
- 5 I believe they were acting. (honestly)

2 Complete each sentence with a pair of adverbs from the box.

deep/deeply fine/finely high/highly short/shortly wide/widely

- 1 We climbed so _____ up the mountain that it was hard to breathe, but the views from the top were amazing, so I'd _____ recommend the expedition.
- 2 We're receiving news that a plane has landed just _____ of the runway at City Airport. We'll bring you more details on that story _____.
- 3 I was _____ impressed by the train tunnel, which took us _____ under the mountains.
- 4 The tickets were supposed to be _____ available, but after searching far and _____, I've been unable to get my hands on any.
- 5 Earlier, the food processor wasn't chopping the vegetables _____ enough, but it seems to be working _____ now.

Vocabulary Travel

1 Complete each text with three adjectives from the box that collocate with the nouns in bold.

alternative arduous bumpy circuitous fleeting flying impromptu long-haul
perilous scenic smooth unacceptable unavoidable uneventful unforeseen

- I am writing to complain about the _____ **delay** to the start of our holiday. The tour operator claimed that it was _____ because of the weather. However, it can't have been completely _____, because everyone knew a huge storm was on its way.
 - When we saw the city centre was jammed, we asked our taxi driver if there was an _____ **route** to the hostel. She then took us on a _____ **ride** through the industrial district, which, while not exactly _____, eventually got us to our destination.
 - While we were having dinner, we received an _____ **visit** from my old flatmate Jose. He said it was just a _____ **visit**, as he was passing our house on his way to a meeting, but he promised his next **visit** would be a little less _____.
 - We were apprehensive about the _____ **journey** through the rainforest, but fortunately it turned out to be pretty _____ – apart from nearly being bitten by a venomous snake! That said, we were exhausted after the _____ three-day **journey**.
 - I was dreading my _____ **flight**, with its late-night departure. Luckily, it was a very _____ **flight**, so I managed to sleep for most of it, although I was woken up when we hit turbulence and it got a bit _____ over the ocean.
- 2 Complete the sentences with a suitable noun. The first letter has been given for you.
- The city centre has a lively atmosphere with bustling **c** _____ everywhere.
 - After I'd got over the initial culture **s** _____, I started to feel more at home.
 - The VIP lounge offers a welcome respite for the discerning **t** _____.
 - The journey to the hotel took us through dozens of backwater **v** _____.
 - Although the locals hated the statue when it was first built, it has since become an iconic **l** _____ of the whole city.
 - I've stopped eating at that restaurant because of the shoddy **s** _____.

Word formation Adverbs

Complete the sentences with a suitable adverb formed from the words in brackets.

- It's easy to make the car go left. Just turn the wheel _____. (*clock*)
- Even if a guest turns up uninvited, you should still treat them _____. (*consider*)
- Unfortunately, you tried to fix the laptop yourself, _____ breaking the terms of your guarantee. (*there*)
- The trail leads _____ through the forest. Shall we follow it? (*on*)
- My work for charity allows me to live my life more _____. (*purpose*)
- The holiday cabins are _____ arranged around a central swimming pool. (*space*)
- The weather was terrible, but we went camping _____. (*regard*)
- She's very well-read and can talk _____ about a huge range of topics. (*know*)
- I'm sure we'll bump into each other on our travels again one day, _____ that might be. (*where*)
- The food was awful, the service _____. (*like*)
- The crowd listened _____ as the speaker eloquently voiced their concerns. (*admire*)
- I've been told this _____, so don't mention it to anyone else. (*confide*)
- _____ they'll say I'm mistaken, but I'm sure I was told service was included. (*doubt*)
- The resort is famed for its _____ pristine beach, but the sand looks pretty grubby to me. (*suppose*)



Reading and Use of English Part 3 Word formation

How to go about it

- › Read the whole text first to get a sense of what it's about.
- › Don't simply write a form of the word that fits grammatically – it must also make logical sense too. Be especially careful where more than one form would be grammatically correct.
- › Remember that you may need to make two, three or more changes to the root word (e.g. deny → deniable → undeniable → undeniably).

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).



Virtual tourism

Virtual tourism offers you the opportunity to explore the world's most (0) *PICTURESQUE* and exhilarating locations from the comfort of your own home, thanks to (1) virtual reality technology. Simply don your headset and explore to your heart's content.

(2) to say, the main benefit is cost: there's obviously no need to shell out for an (3) plane ticket or hotel room. Virtual tourism is also (4) less harmful to the environment: not only do you avoid greenhouse gas emissions during your journey, but you also steer clear of delicate landscapes that might (5) be harmed by your presence.

Of course, unlike real tourism, the (6) of relaxing on a virtual sunny beach will wear off quickly, and 3D technology is still far from enabling you to experience the tastes, smells and emotions of being there in person. So the (7) of virtual tourism replacing the real thing any time soon remains low. In fact, many tourist boards are hoping it may even entice more visitors: having experienced the location virtually, you'll have the (8) urge to visit again in real life.

PICTURE
IMMERSE

NEED
PRICE
QUESTION

OTHER

NOVEL

LIKE

RESIST

Listening Part 2 Sentence completion

2 You will hear part of a podcast about sleep tourism. For questions 1–9, complete the sentences with a word or short phrase.

Don't forget!

- Each space needs to be filled with a word or short phrase. You are not expected to change the form of the words (e.g. to make a plural or change the tense) – the gapped words will appear in the correct form in the script.
- The answers are given in the same order in the script. However, you'll often hear a word or phrase **before** it's clear that it's the missing information. So you'll need to remember things that you heard a few seconds earlier.
- Before you listen, read the sentences carefully to predict what is missing (e.g. a noun phrase).
- You'll hear the recording twice. Use the second listening to check your answers.

Sleep Hotels

The priority for sleep hotels is to give their guests a (1)

Recently, increased awareness of the health benefits of sleep has meant many ambitious and successful people no longer deem it to be a (2)

In a traditional hotel, sounds from both its (3) and the street can prevent guests from sleeping well.

Blackout curtains are vital for preventing the light of (4) entering the room when guests are trying to fall asleep.

It is likely that hotels will need to renovate or replace their (5) in order to cater for sleep tourists.

Each sleep-hotel guest should be allowed to select their own (6) from a handful of options.

It's recommended that guests ought to be able to listen to (7) or drink herbal tea to help them to fall asleep.

A persistent inability to sleep may be the result of insomnia, sleep apnoea or another (8)

Sleep tourism may offer a (9) by teaching people to sleep more soundly on a permanent basis.



Writing Part 1 Essay

Don't forget!

- › In part 1, there are usually two key points in each text. It's vital to identify these before you do anything else, because you must cover all the key points in your own writing.
- › The key points are often controversial statements of the writer's opinion. Look out for opinion adjectives and adverbs that present an opinion rather than an objective fact.
- › The key points may also be recommendations. Look out for phrases like, 'Why don't we ...?' and 'Wouldn't it make more sense to ...?'

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

- 1 What are the two key points in each text? Underline them and label them a, b, c and d.
- 2 Are the key points controversial statements of opinion or recommendations?
- 3 Why aren't the other sentences also 'key points'?
- 4 Which phrases in 'Beyond the comfort zone' echo (or contrast with) points made in 'Just a bucketful of shallow experiences'?

Just a bucketful of shallow experiences

For many, travel is a race against time, to visit every place on their bucket-list before it's too late. No sooner have they ticked off one country, city or entire civilisation from their list ("Been there, done that") than they're already planning where to go next. But this leads to a pitifully shallow experience of each destination, with no effort to get to know its people and their culture on a more meaningful level. Wouldn't it be better to spend more time in each location, and even return repeatedly over the years, to get a much deeper sense of time and place?

Beyond the comfort zone

While most people are content to spend their whole lives in one place, or to spend every holiday in the same resort, those of us with broader horizons feel the relentless pull of the unknown. Who cares about those well-trodden places that we've already explored? Life is all about venturing beyond the familiar. Of course, a sedentary lifestyle may suit some people, but history has shown that the world belongs to those who are brave enough to leap into the unknown, again and again.

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

Write your essay in 240–280 words in an appropriate style.

2 Read the model answer. Underline extracts that echo the four key points from the input texts.

In search of meaningful travel experiences

Travel is often said to broaden the mind, but it can also shape our very souls. Many of us define ourselves by the places we've visited, the wonders we've seen and the experiences we've lived through. But there is a dilemma inherent in the nature of travel: is it better to travel far and wide, or to get to know only a few places intimately?

There is certainly a lot to be said for visiting as many places as possible. Indeed, it might be argued that the exploration of new destinations is the essence of life. Not only does it open our eyes to an unlimited range of lifestyles, landscapes, wildlife and artificial constructions, but it also unleashes the creative spirit of adventure that has been so central throughout the development of civilisation.

That said, there is a danger that by simply racing through as many destinations as possible, we barely scratch the surface of each location. After all, what deeper meaning is there in spending just enough time to take a few selfies before heading off again? For a less superficial experience, it is necessary to invest time to get to know each place, its people and culture, and then to come back again and again. Although this takes more effort and results in fewer selfie opportunities, ultimately it leads to a far richer experience.

Overall, while I fully understand and respect the wanderlust that drives people to head into the unknown, there's a severe risk that it can become a meaningless bucket-list exercise. A far superior alternative, in my opinion, is to explore widely but also deeply, and to return to your favourite destinations throughout your life.

- 3 Complete the *Useful language* box with phrases from the model answer. Write one word in each space.

Useful language	
Reporting or imagining people's opinions <i>It is often said that X does Y.</i> (1) X _____ to do Y. (2) <i>There is certainly a lot</i> _____ _____ <i>for (-ing).</i> (3) <i>Indeed, it</i> _____ _____ <i>that ...</i>	Introducing a contrast or a supporting argument <i>Having said that, ...</i> (4) _____, ... <i>Let's face it, ...</i> (5) _____, ... (6) <i>Overall, _____ I (fully understand and respect ...), there's a (severe risk that ...)</i>

- 4 Match the beginnings to the endings to make idioms and collocations from the model text. Try to do it from memory first.

- | | |
|---------------------|-----------------------------|
| 1 travel broadens | a the surface of something |
| 2 to live through | b life |
| 3 a dilemma | c and wide |
| 4 to travel far | d the mind |
| 5 get to know | e someone's creative spirit |
| 6 the essence of | f an experience |
| 7 to open | g something intimately |
| 8 to unleash | h the unknown |
| 9 to barely scratch | i inherent in something |
| 10 to head into | j one's eyes to something |

- 5 Complete the following exam task.

Read the two texts below.

Just get up and go

There's something magical about spontaneous travel, be it a trip to the local park or a voyage around the world. To be able to drop everything, grab a few essentials and head out into the world is one of the most glorious freedoms we have. But in our modern world, travel has become commoditised and packaged for us. More often than not, somebody has already planned everything meticulously, so instead of hitting the open road, we're herded like sheep. For me, that's just a pale imitation of real travel.

Fortune favours the prepared

Some people are under the mistaken belief that travel always has to be spontaneous. In my experience, however, much of the joy of travelling comes from meticulous research and planning, often weeks or months in advance. That way, you know exactly what to see and what to avoid like the plague. Of course, no amount of planning will allow you to foresee all that may befall you during your trip, but at least it should keep you safe from disease, crime and accidents, and may even help you turn your trip into the adventure of a lifetime.

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

Write your essay in 240–280 words in an appropriate style.

Reading and Use of English Part 7 Multiple matching

You are going to read an article about inventors who didn't get rich from their inventions. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which inventor

- | | |
|--|--------------------------|
| failed to strike a deal with an eventual beneficiary? | <input type="checkbox"/> |
| spurned a lucrative opportunity based on a belief in egalitarianism? | <input type="checkbox"/> |
| designed something to help people who couldn't afford the alternative? | <input type="checkbox"/> |
| took inspiration from an inability to support somebody in need? | <input type="checkbox"/> |
| regretted not having been able to do more to fight disease? | <input type="checkbox"/> |
| suffered exploitation at the hands of a former partner? | <input type="checkbox"/> |
| had another person claim credit for the invention owing to a lack of any legal protection? | <input type="checkbox"/> |
| intended their invention to raise awareness of an unfair process? | <input type="checkbox"/> |
| seems to have been averse to being the centre of attention? | <input type="checkbox"/> |
| struggled financially despite their creation having reaped substantial commercial rewards? | <input type="checkbox"/> |

What to expect in the exam

- Part 7 consists of either a single text divided into 4–6 sections, or a set of 4–6 short texts on the same topic.
- You have to match ten statements to the sections or short texts. In general, you can expect at least one statement to match with each section/text, but some sections/texts will match with two, three or even more statements.
- The statements may refer to specific information, opinions or attitudes.

Language focus Talking about the future

Future forms

1 Choose the most suitable future form to complete each sentence.

- I don't mind dropping the keys off to Fiona tomorrow evening. *I'll drive / I'll be driving / I'll have driven* past her flat anyway.
- A: I haven't checked my emails since Monday.
B: In that case, you *won't have been seeing / aren't going to see / won't have seen* our big news.
- Dan decided to stay quiet about his discovery for the time being. There *would be / will have been / is going to be* time to tell everyone about it later that day.
- Will you have needed / Are you needing / Will you be needing* your car this evening? I was just asking in case I might be able to borrow it.
- I'm exhausted. By the end of this week, *I'll have been working / I'm going to work / I'll be working* for ten days non-stop.
- You can't go home until you *'ll have cleaned / you've cleaned / you're going to clean* up this mess.

FOUR INVENTORS WHO DIDN'T GET RICH FROM THEIR CREATIONS

A Trevor Baylis

Trevor Baylis was inspired to create the wind-up radio after watching a television programme in 1991 about the inexorable spread of diseases. The programme said that a good way to tackle it was through educational radio programmes, but a lot of places lacked access to electricity, and batteries were prohibitively expensive. 'I had a prototype for the wind-up radio within half an hour,' he said. But his one-of-a-kind invention, which sold in the millions, wasn't lucrative for Baylis, who admitted to being 'totally broke' in 2013. Speaking of his London home, he said: 'I'm going to have to sell it or remortgage it. I'm living in poverty here.' Despite the success of his wind-up radio and several follow-up products employing similar technology, including a torch, a mobile phone charger and an MP3 player, he claimed to have received almost none of the profits. Due to the quirks of patent law, the company he went into business with to manufacture his radios was able to tweak his original design, which caused him to lose control over the product.



B Elizabeth Magie

In 1904, Lizzie Magie obtained a patent for a board game she had invented, *The Landlord's Game*. The game was novel in that players followed a circular path, with no clear finish point. Another innovation was that players could 'own' places on the board – and make other players pay a penalty for landing on them. As a passionate advocate of social justice, Magie sought to highlight the system whereby property owners grew richer by accumulating monopolies to extract higher rents from poor tenants. The game was available in two versions: *Monopoly*, where players succeeded by selfishly destroying the wealth of other players, and *Prosperity*, where they worked together for their mutual benefit. As the game grew in popularity, another inventor, Charles Darrow, became aware of it and claimed it as his own invention. He took out his own patent in 1933, and even published it with Parker Brothers (who had rejected Magie's original several times on the grounds of it being too political). Monopoly went on to become one of the greatest boardgames of all time, but while Darrow and Parker Brothers reaped the benefits, Magie received a mere \$500 in exchange for her patent.



C Daisuke Inoue

Daisuke Inoue, a Japanese businessman and occasional band drummer and keyboardist, invented the karaoke machine after being asked by a client to accompany him on a work trip where Inoue would play the keyboard alongside his vocals. Inoue couldn't attend, however, and instead gave the client a recording of instrumental backing music for him. This sparked an idea to build a machine equipped with a microphone and amplifier that played music recorded on tapes. The machines were well-received at bars and clubs, but Inoue, who had not patented his invention, failed to make any money from it. Years later, a Filipino entrepreneur called Roberto del Rosario took Inoue's idea and made his own karaoke machine system – which was patented.



D Sir Tim Berners-Lee

English engineer and computer scientist Sir Tim Berners-Lee, who invented the World Wide Web in 1990, could potentially have become as rich and powerful as Microsoft founder Bill Gates. Instead, he determined that his creation should be free for everyone to use and opted against patenting it. In a 2008 interview, he said he tends not to dwell on what he might have done with the billions of pounds he could have earned if people had been prepared to hand over royalties. He said, 'It would be nice to be in Bill Gates's position, where you could donate huge sums to tackling world health problems. We all ask ourselves what we would do if we had loads and loads of money. I would buy huge tracts of coastline in the UK and donate it to the National Trust. I'd also buy ugly buildings and knock them down.' A reserved and modest man, Berners-Lee has long shunned the limelight, preferring instead to closet himself in academia – lecturing and working with research students.



2 Complete each sentence with a suitable word.

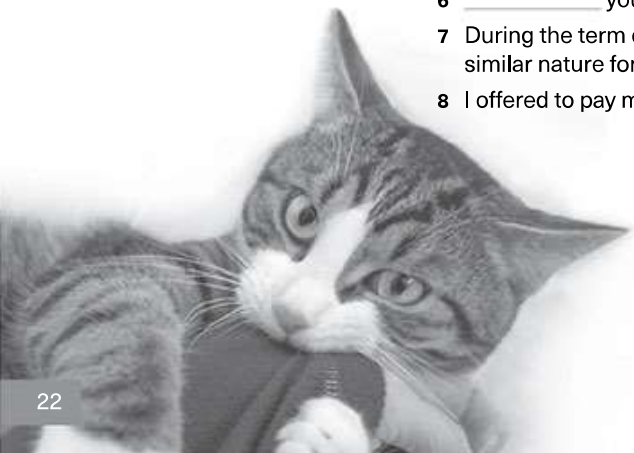
- 1 The researchers are very excited because they believe they're on the _____ **i** _____ of a major breakthrough.
- 2 We need to unplug that heater immediately! It looks like it's _____ **o** _____ to explode!
- 3 She's already scored eight goals in her first three matches. At this rate, she's _____ **e** _____ to smash the club record by the end of the season.
- 4 The science festival _____ to take place over the second weekend of June.
- 5 I'm going to send them an email to ask one more time, but it's _____ **k** _____ to change their minds.
- 6 Terry's had enough of his job. He's on the _____ **r** _____ of quitting.
- 7 I'm not too worried if they don't accept our offer. There are _____ **u** _____ to be similar opportunities in the coming months.
- 8 We have to renew our subscription. It's _____ **u** _____ to expire at the end of the month.

3 Change the sentences in Exercise 2 so they're about the past.***Will, shall and would*****1 Match the questions or statements (1–8) to the replies (a–h).**

- | | |
|---|---|
| 1 What time will we arrive? | a Nope. But seek and ye shall find! |
| 2 What time shall we arrive? | b No, they'll have eaten already , I expect. |
| 3 I'm so depressed about failing my exam. I'll never finish my course! | c It's up to you. Any time after lunch will be fine. |
| 4 Your cat scratched my arm! Look! | d And never the twain shall meet, let's hope! |
| 5 I use one social media profile for my professional contacts and another for my crazy party friends. | e Good idea. They'll be wondering where we've got to. |
| 6 Shall I cook a meal for our visitors? | f Hey, chill out. This too shall pass. |
| 7 Any idea where my sweatshirt is? | g Well, you will keep teasing her, so it's your own fault. |
| 8 Shall I phone to let them know we'll be late? | h Unless we hit a traffic jam, I'd say in about an hour. |

2 Complete the sentences with *will/won't*, *would/wouldn't* or *shall (not)*. Sometimes more than one answer is possible.

- 1 'If you dare not confront that frightful gentleman, Papa, then I _____ march up to his house to speak with him myself,' declared Elizabeth.
- 2 I remember she was a very talented chemist, but she _____ leave a terrible mess in the lab most evenings.
- 3 There's something wrong with this door. It _____ open.
- 4 I found my keys under the sofa, but now, _____ you believe, I've lost them again.
- 5 'I couldn't wake up this morning.'
'Well, if you _____ sit up till 3am watching TV!'
- 6 _____ you be quiet, please? I'm trying to make a phone call!
- 7 During the term of this contract, the supplier _____ conduct any work of a similar nature for other clients, unless by written agreement.
- 8 I offered to pay my share, but he _____ accept a penny from me.



Vocabulary Phrasal verbs and noun collocations

1 Cross out the word/phrase that doesn't form a strong collocation.

- 1 meet with *criticism / opposition / praise / resistance*
- 2 draw on your *experiences / observations / qualifications / research*
- 3 put forward *an explanation / an idea / a proposal / a report*
- 4 flick through *a magazine / a website / the pages of a book / your notes*
- 5 throw out the *charges against somebody / claims that ... / opinion that ... / suggestion that ...*
- 6 come up with *inspiration / an innovative idea / a solution / a strategy*
- 7 bring down the *cost of living / number of cases / rate of inflation / source of the problem*

2 Complete each sentence with the correct form of a suitable phrasal verb. Use one word from each box.

come hold(x2) plough run stumble across back into out round up

- 1 At this late stage, rescuers _____ little hope that more survivors will be found.
- 2 She still disagrees with me, but hopefully I'll be able to persuade her to _____ to my way of thinking.
- 3 When I was reading the paper this morning, I _____ an incredible story about a teenager who has patented over 30 inventions.
- 4 A lack of funding has really _____ progress in this field in recent decades.
- 5 We _____ against a problem when we were testing the prototype: the drone wasn't sturdy enough to withstand the force of landing.
- 6 Investors have _____ huge amounts of money _____ virtual reality, but so far, the returns on that investment have been disappointing.

Prepositional phrases

Complete each gap with *in, at, on or under*.

- 1 Our research has put us _____ **the forefront of** VR technology, but now that progress is _____ **threat** as a result of budget cuts, with dozens of jobs in R&D now _____ **jeopardy**.
- 2 I'm _____ **awe of** your ability to remain calm when you're _____ **attack** from hostile questioners. How do you do it?
- 3 I made a cheeky comment that was intended to be funny, but _____ **retrospect**, now realise it was _____ rather **poor taste** and _____ **odds with** the standards that you expect from me. I would now like to apologise unequivocally.
- 4 The company has come _____ **scrutiny** on social media _____ **a big way** for prioritising profitability _____ **the expense of** the well-being of its employees.
- 5 Their newest phone is a huge disappointment. _____ **best**, it might be described as _____ **a par with** their main competitor's model that came _____ **the market** last year.
- 6 We are keeping our latest innovation _____ **wraps** for now, with a strict policy of confidentiality _____ **force** for all employees, but we expect our exciting new product to be _____ **display** at next year's tech conference.
- 7 We are always _____ **the lookout for** brilliant people to join our research team and _____ **all likelihood**, will be recruiting several additional engineers over the coming months.
- 8 Enormous investment is being made _____ **the field** of medical research, with billions of dollars _____ **stake** for companies attempting to make a breakthrough, so it's no wonder so many investors are _____ **edge**.
- 9 The company director was _____ **a loss** for words when the lawyer put her _____ **the spot** by presenting damning evidence of the company's malpractices. Unwilling to lie _____ **oath**, she simply shrugged her shoulders.



Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE DE-PRINTER

In the modern world of electronic communication, you might imagine that offices would (0) *HAVE* become paper-free zones by now. (1) all, office paper is immensely harmful to the environment. Not (2) does the paper industry account for 40% of the world's commercial timber production, but the production of pristine printer paper also consumes as much as 10 litres of water per sheet.

But no, (3) turns out that the average office worker still gets through (4) astonishing 10,000 sheets of paper annually, the vast majority of (5) will end up shredded or dumped in landfill. Some sheets may be recycled, but (6) printed on, they can never be used to make high-quality printer paper again.

Or rather, that was the case until recently. A new invention, the de-printer, uses lasers to suck ink off used paper, allowing each sheet to be reused (7) to ten times. Perhaps one day, all offices will have a de-printer sitting beside each printer, saving massive amounts of waste. Even better, maybe it will finally dawn (8) office workers that they don't need to print nearly so much.

