

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

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.

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.



Vocabulary Binomials

1 Binomials are two words joined by short linking words (usually *and* or *or*) to form a fixed expression. Look at the binomial *cut and dried* in the text on page 73. Discuss the meaning using the context to help you.

2 Complete the sentences with the correct binomial ending in the box.

cheese error foremost forth go large outs starts take tested white

- 1 **First and** _____, you must enjoy talking to people if you want to work in the media.
- 2 My father has worked in international business for over 20 years and knows all the **ins and** _____ of negotiating with overseas clients.
- 3 We can go **back and** _____ all day over the edits for this article, but I don't think we'll be any closer to agreeing.
- 4 **By and** _____ the book was well received, although a few people questioned its historical accuracy in places.
- 5 It was **touch and** _____ at first for both drivers involved in the collision, but they have both pulled through.
- 6 Learning to speak another language is a case of **trial and** _____ I find. You're bound to get things wrong at first, but the more you practise, the better you'll get.
- 7 One **tried and** _____ cure for writer's block is to get away from the screen and spend some time in nature.
- 8 The government's attempts to do something effective about crime seems to come in **fits and** _____. They announce all these big plans, then nothing happens for months.
- 9 My boss and I are like **chalk and** _____; she's always stressed and juggling a million things, while I'm more relaxed and take it all in my stride.
- 10 Relationships are all about **give and** _____. Things are never one-sided and it's always important to see your partner's point of view, even if you might not necessarily agree.
- 11 Press freedom isn't a **black and** _____ issue; while freedom of information and transparency is essential, so is the right to privacy for those in the news.

3 Complete the text about journalism with some of the binomials in Exercise 2.

THE 'DOS AND DON'TS' OF GOOD JOURNALISM

The road to a career in journalism can often be a rocky one, where competition is fierce and opportunities are scarce, but don't let this deter you if it's your dream job, as it certainly is a rewarding career once you get your foot in the door. Before you go down the path of journalism, let's work out if it's the right career for you with our top tips:

- 1 (1) _____, remember it's your job to dig up the facts and pass them on, so your communication skills need to be top-drawer. Put people at ease to give you that advantage when it comes to getting the facts.
- 2 Don't lose your patience! Stories don't always develop as you'd like them to. They tend to go in (2) _____ – you could be waiting for ages for a development and then suddenly it's all go. So, be patient, but be ready!
- 3 Try to be objective and find out the facts. A good journalist goes (3) _____ between different primary sources in order to double-check their facts and make sure they get multiple perspectives.
- 4 Know your stuff – understanding all the (4) _____ of a story is paramount, so spend time doing lots of research. At first, this is bound to be a time-consuming and daunting task, but soon enough you'll establish (5) _____ methods for getting all of the information you need.
- 5 Working your way through difficult investigations can be hard. (6) _____, they tend not to be (7) _____. On the contrary, they will often throw up more questions than they answer, which can get frustrating. But don't throw in the towel. It's your job to get down to brass tacks.
- 6 Remember – as with all jobs, it takes time to be a good journalist! You'll find things out through (8) _____. Don't worry about making these mistakes, they are part and parcel of starting any new career.



- 3 SPEAK** Work in pairs and compare the notes you made in Exercise 2. Do you agree? Why / Why not?

Useful language

Using noun phrases in essays

Noun phrases have a more formal and academic tone than verb-based sentences, so they are an appropriate register for essays. In addition, these noun phrases use a wider range of grammatical structures and vocabulary and can help paraphrase the ideas in the texts.

- 1 **Relative clauses:** The solution which is most likely to be successful is increasing performance bonuses.
- 2 **to clauses:** The question to be considered in more detail is whether hiking prices to meet our mounting costs will pay off in the long run.
- 3 **Prepositional phrases:** Best practice from a range of sources could be incorporated into our new policies.
- 4 **-ing clauses:** Techniques pertaining to relevant theories are likely to be of more interest to our human resources department.

Rewrite sentences 1–4 using less academic language. For example:

1 We think that we would be more successful if we increased performance bonuses.

2 _____

3 _____

4 _____

- 4** Read the model essay and underline sentences that use the noun phrase structures from the Useful language box.

Employers are keen to more fully understand the psychology of motivation in the workplace, given that the extent to which employees are satisfied by their roles and responsibilities can both positively and negatively contribute to their effectiveness and thus the overall performance of an organisation. However, the factors described by employees can differ immensely and as such may reveal more areas for analysis than immediate solutions for employers to implement.

There is a wealth of options for companies that would like to address issues of motivation in their workforce. Initially, the recourse which should not be overlooked is whether or not a pay rise could positively impact staff productivity and wellbeing. Although there is a threshold above which income makes fairly little difference, this figure is quite high and certain individuals in the organisation might react well to such a measure.

Inevitably, the likelihood of this applying to employees in more senior positions is low, therefore a question to be discussed in more detail by a company's management is how best to incentivise those employees for whom money is not a decisive factor. While money may make a difference to people whose current life circumstances would benefit from it, such as younger employees or those with a growing family, others may view financial compensation as less enticing. In these instances, rewards expressing gratitude in a more personal way could be worth considering, perhaps extended leave or experience gifts.

However this process is addressed, companies would do well to bear in mind the need for sensitivity when discussing motivation with their employees.

- 5** Now write your own answer to the task in Exercise 2. Use some structures from the Useful language box and paraphrase the ideas from the texts.

For more information on writing essays, see **page 190**.

Idioms Money and wealth

- 1 Complete the expressions 1–6 with the correct word. Use your dictionary to help you if necessary.

Whenever a recession takes hold, it's not long before companies start **feeling the (1) pinch / stretch / touch / stitch**. However, the effects vary considerably depending on the sector. Industry and light manufacturing are often the first to take a financial hit and many companies find it challenging to **keep their heads above (2) earth / ground / surface / water**. Consumer spending **is their bread and (3) cheese / jam / butter / honey**, so when that slows in a recession, they're forced to make tough decisions. They simply cannot afford to invest in new ventures on top of managing all the hidden costs associated with running a business. In the finance world, however, recessions can be extremely profitable. Far from **being hard (4) over / out / up / off**, bankers are often reported to be **(5) swimming / rolling / playing / laughing in it** during or after a recession.

- 2 Which of the expressions in Exercise 1 mean:

- a to provide the main source of income? _____
- b to not have much money _____ and _____
- c to manage to keep a business working despite not having much money _____
- d to have a lot of money _____

Discussing idioms

Discuss the differences in meaning between these idioms:

- be on a roll / be in the groove
- money for old rope / money for nothing

- 3 For sentences 1–5 choose the phrase (a or b) that could replace the idioms in bold.

- 1 The sales department have **been on a roll** this quarter. Let's hope it continues.
a had a lot of success b experienced a drop in their figures
- 2 Her family must **be made of money** judging by her lavish lifestyle.
a have financial issues b be very well-off
- 3 Even though the accountancy firm we use charges exorbitant fees, Tom wouldn't change them **for love nor money**.
a unless he had to b in any situation
- 4 It's all very well Michaela promising we'll move to new premises, but she really has to **put her money where her mouth is**.
a ask us what we want b take some action
- 5 I'm astounded the client is paying us for this – it's just **money for old rope**.
a payment for hardly any effort b will involve a lot of hard work

- 4 **SPEAK** Work in groups. Explain how the context of the sentences helped you choose your answers for Exercise 3.



Speaking Part 2 Collaborative task

- 1 SPEAK** Work in pairs. Look at the pictures. They show people working in areas that present some of the biggest mysteries for humankind. Take turns and talk for one minute each about pictures 1 and 3. Discuss which of the mysteries interest you more.
- Now look at pictures 1–4. Imagine that a college is going to have a debate about what the most fundamentally important mystery facing mankind is. Talk together about the importance of the different mysteries suggested by the pictures. Then choose one other mystery that could be included in the debate.

Useful language

In the Speaking test, try to vary your language to show you can use a wide range of vocabulary. A way to do this is to use synonyms or near synonyms to avoid repetition.

Match the synonyms in the box with these words.

baffled breakthrough contemplate finding
mystified ponder revelation stumped wonder

- think about (v) _____
- puzzled (adj) _____
- discovery (n) _____

Discuss the slightly different ways these synonyms might be used. Use a dictionary if necessary.

Debate – mysteries

1



2



3



4





Language focus Passive and causative structures

1 Correct the passive forms in the sentences from the listening on page 133.

- 1 But these buildings share a function in that they're cultural, designed for pleasure and entertainment and, as a genre, had been reimagined and had been reworked over and over.
- 2 However, the plans have been drawn up with plenty of attention to function rather than form, it is understandable that the initial reception could be described as lukewarm at best.
- 3 It's intriguing to note that the spiral design actually started out as a theoretical project by the architect company, but despite not has been intended as an actual building, it caught the eye of one the company's clients and a decision was made to go ahead with the project.

2 Match the passive structures in bold in the quiz to the uses A–E.

ARE YOU AN ART AND DESIGN CONNOISSEUR?

Put your knowledge to the test with our quiz.

1 Having been born in Malaga, which famous Spanish artist moved to Barcelona and then Paris, where he spent the rest of his life?

2 Which spectacular white building did an Indian emperor **have his chief architect design** to house the tomb of his wife?

3 Which iron tower that was initially disliked and **criticised** by artists and intellectuals for its design went on to become one of the world's most recognisable and iconic landmarks?

4 In spite of **having been taught** only reading, writing and basic mathematics, which artist from Florence became one of the world's greatest inventors?

5 Which Dutch artist, whose paintings are some of the most valuable in the world, **had their work ignored** during their lifetime?

- A to avoid repeating the same passive auxiliary form in a sentence _____
- B to give background information to help explain or clarify something in the past _____
- C as a complement when following a preposition _____
- D to describe making someone do something _____
- E to focus on the victim of a negative or unwanted action or event _____

3 **SPEAK** Work in pairs. Do the quiz in Exercise 2.

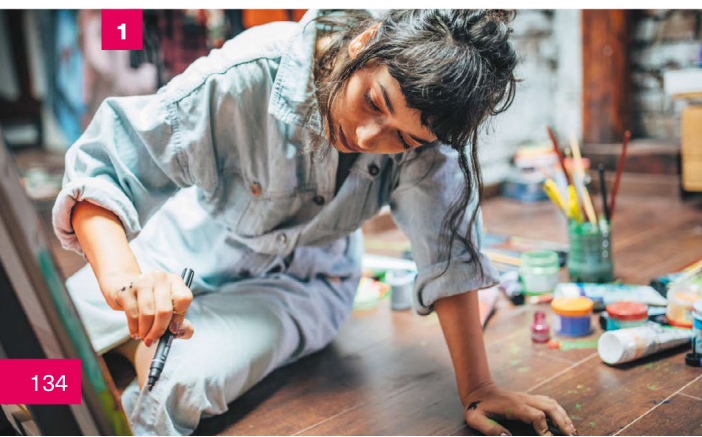
4 Go to **Ready for Grammar** on **page 224** for further rules, explanations and practice.

Speaking Part 2 Collaborative task

1 Work in pairs. Look at pictures 1 and 4. They show people doing different types of jobs. Talk together about what might attract people to these jobs.

2 Now look at pictures 1–4. Imagine that a newspaper is writing an article on the provision of arts and culture employment opportunities for young people. Discuss what could be done to increase these opportunities. Then suggest other jobs in art and design that could be included in the article.

3 **SPEAK** Which of the jobs in the photos do you think would be the most challenging? Why?



Article – arts and culture

Writing Part 1 Essay

1 **SPEAK** Work in small groups and discuss the questions.

- 1 Do you read blogs or self-published books? Why? / Why not?
- 2 Should writers be allowed to write about any subject they want? Why? / Why not?
- 3 Are there ever any circumstances where censorship is justified or advisable? Why? / Why not?

WHAT IS CENSORSHIP ANYWAY?

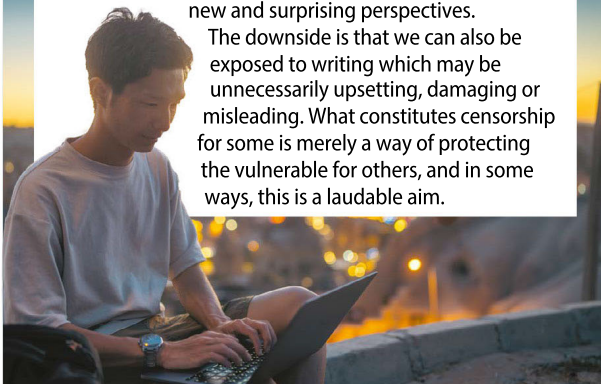
Censorship usually conjures up ideas of banning of books in medieval times, whereas in contemporary society it manifests itself in more subtle ways. These days writers and journalists can have their work sidelined inconspicuously; a series of damaging reviews, or a change of leadership at a publishing company can relegate certain author voices to a less prominent position and move the public perception in a different direction, effectively acting as a form of censorship. Publishing tends to reflect the public interest and as such whichever genre or subject has captured people's attention will be more heavily commissioned.



FILTERING OUT THE HATE

Unfortunately, the modern world is more complex and nuanced than many care to admit, and censorship is no longer as clear cut an issue as it once was. Self-publishing and blogging have given authors platforms to write about anything without the oversight which would previously have come from an editor, giving us access to a variety of new and surprising perspectives.

The downside is that we can also be exposed to writing which may be unnecessarily upsetting, damaging or misleading. What constitutes censorship for some is merely a way of protecting the vulnerable for others, and in some ways, this is a laudable aim.



2 Read the Writing Part 1 texts and underline the main ideas.

Useful language: evaluating ideas

You can evaluate specific points raised in input texts or focus more broadly on general ideas about the topic. The phrases below will help you to organise your ideas.

Referring to the texts

There are some fundamental flaws in that ...

Weighing up all the points raised, ...

It is potentially more contentious because ...

They make a compelling argument for / to ...

Referring to ideas in general

A salient / pertinent / striking aspect of this matter is ...

Central to this idea is ...

On further inspection, ...

Something often overlooked is that ...

3 Read the model answer on the next page. Add the underlined phrases to the correct category in the Useful language box.



Vocabulary Phrasal verbs for problems and solutions

1 Complete the phrasal verbs from the article on page 163. The letters in brackets refer to the sections of the text in which the phrasal verbs appear.

- 1 ... initiatives to mitigate the issue continue to _____ **up against** issues, such as shortfalls in funding. (A)
- 2 ... impelling some people to _____ **to** taking what they need from the city's lake, ... (B)
- 3 ... relying on rainwater is _____ **out** as an option, due to its arid climate. (C)
- 4 ... further _____ **down** its options to existing river, lake or sea sources. (C)

2 Check your answers to Exercise 1 in the text. Use the context to work out the meaning.

3 Complete the phrasal verbs in the text below with the correct form of one of the verbs in the box.

call flood resign revert run saddle talk

The wheels of administration don't always run smoothly, and sometimes even the most experienced of officials have had to (1) _____ **themselves to** *the fact that* they're responsible for an almighty blunder. Take for example some employees at Swansea Council, who were (2) _____ **with** *complaints* about their bilingual signage. Instead of writing the correct Welsh translation on a road sign, they had inadvertently put the translator's automatic out of office reply on the signs instead, assuming it was the equivalent text. Welsh speakers (3) _____ **for** *immediate action*, demanding that the sign be removed immediately and replaced with a correct one.

While this is undoubtedly an embarrassing error, it isn't as costly as the mistake made by Spanish officials, who (4) _____ **up against** *a major issue* with their transport plans. They had ordered commuter trains that couldn't fit in the tunnel network, resulting in a two-year delay to the delivery of the project. As the most senior people on the project, they were (5) _____ **with** *the blame*, and were forced to resign from their posts. While they were able to (6) _____ **back to** the smaller, original designs they had put forward initially, these would be delayed significantly, nonetheless. We may wonder how no one spotted the error sooner so that they might have (7) _____ the decision-makers **out of their plans** before it was too late!

4 Record the phrasal verbs from Exercise 3 in your vocabulary notebook, together with the collocates shown in *italics*. Paraphrase each collocation to show the meaning.

Example:

1 *resign themselves to the fact that* – *accept that*

5 Record each of the following groups of nouns with the infinitive form of the phrasal verb from Exercises 1 and 2 that they frequently collocate with.

- 0 *a decision / retiring / making a mistake* _____ *talk someone out of* _____
- 1 *the possibilities / your options / the list* _____
- 2 *the blame / the debt / the burden* _____
- 3 *change / action / unity* _____
- 4 *the fact / the possibility / the situation* _____
- 5 *emails / phone calls / complaints* _____
- 6 *a (previous) state / an (original) plan / the norm* _____
- 7 *the prospect / the chance / the use of* _____
- 8 *problems / challenges / constraints* _____
- 9 *drastic measures / violence / legal action* _____

6 **SPEAK** Work in pairs. Prepare two questions for your partner using the collocations in Exercise 5. Take turns to ask and answer the questions.

Can you think of a time when you had to talk someone out of making a mistake?

Vocabulary Health and fitness | Multi-word verbs

For questions 1–8, read the text and think of a word from the unit that best fits each gap. Use one word in each gap.



The common cold is an annoyance that almost everyone has to suffer at one time or another in their life, but some people, due to their genetic (1) _____ suffer more frequently and more severely than others from such colds. For them, it's impossible to get (2) _____ their cold without a couple of days in bed and, in extreme cases, it could lead to something more serious requiring medical (3) _____, and even a stint in hospital. It is important to recognise when things have taken a turn for the worse, and seek medical advice. Unfortunately, some people (4) _____ on to the belief that they'll be fine, yet ask any doctor and they'll soon tell you how this attitude can be quick to (5) _____ up with those who are unaware that they have compromised (6) _____ systems. In these cases, symptoms can quickly (7) _____ up and drain people's physical (8) _____, which in turn makes the body susceptible to more serious illnesses.

Reading and Use of English Part 4 Key word transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1 Julian knew he'd end up with the project as he always got the worst jobs in the company.

SADDLED

Julian always got the jobs that nobody wanted, so he was bound _____ the project.

- 2 I've never heard any of the local residents say anything good about the parking rules.

SAY

The local residents have never _____ the parking rules.

- 3 We decided to be cautious and stick to the original plan.

ERR

Deciding to _____, we stuck to the original plan.

- 4 Everyone was sure that Daily would win the race as he was in the best form of his life.

WHATSOEVER

Being on the best form of his life, nobody _____ that Daily would win the race.

- 5 The practical joke was ingenious, fooling his son completely.

IN

His son _____ the ingenuity of the practical joke.

- 6 They were only in this dire situation because of Julio's terrible map reading skills.

FAINTEST

If _____ read a map, they wouldn't be in this dire situation.