

TEACHER'S BOOK

with App

READY FOR

JUDE ALDEN



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JUDE ALDEN-AMOS



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Additional sources:

"Anger is more influential than joy: Sentiment correlation in Weibo" by Rui Fan, Jichang Zhao, Yan Chen, Ke Xu; State Key Laboratory of Software Development Environment, Beihang University, Beijing; 10 Sep 2013; <https://arxiv.org/pdf/1309.2402v1.pdf>, p.68.

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INTRODUCTION

Welcome to *Ready for C2 Proficiency*, a course consisting of both print and digital components designed to help students prepare for *Cambridge English Qualifications: C2 Proficiency*.

Student's Book/Digital Student's Book

Each of the 12 units in the Student's Book provides a balance and variety of activity types aimed at improving students' general English level. The exam sections include a variety of **tip boxes** which develop the language and skills students need to be successful in the exam.

11 TASK OF THE TOWN

Reading and Use of English Part 7 Multiple matching

1 Listen to parts of the audio and answer the questions.

2 Match the place where you go to see a play with the name of the place. Write the letter in the box.

3 The text goes on to talk about water problems in Mexico. For questions 1-10, write the number of the text which best answers the question.

Tip box: In Mexico City, water supply is a major problem. The city is built on a high plateau and the water supply is not sufficient to meet the needs of the population. The government has tried to solve the problem by building a dam and by desalinating sea water. However, these solutions are not enough to meet the needs of the population. The government is now looking for other ways to solve the problem.

Task of the Town: In deep waters. The Statue of Liberty is shown in the water.

READY FOR GRAMMAR

3 Talking about the future

1 Choose which connector is best for each sentence.

2 Complete the sentences using the correct form of the verb in brackets.

3 Complete the sentences using the correct form of the verb in brackets.

4 Complete the sentences using the correct form of the verb in brackets.

5 Complete the sentences using the correct form of the verb in brackets.

6 Complete the sentences using the correct form of the verb in brackets.

7 Complete the sentences using the correct form of the verb in brackets.

8 Complete the sentences using the correct form of the verb in brackets.

9 Complete the sentences using the correct form of the verb in brackets.

10 Complete the sentences using the correct form of the verb in brackets.

The Language focus sections contain a referral to the **Ready for Grammar** section with notes and extra activities at the back of the book.

11 REVIEW

Language focus Reporting structures 1 and 2

1 Complete the sentences using the correct form of the verb in brackets.

2 Complete the sentences using the correct form of the verb in brackets.

3 Complete the sentences using the correct form of the verb in brackets.

4 Complete the sentences using the correct form of the verb in brackets.

5 Complete the sentences using the correct form of the verb in brackets.

6 Complete the sentences using the correct form of the verb in brackets.

7 Complete the sentences using the correct form of the verb in brackets.

8 Complete the sentences using the correct form of the verb in brackets.

9 Complete the sentences using the correct form of the verb in brackets.

10 Complete the sentences using the correct form of the verb in brackets.

Writing Part 1 Essay

Write an essay comparing and contrasting the two points from both texts. Your essay should be at least 200 words long.

At the end of every unit, there is a two-page **Review** containing revision activities and exam style tasks.

Every unit also has an **Idioms** lesson with practice exercises, and discussion tasks designed to help improve understanding and use of popular expressions. A complete list of all the **idioms** is also provided at the back of the Student's Book.

2 IDIOMS Making stories interesting

1 Choose the idiom that best fits the context.

2 Complete the sentences using the correct idiom.

3 Complete the sentences using the correct idiom.

4 Complete the sentences using the correct idiom.

5 Complete the sentences using the correct idiom.

6 Complete the sentences using the correct idiom.

7 Complete the sentences using the correct idiom.

8 Complete the sentences using the correct idiom.

9 Complete the sentences using the correct idiom.

10 Complete the sentences using the correct idiom.

READY FOR WRITING

Writing Part 1 Essay

Write an essay comparing and contrasting the two points from both texts. Your essay should be at least 200 words long.

Task

Write an essay comparing and contrasting the two points from both texts. Your essay should be at least 200 words long.

BUY CLEVER, NOT OFTEN

PURCHASING: FAR FROM LUXURY

Idioms

Write an essay comparing and contrasting the two points from both texts. Your essay should be at least 200 words long.

The book also contains five **Ready for** sections, which provide students with information, advice and practice on each of the four papers in the examination.

INTRODUCTION

Resource Centres

The Resource Centres contain **Wordlists** with definitions, IPA and example sentences. They also include **Speaking exam videos** and accompanying **Worksheets**, all course **Audio**, **Answer keys** and **Audioscripts**.

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.

Assessment

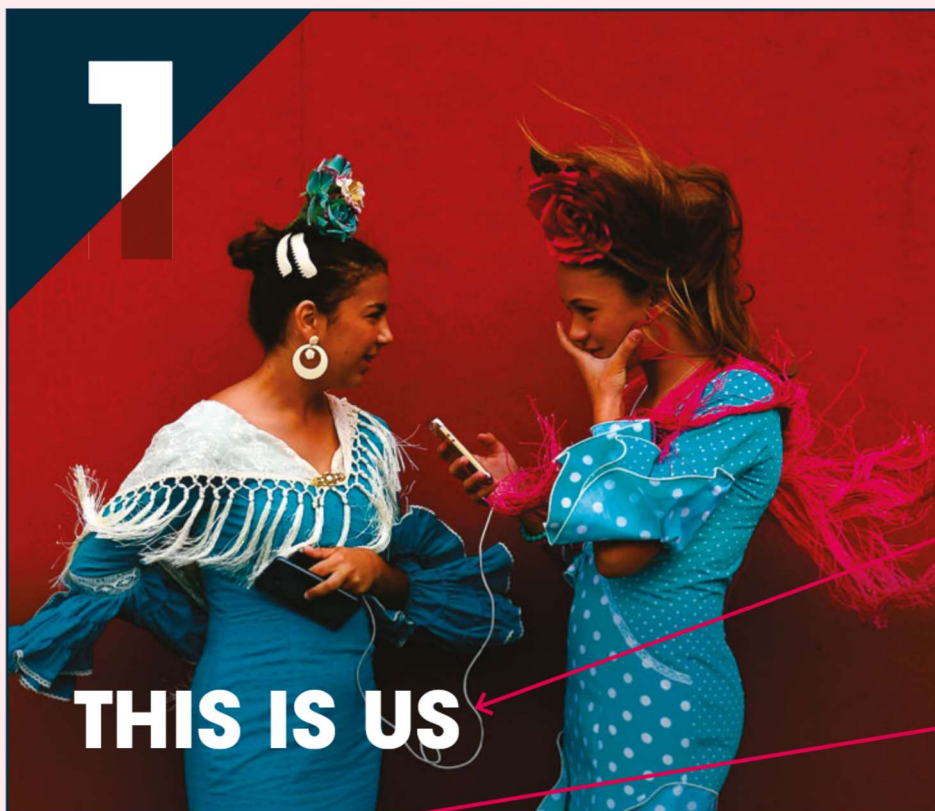
Teachers can create tests or use the prebuilt tests to assign to students. There are **unit tests**, and **mid- and end-of-course tests** for each level, testing vocabulary, grammar, word formation and each part of the exam.

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.



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.

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

Read the unit objectives to the class.

SPEAKING Part 1 Interview

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

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

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

ONLINE MATERIALS

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

Vocabulary Feelings and emotions

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

ballistic besotted despondent elated
engrossed flabbergasted grossed petrified



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

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

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



Lead-in

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

Vocabulary

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

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

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

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

Teaching tip

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

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

Extra activity

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

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

Speaking Part 3 Long turn

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

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

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

Teaching tip

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

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

Extra activity

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

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

Speaking Part 3 Long turn

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

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

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

What has the most influence on people's values?

- age
- education
- community



2 Now change roles.

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

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

What are the qualities of a good citizen?

- being respectful
- being responsible
- being helpful

How to go about it

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

Useful language

Signposting phrases

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

A case in point is ...

Moving on ...

First and foremost ...

Now, turning to ...

For instance ...

To start off with ...

In summary, ...

To recap, ...

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

Listening Part 1 Multiple choice

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

What to expect in the exam

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

How to go about it

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

Extract 1

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

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

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

2 Sandy says people choose specific clothing brands to

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

Extract 2

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

3 What aspect of professional life do they agree on?

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

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

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

Extract 3

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

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

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

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

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

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



Listening

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

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

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

AUDIOSCRIPT

Listening Part 1 Multiple choice

1.1

M = man W = woman I = interviewer

Extract 1

W: It's true that clothing is a basic need, like food or

Ex 1 Q1 water. But I think we can all agree it's become so much more than that. In today's world, the clothing we wear is a mirror that reflects who we think we are and who we want to be.

M: But is that really new?

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

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

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

Extract 2

W: Are you saying your job defines you?

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

Ex 1 Q3

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

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

Extract 3

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

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

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

Ex 1 Q5

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

Ex 1 Q6

Pronunciation

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

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

AUDIOSCRIPT

Pronunciation Consonant clusters with /s/

1.2

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

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

Vocabulary

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

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

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

ADDITIONAL MATERIALS

Vocabulary Adjectives and nouns with *self*

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

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

Pronunciation Consonant clusters with /s/

- 1 Complete the gaps in these sentences from the listening on page 4.
- Not to **stray** _____ too much into jargon, but this is why we behaviour theorists refer to clothing as an 'artefact of extended self'.
 - We **splurge** _____ on certain clothing brands because of their association with subcultures or leisure activities.
 - History _____ **consists** of stories, and what stories get told and who gets to tell them is important.
- 2 The words in the box all contain a combination of /s/ and two other consonant sounds. Complete each sentence with one of the words in the box.

boasts risks scrapped springboard streak stroll

- The school's volleyball team can't seem to lose – they're currently on a 10-game **winning** _____ **streak** _____.
 - The visit to my childhood home was a _____ **stroll** _____ **down memory lane**.
 - Do the potential benefits of space exploration outweigh its **inherent** _____ **risks** _____?
 - When its funding was pulled, **plans** for the youth centre were _____ **scrapped** _____ entirely.
 - Abdul is exceptionally proud of his children and often _____ **boasts** _____ of their academic **achievements**.
 - The scholarship aims to provide a _____ **springboard** _____ **to success** for talented young kids.
- 3 **1.2** Listen and check your answers to Exercise 2.

About English

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

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

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

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

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

Vocabulary Adjectives and nouns with self

- 1 **SPEAK** In Extract 1 of the listening, the psychologist refers to the 'extended self', the idea that valued possessions form part of our identity. What objects in your life would you consider part of your 'extended self'?
- 2 Complete the *self-* adjectives in sentences 1–6 with a word from the box.

deprecating indulgent made possessed
respecting sacrificing satisfied

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

- 3 Underline the correct option.

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



About English

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

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

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

Reading and Use of English Part 6 Gapped text

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



SUPER-RECOGNISERS

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

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

1 D

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

2 A

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

3 F

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

4 H

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

5 B

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

6 G

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

7 E

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



Reading and Use of English

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

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

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

2 As a follow-up task, check students' understanding of the expression: *a blessing or curse* (something that is both beneficial and a burden). Note *a double-edged sword* has the same meaning. Have groups discuss how well they are able to remember people's names or faces. Then ask them for their views on whether a super-recogniser would be a blessing or a curse/ double-edged sword. They could also end by discussing what they do in situations when they don't recognise or remember someone who clearly knows who they are.

Direct students towards the **About English** box. Get students to read this and discuss if this is used in the same way by writers in their language. You could ask if they can find any more examples of dashes being used, other than those given as examples in the box (e.g. in paragraphs F and H).

Teaching tip

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

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

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

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

Extra activity

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

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

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

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

READY FOR GRAMMAR

1 The present

A The present continuous vs the present simple

The present continuous is used:

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

B Narratives

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

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

C Other uses of the present tenses

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

D Stative verbs

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

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

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

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

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

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

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

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

E Performative verbs

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

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

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

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

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

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

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



What to expect in the exam

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

How to go about it

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

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

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

About English

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

- indicate an abrupt change in the flow of sentence:

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

- set off one or more appositives or modifiers:

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

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

Language focus The present

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

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

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

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

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

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

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

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

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

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

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

B I hear several of these actors **are appearing** on stage for the very first time. (dynamic) to be in a film,

2 A What first **attracts** me is her sparkling wit. (stative): to interest someone in a romantic way play, television programme, etc.

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

3 A The authors of the report **conclude** that contagious yawning is closely related to empathy. (stative): either to decide or believe something based on what you have heard or seen

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

4 A The court may make such enquiries as they **consider** necessary, and may hold a hearing for the purposes of so doing. (stative): to have a particular opinion about something

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

(dynamic): to think about something carefully before making a decision or forming an opinion.

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.

conclude (dynamic): to settle an agreement, treaty, negotiation, etc. with someone



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

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

Yes, the speaker followed all the tips.

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

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

TOP FIVE TIPS FOR TELLING ANECDOTES

1 Identify the purpose of your anecdote: tell a joke, make a point, teach a lesson, etc.

2 Skip long introductions. Jump right into the action.

3 Bring the story to life with relevant details. But avoid overwhelming your story with unnecessary information.

4 Use present tenses. They make it feel like the action is happening right now.

5 Finish with a bang. Make your ending count.

Language focus

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

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

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

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

READY FOR GRAMMAR

1 The present

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

A

allow finish measure need promise seem think

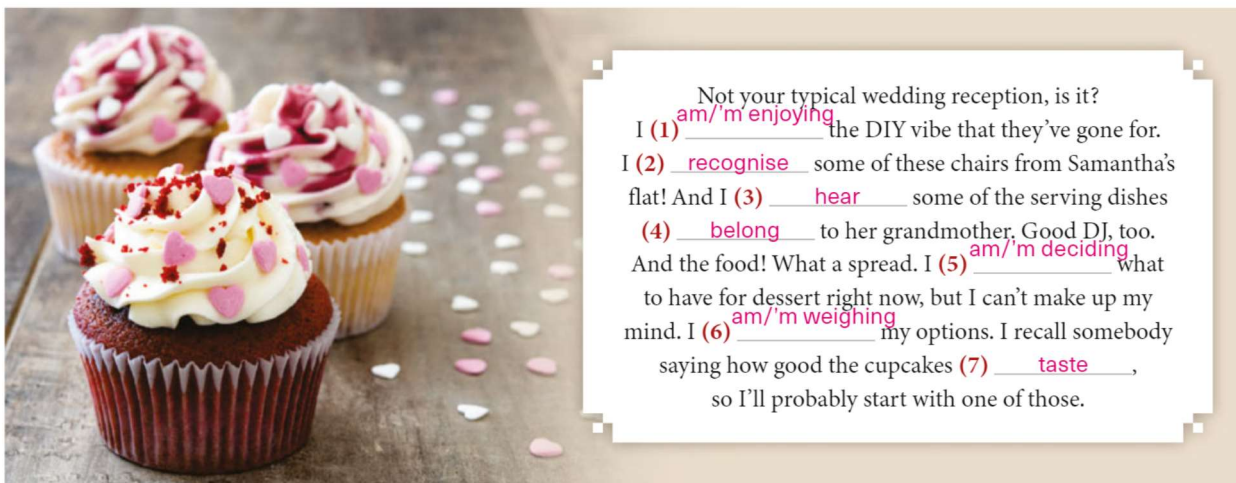
First time being fitted for a suit? Thought so.
 You **(1)** seem a bit lost. No need to worry.
 You're in good hands, I **(2)** promise. Here,
 let me explain what I'm up to. So at the moment
 I **(3)** am measuring your sleeve length. A well-fitted
 sleeve **(4)** finishes on the wrist, not the hand.
 This **(5)** allows a small amount of cuff to show.
 Look, just like that. So, what **(6)** do you
think? Do you approve?



B

belong decide enjoy hear recognise taste weigh

Not your typical wedding reception, is it?
 I **(1)** am enjoying the DIY vibe that they've gone for.
 I **(2)** recognise some of these chairs from Samantha's
 flat! And I **(3)** hear some of the serving dishes
(4) belong to her grandmother, Good DJ, too.
 And the food! What a spread. I **(5)** am deciding
 what to have for dessert right now, but I can't make up my
 mind. I **(6)** am weighing my options. I recall somebody
 saying how good the cupcakes **(7)** taste,
 so I'll probably start with one of those.



Reading and Use of English

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

READY FOR GRAMMAR

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

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

Go back to **page 8**.