



# READY FOR C2 PROFICIENCY

**READY  
FOR LIFE!**

# A BRAND NEW LEVEL IN THE BEST-SELLING EXAM SERIES



# A BRAND NEW LEVEL IN THE BEST-SELLING EXAM SERIES

# 1



## THIS IS US

**KEY LANGUAGE**  
The present  
Feelings and emotions  
Adjectives and nouns with *and*

**IDIOMS**  
Personality

**EXAM PRACTICE**  
Reading and Use of English Parts 1, 7 & 8  
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.

# 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.

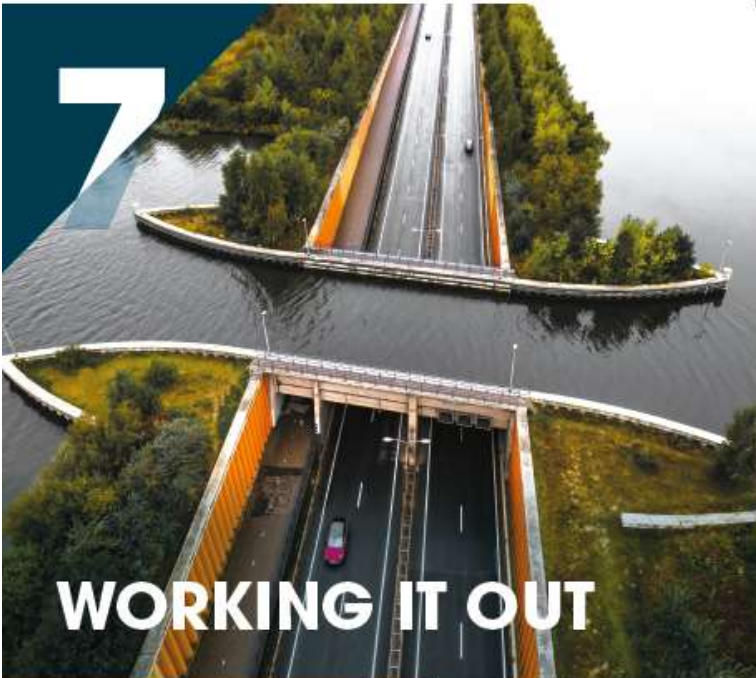
- 1 How important is travel to you?
- 2 How much interest do you take in travel websites, magazines or TV programmes?
- 3 In the future, do you see yourself travelling more or less?
- 4 Does the environmental impact of travel outweigh personal or commercial benefits?

**About English**  
**wanderlust** (n) /ˈwɒndə(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?

# 7



## WORKING IT OUT

**KEY LANGUAGE**  
Modal verbs 2  
Adjectives and fixed expressions  
Phrasal verbs of deduction and investigation  
Verbs of confusion and deceit  
Adjectives

**IDIOMS**  
Mystery

**EXAM PRACTICE**  
Reading and Use of English Parts 2, 4 & 6  
Writing Part 2  
Listening Part 3  
Speaking Parts 1 & 2

**Speaking Part 1 Interview**  
Work with a partner. Discuss the questions.

- 1 Do you enjoy problem-solving activities like escape rooms, strategy board games or crosswords? Why / Why not?
- 2 Why do you think some people are attracted to mysteries and solving puzzles?
- 3 What is the biggest real-life mystery you would like explained?
- 4 How can problem-solving skills drive personal performance in the workplace?
- 5 What puzzle-solving skills are required when trying to glean meaning from something in English that you don't understand?

✓ 20 years of success

✓ Ready for Sections

# Keeping the best

## READY FOR WRITING

### Introduction

In the **Writing** paper you have 1 hour and 30 minutes to complete two different writing tasks. The first is the compulsory Part 1 Essay task, where you should write 240–280 words. In Part 2, you select from a choice of three and should write 280–320 words.

### Writing Part 1

In Part 1, you are given two source texts which contain contrasting or complementary views. You write a discursive essay in which you summarise and evaluate the key points from both texts, using your own words as much as possible. You must also include your own ideas.

### Writing Part 2

In Part 2, you choose one task from a choice of three. Possible tasks include: an article, a letter, a report and a review.

### Marking

Your writing is marked based on assessment criteria that consists of four subscales. Match the General advice A–D to the Assessment criteria 1–4 in the table below.

### ASSESSMENT CRITERIA

**1**  
Content

**2**  
Communicative achievement

**3**  
Organisation

**4**  
Language

## READY FOR SPEAKING

### Introduction

The **Speaking** paper consists of three parts and lasts 16 minutes. You usually take the test with one other candidate (a group of three is possible) and there are two examiners: the interlocutor, who conducts the test, asks the questions, and sets up your tasks, and the other is the assessor, who listens and assesses your performance. The interlocutor also assesses how you perform in the test overall and contributes to your final mark.

Complete the following information about the test with the words in the box.

appropriate attention contributions decision-making  
demonstrate initiate interact interruption opinions  
organise reaction speculating willing written yourself

### TASKS

Part 1 is a social exchange. The examiner asks you questions and you need to respond with general information about (1) \_\_\_\_\_.

Part 2 is done with your partner and has two stages. The first focuses on your (2) \_\_\_\_\_ to a visual input, usually a maximum of two pictures. The second stage is a (3) \_\_\_\_\_ task involving four pictures.

In Part 3 you are given a (4) \_\_\_\_\_ question on a topic card, which you respond to individually. This will then lead to further questions and discussion about the topic.

### COMMUNICATION

Part 1 does not require you to (5) \_\_\_\_\_ with the other candidate(s) when answering questions. However, in Part 2, it is important to collaborate with your partner(s) and show your ability to engage in and successfully manage a discussion. You have the opportunity to speak without (6) \_\_\_\_\_ in Part 3. When your partner is speaking, you must pay (7) \_\_\_\_\_, so you are ready to answer a follow up question.

### LANGUAGE

(8) \_\_\_\_\_ among others. a range of language functions such as giving opinions, (9) \_\_\_\_\_ and evaluating. You need to (10) \_\_\_\_\_ discussion, make positive (11) \_\_\_\_\_ and be (12) \_\_\_\_\_ to take turns. Remember to (13) \_\_\_\_\_ your thoughts logically and express your (14) \_\_\_\_\_ clearly using (15) \_\_\_\_\_ language.

# Keeping the best

✓ 20 years of success

✓ Ready for Sections

✓ Scaffolded Listening

# Keeping the best

## READY FOR LISTENING

### Introduction

The Listening paper contains four parts and lasts approximately 40 minutes. At the end of the test, you are given an additional five minutes to transfer your answers onto the separate answer sheet. You will hear each recording twice.

### Listening Part 1 Multiple choice

#### What to expect in the exam

- In Part 1 you will hear three short extracts, each with a different theme. The extracts are a mixture of monologue and dialogues.
- Each question will focus on a different aspect of the extract.

- 1 **Q 0.1** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which best fits according to what you hear. There are two questions for each extract.

#### Extract One

You hear a news report about a road closure.

1 In the report, the newsreader

- A is condemning the response to essential maintenance.
- B is revealing the extent of the area's poor road conditions.
- C is highlighting the council's inadequacy in communicating.

2 The newsreader suggests that the response to complaints

- A showed little response on the part of the council.
- B will leave local residents feeling puzzled.
- C was not issued in a timely enough manner.

#### Extract Two

You hear two people discussing the recent bad weather conditions.

3 What do the two speakers agree about?

- A That strong weather is becoming more frequent.
- B That the effects of the weather were severe.
- C That the country should be better prepared.

4 Why is the wildlife suffering so much from the weather?

- A They aren't accustomed to dealing with such cold weather.
- B They do not receive assistance to ensure their safety.
- C They cannot cope with unexpected weather changes.

#### Extract Three

You hear an interview with a government minister talking about a new housing scheme.

5 What is the core rationale for the new grant scheme?

- A To ease population strain in cities.
- B To breathe new life into abandoned areas.
- C To create new environmentally friendly housing.

6 What is the interviewer's opinion of the funding scheme?

- A It fails to address the main housing issues.
- B It is a distraction tactic from failing policies.
- C It is a short-term answer to a long-term problem.

- 2 Check your answers by looking at the **Audio script** on page 265. How have the answers been paraphrased? What clues are there in the audio script that might make you think a wrong answer is correct?

#### Don't forget!

Make sure you listen to each extract in full before you choose an answer. Speakers may discuss one idea and then go on to rule it out later in the script. Do not pick an answer based on them saying a word that matches the extract.



96

## READY FOR LISTENING

### Listening Part 2 Sentence completion

#### What to expect in the exam

- In Part 2 you will hear an informative monologue.
- There are nine questions testing your understanding of specific information.
- The questions follow the order of information in the recording.
- The answers you need to write will be words or short phrases from the recording.
- The words/phrases must fit the sentence grammatically and your spelling must be correct.

#### How to go about it

- Read the sentences carefully before the listening starts. Underline key words to help you focus on the meaning.
- Look carefully at what goes before and after each gap and consider what fits into the structure of the sentence.
- For each question, you may hear distractors – words which might at first seem relevant, but do not complete the sentences correctly.
- Always write words that you hear.
- Check your spelling carefully and make sure your writing is clear.

- 1 **Q 0.2** You will hear a talk by an expert about ways in which energy can be generated. For questions 1–8, complete the sentences with a word or short phrase.

## THESE NEW ENERGY SOURCES ARE MAKING WAVES BUT NOT NECESSARILY IN OUR OCEANS



Due to the study of alternative energies advancing by (1) \_\_\_\_\_, many new energy sources are emerging onto the scene.

The (2) \_\_\_\_\_ of gravity is one of its biggest assets for exploiting it as an energy source.

People in Kenya have managed to almost eliminate the (3) \_\_\_\_\_ of lighting by using the *GenlyLight*.

With the continued research into kinetic energy, it's possible that human (4) \_\_\_\_\_ will be a source of power.

The speaker uses the term (5) \_\_\_\_\_ to describe how solar energy may be adapted and used for inexpensive green energy production.

The problem with solar energy is that the material used as a (6) \_\_\_\_\_ is expensive and energy hungry to produce.

Scientists are striving to use the same protein that is responsible for the (7) \_\_\_\_\_ in jellyfish in solar panels.

New solar panels using proteins could be (8) \_\_\_\_\_ or part to use floating in the sea.

Researchers are tuning away from (9) \_\_\_\_\_ resources in order to deal with modern energy challenges.

- 2 **SPEAK** Compare your answers with a partner's. Are they the same or are there any key differences? Can you see any wrong answers that could have been easily avoided, such as spelling or grammatical errors?

96





# What's New


- NEW Idioms pages
- NEW Discussing Idioms boxes
- NEW About English boxes

## About English

Did you know that there are trinomials, too? One example of a trinomial is *cool, calm and collected*. Think of some more trinomials that you might know. Use these words to help you:

here, ... hook, ... beg, ... blood, ...

## 2 WANDERLUST



### Idioms Making stories interesting

1 Guess the missing words in idioms 1–10 used for making stories interesting. The first two are from the listening on page 21.

- 1 I did see a scorpion. I almost stepped on it – and it **scared the** \_\_\_\_\_ **out of me!**
- 2 It is estimated that the current population living in the wild could be in the low hundreds ... **Time will** \_\_\_\_\_ whether or not they can be saved.
- 3 I like my little car – **don't get me** \_\_\_\_\_ – but it's getting a bit old.
- 4 And can you believe Megan met her favourite footballer in Lisbon airport. What a **stroke of good** \_\_\_\_\_!
- 5 A wave of dizziness came over me and, **for a split** \_\_\_\_\_, I thought I might need to sit down, but then it passed.
- 6 It can't be easy for Mark and Ruth to share such a small space on such a long journey. They're both quite demanding people, **to put it** \_\_\_\_\_.
- 7 I got the camera repaired and never told Juliet what happened. That's strictly **between you and** \_\_\_\_\_, though.
- 8 I travelled around the world in just 38 days. It was \_\_\_\_\_ **down** the best thing I've ever done.
- 9 I've started taking my holidays in September. **There's a lot to be** \_\_\_\_\_ **for it**. Prices are so much lower.
- 10 He claims he can't go because he has to catch up on work – **a likely** \_\_\_\_\_! Tomás is always cancelling plans.

2 **2.2** Listen and check your answers to Exercise 1.

3 **SPEAK** Work in pairs. Discuss the meaning of the idioms in Exercise 1.

4 Listen to sentences 1 and 2 again. Underline the words that carry the most prominent stress. The forward slashes (/) indicate the places where the speaker makes a slight pause.

- 1 // I did see a scorpion // I almost stepped on it // and it scared the life out of me //
- 2 // Time will tell // whether or not // they can be saved //

### Pronunciation: Speech units

When we speak, we divide our words into groups called speech units. Fixed phrases and idioms are usually pronounced as one speech unit. Within speech units, it's usually one of the content words (nouns, main verbs, adjectives, adverbs) that carries the most prominent stress. For longer words, one of the syllables within the content word carries the prominence, e.g. // it came as a surprise //.

5 **SPEAK** Work in pairs. Practise saying the sentences in Exercise 1. Say each idiom as a speech unit, putting the most prominent stress on the gapped words.

6 **SPEAK** Work in small groups. Play the board game.


- NEW Pronunciation sections

## UNIT 11

### Pronunciation Stress timing

1 **SPEAK** With your partner, do the city quiz. Match one of the cities (a–f) to each of the facts (1–5).

# CITY QUIZ



- 1 The world's first skyscraper was built in the city of \_\_\_\_\_.
- 2 The world's oldest restaurant is located in \_\_\_\_\_.
- 3 Pavements in \_\_\_\_\_ are heated by a snowmelt system underground.
- 4 The cities of \_\_\_\_\_ and \_\_\_\_\_ are built on largely reclaimed land.
- 5 In \_\_\_\_\_, there are more journeys made on bike than by car.

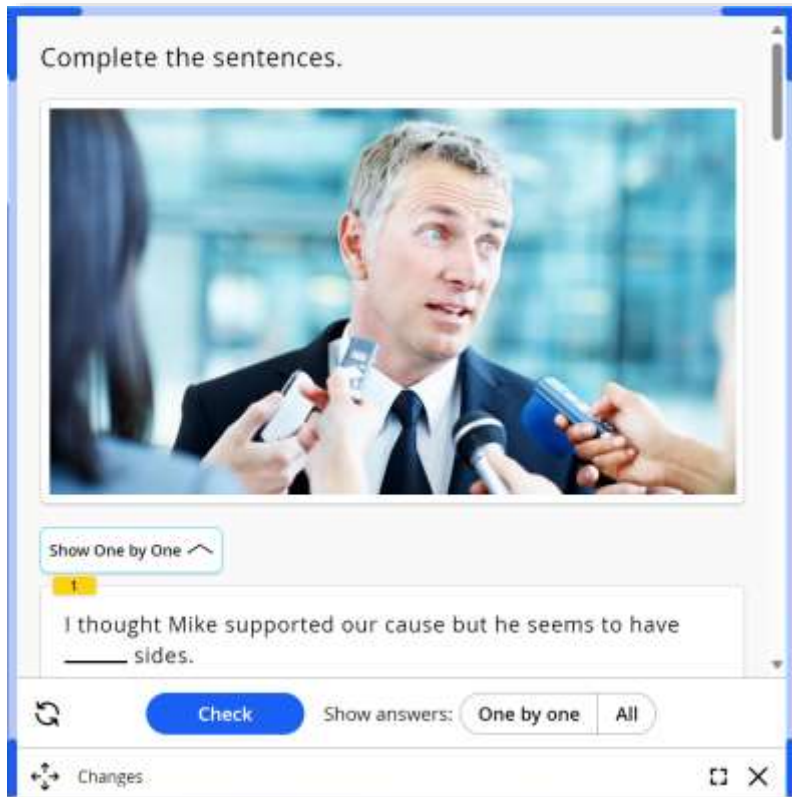
- a Calcutta
- b Chicago
- c Helsinki
- d Madrid
- e Miami
- f Songdo

2 **SPEAK** Underline the stressed words in the quiz in Exercise 3. Take it in turns to practise saying the stressed key words and speeding up the unimportant words.

Go back to **page 168**.

# What's New

## NEW MEE App



# What's New

- **NEW MEE App**



# ASSESSMENT AREA

Assessment duration \*

00:30

Teacher's name \*

Juan Pérez

This name will be displayed to students.

Assessment format \*

Digital  Paper

**Digital settings** Information

Teacher settings

Randomise questions  Controlled start

Any setting or wording of questions you have done will not be applicable if you choose to randomise questions.

Add assessment: Test1

Schedule and settings

Start date \*

Classroom date 00:00

End date \*

Classroom date 00:00

Total Score: 100

Passing Score: 50 (N = 50 (100.00%))

Assessment duration \*

00:30

Teacher's name \*

Juan Pérez

This name will be displayed to students.

Assessment format \*

Save

The **Assessment** area on the **Macmillan Education Teacher App** helps teachers to build and customise tests.

Add assessment: Test1

Step 1 of 2: Assign students

Classes Clear all

Sandbox Class 1

Total assigned: 1

Sandbox Class 1 Assign all (1)

Isac Ryan  
Subscription not activated and registration not completed + Assign

Alta Mueller - Unassign

Blanka Sanford + Assign

Jacky Rath + Assign

Jacquelyn Shields + Assign

Show results

# KEY COMPONENTS

## FOR STUDENTS

### Face-to-face or Blended Courses:

- Student's Book with access to the Digital Student's Book
- Workbook with access to the Digital Workbook



### Fully Digital Solution:

- Digital Student's Book
- Digital Workbook
- App
  - On-the-go practice
  - Student's Resource Centre

## FOR TEACHERS

### Face-to-face or Blended Courses:

- Teacher's Book with App



### Fully Digital Solution:

- Digital Teacher's Book
- App
  - Classroom Presentation Kit
  - Homework Manager
  - Teacher's Resource Centre
  - Test Generator



**READY  
FOR C2  
PROFICIENCY**

**READY  
FOR LIFE!**

**THANK YOU!**