

STUDENT'S BOOK WITHOUT KEY

WITH APP & DIGITAL STUDENT'S BOOK



READY FOR

FIONA AISH
ETHAN MANSUR
JO TOMLINSON
with **ROY NORRIS**

 macmillan
education

C2
PROFICIENCY

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INTRODUCTION

Welcome to *Ready for C2 Proficiency*, a course designed to help you prepare for *Cambridge English Qualifications: C2 Proficiency*.

This book contains a wide range of activities aimed at further improving your English and developing the language and skills you need to pass the examination.

In addition to the Language focus and Vocabulary sections, there is an Idioms page at the end of every unit to deepen your knowledge of non-literal expressions and improve your ability to infer nuances in meaning.

**Fiona Aish, Jo Tomlinson,
Ethan Mansur and Roy Norris**

Overview of the Examination

Reading and Use of English 1 hour 30 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple-choice cloze	8	A text with 8 gaps; there is a choice of 4 options for each gap.
2	Open cloze	8	A text with 8 gaps, each of which must be completed with one word.
3	Word formation	8	A text with 8 gaps, each of which must be completed with the correct form of a given word.
4	Key word transformation	6	Gapped sentences that must be completed using a given word.
5	Multiple choice	6	A text followed by multiple-choice questions with four options.
6	Gapped text	7	A text from which paragraphs have been removed. Candidates decide which paragraph best fits each gap.
7	Multiple matching	10	A text preceded by multiple-matching questions, which require candidates to find specific information.

Writing 1 hour 30 minutes

Part	Task Type	Number of Tasks	Task Format
1	Essay	1 (compulsory)	Candidates write an essay which is based on key points from two input texts. They summarise and evaluate the ideas in these texts, as well as give their own opinions.
2		5 (candidates choose one)	A task with a clear context, purpose for writing and target reader. Possible tasks are an article, informal letter, formal letter, report or review.

Listening about 40 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple choice	6	Three short unrelated extracts from either monologues or exchanges between interacting speakers. For each extract there are two multiple-choice questions, each with three options.
2	Sentence completion	9	A monologue lasting around 4 minutes. Candidates write a word or short phrase to complete sentences.
3	Multiple choice	5	A conversation between two or more speakers, lasting approximately 4 minutes. Multiple-choice questions have four options.
4	Multiple matching	10	Five short monologues on the same theme, each lasting approximately 35 seconds. There are two tasks. For each task candidates select the correct option from a choice of eight.

Speaking 16 minutes

Part	Task Type	Time	Task Format
1	Interview	2 minutes	Candidates give personal information in response to questions from the interviewer.
2	Collaborative task	4 minutes	Candidates are given instructions and photos, which they use for discussion, and then a decision-making task.
3	Long turn	10 minutes	Each candidate is given instructions and a written question with prompts, which they discuss. Then the interviewer leads a discussion which is related to the topics discussed by the candidates.

1



THIS IS US

KEY LANGUAGE

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

IDIOMS

Personality

EXAM PRACTICE

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

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

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

How to go about it

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

Vocabulary Feelings and emotions

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

ballistic besotted despondent elated
engrossed flabbergasted grossed petrified



- 0A I didn't find the monster too convincing, but the film still **scared me out of my wits**.
- 0B The monster wasn't given the benefit of depth, but the film still left me **absolutely** petrified.
- 1A Loads of people start to feel **a bit down in the dumps** over the winter season, what with so little sunlight and so many colds around to keep us all miserable.
- 1B Due to reduced sunlight and the prevalence of the common cold, it's not unusual for people to feel **somewhat** _____ during the winter season.
- 2A Strangely, there are certain customers who **go apoplectic with rage** when notified of the store's no-return policy, while most others are left unperturbed.
- 2B It's so strange – there are some customers who **go** _____ at the mere mention of our no-return policy, while most others take it in their stride.
- 3A 'We're **chuffed to bits**,' said the team captain, holding the award. 'It's something that we feel we deserve, and we've worked hard to get it.'
- 3B At the ceremony, the team captain was **visibly** _____ as she collected the award, saying that she felt it was hard won and well deserved.

- 4A Liam is clearly **head over heels in love** with Nora because he immediately goes along with anything she thinks is cool.
- 4B It's obvious that Liam is **absolutely** _____ **with** Nora, as he is happy to indulge in her every whim at a moment's notice.
- 5A Her 'food idiosyncrasy', as she calls it, is to feel **completely repulsed by** the mere sight of certain white foods, such as milk or mayonnaise.
- 5B The poor girl can't even look at white food – things like milk and mayonnaise – without getting **totally** _____ **out**. Who ever heard of such a thing?
- 6A I was **completely dumbfounded** – my chances of winning the scholarship had seemed all but guaranteed, but I did not even make the shortlist.
- 6B When I applied for the scholarship, I thought I was a shoo-in, so I was **utterly** _____ to find that I wasn't even short-listed.
- 7A I couldn't believe it. Instead of watching the children up on stage, one of the fathers spent the entire end-of-year recital **literally glued to** his mobile phone.
- 7B While the children performed, one father spent the entire end-of-year recital **wholly** _____ **in** his mobile phone. I was in disbelief.

2 Think of a time when you or someone you know experienced one of the feelings or emotions from Exercise 1. Make notes on when, where and why it happened.

3 **SPEAK** Work in small groups. Take turns telling your classmates about your experiences. Ask follow-up questions.



Speaking Part 3 Long turn

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

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

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

What has the most influence on people's values?

- age
- education
- community



2 Now change roles.

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

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

What are the qualities of a good citizen?

- being respectful
- being responsible
- being helpful

How to go about it

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

Useful language

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

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

Introducing your first main point	Transitioning to another main point	Introducing an example	Summarising

Listening Part 1 Multiple choice

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

What to expect in the exam

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

How to go about it

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

Extract 1

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

- 1 According to Sandy, how has our relationship with clothing changed?
 - A It is characterised by increased complexity.
 - B Its connection to tradition has weakened.
 - C It has become heavily influenced by trends.
- 2 Sandy says people choose specific clothing brands to
 - A help them stand out from the crowd.
 - B ally themselves with social causes.
 - C reflect their accomplishments.

Extract 2

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

- 3 What aspect of professional life do they agree on?
 - A Their work does not satisfy basic psychological needs.
 - B A healthy work-life balance is not easy to achieve.
 - C People's attitudes are influenced by their work.
- 4 What is the woman doing when she talks about her patients?
 - A questioning their integrity
 - B condoning their irresponsibility
 - C criticising their motives

Extract 3

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

- 5 Why does the professor tell the story of the circus performer?
 - A to cite a primary source
 - B to support a prior claim
 - C to illustrate an important point
 - 6 What is the professor's attitude towards the way history is usually taught?
 - A He laments its failure to engage students.
 - B He thinks it leads to mistaken assumptions.
 - C He is concerned about its lack of objectivity.
- 2 SPEAK** Which events in history have had the biggest effect on your country's or region's cultural identity, do you think?





Pronunciation Consonant clusters with /s/

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

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

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

boasts risks scrapped springboard streak stroll

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

3 1.2 Listen and check your answers to Exercise 2.

Vocabulary Adjectives and nouns with self

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

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

deprecating indulgent made possessed
respecting sacrificing satisfied

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

3 Underline the correct option.

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

4 Turn to the **Additional materials** on page 200 for further practice.



About English

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

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

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

Reading and Use of English Part 6 Gapped text

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

SUPER-RECOGNISERS

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

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

1

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

2

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

3

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

4

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

5

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

6

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

7

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

Adapted from *The Guardian*



What to expect in the exam

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

How to go about it

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

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

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

About English

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

- indicate an abrupt change in the flow of sentence:

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

- set off one or more appositives or modifiers:

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

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

Language focus The present

- 1** Read sentences 1–4, in which both the present simple and present continuous are possible and answer the questions.
- Alisa is already quite proficient in Portuguese, but she *always looks / is always looking* for ways to improve it.
Which form shows that something happens so often it is characteristic of that person?
 - I *hope / 'm hoping* you'll be available to help set up for the children's concert.
Which form makes the request sound more direct and less polite?
 - For social media companies, monitoring content *only gets / is only getting* harder.
Which form emphasises that a situation is in a state of change?
 - To improve her German, Federica *spends / is spending* July in Hamburg.
Which form indicates that the action is only temporary instead of habitual?
- 2 SPEAK** Work in pairs. Some verbs have different meanings depending on whether they describe a state or a dynamic action. Read sentences 1–4 and discuss the differences in meaning.
- A** For some professionals, like dentists, referrals and word of mouth **appear** to work just fine.
B I hear several of these actors **are appearing** on stage for the very first time.
 - A** What first **attracts** me is her sparkling wit.
B Marked by radiant splendour, the refurbished palace **is attracting** visitors from the world over.
 - A** The authors of the report **conclude** that contagious yawning is closely related to empathy.
B After days of wrangling, the negotiators **are finally concluding** the trade agreement as we speak and details will be made public shortly.
 - A** The court may make such enquiries as they **consider** necessary, and may hold a hearing for the purposes of so doing.
B We're **considering** holiday options for our dog – probably either a sitter or a kennel.
- 3** Go to the **Ready for Grammar** section on **page 204** for further rules, explanations and practice.
- 4** Read the anecdote. Underline the correct option in *italics*.



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

- 5** **1.3** Listen and check your answers.
- 6** Read the social media post with advice for telling anecdotes. Did the speaker in Exercise 5 follow all the tips?
- 7** Prepare to tell an anecdote about something that happened to you or someone you know. Make sure you follow the tips in Exercise 6.
- 8 SPEAK** Work in small groups. Take turns telling your anecdotes. Tell each other which details from the story you found most interesting or amusing.

TOP FIVE TIPS FOR TELLING ANECDOTES

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



Reading and Use of English Part 2 Open cloze

What to expect in the exam

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

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



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

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

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

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

Writing Part 2 Article

What to expect in the exam

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

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

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

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

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

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

Write your article in 280–320 words.



MANGA AND ME

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

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

Some see global trends as a negative force. Some see globalisation as a juggernaut, squashing local traditions, fomenting social isolation. But, at least for me, that couldn't be further from the truth.

I thoroughly enjoy the rhythms of traditional life in my small town. My interest in manga has not dulled my enthusiasm for our local festivities. Our regional delicacies still taste just as good. Although I prefer reading stories that take place in faraway Tokyo, I have no plans to move there. My identity is rooted in the very soil of my hometown and the strong network of family and friends that I belong to here.

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



3 Read the model answer and respond to the questions.

- 1 Does the writer cover the key points in the instructions?
- 2 What is the purpose of each paragraph?
- 3 Does the writer hold your attention, expressing their ideas in a way that's easy to follow?
- 4 What examples can you find of language that is vivid and/or descriptive?

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

- 1 Semicolons are a subtle way to show that two separate sentences are working together to make a point.
- 2 Metaphors or similes can be used to express your idea in a vivid, memorable way.
- 3 The use of parallel structures, such as starting two sentences in a row the same way, creates a dramatic effect.
- 4 Another way to create a dramatic effect is to follow a long, complicated sentence with a short, snappy one.
- 5 To achieve a satisfying feeling of coherence, finish a piece of writing by referring back to something mentioned at the very beginning.

Useful language

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

Look at the following sentence from the model answer.

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

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

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

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

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

How to go about it

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

For more information on writing articles, see [page 192](#).

Reading and Use of English Part 1 Multiple-choice cloze

What to expect in the exam

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

How to go about it

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

- 1 Read the text quickly. Ignore the gaps. What is the writer's main argument about rental fashion?
- 2 For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Fashion

for rent

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

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

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

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



Vocabulary Feelings and emotions

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

by in out over to with

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

Language focus The present

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

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

Writing Part 2 Letter

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

Write your letter in 280–320 words.

For more information on writing letters, see page 193.

Idioms Personality

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

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

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

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

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

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

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

Discussing idioms

Discuss the differences in meaning between these idioms:

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



2

WANDERLUST

KEY LANGUAGE

Past forms
Adverbs and adverbial phrases
Travel
Adverbs

IDIOMS

Making stories interesting

EXAM PRACTICE

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

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

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

About English

wanderlust (n) /'wɒndə(r)lʌst/
A strong wish to travel

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

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

Speaking Part 2 Collaborative task

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

How to go about it

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

Don't forget!

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

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

Useful language

Responding to and building on your partner's comments

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

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

1



2

Online series – effects of tourism



Vocabulary Travel

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

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

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

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

A backwater bustling culture discerning
iconic leisurely overseas shoddy

B crowds landmark service shock
stroll travel traveller villages

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

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



Reading and Use of English Part 5 Multiple choice

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

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

How to go about it

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

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

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

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

AS SEEN ON SCREEN



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

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

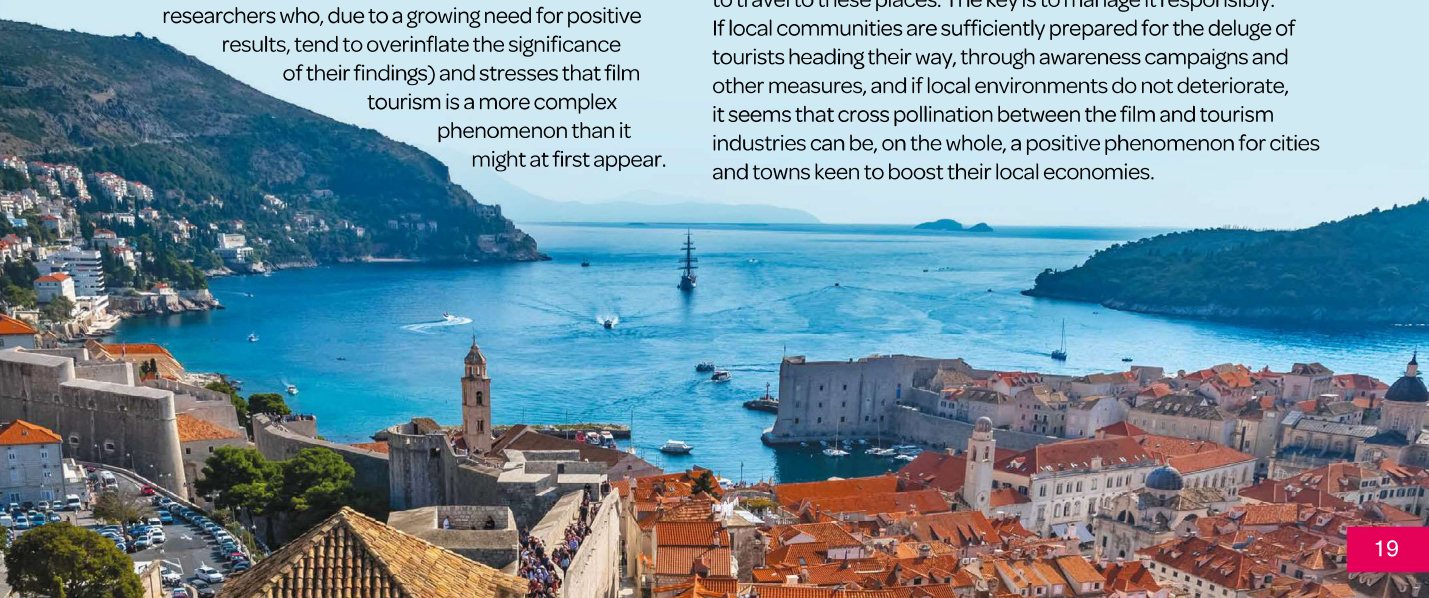
But what motivates so many tourists to visit these film locations? In her book, *Fan Sites: Film Tourism and Contemporary Fandom*, postdoctoral researcher Abby Waysdorf identifies a few key factors: the desire to have a novel experience by visiting film locations; prestige aspects, such as the inherent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

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

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

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

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



Language focus Past forms

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

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

2 Complete sentences 1–7 with the appropriate past form of the verbs in brackets. There may be more than one possible answer.

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

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

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

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