C1
ADVANCED

FORMULA

FOR EXAM SUCCESS

TEACHER'S BOOK

with Presentation Tool, Digital Resources and App

Pearson Practice English App

Pearson

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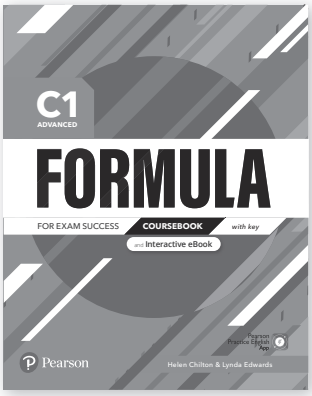
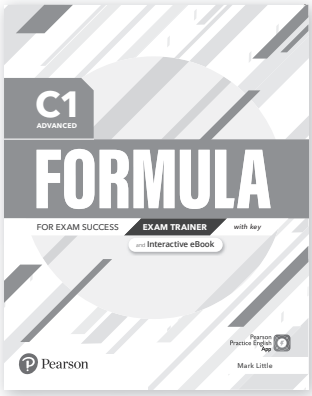
INTRODUCTION

Formula

Formula is the flexible, unique and enjoyable route to Cambridge exam success. Using Pearson's trusted exam know-how, *Formula* C1 Advanced takes a fresh approach to topics, units and components to create an exam-focused package whatever your teaching and learning scenario. Its truly flexible learning materials are designed to work independently for short and intensive preparation or in combination for longer exam courses. Adaptable for the classroom, independent study and blended learning to fully digital environments – create your own Formula for exam success.

Unlike most traditional exam preparation courses, *Formula* is distinctive in that it has two core components – the Coursebook and the Exam Trainer. By having two core components, there is a choice of starting points: the Coursebook or the Exam Trainer or a combination of both. This way, you can decide what to focus on in class and what to focus on for homework.





The C1 Advanced level

The C1 Advanced level Coursebook is designed for classes where most students are preparing for the Cambridge C1 Advanced exam. It is aimed at students who are already at the required language level. It provides thorough and targeted exam preparation, with each of its eight units covering at least one part of each exam paper in detail.

The Coursebook

This component includes eight units with each unit linked to a different number. With numbers as the broad theme, the topic changes lesson by lesson making learning more dynamic and maintaining students' interest throughout the course as well as providing a more authentic exam experience.

The main units focus on exam training and link to the Grammar file, the Vocabulary file, the Writing file and the fold-out Exam file in the back of the book for language development and further exam-focused information.

The Exam Trainer

This component uses a Test, Teach, Test approach to exam preparation for each part of the exam. An introductory practice task tests students to see what they already know and allows reflection on current performance. A teach section provides practice of strategies and skills to improve students' performance and allows them to approach the exam with confidence. The final exam-compliant exam task tests how well they can apply the strategies and skills they have practised.

The principles and methodology

Achieving exam success

First and foremost, *Formula* will enable students' core aim of passing the Cambridge C1 Advanced exam at their desired grade. *Formula*'s syllabus is based on the exam requirements and created by a team of authors and exam consultants to ensure comprehensive, authentic and rigorous exam preparation and practice.

Keeping students engaged

Formula takes a completely different approach to organising topics to avoid that well-known feeling of 'topic fatigue'. Each level of the Coursebook is organised around a general theme – for C1 Advanced, the theme is numbers – with each of its units based on a different number. This theme becomes the prism through which a number of different topics are covered from different angles, ensuring the material remains fresh, giving a sense of momentum and maintaining everyone's interest throughout the course.

Flexible exam preparation

The configuration and structure of *Formula's* two core components allows teachers to flex the course depending on the time available and different learning goals.

Exam focused

Around 30 hours – Use the **Exam Trainer** in class or for self-study.

Exam focused with language revision and consolidation

Around 50 hours – Use the **Coursebook** main lessons in class and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) for homework.

Exam focused with language development

Around 80 hours – Use the **Coursebook** main lessons, the additional bank of material (Grammar, Vocabulary, Writing and Exam file) and Digital resources in class and the **Exam Trainer** for homework.

Extensive exam and language development

Around 100+ hours – Use all the **Coursebook** content and *Test* and *Teach* sections from the Exam Trainer and Digital resources in class and final *Test* sections at home.

See the *Create your own Formula* section for detailed information on how to use *Formula* for different course lengths.

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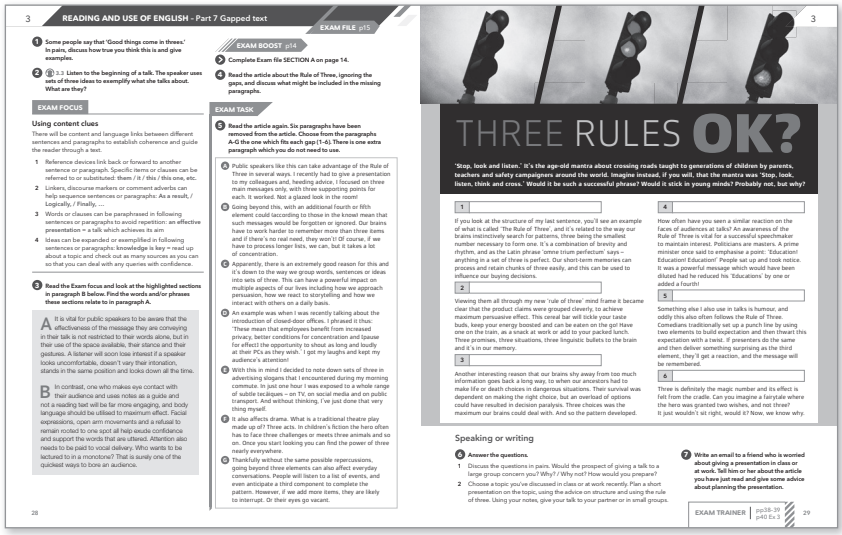
COURSE COMPONENTS

FOR STUDENTS

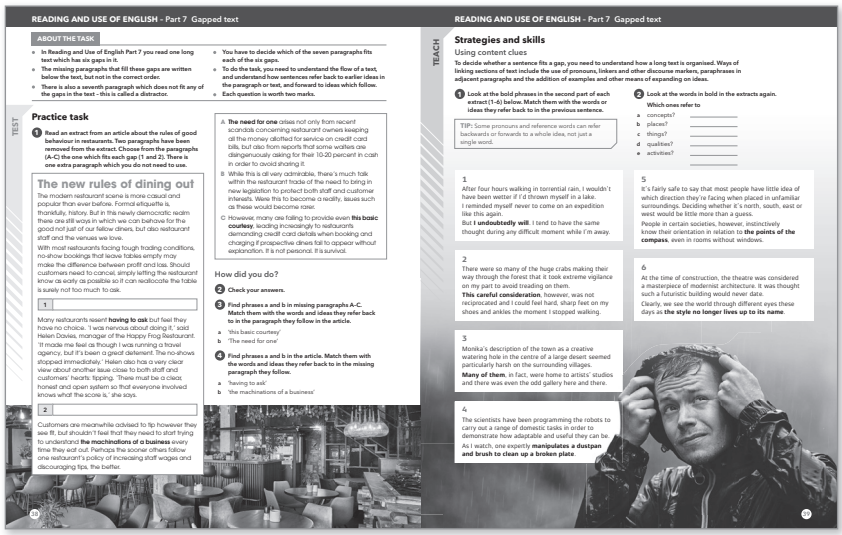
Coursebook with Exam file, Digital resources and App

- Eight **units** with each lesson covering one part of each paper from the Cambridge C1 Advanced exam and with an **exam focus** and **authentic practice task** in each.
- A **fold-out Exam file** booklet in the back of the Coursebook containing **Exam boost exercises** for improving exam performance.
- The **Grammar file** gives a full page of detailed grammar and language explanation, plus a full page of practice activities for every unit.
- The **Vocabulary file** provides a comprehensive wordlist for the whole unit as well as further practice activities.
- The **Writing file** provides both example exam questions and model answers for each Writing part, as well as extra help and practice.
- Each exam part lesson links to the **Exam Trainer** component for more focused skills and strategies building in that same exam part.
- Access to **Digital resources**, including course **audio** and **video**, as well as the **Pearson Practice English App** and the **Coursebook Interactive eBook**.



Exam Trainer with Digital resources and App

- Works either as a standalone component or in combination with the *Formula* C1 Advanced Coursebook.
- Its structure follows the Cambridge C1 Advanced exam, working systematically through each paper and part, from Reading and Use of English Part 1 to Speaking Part 4.
- Uses a **Test, Teach, Test approach**. Each section starts with a mini practice task (Test) that reflects the Cambridge C1 Advanced exam, which is followed by extensive and focused strategies and skills exercises for improving performance in the exam (Teach) and ends with a full-length, authentic-style exam task (Test).
- Includes a **full, authentic-style Cambridge C1 Advanced exam paper**, with audio.
- Access to **Digital resources**, including course **audio** and **video**, as well as the **Pearson Practice English App** and the **Exam Trainer Interactive eBook**.



Pearson Practice English App

The App gives access to **videos about the C1 Advanced exam** as well as **Speaking test videos** and the extensive Coursebook and Exam Trainer **audio**. It also includes fun interactive practice of the course **grammar**. It can be accessed via the code in the Coursebook and Exam Trainer.

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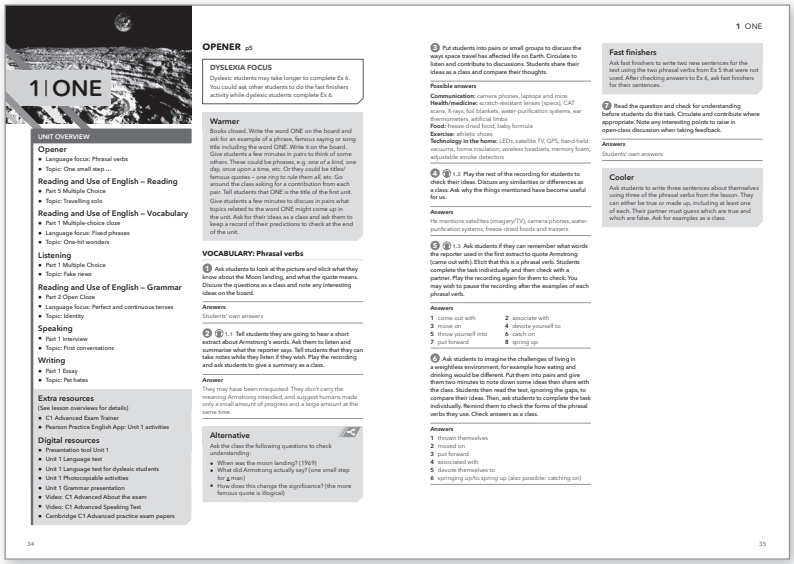
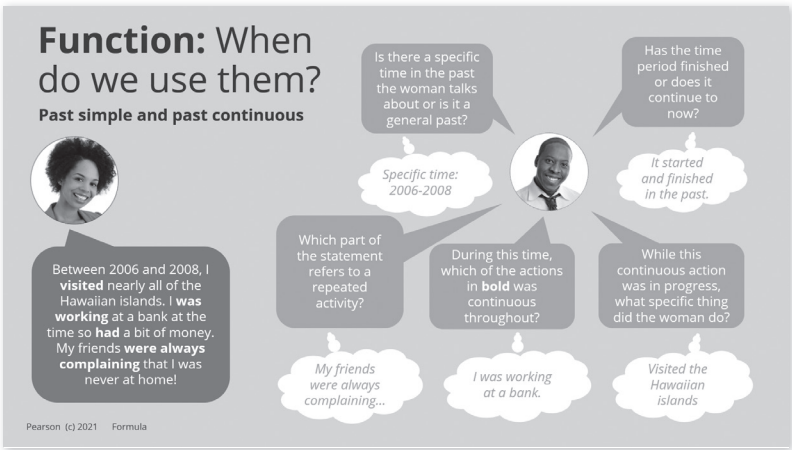
Teacher's Book with Presentation tool, Digital resources and App

- **Teaching notes** with a wealth of **additional and alternative classroom ideas**, including warmer and cooler tasks, flexible follow-up tasks and ideas for fast finishers.
- **Dyslexia focus boxes** identify course resources and give ideas for alternative treatment of tasks.
- **Full answer key**, including **smart answers** for exam tasks.
- **'How to' sections** giving advice on using the Exam file, using *Formula* for different course lengths, teaching for exams, developing your students as independent learners and mindfulness for exams.
- **Speaking and writing success criteria** at the back of the book to help you and your students understand what a solid answer, a good answer and an 'acing it' answer in the C1 Advanced exam looks like.
- Access to **Digital resources** and **Pearson Practice English App**.



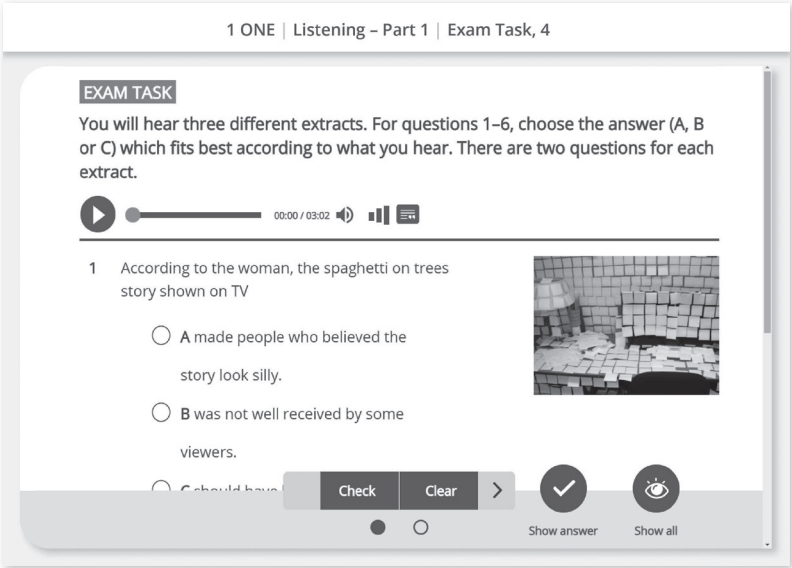
Digital resources

- Teaching notes for the Exam Trainer.
- Detailed **grammar PowerPoint presentations** for use with each unit's grammar points.
- Four **photocopiable worksheets** (two for Vocabulary and two for Grammar) per Coursebook unit, with full teaching notes and answer key.
- Coursebook and Exam Trainer **audio**.
- **Extensive test package** to use throughout the course, including Diagnostic, Unit, Progress and End of level tests.
- **Dyslexia-friendly versions** of each test.
- Both the standard and dyslexia-friendly versions of the test package available as editable Word documents or ready-to-print PDFs.
- Two full practice exams.
- Answer keys and audio files.



Presentation tool

- **Front-of-class teacher's tool** with fully interactive version of the Coursebook (including the practice activities from the Grammar file, the Vocabulary file and the Exam file).
- Static activities from the Exam Trainer with embedded audio and answer key.
- The Coursebook is interleaved with the relevant sections of the Exam Trainer for an easy back-and-forth between the components.
- Provides a **planning mode**, including teaching notes, as well as a teaching mode.
- Provides time-coded scripts for audio embedded in the activities.
- Easy navigation via either the book page or lesson flow.
- Score and timer tools for teacher-led activities.



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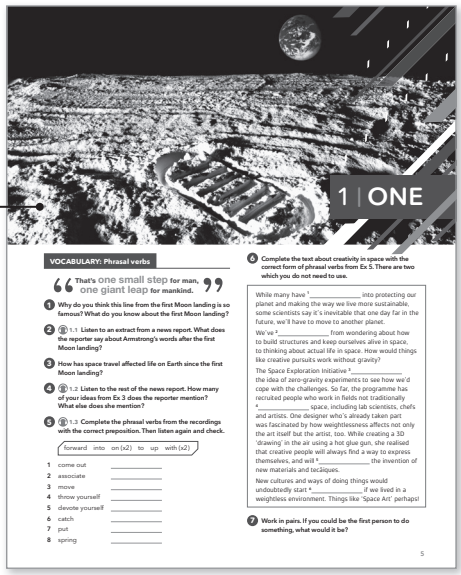
HOW THE COURSEBOOK WORKS

Each unit is based around the overall theme of the C1 Advanced Coursebook, **numbers**. There are seven separate lessons in each unit: a general introductory lesson followed by six more, each of which is focused on an exam part from the C1 Advanced paper. Each unit follows the structure of Opener page, Reading and Use of English – Reading, Reading and Use of English – Vocabulary, Listening, Reading and Use of English – Grammar, Speaking and Writing.

Each unit starts with an **Opener page**, with a lead-in photo and discussion questions to get students thinking about the unit theme and introduce related vocabulary.


1 | ONE

VOCABULARY: Phrasal verbs

"That's one small step for man, one giant leap for mankind."

1 Why do you think this line from the first Moon landing is so famous? What do you know about the first Moon landing?

2 1.1 Listen to an extract from a news report. What does the reporter say about Armstrong's words after the first Moon landing?

3 How has space travel affected life on Earth since the first Moon landing?

4 1.2 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What else does she mention?

5 1.3 Complete the phrasal verbs from the recordings with the correct preposition. Then listen again and check.

forward into on (x2) to up with (x2)

1 come out _____
2 associate _____
3 move _____
4 throw yourself _____
5 devote yourself _____
6 catch _____
7 put _____
8 spring _____

6 Complete the text about creativity in space with the correct form of phrasal verbs from Ex 5. There are two which you do not need to use.

While many have 1 _____ into protecting our planet and making the way we live more sustainable, some scientists say it's inevitable that one day far in the future, we'll have to move to another planet.

We've 2 _____ from wondering about how to build structures and keep ourselves alive in space, to thinking about actual life in space. How would things like creative pursuits work without gravity?

The Space Exploration Initiative 3 _____ the idea of zero-gravity experiments to see how we'd cope with the challenges. So far, the programme has recruited people who work in fields not traditionally 4 _____ space, including lab scientists, chefs and artists. One designer who's already taken part was fascinated by how weightlessness affects not only the art itself but the artist, too. While creating a 3D 'drawing' in the air using a hot glue gun, she realised that creative people will always find a way to express themselves, and will 5 _____ the invention of new materials and techniques.

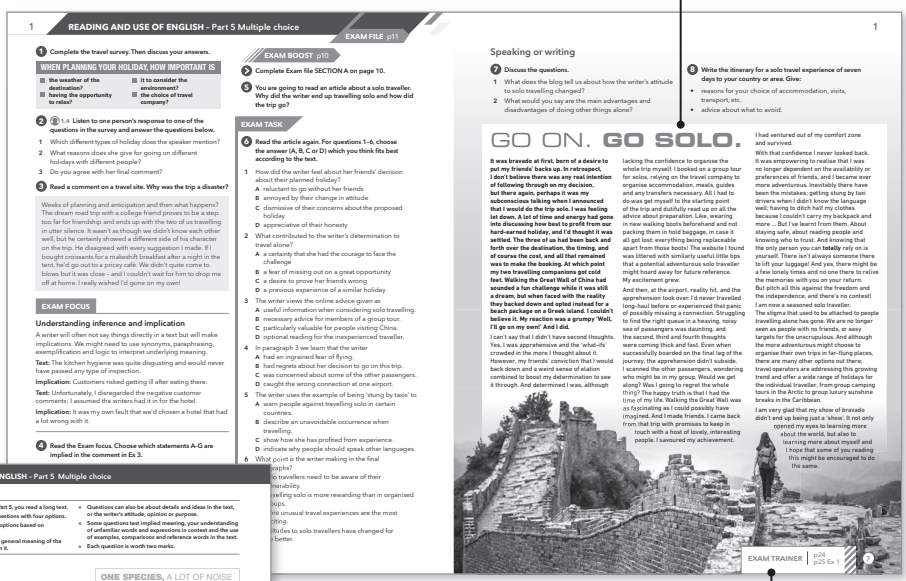
New cultures and ways of doing things would undoubtedly start 6 _____ if we lived in a weightless environment. Things like 'Space Art' perhaps!

7 Work in pairs. If you could be the first person to do something, what would it be?

5

The **six core lessons in each unit are based on a part from one of the Cambridge C1 Advanced exam papers**. There is an introduction via either listening or speaking with a partner before focusing in on the exam part and the skills required to complete it successfully.

The **texts for Reading and Use of English Parts 5, 6, 7 and 8 have been recorded** to offer additional support to dyslexic students. These recordings are indicated in the teaching notes.


1 READING AND USE OF ENGLISH - Part 5 Multiple choice EXAM FILE p11

1 Complete the travel survey. Then discuss your answers.

WHEN PLANNING YOUR HOLIDAY, HOW IMPORTANT IS

- the weather of the destination?
- having the opportunity to relax?
- it to consider the environment?
- the choice of travel company?

2 1.4 Listen to one person's response to one of the questions in the survey and answer the questions below.

1 Which different types of holiday does the speaker mention?
2 What reasons does she give for going on different holidays with different people?
3 Do you agree with her final comment?

3 Read a comment on a travel site. Why was the trip a disaster?

Weeks of planning and anticipation and then what happens? The dream road trip with a college friend proves to be a step too far for friendship and ends up with the two of us travelling in utter silence. It wasn't as though we didn't know each other well, but he certainly showed a different side of his character on the trip. He disagreed with every suggestion I made. If I bought croissants for a makeshift breakfast after a night in the tent, he'd go out to a pricey café. We didn't quite come to blows but it was close – and I couldn't wait for him to drop me off at home. I really wished I'd gone on my own!

EXAM FOCUS

Understanding inference and implication

A writer will often not say things directly in a text but will make implications. We might need to use synonyms, paraphrasing, exemplification and logic to interpret underlying meaning.

Text: The kitchen hygiene was quite disgusting and would never have passed any type of inspection.
Implication: Customers risked getting ill after eating there.

Text: Unfortunately, I disregarded the negative customer comments; I assumed the writers had it in for the hotel.
Implication: It was my own fault that we'd chosen a hotel that had a lot wrong with it.

4 Read the Exam focus. Choose which statements A–G are implied in the comment in Ex 3.

EXAM BOOST p10

2 Complete Exam file SECTION A on page 10.

3 You are going to read an article about a solo traveller. Why did the writer end up travelling solo and how did the trip go?

EXAM TASK

4 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 How did the writer feel about her friends' decision about their planned holiday?
A reluctant to go without her friends
B annoyed by their change in attitude
C dismissive of their concerns about the proposed holiday
D appreciative of their honesty
2 What contributed to the writer's determination to travel alone?
A a certainty that she had the courage to face the challenge
B a fear of missing out on a great opportunity
C a desire to prove her friends wrong
D a previous experience of a similar holiday
3 The writer views the online advice given as
A useful information when considering solo travelling.
B necessary advice for members of a group tour.
C particularly valuable for people visiting China.
D optional reading for the inexperienced traveller.
4 In paragraph 3 we learn that the writer
A had an ingrained fear of flying.
B had regrets about her decision to go on this trip.
C was concerned about some of the other passengers.
D caught the wrong connection at one airport.
5 The writer uses the example of being 'stung by taxis' to
A warn people against travelling solo in certain countries.
B describe an unavoidable occurrence when travelling.
C show how she has profited from experience.
D indicate why people should speak other languages.
6 What point is the writer making in the final paragraph?
A travellers need to be aware of their vulnerability.
B travelling solo is more rewarding than in organised groups.
C her unusual travel experiences are the most exciting.
D attitudes to solo travellers have changed for the better.

Speaking or writing

7 Discuss the questions.
1 What does the blog tell us about how the writer's attitude to solo travelling changed?
2 What would you say are the main advantages and disadvantages of doing other things alone?

8 Write the itinerary for a solo travel experience of seven days to your country or area. Give:
- reasons for your choice of accommodation, visits, transport, etc.
- advice about what to avoid.

GO ON. GO SOLO.

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I'd thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own!' And I did.

I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold baggage, in case it all got lost; everything being replaceable apart from those boots! The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference. My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when successfully boarded on the final leg of the journey, the apprehension didn't subside. I scanned the other passengers, wondering who might be in my group. Would we get along? Was I going to regret the whole thing? The happy truth is that I had the time of my life. Walking the Great Wall was as fascinating as I could possibly have imagined. And I made friends. I came back from that trip with promises to keep in touch with a host of lovely, interesting people. I savoured my achievement.

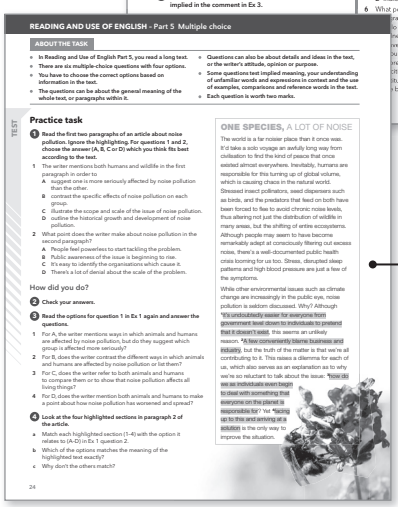
I had ventured out of my comfort zone and survived.

With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventurous. Inevitably there have been the mistakes: getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more ... But I've learnt from them. About staying safe, about reading people and knowing who to trust. And knowing that the only person you can **totally** rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relive the memories with you on your return. But pitch all this against the freedom and the independence, and there's no contest!

I am now a seasoned solo traveller. The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to organise their own trips in far-flung places, there are many other options out there: travel operators are addressing this growing trend and offer a wide range of holidays for the individual traveller, from group camping tours in the Arctic to group luxury sunshine breaks in the Caribbean.

I am very glad that my show of bravado didn't end up being just a 'show'. It not only opened my eyes to learning more about the world, but also to learning more about myself and I hope that some of you reading this might be encouraged to do the same.

EXAM TRAINER p24 p25 Ex 1


READING AND USE OF ENGLISH - Part 5 Multiple choice

ABOUT THE TASK

- In Reading and Use of English Part 5, you read a long text.
- There are six multiple-choice questions with four options.
- You have to choose the correct options based on information in the text.
- The questions can be about the general meaning of the whole text, or paragraphs within it.
- Questions can also be about details and ideas in the text, or the writer's attitude, opinion or purpose.
- Some questions test implied meaning, your understanding of unfamiliar words and expressions in context and the use of examples, comparisons and reference words in the text.
- Each question is worth two marks.

TEST

Practice task

1 Read the first two paragraphs of an article about noise pollution. Ignore the highlighting. For questions 1 and 2, choose the answer (A, B, C or D) which you think fits best according to the text.

1 The writer mentions both humans and wildlife in the first paragraph in order to
A suggest one is more seriously affected by noise pollution than the other.
B contrast the specific effects of noise pollution on each group.
C illustrate the scope and scale of the issue of noise pollution.
D outline the historical growth and development of noise pollution.
2 What point does the writer make about noise pollution in the second paragraph?
A People feel powerless to start tackling the problem.
B Public awareness of the issue is beginning to rise.
C It's easy to identify the organisations which cause it.
D There's a lot of denial about the scale of the problem.

How did you do?

2 Check your answers.

3 Read the options for question 1 in Ex 1 again and answer the questions.

1 For A, the writer mentions ways in which animals and humans are affected by noise pollution, but do they suggest which group is affected more seriously?
2 For B, does the writer contrast the different ways in which animals and humans are affected by noise pollution or list them?
3 For C, does the writer refer to both animals and humans to compare them or to show that noise pollution affects all living things?
4 For D, does the writer mention both animals and humans to make a point about how noise pollution has worsened and spread?

4 Look at the four highlighted sections in paragraph 2 of the article.
a Match each highlighted section (1–4) with the option it relates to (A–D) in Ex 1 question 2.
b Which of the options matches the meaning of the highlighted text exactly?
c Why don't the others match?

ONE SPECIES, A LOT OF NOISE

The world is a far noisier place than it once was. If it take a solo voyage an awfully long way from civilisation to find the kind of peace that once existed almost everywhere. Inevitably, humans are responsible for this turning up of global volume, which is causing chaos in the natural world. Stressed insect pollinators, seed dispersers such as birds, and the predators that feed on both have been forced to flee to avoid chronic noise levels, thus altering not just the distribution of wildlife in many areas, but the shifting of entire ecosystems. Although people may seem to have become remarkably adept at consciously filtering out excess noise, there's a well-documented public health crisis looming for us too. Stress, disrupted sleep patterns and high blood pressure are just a few of the symptoms.

While other environmental issues such as climate change are increasingly in the public eye, noise pollution is seldom discussed. Why? Although "it's undoubtedly easier for everyone from government level down to individuals to pretend that it doesn't exist, this seems an unlikely reason. "A few conveniently blame business and industry, but the truth of the matter is that we're all contributing to it. This raises a dilemma for each of us, which also serves as an explanation as to why we're so reluctant to talk about the issue: "how do we as individuals even begin to deal with something that everyone on the planet is responsible for?" Yet "taking up to this and arriving at a solution is the only way to improve the situation.

24

Exam Trainer references at the end of each lesson take students to the relevant pages in the Exam Trainer where they can find further intensive practice of the exam part. (See pages 12–13 for more details of how the Exam Trainer works.)

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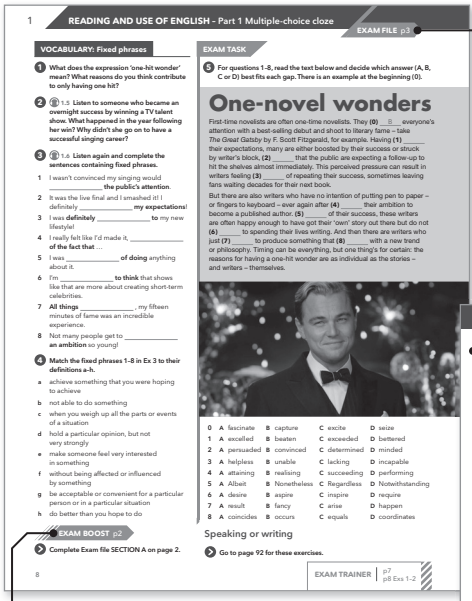


1 READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

EXAM FILE p3

VOCABULARY: Fixed phrases

1 What does the expression 'one-hit wonder' mean? What reasons do you think contribute to only having one hit?

2 1.5 Listen to someone who became an overnight success by winning a TV talent show. What happened in the year following her win? Why didn't she go on to have a successful singing career?

3 1.6 Listen again and complete the sentences containing fixed phrases.

1 I wasn't convinced my singing would _____ the public's attention.
2 It was the live final and I smashed it! I definitely _____ my expectations!
3 I was definitely _____ to my new lifestyle!
4 I really felt like I'd made it; _____ of the fact that …
5 I was _____ of doing anything about it.
6 I'm _____ to think that shows like that are more about creating short-term celebrities.
7 All things _____, my fifteen minutes of fame was an incredible experience.
8 Not many people get to _____ an ambition so young!

4 Match the fixed phrases 1–8 in Ex 3 to their definitions a–h.

a achieve something that you were hoping to achieve
b not able to do something
c when you weigh up all the parts or events of a situation
d hold a particular opinion, but not very strongly
e make someone feel very interested in something
f without being affected or influenced by something
g be acceptable or convenient for a particular person or in a particular situation
h do better than you hope to do

EXAM BOOST p2

Complete Exam file SECTION A on page 2.

EXAM TASK

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

One-novel wonders

First-time novelists are often one-time novelists. They (0) __B__ everyone's attention with a best-selling debut and shoot to literary fame – take *The Great Gatsby* by F. Scott Fitzgerald, for example. Having (1) _____ their expectations, many are either boosted by their success or struck by writer's block, (2) _____ that the public are expecting a follow-up to hit the shelves almost immediately. This perceived pressure can result in writers feeling (3) _____ of repeating their success, sometimes leaving fans waiting decades for their next book.

But there are also writers who have no intention of putting pen to paper – or fingers to keyboard – ever again after (4) _____ their ambition to become a published author. (5) _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not (6) _____ to spending their lives writing. And then there are writers who just (7) _____ to produce something that (8) _____ with a new trend or philosophy. Timing can be everything, but one thing's for certain: the reasons for having a one-hit wonder are as individual as the stories – and writers – themselves.

0	A fascinate	B capture	C excite	D seize
1	A excelled	B beaten	C exceeded	D bettered
2	A persuaded	B convinced	C determined	D minded
3	A helpless	B unable	C lacking	D incapable
4	A attaining	B realising	C succeeding	D performing
5	A Albeit	B Nonetheless	C Regardless	D Notwithstanding
6	A desire	B aspire	C inspire	D require
7	A result	B fancy	C arise	D happen
8	A coincides	B occurs	C equals	D coordinates

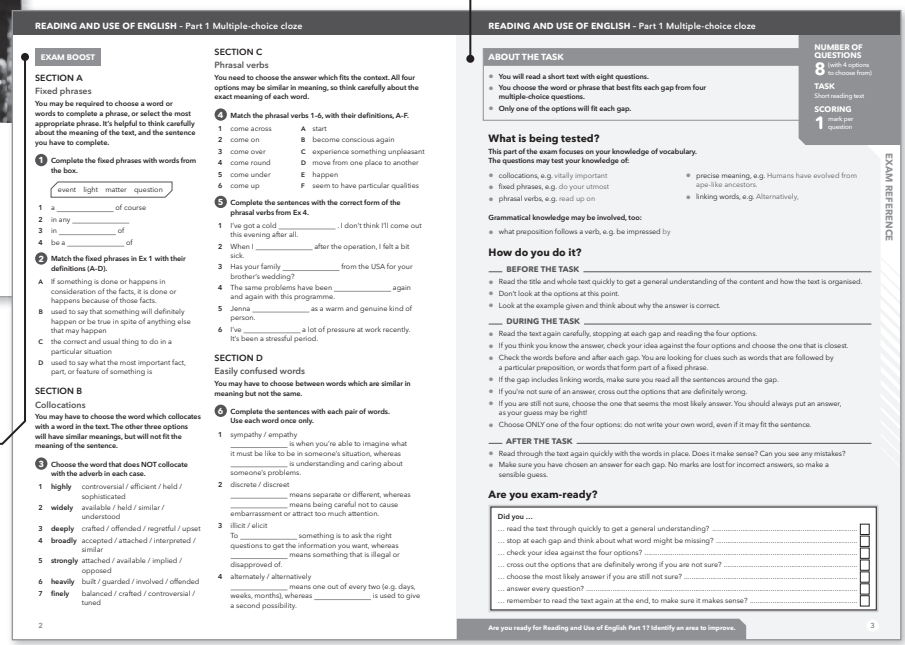
Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p7 p8 Exs 1–2

8

References at the top of the lesson page to the Exam file booklet in the back of the Coursebook take you to a reference page which students can fold out alongside the main unit pages. This provides an **overview of the exam part** in question and explains what is being tested. There is also a **checklist** which students can go through to ensure they are exam ready. (See pages **10–11** for more information about how to use the Exam file with your classes.)



READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

EXAM BOOST

SECTION A
Fixed phrases

You may be required to choose a word or words to complete a phrase, or select the most appropriate phrase. It's helpful to think carefully about the meaning of the text, and the sentence you have to complete.

1 Complete the fixed phrases with words from the box.

event light matter question

1 a _____ of course
2 in any _____
3 in _____ of
4 be a _____ of

2 Match the fixed phrases in Ex 1 with their definitions (A-D).

A If something is done or happens in consideration of the facts, it is done or happens because of those facts.
B used to say that something will definitely happen or be true in spite of anything else that may happen
C the correct and usual thing to do in a particular situation
D used to say what the most important fact, part, or feature of something is

SECTION B
Collocations

You may have to choose the word which collocates with a word in the text. The other three options will have similar meanings, but will not fit the meaning of the sentence.

3 Choose the word that does NOT collocate with the adverb in each case.

1 highly controversial / efficient / held / sophisticated
2 widely available / held / similar / understood
3 deeply crafted / offended / regretful / upset
4 broadly accepted / attached / interpreted / similar
5 strongly attached / available / implied / opposed
6 heavily built / guarded / involved / offended
7 finely balanced / crafted / controversial / tuned

SECTION C
Phrasal verbs

You need to choose the answer which fits the context. All four options may be similar in meaning, so think carefully about the exact meaning of each word.

4 Match the phrasal verbs 1–6, with their definitions, A–F.

1 come across A start
2 come on B become conscious again
3 come over C experience something unpleasant
4 come round D move from one place to another
5 come under E happen
6 come up F seem to have particular qualities

5 Complete the sentences with the correct form of the phrasal verbs from Ex 4.

1 I've got a cold _____. I don't think I'll come out this evening after all.
2 When I _____ after the operation, I felt a bit sick.
3 Has your family _____ from the USA for your brother's wedding?
4 The same problems have been _____ again and again with this programme.
5 Jenna _____ as a warm and genuine kind of person.
6 I've _____ a lot of pressure at work recently. It's been a stressful period.

SECTION D
Easily confused words

You may have to choose between words which are similar in meaning but not the same.

6 Complete the sentences with each pair of words. Use each word once only.

1 sympathy / empathy
_____ is when you're able to imagine what it must be like to be in someone's situation, whereas _____ is understanding and caring about someone's problems.
2 discrete / discreet
_____ means separate or different, whereas _____ means being careful not to cause embarrassment or attract too much attention.
3 illicit / elicit
To _____ something is to ask the right questions to get the information you want, whereas _____ means something that is illegal or disapproved of.
4 alternately / alternatively
_____ means one out of every two (e.g. days, weeks, months), whereas _____ is used to give a second possibility.

2

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

ABOUT THE TASK

- You will read a short text with eight questions.
- You choose the word or phrase that best fits each gap from four multiple-choice questions.
- Only one of the options will fit each gap.

NUMBER OF QUESTIONS 8 (with 4 options to choose from)
TASK Short reading text
SCORING 1 mark per question

What is being tested?

This part of the exam focuses on your knowledge of vocabulary. The questions may test your knowledge of:

- collocations, e.g. vitally important
- fixed phrases, e.g. do your utmost
- phrasal verbs, e.g. read up on
- precise meaning, e.g. Humans have evolved from ape-like ancestors.
- linking words, e.g. Alternatively,

Grammatical knowledge may be involved, too:

- what preposition follows a verb, e.g. be impressed by

How do you do it?

BEFORE THE TASK
- Read the title and whole text quickly to get a general understanding of the content and how the text is organised.
- Don't look at the options at this point.
- Look at the example given and think about why the answer is correct.

DURING THE TASK
- Read the text again carefully, stopping at each gap and reading the four options.
- If you think you know the answer, check your idea against the four options and choose the one that is closest.
- Check the words before and after each gap. You are looking for clues such as words that are followed by a particular preposition, or words that form part of a fixed phrase.
- If the gap includes linking words, make sure you read all the sentences around the gap.
- If you're not sure of an answer, cross out the options that are definitely wrong.
- If you are still not sure, choose the one that seems the most likely answer. You should always put an answer, as your guess may be right!
- Choose ONLY one of the four options: do not write your own word, even if it may fit the sentence.

AFTER THE TASK
- Read through the text again quickly with the words in place. Does it make sense? Can you see any mistakes?
- Make sure you have chosen an answer for each gap. No marks are lost for incorrect answers, so make a sensible guess.

Are you exam-ready?

Did you …
… read the text through quickly to get a general understanding? ☐
… stop at each gap and think about what word might be missing? ☐
… check your idea against the four options? ☐
… cross out the options that are definitely wrong if you are not sure? ☐
… choose the most likely answer if you are still not sure? ☐
… answer every question? ☐
… remember to read the text again at the end, to make sure it makes sense? ☐

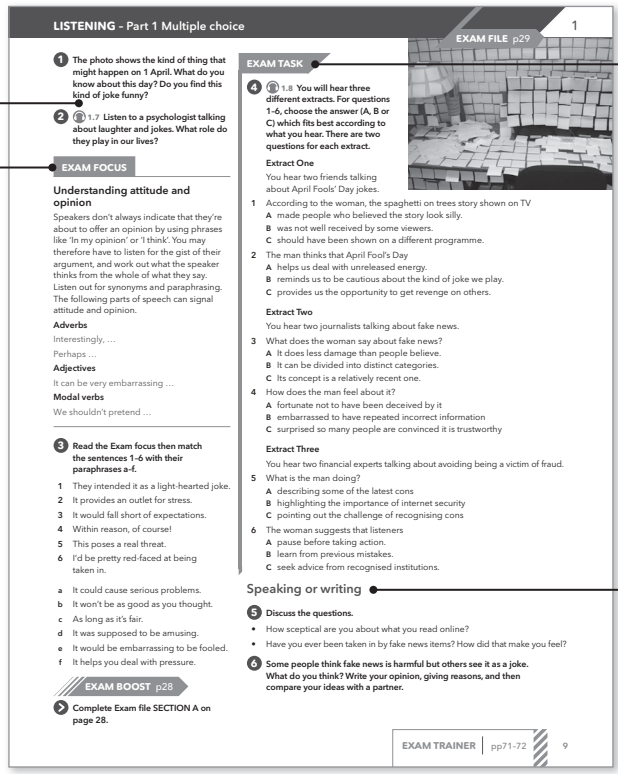
Are you ready for Reading and Use of English Part 1? Identify an area to improve.

EXAM REFERENCE

3

The **Exam boost** refers students to the Exam file where they can find additional exercises to enhance their performance on the exam part in question.

All audio tracks are clearly identified via the listening icon. Full audioscripts are available at the back of the Coursebook.



LISTENING – Part 1 Multiple choice

EXAM FILE p29

1

1 The photo shows the kind of thing that might happen on 1 April. What do you know about this day? Do you find this kind of joke funny?

2 1.7 Listen to a psychologist talking about laughter and jokes. What role do they play in our lives?

EXAM FOCUS

Understanding attitude and opinion

Speakers don't always indicate that they're about to offer an opinion by using phrases like 'In my opinion' or 'I think'. You may therefore have to listen for the gist of their argument, and work out what the speaker thinks from the whole of what they say. Listen out for synonyms and paraphrasing. The following parts of speech can signal attitude and opinion.

Adverbs
Interestingly, …
Perhaps …

Adjectives
It can be very embarrassing …

Modal verbs
We shouldn't pretend …

3 Read the Exam focus then match the sentences 1–6 with their paraphrases a–f.

1 They intended it as a light-hearted joke.
2 It provides an outlet for stress.
3 It would fall short of expectations.
4 Within reason, of course!
5 This poses a real threat.
6 I'd be pretty red-faced at being taken in.

a It could cause serious problems.
b It won't be as good as you thought.
c As long as it's fair.
d It was supposed to be amusing.
e It would be embarrassing to be fooled.
f It helps you deal with pressure.

EXAM BOOST p28

Complete Exam file SECTION A on page 28.

EXAM TASK

4 1.8 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One
You hear two friends talking about April Fools' Day jokes.

1 According to the woman, the spaghetti on trees story shown on TV
A made people who believed the story look silly.
B was not well received by some viewers.
C should have been shown on a different programme.
2 The man thinks that April Fool's Day
A helps us deal with unreleased energy.
B reminds us to be cautious about the kind of joke we play.
C provides us the opportunity to get revenge on others.

Extract Two
You hear two journalists talking about fake news.

3 What does the woman say about fake news?
A It does less damage than people believe.
B It can be divided into distinct categories.
C Its concept is a relatively recent one.
4 How does the man feel about it?
A fortunate not to have been deceived by it
B embarrassed to have repeated incorrect information
C surprised so many people are convinced it is trustworthy

Extract Three
You hear two financial experts talking about avoiding being a victim of fraud.

5 What is the man doing?
A describing some of the latest cons
B highlighting the importance of internet security
C pointing out the challenge of recognising cons
6 The woman suggests that listeners
A pause before taking action.
B learn from previous mistakes.
C seek advice from recognised institutions.

Speaking or writing

5 Discuss the questions.
- How sceptical are you about what you read online?
- Have you ever been taken in by fake news items? How did that make you feel?

6 Some people think fake news is harmful but others see it as a joke. What do you think? Write your opinion, giving reasons, and then compare your ideas with a partner.

EXAM TRAINER pp71–72

9

The **Exam focus draws students' attention to the specific demands of the exam task** in question and strategies to enhance their chances of success.

Each lesson provides a full exam task. These are clearly indicated on the page and reflect the C1 Advanced exam layout.

'Speaking or writing' questions in the Reading and Use of English and the Listening lessons offer opportunities for personalisation and discussion using new language.

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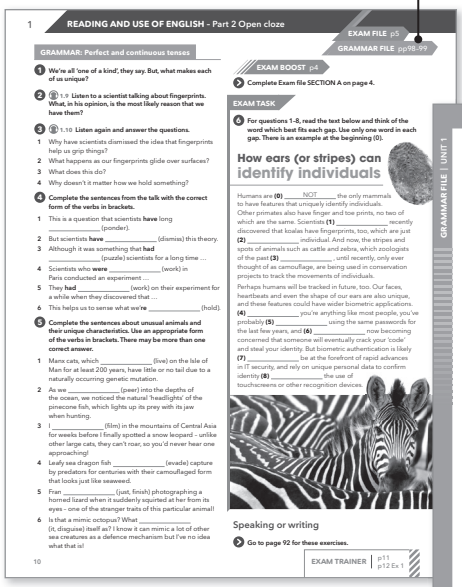
How the Coursebook works

Every grammar lesson includes a reference to the **Grammar file** at the back of the Coursebook.

Each unit has one page of **reference** and one page of **practice**, which can be used for remediation or extra practice.



READING AND USE OF ENGLISH - Part 2 Open cloze

EXAM FILE p5
GRAMMAR FILE pp98–99

GRAMMAR: Perfect and continuous tenses

1 We're all 'one of a kind', they say. But, what makes each of us unique?

2 1.9 Listen to a scientist talking about fingerprints. What, in his opinion, is the most likely reason that we have them?

3 1.10 Listen again and answer the questions.
1 Why have scientists dismissed the idea that fingerprints help us grip things?
2 What happens as our fingerprints glide over surfaces?
3 What does this do?
4 Why doesn't it matter how we hold something?

4 Complete the sentences from the talk with the correct form of the verbs in brackets.
1 This is a question that scientists **have** long _____ (ponder).
2 But scientists **have** _____ (dismiss) this theory.
3 Although it was something that **had** _____ (puzzle) scientists for a long time …
4 Scientists who **were** _____ (work) in Paris conducted an experiment …
5 They **had** _____ (work) on their experiment for a while when they discovered that …
6 This helps us to sense what we're _____ (hold).

5 Complete the sentences about unusual animals and their unique characteristics. Use an appropriate form of the verbs in brackets. There may be more than one correct answer.
1 Mana cats, which _____ (live) on the Isle of Man for at least 200 years, have little or no tail due to a naturally occurring genetic mutation.
2 As we _____ (peer) into the depths of the ocean, we noticed the natural 'headlights' of the pinecone fish, which lights up its prey with its jaw when hunting.
3 I _____ (film) in the mountains of Central Asia for weeks before I finally spotted a snow leopard – unlike other large cats, they can't roar, so you'd never hear one approaching!
4 Leafy sea dragon fish _____ (evade) capture by predators for centuries with their camouflaged form that looks just like seaweed.
5 Fran _____ (just, finish) photographing a horned lizard when it suddenly squirted at her from its eyes – one of the stranger traits of this particular animal!
6 Is that a mimic octopus? What _____ (it, disguise) itself as? I know it can mimic a lot of other sea creatures as a defence mechanism but I've no idea what that is!

EXAM BOOST p4
Complete Exam file SECTION A on page 4.

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

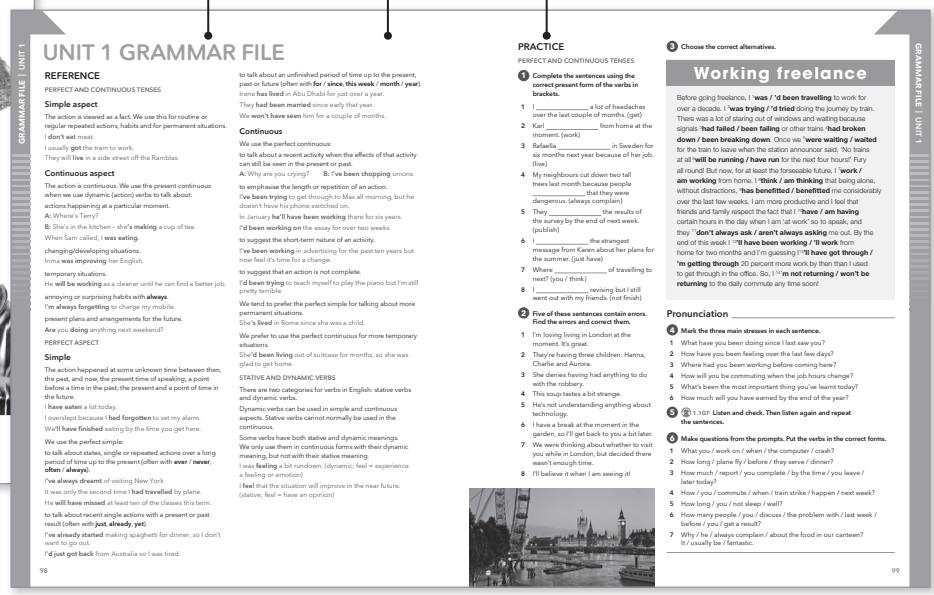
How ears (or stripes) can identify individuals

Humans are (0) _____ NOT _____ the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists (1) _____ recently discovered that koalas have fingerprints, too, which are just (2) _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past (3) _____, until recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals.
Perhaps humans will be tracked in future, too. Our faces, heartbeats and even the shape of our ears are also unique, and these features could have wider biometric applications. (4) _____ you're anything like most people, you've probably (5) _____ using the same passwords for the last few years, and (6) _____ now becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is likely (7) _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity (8) _____ the use of touchscreens or other recognition devices.

Speaking or writing
Go to page 92 for these exercises.

EXAM TRAINER | p11 p12 Ex 1

10



GRAMMAR FILE | UNIT 1

UNIT 1 GRAMMAR FILE

REFERENCE

PERFECT AND CONTINUOUS TENSES

Simple aspect
The action is viewed as a fact. We use this for routine or regular repeated actions, habits and for permanent situations.
I **don't eat** meat.
I usually **got** the tram to work.
They will **live** in a side street off the Ramblas.

Continuous aspect
The action is continuous. We use the present continuous when we use dynamic (action) verbs to talk about:
actions happening at a particular moment.
A: Where's Terry?
B: She's in the kitchen - she's **making** a cup of tea.
When Sam called, I **was eating**.
changing/developing situations.
Inma **was improving** her English.
temporary situations.
He **will be working** as a cleaner until he can find a better job.
annoying or surprising habits with **always**.
I'm **always forgetting** to charge my mobile.
present plans and arrangements for the future.
Are you **doing** anything next weekend?

PERFECT ASPECT

Simple
The action happened at some unknown time between then, the past, and now, the present time of speaking; a point before a time in the past; the present and a point of time in the future.
I **have eaten** a lot today.
I overslept because I **had forgotten** to set my alarm.
We'll **have finished** eating by the time you get here.
We use the perfect simple:
to talk about states, single or repeated actions over a long period of time up to the present (often with **ever / never, often / always**).
I've **always dreamt** of visiting New York
It was only the second time I **had travelled** by plane.
He **will have missed** at least ten of the classes this term.
to talk about recent single actions with a present or past result (often with **just, already, yet**).
I've **already started** making spaghetti for dinner, so I don't want to go out.
I'd **just got back** from Australia so I was tired.
to talk about an unfinished period of time up to the present, past or future (often with **for / since, this week / month / year**).
Irene **has lived** in Abu Dhabi for just over a year.
They **had been married** since early that year.
We **won't have seen** him for a couple of months.

Continuous
We use the perfect continuous:
to talk about a recent activity when the effects of that activity can still be seen in the present or past.
A: Why are you crying? B: **I've been chopping** onions.
to emphasise the length or repetition of an action.
I've **been trying** to get through to Mas all morning, but he doesn't have his phone switched on.
In January **he'll have been working** there for six years.
I'd **been working on** the essay for over two weeks.
to suggest the short-term nature of an activity.
I've **been working** in advertising for the past ten years but now feel it's time for a change.
to suggest that an action is not complete.
I'd **been trying** to teach myself to play the piano but I'm still pretty terrible.
We tend to prefer the perfect simple for talking about more permanent situations.
She's **lived** in Rome since she was a child.
We prefer to use the perfect continuous for more temporary situations.
She'd **been living** out of suitcase for months, so she was glad to get home.

STATIVE AND DYNAMIC VERBS
There are two categories for verbs in English: stative verbs and dynamic verbs.
Dynamic verbs can be used in simple and continuous aspects. Stative verbs cannot normally be used in the continuous.
Some verbs have both stative and dynamic meanings.
We only use them in continuous forms with their dynamic meaning, but not with their stative meaning.
I was **feeling** a bit rundown. (dynamic; feel = experience a feeling or emotion)
I **feel** that the situation will improve in the near future. (stative; feel = have an opinion)

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PRACTICE

PERFECT AND CONTINUOUS TENSES

1 Complete the sentences using the correct present form of the verbs in brackets.
1 I _____ a lot of headaches over the last couple of months. (get)
2 Karl _____ from home at the moment. (work)
3 Rafaella _____ in Sweden for six months next year because of her job. (live)
4 My neighbours cut down two tall trees last month because people _____ that they were dangerous. (always complain)
5 They _____ the results of the survey by the end of next week. (publish)
6 I _____ the strangest message from Karen about her plans for the summer. (just have)
7 Where _____ of travelling to next? (you / think)
8 I _____ revising but I still went out with my friends. (not finish)

2 Five of these sentences contain errors. Find the errors and correct them.
1 I'm loving living in London at the moment. It's great.
2 They're having three children: Hanna, Charlie and Aurora.
3 She denies having had anything to do with the robbery.
4 This soup tastes a bit strange.
5 He's not understanding anything about technology.
6 I have a break at the moment in the garden, so I'll get back to you a bit later.
7 We were thinking about whether to visit you while in London, but decided there wasn't enough time.
8 I'll believe it when I am seeing it!

3 Choose the correct alternatives.

Working freelance

Before going freelance, I 1 **was / 'd been travelling** to work for over a decade. I 2 **was trying / 'd tried** doing the journey by train. There was a lot of staring out of windows and waiting because signals 3 **had failed / been failing** or other trains 4 **had broken down / been breaking down**. Once we 5 **were waiting / waited** for the train to leave when the station announcer said, 'No trains at all 6 **will be running / have run** for the next four hours!' Fury all round! But now, for at least the forseeable future, I 7 **work / am working** from home. I 8 **think / am thinking** that being alone, without distractions, 9 **has benefitted / benefitted** me considerably over the last few weeks. I am more productive and I feel that friends and family respect the fact that I 10 **have / am having** certain hours in the day when I am 'at work' so to speak, and they 11 **don't always ask / aren't always asking** me out. By the end of this week I 12 **'ll have been working / 'll work** from home for two months and I'm guessing I 13 **'ll have got through / 'm getting through** 20 percent more work by then than I used to get through in the office. So, I 14 **'m not returning / won't be returning** to the daily commute any time soon!

Pronunciation

4 Mark the three main stresses in each sentence.
1 What have you been doing since I last saw you?
2 How have you been feeling over the last few days?
3 Where had you been working before coming here?
4 How will you be commuting when the job hours change?
5 What's been the most important thing you've learnt today?
6 How much will you have earned by the end of the year?

5 1.1GF Listen and check. Then listen again and repeat the sentences.

6 Make questions from the prompts. Put the verbs in the correct forms.
1 What you / work on / when / the computer / crash?
2 How long / plane fly / before / they serve / dinner?
3 How much / report / you complete / by the time / you leave / later today?
4 How / you / commute / when / train strike / happen / next week?
5 How long / you / not sleep / well?
6 How many people / you / discuss / the problem with / last week / before / you / get a result?
7 Why / he / always complain / about the food in our canteen? It's / usually be / fantastic.

99

Editable PowerPoint presentations for each grammar area save valuable preparation time, bring grammar to life and can aid dyslexic students through their explicit, scaffolded presentation.

Function: When do we use them?

Past perfect simple and past perfect continuous

Look at the three parts of the woman's statement.

Put them in order on the timeline below:
1. I realized something.
2. I lost my keys.
3. I was cleaning the house.

Notice how the order of events affects the tense we use.

I **realised** I **had lost** my keys

3 I left the house.
2
1 I was getting on the tra

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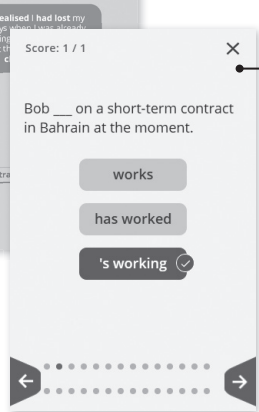
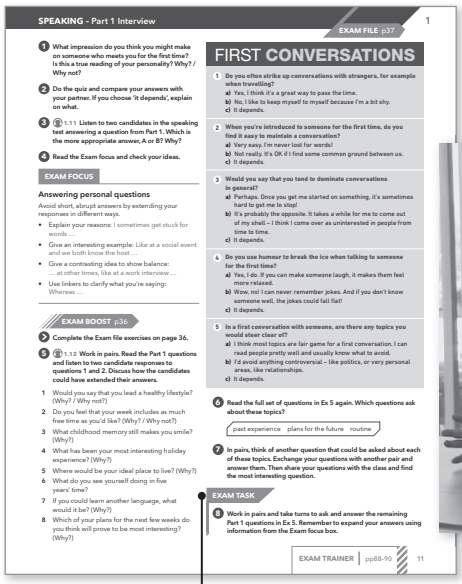


Score: 1 / 1

Bob ___ on a short-term contract in Bahrain at the moment.

works
has worked
's working

Additional **fun interactive practice** of each unit's grammar is available on the App, accessed via the Coursebook.



SPEAKING - Part 1 Interview

EXAM FILE p37

1 What impression do you think you might make on someone who meets you for the first time? Is this a true reading of your personality? Why? / Why not?

2 Do the quiz and compare your answers with your partner. If you choose 'it depends', explain on what.

3 1.11 Listen to two candidates in the speaking test answering a question from Part 1. Which is the more appropriate answer, A or B? Why?

4 Read the Exam focus and check your ideas.

EXAM FOCUS

Answering personal questions
Avoid short, abrupt answers by extending your responses in different ways.
- Explain your reasons: I sometimes get stuck for words …
- Give an interesting example: Like at a social event and we both know the host …
- Give a contrasting idea to show balance: … at other times, like at a work interview …
- Use linkers to clarify what you're saying: Whereas …

EXAM BOOST p36
Complete the Exam file exercises on page 36.

5 1.12 Work in pairs. Read the Part 1 questions and listen to two candidate responses to questions 1 and 2. Discuss how the candidates could have extended their answers.
1 Would you say that you lead a healthy lifestyle? (Why? / Why not?)
2 Do you feel that your week includes as much free time as you'd like? (Why? / Why not?)
3 What childhood memory still makes you smile? (Why?)
4 What has been your most interesting holiday experience? (Why?)
5 Where would be your ideal place to live? (Why?)
6 What do you see yourself doing in five years' time?
7 If you could learn another language, what would it be? (Why?)
8 Which of your plans for the next few weeks do you think will prove to be most interesting? (Why?)

FIRST CONVERSATIONS

1 Do you often strike up conversations with strangers, for example when travelling?
a) Yes, I think it's a great way to pass the time.
b) No, I like to keep myself to myself because I'm a bit shy.
c) It depends.

2 When you're introduced to someone for the first time, do you find it easy to maintain a conversation?
a) Very easy. I'm never lost for words!
b) Not really. It's OK if I find some common ground between us.
c) It depends.

3 Would you say that you tend to dominate conversations in general?
a) Perhaps. Once you get me started on something, it's sometimes hard to get me to stop!
b) It's probably the opposite. It takes a while for me to come out of my shell – I think I come over as uninterested in people from time to time.
c) It depends.

4 Do you use humour to break the ice when talking to someone for the first time?
a) Yes, I do. If you can make someone laugh, it makes them feel more relaxed.
b) Wow, no! I can never remember jokes. And if you don't know someone well, the jokes could fall flat!
c) It depends.

5 In a first conversation with someone, are there any topics you would steer clear of?
a) I think most topics are fair game for a first conversation. I can read people pretty well and usually know what to avoid.
b) I'd avoid anything controversial – like politics, or very personal areas, like relationships.
c) It depends.

6 Read the full set of questions in Ex 5 again. Which questions ask about these topics?
past experience plans for the future routine

7 In pairs, think of another question that could be asked about each of these topics. Exchange your questions with another pair and answer them. Then share your questions with the class and find the most interesting question.

EXAM TASK
8 Work in pairs and take turns to ask and answer the remaining Part 1 questions in Ex 5. Remember to expand your answers using information from the Exam focus box.

EXAM TRAINER | pp88–90

11

All Speaking lessons have accompanying **Speaking test videos** which are available to download from the Digital resources or via the App.

Example answers for the Speaking lesson exam tasks are provided in the Answer key.

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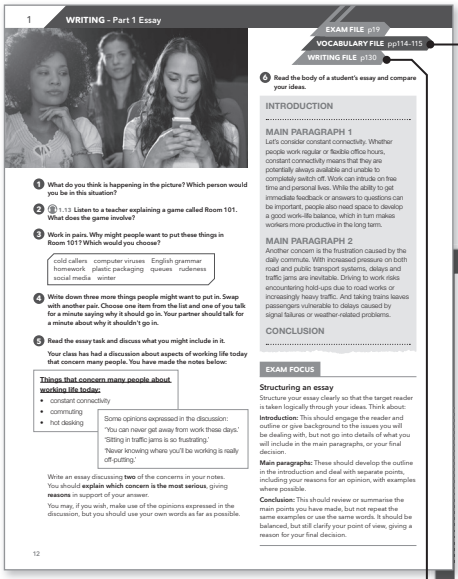
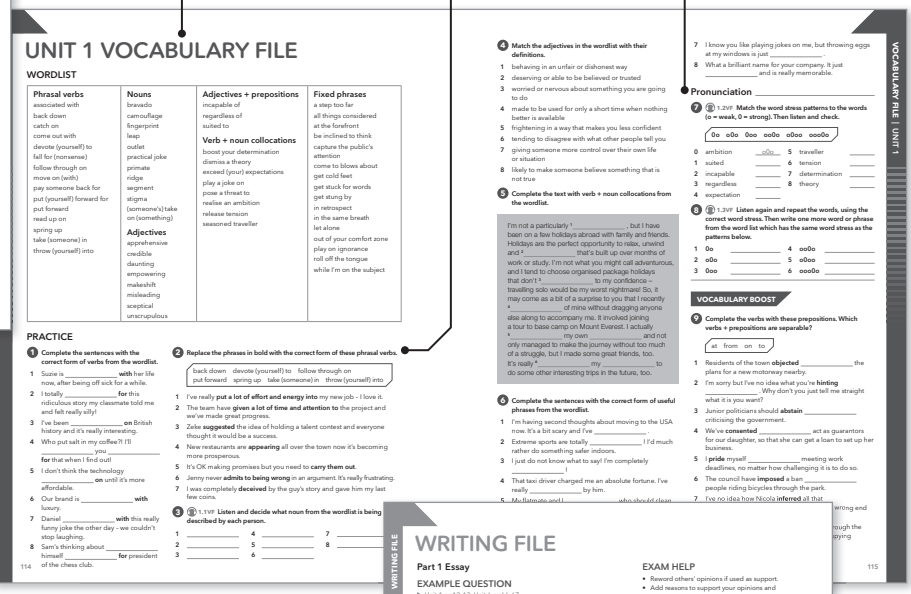
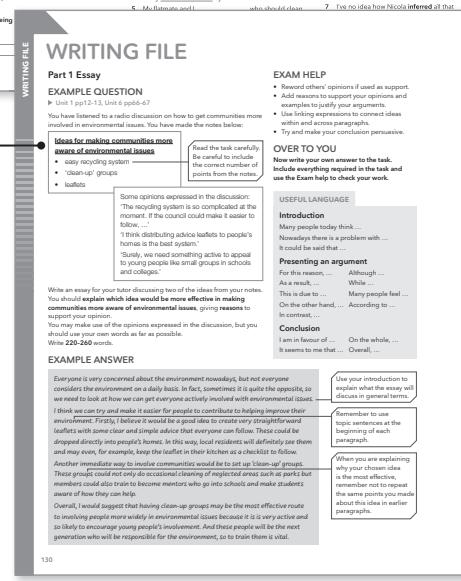


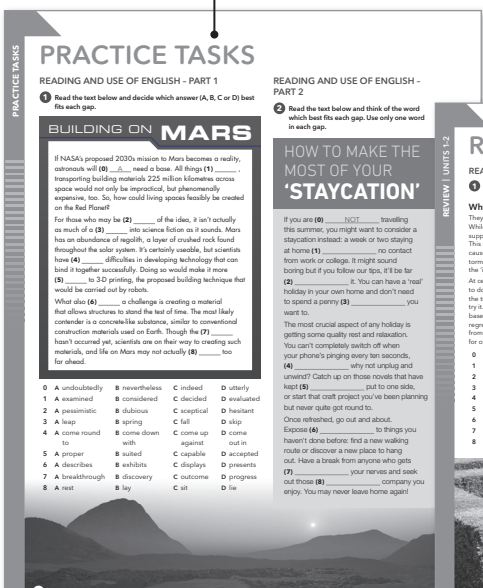
Every Writing lesson includes a reference to the **Vocabulary file** at the back of the Coursebook. Here students can find a comprehensive **wordlist** of all the vocabulary covered in the unit, as well as **additional exercises** to practise and extend their language for success in the exam. There is also a dedicated **focus on pronunciation**.

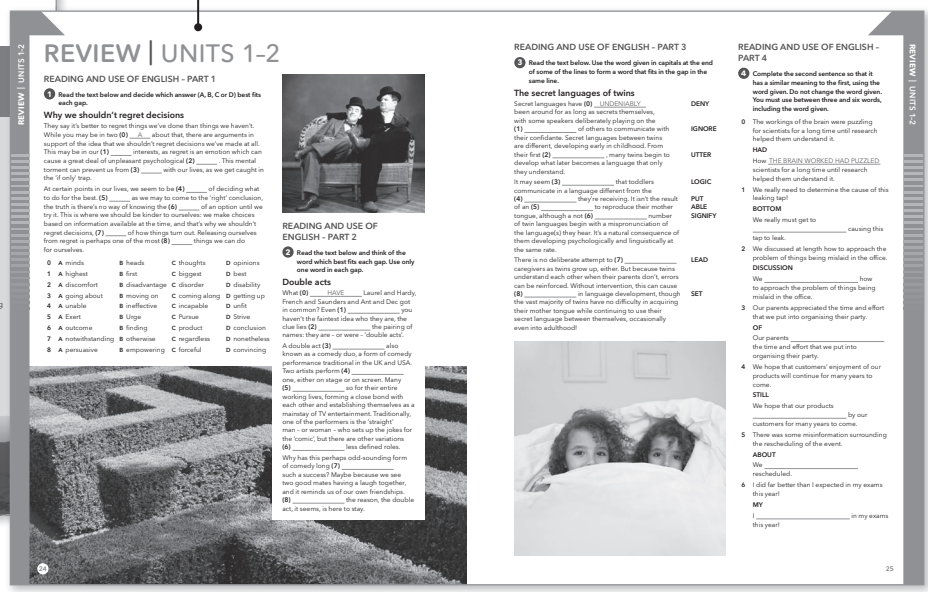


There is also a reference to the **Writing file** at the back of the Coursebook. This provides **example questions and answers** for all options in each exam part, as well as **additional exam help** and **useful language** to support students' writing.



There is a one-page **Practice tasks** section after each odd unit and a three-page **Review** section after each even unit. These provide additional practice of the language of the preceding units through **Use of English style tasks**. Every section is cumulative so that language is recycled throughout the course.





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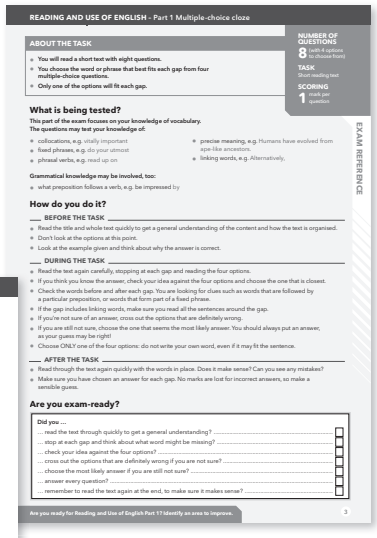
HOW TO USE THE EXAM FILE

What is the Exam file?

The Exam file is the fold-out booklet in the back of the Coursebook. It contains all the information you and your students need about each exam task in one place, making revision easy.

For each exam task, there's a reference page with information about what the task is, and the skills that are being tested in that task. There are also tips for completing the task successfully and a checklist to help students evaluate their skills in completing the task.

For each exam task, there's also an Exam boost page with additional exercises designed to help students prepare for that exam task. These exercises provide additional practice of what is taught in the main lessons, with some extension of language and skills work too. Where an exam task appears in the book four times, such as Reading and Use of English Parts 1–4, the Exam boost will have four sections (A, B, C and D). Where a task appears twice, e.g. Listening Parts 1–4, the Exam boost will have two sections (A and B), and so on. There is one dedicated Exam reference and Exam boost page for each possible writing text type.


READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

ABOUT THE TASK

- You will read a short text with eight questions.
- You choose the word or phrase that best fits each gap from four multiple-choice questions.
- Only one of the options will fit each gap.

NUMBER OF QUESTIONS 8 (with 4 options to choose from)
TASK Short reading text
SCORING 1 mark per question

What is being tested?

This part of the exam focuses on your knowledge of vocabulary.
The questions may test your knowledge of:

- collocations, e.g. vitally important
- fixed phrases, e.g. do your utmost
- phrasal verbs, e.g. read up on
- precise meaning, e.g. Humans have evolved from ape-like ancestors.
- linking words, e.g. Alternatively,

Grammatical knowledge may be involved, too:

- what preposition follows a verb, e.g. be impressed by

How do you do it?

BEFORE THE TASK

- Read the title and whole text quickly to get a general understanding of the content and how the text is organised.
- Don't look at the options at this point.
- Look at the example given and think about why the answer is correct.

DURING THE TASK

- Read the text again carefully, stopping at each gap and reading the four options.
- If you think you know the answer, check your idea against the four options and choose the one that is closest.
- Check the words before and after each gap. You are looking for clues such as words that are followed by a particular preposition, or words that form part of a fixed phrase.
- If the gap includes linking words, make sure you read all the sentences around the gap.
- If you're not sure of an answer, cross out the options that are definitely wrong.
- If you are still not sure, choose the one that seems the most likely answer. You should always put an answer, as your guess may be right!
- Choose ONLY one of the four options: do not write your own word, even if it may fit the sentence.

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you see any mistakes?
- Make sure you have chosen an answer for each gap. No marks are lost for incorrect answers, so make a sensible guess.

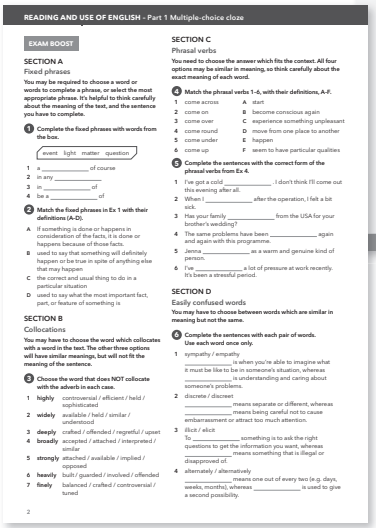
Are you exam-ready?

Did you ...
... read the text through quickly to get a general understanding? ☐
... stop at each gap and think about what word might be missing? ☐
... check your idea against the four options? ☐
... cross out the options that are definitely wrong if you are not sure? ☐
... choose the most likely answer if you are still not sure? ☐
... answer every question? ☐
... remember to read the text again at the end, to make sure it makes sense? ☐

Are you ready for Reading and Use of English Part 1? Identify an area to improve.

EXAM REFERENCE

3


READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

EXAM BOOST

SECTION A
Fixed phrases

You may be required to choose a word or words to complete a phrase, or select the most appropriate phrase. It's helpful to think carefully about the meaning of the text, and the sentence you have to complete.

1 Complete the fixed phrases with words from the box.

event light matter question

1 a _____ of course
2 in any _____
3 in _____ of
4 be a _____ of

2 Match the fixed phrases in Ex 1 with their definitions (A–D).

A If something is done or happens in consideration of the facts, it is done or happens because of those facts.
B used to say that something will definitely happen or be true in spite of anything else that may happen
C the correct and usual thing to do in a particular situation
D used to say what the most important fact, part, or feature of something is

SECTION B
Collocations

You may have to choose the word which collocates with a word in the text. The other three options will have similar meanings, but will not fit the meaning of the sentence.

3 Choose the word that does NOT collocate with the adverb in each case.

1 highly controversial / efficient / held / sophisticated
2 widely available / held / similar / understood
3 deeply crafted / offended / regretful / upset
4 broadly accepted / attached / interpreted / similar
5 strongly attached / available / implied / opposed
6 heavily built / guarded / involved / offended
7 finely balanced / crafted / controversial / tuned

SECTION C
Phrasal verbs

You need to choose the answer which fits the context. All four options may be similar in meaning, so think carefully about the exact meaning of each word.

4 Match the phrasal verbs 1–6, with their definitions, A–F.

1 come across A start
2 come on B become conscious again
3 come over C experience something unpleasant
4 come round D move from one place to another
5 come under E happen
6 come up F seem to have particular qualities

5 Complete the sentences with the correct form of the phrasal verbs from Ex 4.

1 I've got a cold _____. I don't think I'll come out this evening, after all.
2 When I _____ after the operation, I felt a bit sick.
3 Has your family _____ from the USA for your brother's wedding?
4 The same problems have been _____ again and again with this programme.
5 Jenna _____ as a warm and genuine kind of person.
6 I've _____ a lot of pressure at work recently. It's been a stressful period.

SECTION D
Easily confused words

You may have to choose between words which are similar in meaning but not the same.

6 Complete the sentences with each pair of words. Use each word once only.

1 sympathy / empathy
_____ is when you're able to imagine what it must be like to be in someone's situation, whereas _____ is understanding and caring about someone's problems.
2 discrete / discreet
_____ means separate or different, whereas _____ means being careful not to cause embarrassment or attract too much attention.
3 illicit / elicit
To _____ something is to ask the right questions to get the information you want, whereas _____ means something that is illegal or disapproved of.
4 alternately / alternatively
_____ means one out of every two (e.g. days, weeks, months), whereas _____ is used to give a second possibility.

2

How to use the Exam reference

Encountering an exam task for the first time

It's a good idea to encourage students to use the Exam reference in the Exam file from the start of the course. When you first encounter each exam task in the Coursebook, you could ask students to look at the task and guess both what they have to do and what they are being tested on. You could then ask them to read the About the task and What is being tested? sections to check their ideas. Asking them to predict makes reading the reference information more attractive.

Before students do the exam task, you could ask them to predict what they think they should do before they do the task (e.g. select answers), while they do the task and after they've done the task. Then, ask them to read the tips to confirm their ideas. When students do the exam task, encourage them to follow each tip to ensure they take the right approach.

On the other hand, you may want to ask students to complete the task and check answers, and then come up with a list of tips for *before*, *during* and *after* completing the task. This is more of a discovery approach which may be more meaningful for your class. It can also be easier to come up with tips after you've given a task a try. Once students have come up with their tips, they can compare them to those in the Exam reference.

The next step is to ask students to use the checklist to evaluate their skills – the checklist includes reference to both language skills needed to complete the task and exam skills. They can discuss the results in pairs, and you can use this to create a class discussion about what it is important to remember to do with this task and what in particular students feel they need to do better next time.

Are you exam-ready?

Did you …
… read the text through quickly to get a general understanding? ☐
… stop at each gap and think about what word might be missing? ☐
… check your idea against the four options? ☐
… cross out the options that are definitely wrong if you are not sure? ☐
… choose the most likely answer if you are still not sure? ☐
… answer every question? ☐
… remember to read the text again at the end, to make sure it makes sense? ☐

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You may want to wait until closer to the exam to use this checklist, so that students don't get exam-weary too early in the course. If so, it's probably best if you do it early in the second half of the book, to give students time to use the checklist to adjust their approach before the exam.

Encountering an exam task after the first time

Most exam tasks appear at least twice in the book (Speaking Part 1 appears once), with some appearing more often. When encountering an exam task for the second time, you might want to elicit from your class what tips they can remember from the Exam reference. They can then read the Exam reference again to check if necessary. After that, you may simply want to encourage them to use the tips to do the task. The more they use the tips, the more likely they are to adopt those strategies.

As you get closer to the actual exam, you may want students to do tasks without referring to the tips. You could then simply point out tips that students need to remember but often don't, for example reading quickly through a Part 1 Reading and Use of English text when finished to check it makes sense with their answers and to spot any errors.

You might want to ask students to use the checklist to assess their skills and check that they're doing everything they should be doing during the course. It can help them to recognise progress, although you may not want to use it every time a task appears if it appears often, like Reading and Use of English Part 1.

Just before the exam, students can use the Exam reference pages to review the exam tasks to remind themselves of what they should do.

How to use the Exam boost

In each lesson, there's an Exam boost subheading with a reference to the correct section and page number in the Exam file.

EXAM BOOST p10

Complete Exam file SECTION A on page 10.

These subheadings may direct you to the Exam boost in the middle of a lesson or at the end. If you're directed there in the middle of a lesson, the additional exercise(s) in the Exam boost may well help students to complete the exam task at the end of that lesson more successfully. If it comes at the end, it may be that the exercise extends the focus in the book which is not necessarily tested in that particular exam task, but may be in others.

Wherever the Exam boost subheading appears in the lesson, you can either ask students to complete the exercise(s) in class or you can set them for homework. You could also set them as self-directed study, so students can select the exercises they feel would benefit them the most. They could choose them after reflecting on their performance in exam tasks.

If you ask students to complete the exercises in your lesson, then it's likely that you'll ask students to complete them individually, perhaps check answers with a partner, and then you'll check answers with the class. If students complete them at home, you can either check the answers in class the next day or supply the answers so that students can check their own. You can download the Answer key from the Digital resources found in the Presentation tool. Alternatively, you can copy the key in the Teacher's Book.

Students have access to the audio through the App and Digital resources.

If you're going to ask students to check their own answers at home, you might want to set aside two minutes of class time in their next lesson to find out how students got on with these exercises and if they have any questions or would like further practice in any particular area(s).

As you can see, the Exam file offers students the opportunity to understand the exam tasks better and develop their exam skills, leaving the main lessons for sub-skills and language development. By encouraging students to use the Exam file, you can help them build confidence and work towards a positive outcome in the exam.

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HOW THE EXAM TRAINER WORKS

The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides information about the exam task and its key testing aims.

The first TEST section starts with a mini exam Practice task, which is a reduced version of what is found in the actual C1 Advanced exam.

The TEACH section provides detailed practice of the strategies and skills required to perform well in the exam part. The exercises develop the strategies and skills in a systematic, step-by-step way.

LISTENING – Part 1 Multiple choice

ABOUT THE TASK

- **In Listening Part 1 you listen to three short dialogues, each with a different topic focus.**
- **There are two multiple-choice questions on each of the dialogues.**
- **Each question has three options, and you must choose the correct one based on what you hear.**
- **The questions can be about the purpose or function of the conversation, the main idea of what the speakers are talking about, or what they agree or disagree about.**
- **The questions can also be about one or both of the speakers' opinions, attitudes or feelings.**
- **You will have time to read the questions before you hear the recording, and you will hear each dialogue twice.**

TEST

Practice task

1 L01 **You will hear a conversation between two teachers who are discussing the idea of using rap music in teaching. For each question, choose the best answer (A–C).**

1 How does the woman feel about using rap music in her own lessons?
A convinced of its educational value
B cautious about over-using it in class
C concerned about students' reaction to it

2 The man mentions an activity he did with students about rap music in order to
A make a point about rap music's ability to engage learners.
B suggest some learners may benefit more than others.
C question the validity of a teaching method.

How did you do?

2 **Check your answers.**

3 **Read the audioscript for Ex 1 question 1. Match each highlighted part with the topic of one of the options (A–C) in question 1.**

... [1]but they're generally far more up for new methods of learning than teachers, in my experience. So, there was little chance they'd find it a waste of time. [2]It's too early to tell whether it's as good as other ways of developing their understanding, but [3]I want to avoid a mistake I always make, which is to include a new technique I've learnt in every class. The novelty soon wears off and students get as fed up with it as the old ones.

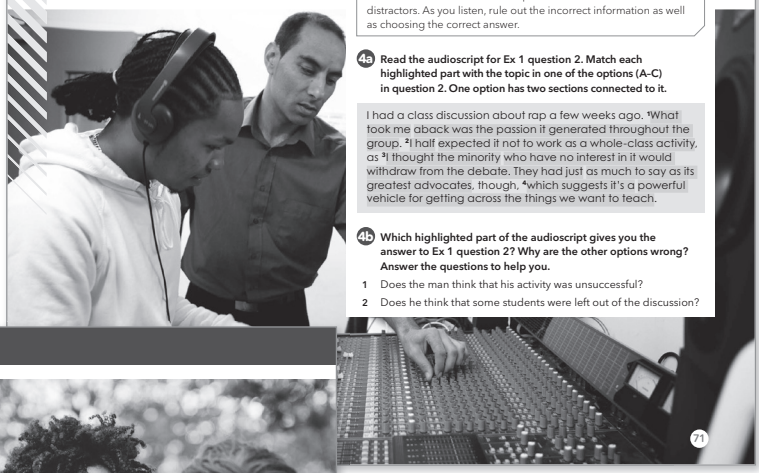
TIP: There will always be incorrect information in the recording that relates to two of the three options. These are known as distractors. As you listen, rule out the incorrect information as well as choosing the correct answer.

4a **Read the audioscript for Ex 1 question 2. Match each highlighted part with the topic in one of the options (A–C) in question 2. One option has two sections connected to it.**

I had a class discussion about rap a few weeks ago. [1]What took me aback was the passion it generated throughout the group. [2]I half expected it not to work as a whole-class activity, as [3]I thought the minority who have no interest in it would withdraw from the debate. They had just as much to say as its greatest advocates, though, [4]which suggests it's a powerful vehicle for getting across the things we want to teach.

4b **Which highlighted part of the audioscript gives you the answer to Ex 1 question 2? Why are the other options wrong? Answer the questions to help you.**

1 Does the man think that his activity was unsuccessful?
2 Does he think that some students were left out of the discussion?



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LISTENING – Part 1 Multiple choice

TEACH

Strategies and skills

Understanding attitude and opinion

Speakers will rarely state that they are going to offer an opinion. You must therefore listen carefully to identify when the opinion is given. In addition, the language used in the options will always be paraphrased in the recording.

TIP: In the exam, you have some time before each conversation to look at the options for each question. Use this time to familiarise yourself with the options and prepare yourself for what you are likely to hear.

1 L02 **Listen to some speakers (1–3). What is their attitude or opinion? Choose the correct option (A–C). Highlight the section of the audioscript where the correct option is paraphrased.**

1 The glossy leaflet describing how great it would be was some distance from the reality, I'm afraid. I was seriously hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy. However, the opposite was the case.

What did the man think of the course?
A It was too long.
B It lacked depth.
C It met his expectations.

2 In my day, school seemed to reward those who were good at academic theory and didn't address the needs of those who were good at practical applications. I was in the latter group, of course, and although I suppose some staff tried to make the lessons as interesting as they could, I still left with very little to show for it, despite many years of consistent effort.

When talking about her schooldays, the speaker reveals
A her respect for the teachers.
B regret at not having worked harder.
C resentment with the education system.

3 In some ways, the majority of modern movies are extremely clever. They contain both visual and verbal in-jokes that appeal in different ways to different age groups. What's turned me away from going to the cinema so often, though, is that the idea of 'good guy is threatened by a powerful bad guy but eventually wins' has become almost universal. I just really crave something that doesn't use that same tired formula.

What does the man think about most new movies?
A They share a common theme.
B They lack a moral message.
C They contain unconvincing dialogue.

2 L03 **Listen to some speakers (1–3). What is their attitude or opinion? Choose the correct option (A–C). This time, you do not have the audioscript to help you.**

TIP: You will hear each speaker twice. Use the second time you listen to check your answers.

1 When talking about the new gym she uses, the woman is
A impressed by the equipment.
B critical of how it's managed.
C surprised at the cost.

2 What does the man say about his new boss?
A She has a lot of relevant experience.
B She consults with staff effectively.
C She organises her time well.

3 In the woman's opinion, travel companies are offering ecotourism
A to improve their corporate image.
B to broaden their product range.
C to increase their profits.

SPEAKING BOOST

Discuss or answer.

1 What do you think 'critical thinking' is? How important is it?
2 What's the best way to tackle fake news?

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The practice task is followed by a series of 'How did you do?' questions that encourage students to reflect on their performance.

In Reading and Use of English and Listening exam parts, there are optional Speaking boost tasks. These help develop students' communicative skills by prompting speaking practice in class. Alternatively, the questions can be answered individually at home for writing practice.

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LISTENING – Part 1 Multiple choice

Identifying purpose and function

3 **Read what the speakers (1–8) say. What are they doing? Choose the correct option (A, B or C).**

1 'They had every intention of paying but if the ticket office was closed and the machine was out of order, what else were they supposed to do?'
A advising **B** defending **C** describing

2 'It might be an idea for you to think about what training you'll need in the next few months and come up with a list.'
A suggesting **B** requesting **C** explaining

3 'If the management devoted as much energy to putting what we recommended into action as they do to writing reports about it, we wouldn't be facing this dilemma.'
A emphasising **B** recommending **C** complaining

4 'Personally, I think that kind of music would be right up your street and, after all, the tickets are only £10.'
A accepting **B** persuading **C** highlighting

5 'As soon as I'd told you I'd be able to finish the work on time, the director asked me to meet some clients and take them out for lunch, so it's going to be a little late, I'm afraid.'
A justifying **B** offering **C** reassuring

6 'So the play's about a woman who was separated from her twin sister at birth. It explores all the ways it has affected her and her determination to find her twin.'
A summarising **B** identifying **C** demanding

7 'I'd seriously think twice about taking the car out in this weather. Even where there isn't snow on the road, there's black ice, which you can't even see.'
A emphasising **B** warning **C** agreeing

8 'That's incredibly kind of you – it's such a privilege to witness two people who are clearly in love getting married. I'm actually going to be away on holiday when that's all happening, though.'
A refusing **B** praising **C** enquiring

Identifying feeling

4 L04 **Listen to some speakers (1–8). How do they feel? Choose the correct option (A–C).**

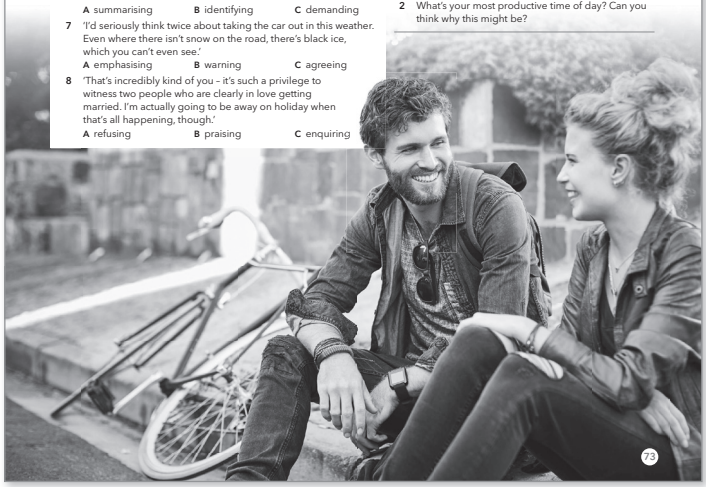
TIP: Remember that a word such as 'insecure' can have a slightly different meaning in a different context. As you listen, make sure that you think about the context and not just about the word itself.

1 **A** frustrated **B** insecure **C** protective
2 **A** respectful **B** impatient **C** astonished
3 **A** content **B** bitter **C** self-conscious
4 **A** determined **B** desperate **C** dissatisfied
5 **A** eager **B** irritated **C** realistic
6 **A** stubborn **B** arrogant **C** suspicious
7 **A** sympathetic **B** unsure **C** enthusiastic
8 **A** doubtful **B** concerned **C** impatient

SPEAKING BOOST

Discuss or answer.

1 Do you think we would be more productive if we studied or worked fewer but longer days?
2 What's your most productive time of day? Can you think why this might be?



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There are TIPS which give targeted advice on how to approach the particular exam part.

Each strategy, skill or language focus is clearly labelled and there is a variety of exercise types throughout.

All the exam tasks are clearly flagged like this for each exam paper and part.

LISTENING – Part 1 Multiple choice

Identifying agreement

5 **Read six short conversations. Do the speakers agree or disagree?**

1 **A:** The new system means anywhere that serves food is inspected every year and has to put a sticker in the window saying what their hygiene rating is. It's a great idea.
B: I worry that establishments will make sure everything's perfect when the inspectors are there, though, then do exactly what they want for the rest of the year.

2 **A:** Gym membership's never what it seems. I thought I'd be able to go whenever I wanted, but there are apparently limitations on the times I can use it in the terms and conditions.
B: Those documents are so long that no one ever bothers to read them, and then everyone gets caught out by some regulation at the bottom of page seven.

3 **A:** I didn't actually have very high expectations of the course, but have been thoroughly impressed by how it was run and by how much of the content will be useful for work.
B: I've actually put some of the principles we discussed in several of the seminars into practice already and I'm keen to implement others when I have more time.

4 **A:** The book falls into the trap of many popular psychology titles in that it overgeneralises what people are like, so they end up being put into broad categories.
B: That's a common approach, and one which many readers tend to like. I found that most of the chapters managed to steer clear of doing anything like that, though.

5 **A:** In my opinion, studying philosophy's as relevant today as it's always been. If anything, given the increasingly volatile world we live in, it could even be made a mandatory school subject.
B: I can certainly see the benefit of getting students to think about things a little more deeply. Forcing it universally onto the curriculum is perhaps going a little too far.

6 **A:** City living's slowly become more intense, to my mind, but because the changes are relatively gradual, few people living there actually notice.
B: I'm sure residents would say the cities they live in are pretty much the same as ten years ago, apart from a few cosmetic changes, which isn't the case to an objective observer.

EXAM TASK

TEST

L05 **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear a scientist being interviewed about plastic pollution.

1 What is the man doing?
A explaining how the problem can be solved
B identifying who is primarily to blame for the problem
C emphasising that the problem must be addressed

2 Why does the man use the examples of plastic bags and bottles?
A to support the main point he's making
B to highlight a popular misconception
C to introduce a new argument

Extract Two

You hear two friends talking about a place where they spent a lot of time as children.

3 The woman is reluctant to return there because
A she's worried it will ruin her memories of the area.
B she'd rather not meet some of the people there.
C she's convinced she won't like how it's changed.

4 How does the man respond to the woman's concerns?
A He attempts to persuade her to go anyway.
B He suggests they're unlikely to be valid.
C He admits he feels the same way as her.

Extract Three

You hear two scientists talking about food hygiene in restaurants.

5 They both think that
A current laws are insufficient.
B more inspections are needed.
C owners don't take the issue seriously.

6 How does the woman feel about advising the government on food hygiene issues?
A uncomfortable at how critical she needs to be
B frustrated by the response to her suggestions
C cautious about appearing overenthusiastic

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The final TEST section is a full-length exam task. This provides students with an opportunity to put the strategies and skills they have studied into practice. It also gives students valuable experience of the kind of task they can expect to find in the Cambridge C1 Advanced exam.

The audioscripts and answer key are provided at the back of the book and in the Digital resources.

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CREATE YOUR OWN FORMULA

Formula's building blocks

You can customise *Formula* depending on the length of your course and the language and skills your students need to develop. In this section, we have a selection of 'How to' guides for around 30, 50, 80 and 100+ hours to help give you suggestions on how you might customise *Formula* for your classes.

Formula consists of four building blocks:

- **Block 1** – choose your component.
- **Block 2** – choose which section(s) of the component(s) you want to use in class.
- **Block 3** – choose which section(s) of the component you want to use for homework.
- **Block 4** – choose which digital resources will help you keep students engaged, help them best reach their goals and provide a change of pace during class or at home.

How it works

Use the following steps to help you decide how you can meet the specific needs of your group. Read about each building block and create the Formula that is right for your class.

Super (intensive 1–2 months)

Exam-focused
Exam Trainer
20–30 hours

Exam-focused with language revision and consolidation
Coursebook
40–80 hours

Exam-focused with language development
Coursebook and Exam trainer
80–100 hours

Extensive exam focus and language development
Coursebook and Exam Trainer
100+ hours

Extensive (full academic year)

Building block 1 COMPONENTS

Choose the most suitable component or combination of components for your course length.

Exam Trainer

Coursebook

Coursebook and Exam Trainer

Building block 2 SECTIONS IN CLASS

Choose the most suitable sections to use in class.

Coursebook	**Exam Trainer**
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

Building block 3 SECTIONS FOR HOMEWORK

Choose the most suitable sections to use for homework.

Coursebook	**Exam Trainer**
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

Building block 4 DIGITAL RESOURCES

Choose the most suitable digital resources for the specific needs of your class.

Specific need	**Digital resource**
Recycling	Photocopiables
Language development	Grammar presentations
Checking progress	Unit test
	Progress test
	End of level test
	Dyslexia-friendly tests
Change of pace	About the exam videos
Writing development	Writing success criteria
Speaking development	Speaking test videos
	Speaking success criteria
Quick homework	App activities

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HOW TO USE *FORMULA* FOR AROUND 30 HOURS

EXAM FOCUSED Around 30 hours

Use the **Exam Trainer** in class or for self-study

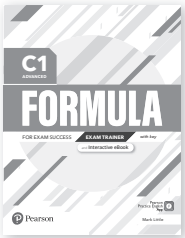
FORMULA C1 ADVANCED Exam Trainer and Interactive eBook are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a Test, Teach, Test approach to exam preparation for each part of the exam.

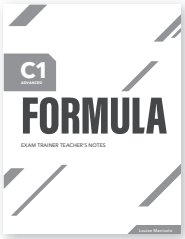
There are different ways that you can teach from the Exam Trainer depending on the overall length of your exam preparation course and how much class contact time you have available. If you have longer courses (40–60 hours), you might decide to work through each complete exam part from the Exam Trainer in class. For shorter courses (20–40 hours), you can choose which elements of the Test, Teach, Test and full practice exam you use in class or for homework. Here we are providing an example for around **30 hours**.

Building block 1 COMPONENTS

Students

- Exam Trainer or the Interactive eBook with Digital resources and App





Teachers

- Presentation tool and/or Exam Trainer Teacher's Notes and Digital resources

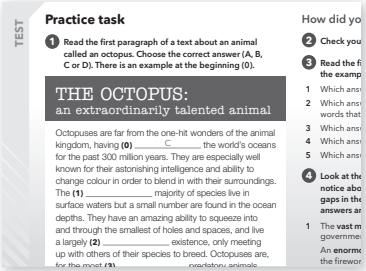
The notes for each exam part provide:

- **an Exam part overview** which summarises the content in each exam part section
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the exam part at the end
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **ideas for using the Speaking boost** questions, as well as **extension ideas** if you wish to enhance the communicative aspect of your exam classes

Building block 2 SECTIONS IN CLASS

Use *Test* and *Teach* sections.

- *Test* – An introductory practice task tests learners to see what they already know and allows reflection on current performance.


TEST

Practice task

1 **Read the first paragraph of a text about an animal called an octopus. Choose the correct answer (A, B, C or D). There is an example at the beginning (0).**

THE OCTOPUS:
an extraordinarily talented animal

Octopuses are far from the one-hit wonders of the animal kingdom, having **(0)** _____C_____ the world's oceans for the past 300 million years. They are especially well known for their astonishing intelligence and ability to change colour in order to blend in with their surroundings. The **(1)** _____ majority of species live in surface waters but a small number are found in the ocean depths. They have an amazing ability to squeeze into and through the smallest of holes and spaces, and live a largely **(2)** _____ existence, only meeting up with others of their species to breed. Octopuses are, for the most **(3)** _____ predatory animals.

How did yo

2 **Check you**

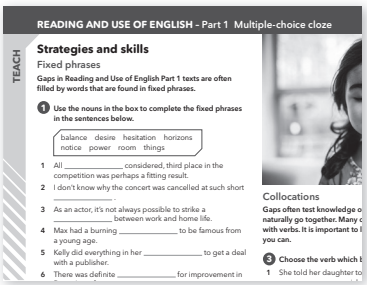
3 **Read the fi the examp**

1 Which ans
2 Which ans words that
3 Which ans
4 Which ans
5 Which ans

4 **Look at the notice abo gaps in the answers ar**

1 The **vast m** governme
An **enorm** the firewor

- *Teach* – This section provides practice of strategies and skills to improve learner performance and enables them to approach the exam with confidence.


READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

TEACH

Strategies and skills

Fixed phrases

Gaps in Reading and Use of English Part 1 texts are often filled by words that are found in fixed phrases.

1 **Use the nouns in the box to complete the fixed phrases in the sentences below.**

balance desire hesitation horizons
notice power room things

1 All _____ considered, third place in the competition was perhaps a fitting result.
2 I don't know why the concert was cancelled at such short _____.
3 As an actor, it's not always possible to strike a _____ between work and home life.
4 Max had a burning _____ to be famous from a young age.
5 Kelly did everything in her _____ to get a deal with a publisher.
6 There was definite _____ for improvement in

Collocations

Gaps often test knowledge o naturally go together. Many c with verbs. It is important to l you can.

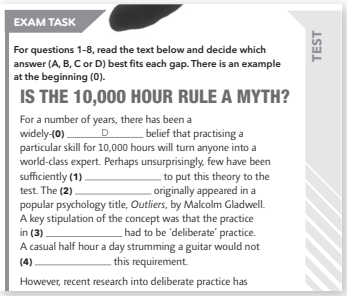
3 **Choose the verb which l**

1 She told her daughter to

Building block 3 SECTIONS FOR HOMEWORK

Use the final *Test* sections with some exam tasks carried out under exam conditions.

- *Test* – The final exam-compliant exam task tests how well they can apply the strategies and skills they have practiced.


EXAM TASK

TEST

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

IS THE 10,000 HOUR RULE A MYTH?

For a number of years, there has been a widely-**(0)** _____D_____ belief that practising a particular skill for 10,000 hours will turn anyone into a world-class expert. Perhaps unsurprisingly, few have been sufficiently **(1)** _____ to put this theory to the test. The **(2)** _____ originally appeared in a popular psychology title, *Outliers*, by Malcolm Gladwell. A key stipulation of the concept was that the practice in **(3)** _____ had to be 'deliberate' practice. A casual half hour a day strumming a guitar would not **(4)** _____ this requirement.

However, recent research into deliberate practice has

Example teaching scenario

Depending on the number of classes within the 30-hour course, you could provide single skill or multiple skill lessons. For example, you may have 15 × 2-hour classes.

A 2-hour class may consist of the following: **Reading and Use of English – Part 1 Multiple-choice cloze** (1 hour) and **Speaking – Part 1 Interview** (1 hour). A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.

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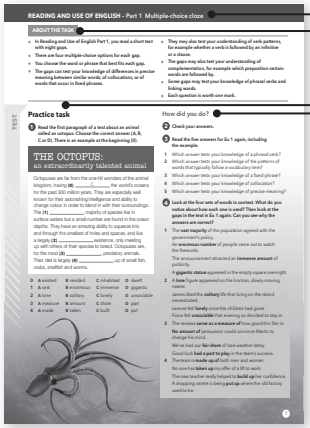
READING AND USE OF ENGLISH – Part 1
Multiple choice cloze (1 hour)



Use the Exam Trainer Presentation tool for each page.

Use Exam Trainer Teacher's Notes for Warmer and ABOUT THE TASK to start the lesson.

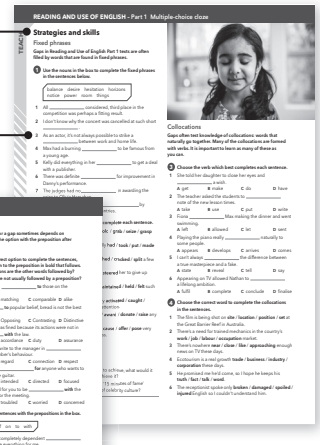
Students carry out the Practice task and try the reduced length task to become familiar with the task type.

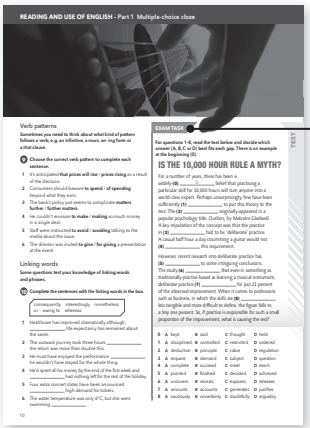
Students carry out How did you do? activities and reflect on the task they have just completed.

Use Exam Trainer Teacher's Notes to go through the How did you do? activities.

Students carry out the Strategies and skills activities.

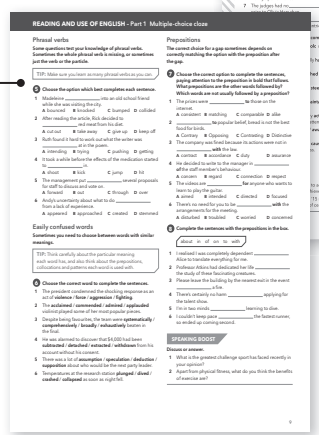
Use Exam Trainer Teacher's Notes to provide guidance on how to approach each task.





Pick and choose which sections to focus on in class depending on the strengths and weaknesses of the group. Students can complete the sections they are familiar with at home.

Students can complete the Exam task at home using what they have covered in class to help them.

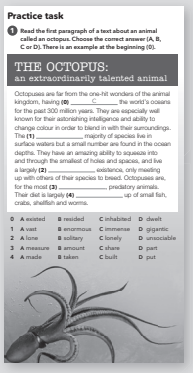


Building block 4 DIGITAL RESOURCES

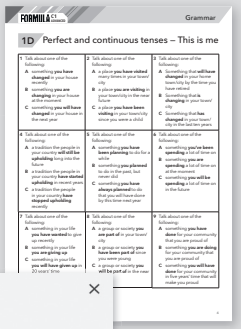
Before class
Video: *About C1 Advanced: Overview*, *About C1 Advanced: Use of English*, *About C1 Advanced: Reading and Use of English Part 1*.

Less time
Ask students to complete the first practice task at home and do How did you do? activities in class.

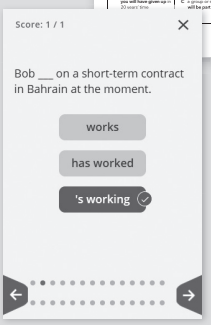
Need something extra or a change of pace
Video: *About C1 Advanced: Overview*, *About C1 Advanced: Use of English*, *About C1 Advanced: Reading and Use of English Part 1*.



Why not try?
A photocopiable activity from the Digital resources.



Quick homework
Pearson Practice English App activities.



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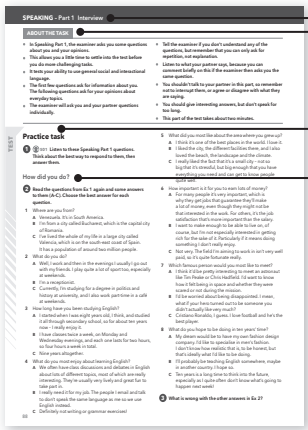
SPEAKING – Part 1 Interview (1 hour)

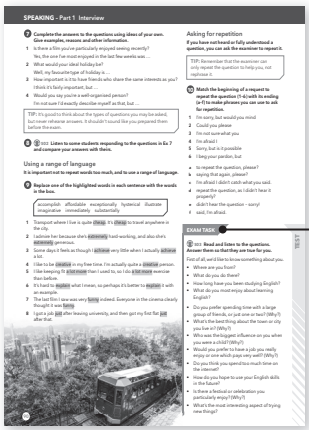


Use the Exam Trainer Presentation tool for each page.

Use Exam Trainer Teacher's Notes for Warmer and ABOUT THE TASK to start the lesson.

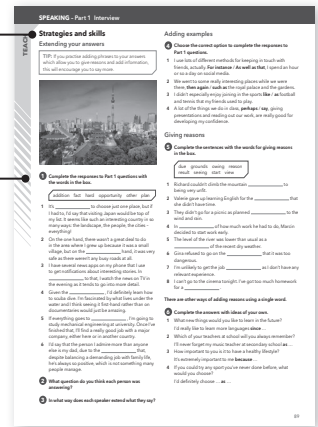
Students carry out the Practice task and get familiar with the types of questions asked in the interview.

Use Exam Trainer Teacher's Notes to follow the process through the How did you do? activity.



Students carry out the Strategies and skills tasks.

Use Exam Trainer Teacher's Notes to provide guidance on how to approach each task. Pick and choose which sections to focus on in class depending on the strengths and weaknesses of the group.

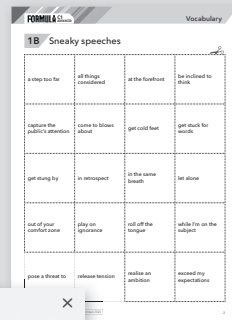


Students can either complete the Exam task in class or record their responses at home using what they have covered in class to help them give the most comprehensive answers.

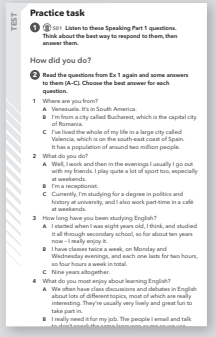
Building block 4 DIGITAL RESOURCES

Before class
Video: *About C1 Advanced: Speaking, About C1 Advanced: Speaking Part 1, C1 Advanced Speaking Test 1, Part 1.*

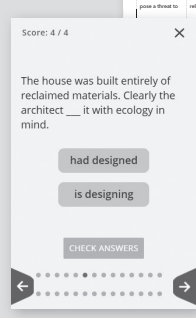
Why not try?
A photocopiable activity from the Digital resources.



Less time
Ask students to complete the first practice task at home and do How did you do? activities in class.



Quick homework
Pearson Practice English App grammar activity.



Need something extra or a change of pace
Video: *About C1 Advanced: Speaking, About C1 Advanced: Speaking Part 1, C1 Advanced Speaking Test 1, Part 1.*

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HOW TO USE *FORMULA* FOR AROUND 50 HOURS

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

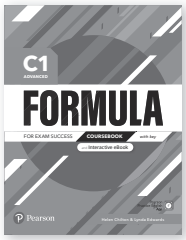
Use the **Coursebook** in class

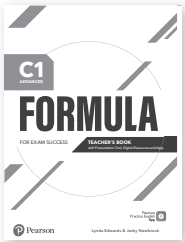
FORMULA C1 ADVANCED Coursebook and Interactive eBook can be used in different ways depending on the overall length of your exam preparation course and how much class contact time you have available. If you have a course of around 50–60 hours, you might decide to use the main lessons in class and use the additional bank of material from the Grammar, Vocabulary, Writing and Exam file for homework. Here we are providing an example for around **50 hours**.

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App





Teachers

- Presentation tool and/or Coursebook Teacher's Book and Digital resources

The notes for each lesson provide:

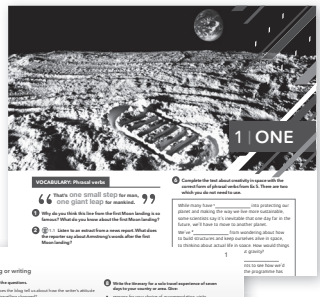
- **a Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the lesson
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **flexible follow up** to extend the previous activity

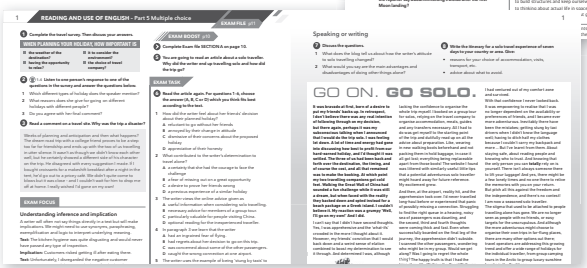
For the fastest path, use the basic notes; to extend the lessons, use the activities in the tinted boxes.

Building block 2 SECTIONS IN CLASS

Use the main lessons.

- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.

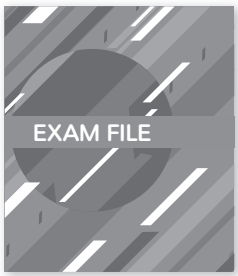


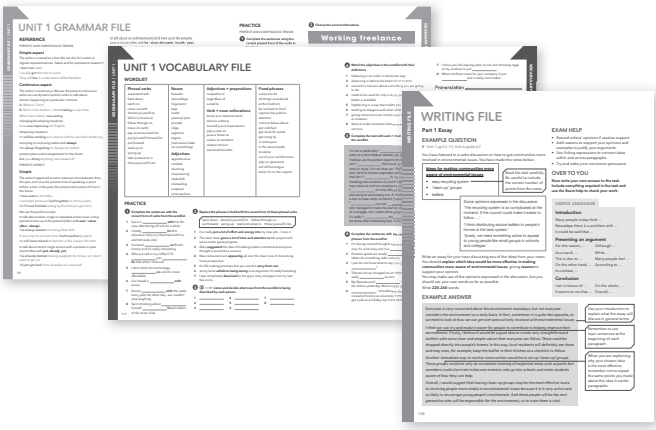


Building block 3 SECTIONS FOR HOMEWORK

Use some of the additional bank of material not completed in the lesson.

- Complete the relevant Grammar, Vocabulary, Writing file or Exam boost sections.
- 'Speaking or writing' from the main lesson – ask students to carry out the writing task.





Example teaching scenario

Depending on the number of classes within the 50-hour course, you could provide single skill or multiple skill lessons. For example, you may have around 60 × 45–60-minute classes.

A 60-minute class may consist of the following: **Unit opener** and **Reading and Use of English – Part 5 Multiple-choice.** A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.

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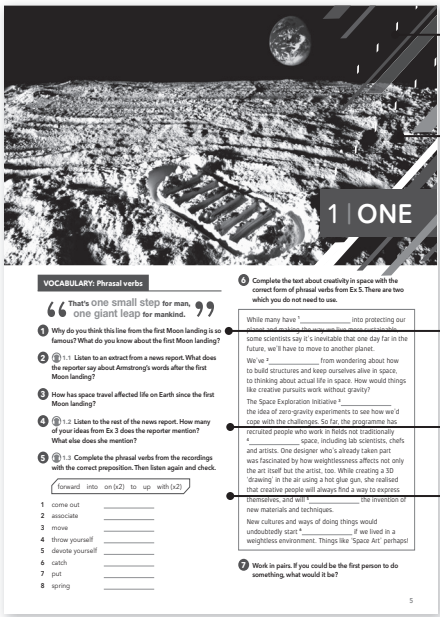
UNIT OPENER (15 mins)


1 | ONE

VOCABULARY: Phrasal verbs

"That's one small step for man, one giant leap for mankind."

1 Why do you think this line from the first Moon landing is so famous? What do you know about the first Moon landing?

2 1.1 Listen to an extract from a news report. What does the reporter say about Armstrong's words after the first Moon landing?

3 How has space travel affected life on Earth since the first Moon landing?

4 1.2 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What else does she mention?

5 1.3 Complete the phrasal verbs from the recordings with the correct preposition. Then listen again and check.

forward into on (x2) to up with (x2)

1 come out _____
2 associate _____
3 move _____
4 throw yourself _____
5 devote yourself _____
6 catch _____
7 put _____
8 spring _____

6 Complete the text about creativity in space with the correct form of phrasal verbs from Ex 5. There are two which you do not need to use.

While many have [1]_____ into protecting our planet and making the most we can more sustainable, some scientists say it's inevitable that one day far in the future, we'll have to move to another planet.

We've [2]_____ from wondering about how to build structures and keep ourselves alive in space, to thinking about actual life in space. How would things like creative pursuits work without gravity?

The Space Exploration Initiative [3]_____ the idea of zero-gravity experiments to see how we'd cope with the challenges. So far, the programme has recruited people who work in fields not traditionally [4]_____ space, including lab scientists, chefs and artists. One designer who's already taken part was fascinated by how weightlessness affects not only the art itself but the artist, too. While creating a 3D 'drawing' in the air using a hot glue gun, she realised that creative people will always find a way to express themselves, and will [5]_____ the invention of new materials and techniques.

New cultures and ways of doing things would undoubtedly start [6]_____ if we lived in a weightless environment. Things like 'Space Art' perhaps!

7 Work in pairs. If you could be the first person to do something, what would it be?

5

Use the Coursebook Presentation tool for each page.

Use the Coursebook teacher's notes found in the Presentation tool for Warmers and alternative ways to approach the material.

Or, books closed. Use activity 1 as the warmer.

Students carry out activities 2–7.

Use the teacher's notes to go through each activity.

READING AND USE OF ENGLISH – Part 5 Multiple-choice (45 mins)

READING AND USE OF ENGLISH - Part 5 Multiple choice

ABOUT THE TASK

- You will read a long text which is followed by six multiple-choice questions.
- Each question has four options to choose from.
- The questions come in the same order as the information in the text.
- Some questions focus on a sentence or phrase in the text.
- Other questions ask about a longer section of text.
- It is always clear which part of the text the question refers to. You should not bring information from other parts of the text into your answers.

NUMBER OF QUESTIONS: 6 (with 4 options to choose from)
TASK: One long text
SCORING: 2 marks per question

What is being tested?
In this part of the exam, the multiple-choice questions focus on different aspects of reading. They may ask about:
- the writer's attitude or opinion, or the writer's message or purpose in writing
- your detailed understanding of one part of the text
- the writer's use of a particular expression or phrase, or its meaning in context
- the writer's purpose in part or all of the text
- something that is implied in the text rather than stated
- some features of text organisation, such as reference or comparison.

How do you do it?

BEFORE THE TASK
- Read the context sentence, as this tells you what type of text it is and what it's about.
- Read the title and whole text quickly to get a general understanding of the content and how the text is organised.
- Read the questions to identify what you're looking for. Underline key words. Find the paragraphs in the text that each question refers to.
- Read the paragraphs you have identified again to see if you can find the answer before necessarily looking at the options.

DURING THE TASK
- Read the options for each question and underline key words.
- Read each relevant paragraph again and choose the option that is closest to answering the question. Remember that you may not see the same words in the text and the options, as they may be paraphrased.
- Check that the other options are definitely wrong.
- If a question asks about the meaning of a particular vocabulary item or a reference, make sure that you read the sentences before and after it carefully, as these will help you find the answer.
- If you're not sure of an answer, leave it and move on – you can go back to it later. If you are still not sure, identify the options that are definitely wrong and choose from the others the one that seems most likely.

AFTER THE TASK
- Check your answers quickly to make sure you are happy with them.
- Make sure you have answered all the questions, even if you are not sure of the answers.

Are you exam-ready?
Did you ...
... read the first whole text to get a general understanding?
... read the questions and identify the paragraph where each answer will be?
... underline key words in the questions to help you find the correct information?
... read the relevant paragraph carefully to find the information you need?
... choose the option that is closest to the meaning?
... answer all the questions, even if you are unsure of the answers?

Are you ready for Reading and Use of English Part 5? Identify an area to improve.

11

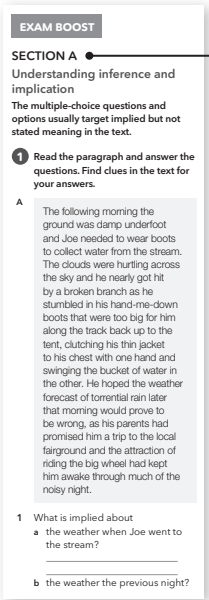
EXAM REFERENCE

Use the Coursebook Presentation tool for each page.

Students read through the Exam reference in the Exam file before starting this part of the lesson. This will give them information about the specific exam part as well as which particular strategies and skills are important.

Students carry out activities 1–4 in the main unit including reading the Exam focus box.

Use the teacher's notes to give you some ideas on how to check their understanding.


EXAM BOOST

SECTION A

Understanding inference and implication

The multiple-choice questions and options usually target implied but not stated meaning in the text.

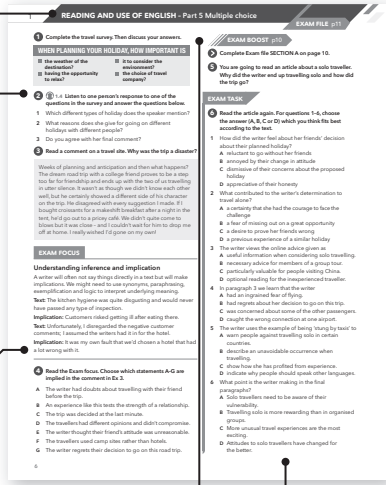
1 Read the paragraph and answer the questions. Find clues in the text for your answers.

A

The following morning the ground was damp underfoot and Joe needed to wear boots to collect water from the stream. The clouds were hurtling across the sky and he nearly got hit by a broken branch as he stumbled in his hand-me-down boots that were too big for him along the track back up to the tent, clutching his thin jacket to his chest with one hand and swinging the bucket of water in the other. He hoped the weather forecast of torrential rain later that morning would prove to be wrong, as his parents had promised him a trip to the local fairground and the attraction of riding the big wheel had kept him awake through much of the noisy night.

1 What is implied about
a the weather when Joe went to the stream?
_____
b the weather the previous night?

If time, go to the fold-out Exam file and complete Exam boost Section A on page 10 in class; alternatively, students can complete this section at home.


READING AND USE OF ENGLISH - Part 5 Multiple choice

EXAM FILE p11

1 Complete the travel survey. Then discuss your answers.

WHEN PLANNING YOUR HOLIDAY, HOW IMPORTANT IS

- the weather of the destination?
- it to consider the environment?
- having the opportunity to relax?
- the choice of travel company?

2 1.4 Listen to one person's response to one of the questions in the survey and answer the questions below.
1 Which different types of holiday does the speaker mention?
2 What reasons does she give for going on different holidays with different people?
3 Do you agree with her final comment?

3 Read a comment on a travel site. Why was the trip a disaster?

Weeks of planning and anticipation and then what happens? The dream road trip with a college friend proves to be a step too far for friendship and ends up with the two of us travelling in utter silence. It wasn't as though we didn't know each other well, but he certainly showed a different side of his character on the trip. He disagreed with every suggestion I made. If I bought croissants for a makeshift breakfast after a night in the tent, he'd go out to a pricey café. We didn't quite come to blows but it was close - and I couldn't wait for him to drop me off at home. I really wished I'd gone on my own!

EXAM FOCUS

Understanding inference and implication

A writer will often not say things directly in a text but will make implications. We might need to use synonyms, paraphrasing, exemplification and logic to interpret underlying meaning.

Text: The kitchen hygiene was quite disgusting and would never have passed any type of inspection.
Implication: Customers risked getting ill after eating there.

Text: Unfortunately, I disregarded the negative customer comments; I assumed the writers had a lot in for the hotel.
Implication: It was my own fault that we'd chosen a hotel that had a lot wrong with it.

4 Read the Exam focus. Choose which statements A–G are implied in the comment in Ex 3.
A The writer had doubts about travelling with their friend before the trip.
B An experience like this tests the strength of a relationship.
C The trip was decided at the last minute.
D The travellers had different opinions and didn't compromise.
E The writer thought their friend's attitude was unreasonable.
F The travellers used camp sites rather than hotels.
G The writer regrets their decision to go on this road trip.

6

EXAM BOOST p10

2 Complete Exam file SECTION A on page 10.

3 You are going to read an article about a solo traveller. Why did the writer end up travelling solo and how did the trip go?

EXAM TASK

4 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 How did the writer feel about her friends' decision about their planned holiday?
A reluctant to go without her friends
B annoyed by their change in attitude
C dismissive of their concerns about the proposed holiday
D appreciative of their honesty
2 What contributed to the writer's determination to travel alone?
A a certainty that she had the courage to face the challenge
B a fear of missing out on a great opportunity
C a desire to prove her friends wrong
D a previous experience of a similar holiday
3 The writer views the online advice given as
A useful information when considering solo travelling.
B necessary advice for members of a group tour.
C particularly valuable for people visiting China.
D optional reading for the inexperienced traveller.
4 In paragraph 3 we learn that the writer
A had an ingrained fear of flying.
B had regrets about her decision to go on this trip.
C was concerned about some of the other passengers.
D caught the wrong connection at one airport.
5 The writer uses the example of being 'stung by taxis' to
A warn people against travelling solo in certain countries.
B describe an unavoidable occurrence when travelling.
C show how she has profited from experience.
D indicate why people should speak other languages.
6 What point is the writer making in the final paragraph?
A Solo travellers need to be aware of their vulnerability.
B Travelling solo is more rewarding than in organised groups.
C More unusual travel experiences are the most exciting.
D Attitudes to solo travellers have changed for the better.

Students can now complete the Exam task in the main unit, using the guidance they have found in the fold-out Exam file and Exam focus to help them.

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Students can complete 'Speaking or writing' activity 7 and do activity 8 for homework along with the Exam boost activity.

1

Speaking or writing

7 Discuss the questions.

1 What does the blog tell us about how the writer's attitude to solo travelling changed?

2 What would you say are the main advantages and disadvantages of doing other things alone?

8 Write the itinerary for a solo travel experience of seven days to your country or area. Give:

- reasons for your choice of accommodation, visits, transport, etc.
- advice about what to avoid.

GO ON. **GO SOLO.**

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I'd thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own!' And I did.

I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold baggage, in case it all got lost; everything being replaceable apart from those boots! The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference.

My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when successfully boarded on the final leg of the journey, the apprehension didn't subside. I scanned the other passengers, wondering who might be in my group. Would we get along? Was I going to regret the whole thing? The happy truth is that I had the time of my life. Walking the Great Wall was as fascinating as I could possibly have imagined. And I made friends. I came back from that trip with promises to keep in touch with a host of lovely, interesting people. I savoured my achievement.

I had ventured out of my comfort zone and survived.

With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventurous. Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more ... But I've learnt from them. About staying safe, about reading people and knowing who to trust. And knowing that the only person you can **totally** rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relive the memories with you on your return.

But pitch all this against the freedom and the independence, and there's no contest!

I am now a seasoned solo traveller.

The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to organise their own trips in far-flung places, there are many other options out there; travel operators are addressing this growing trend and offer a wide range of holidays for the individual traveller, from group camping tours in the Arctic to group luxury sunshine breaks in the Caribbean.

I am very glad that my show of bravado didn't end up being just a 'show'. It not only opened my eyes to learning more about the world, but also to learning more about myself and I hope that some of you reading this might be encouraged to do the same.

EXAM TRAINER | p24 p25 Ex 1

7

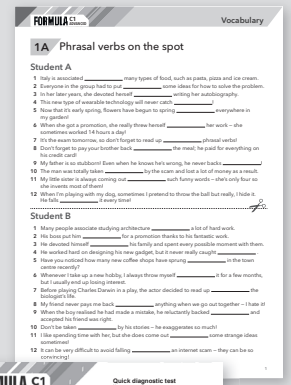
Building block 4 DIGITAL RESOURCES

Before class

Video: *About C1 Advanced: Overview*, *About C1 Advanced: Reading*, *About C1 Advanced: Reading and Use of English Part 5*.

Need something extra or a change of pace

A photocopiable activity from the Digital resources.



FORMULA C1 ADVANCED — Vocabulary

1A Phrasal verbs on the spot

Student A

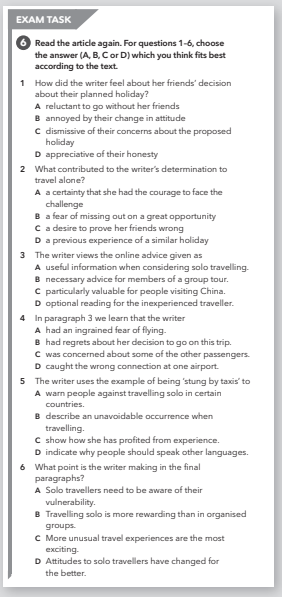
1 Italy is associated _____ many types of food, such as pasta, pizza and ice cream.
2 Everyone in the group had to put _____ some ideas for how to solve the problem.
3 In her later years, she devoted herself _____ writing her autobiography.
4 This new type of wearable technology will never catch _____.
5 Now that it's early spring, flowers have begun to spring _____ everywhere in my garden!
6 When she got a promotion, she really threw herself _____ her work – she sometimes worked 14 hours a day!
7 It's the exam tomorrow, so don't forget to read up _____ (phrasal verbs)
8 Don't forget to pay your brother back _____ the meal; he paid for everything on his credit card!
9 My father is so stubborn! Even when he knows he's wrong, he never backs _____.
10 The man was totally taken _____ by the scam and lost a lot of money as a result.
11 My little sister is always coming out _____ such funny words—she's only four so she invents most of them!
12 When I'm playing with my dog, sometimes I pretend to throw the ball but really, I hide it. He falls _____ it every time!

Student B

1 Many people associate studying architecture _____ a lot of hard work.
2 His boss put him _____ for a promotion thanks to his fantastic work.
3 He devoted himself _____ his family and spent every possible moment with them.
4 He worked hard on designing his new gadget, but it never really caught _____.
5 Have you noticed how many new coffee shops have sprung _____ in the town centre recently?
6 Whenever I take up a new hobby, I always throw myself _____ it for a few months, but I usually end up losing interest.
7 Before playing Charles Darwin in a play, the actor decided to read up _____ the biologist's life.
8 My friend never pays me back _____ anything when we go out together – I hate it!
9 When the boy realised he had made a mistake, he reluctantly backed _____ and accepted his friend was right.
10 Don't be taken _____ by his stories – he exaggerates so much!
11 I like spending time with her, but she does come out _____ some strange ideas sometimes!
12 It can be very difficult to avoid falling _____ an internet scam – they can be so convincing!

Less time

Ask students to complete the exam task at home.



EXAM TASK

6 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 How did the writer feel about her friends' decision about their planned holiday?
A reluctant to go without her friends
B annoyed by their change in attitude
C dismissive of their concerns about the proposed holiday
D appreciative of their honesty

2 What contributed to the writer's determination to travel alone?
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6 What point is the writer making in the final paragraphs?
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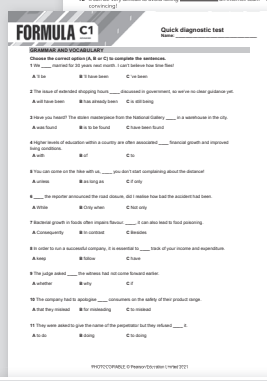
B Travelling solo is more rewarding than in organised groups.
C More unusual travel experiences are the most exciting.
D Attitudes to solo travellers have changed for the better.

Why not try?

The quick placement test to find out the group's strengths and areas to improve.



FORMULA C1 ADVANCED — Quick diagnostic test

Name: _____

GRAMMAR AND VOCABULARY

Choose the correct option (A, B or C) to complete the sentences.

1 We ____ married for 20 years next month. I can't believe how time flies!
A 'll be B 'll have been C 've been

2 The issue of extended shopping hours ____ discussed in government, so we've no clear guidance yet.
A will have been B has already been C is still being

3 Have you heard? The stolen masterpiece from the National Gallery ____ in a warehouse in the city.
A was found B is to be found C have been found

4 Higher levels of education within a country are often associated ____ financial growth and improved living conditions.
A with B of C to

5 You can come on the hike with us, ____ you don't start complaining about the distance!
A unless B as long as C if only

6 ____ the reporter announced the road closure, did I realise how bad the accident had been.
A While B Only when C Not only

7 Bacterial growth in foods often impairs flavour; ____ it can also lead to food poisoning.
A Consequently B In contrast C Besides

8 In order to run a successful company, it is essential to ____ track of your income and expenditure.
A keep B follow C have

9 The judge asked ____ the witness had not come forward earlier.
A whether B why C if

10 The company had to apologise ____ consumers on the safety of their product range.
A that they mislead B for misleading C to mislead

11 They were asked to give the name of the perpetrator but they refused ____ it.
A to do B doing C to doing

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Quick homework

Fast finishers activity from the Teacher's Book.

Fast finishers

Fast finishers should try to deduce the meanings of unfamiliar lexical items in paragraphs 1 and 2 from the context. If there is still time, they can check meanings in a dictionary.

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HOW TO USE *FORMULA* FOR AROUND 80 HOURS

EXAM FOCUSED WITH LANGUAGE DEVELOPMENT **Around 80 hours**

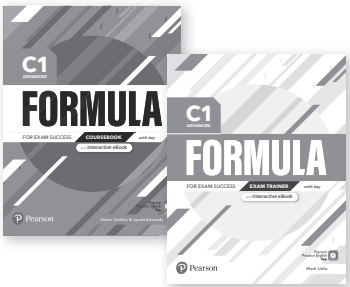
Use the **Coursebook** in class and the **Exam Trainer** for homework

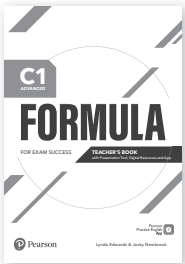
FORMULA C1 ADVANCED Coursebook and Exam Trainer can be used in different ways depending on the overall length of your exam preparation course and how much class contact time and homework time you have available. If you have a course of around 80–100 hours, you might decide to use the Coursebook main lessons and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) in class and use the Exam Trainer page references from the Coursebook to consolidate and extend lessons for homework. Here we are providing an example for around **80 hours**.

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App
- Exam Trainer or the Interactive eBook with Digital resources and App





Teachers

- Presentation tool and/or Coursebook Teacher's Book and Digital resources

The notes for each lesson provide:

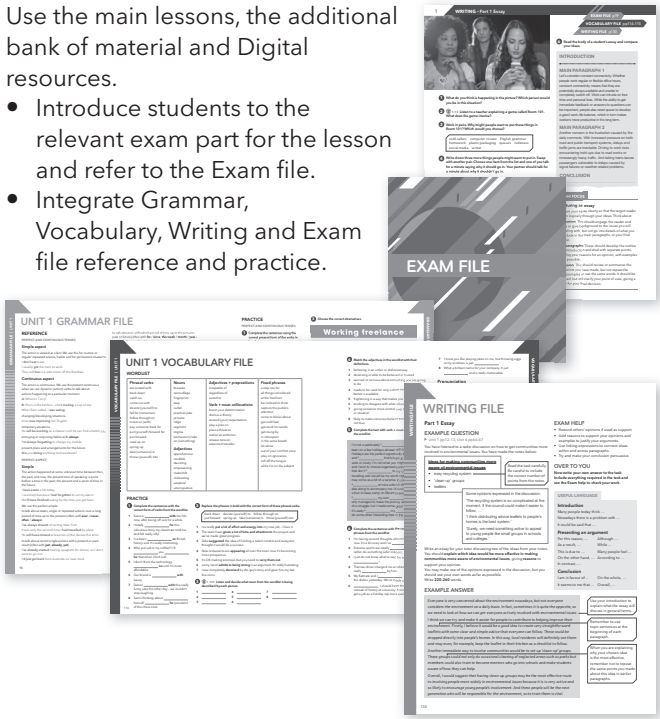
- **a Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the lesson
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **flexible follow up** to extend the previous activity

For the fastest path, use the basic notes; to extend the lessons, use the activities in the tinted boxes.

Building block 2 SECTIONS IN CLASS

Use the main lessons, the additional bank of material and Digital resources.

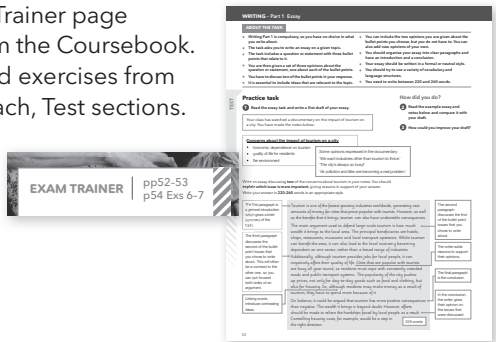
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

- Use selected exercises from the Test, Teach, Test sections.



Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

Depending on the number of classes within the 80-hour course, you could provide single skill or multiple skill lessons. For example, you may have 60 × 90-minute classes.

A 90-minute class may consist of the following:
Writing – Part 1 Essay. A lesson of this type would enable recycling of language from previous lessons, a full introduction to this part of the exam and extensive language input and practice.

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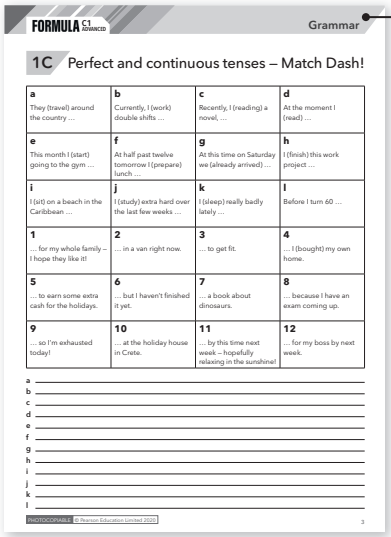
WRITING – Part 1 Essay (90 mins)



FORMULA C1 ADVANCED — Grammar

1C Perfect and continuous tenses – Match Dash!

a They (travel) around the country …	**b** Currently, I (work) double shifts …	**c** Recently, I (reading) a novel, …	**d** At the moment I (read) …
e This month I (start) going to the gym …	**f** At half past twelve tomorrow I (prepare) lunch …	**g** At this time on Saturday we (already arrived) …	**h** I (finish) this work project …
i I (sit) on a beach in the Caribbean …	**j** I (study) extra hard over the last few weeks …	**k** I (sleep) really badly lately …	**l** Before I turn 60 …
1 … for my whole family – I hope they like it!	**2** … in a van right now.	**3** … to get fit.	**4** … I (bought) my own home.
5 … to earn some extra cash for the holidays.	**6** … but I haven't finished it yet.	**7** … a book about dinosaurs.	**8** … because I have an exam coming up.
9 … so I'm exhausted today!	**10** … at the holiday house in Crete.	**11** … by this time next week – hopefully relaxing in the sunshine!	**12** … for my boss by next week.

a ____
b ____
c ____
d ____
e ____
f ____
g ____
h ____
i ____
j ____
k ____
l ____

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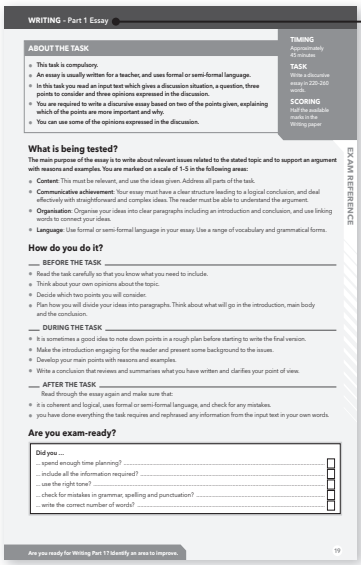
Use Photocopiable 1C to recycle language from earlier in the unit.

Watch the *About C1 Advanced: Writing Part 1* video in the Digital resources.



WRITING - Part 1 Essay

ABOUT THE TASK

- This task is compulsory.
- An essay is usually written for a teacher, and uses formal or semi-formal language.
- In this task you read an input text which gives a discussion situation, a question, three points to consider and three opinions expressed in the discussion.
- You are required to write a discursive essay based on two of the points given, explaining which of the points are more important and why.
- You can use some of the opinions expressed in the discussion.

TIMING: Approximately 45 minutes
TASK: Write a discursive essay in 220–260 words.
SCORING: Half the available marks in the Writing paper

EXAM REFERENCE

What is being tested?

The main purpose of the essay is to write about relevant issues related to the stated topic and to support an argument with reasons and examples. You are marked on a scale of 1-5 in the following areas:

- **Content**: This must be relevant, and use the ideas given. Address all parts of the task.
- **Communicative achievement**: Your essay must have a clear structure leading to a logical conclusion, and deal effectively with straightforward and complex ideas. The reader must be able to understand the argument.
- **Organisation**: Organise your ideas into clear paragraphs including an introduction and conclusion, and use linking words to connect your ideas.
- **Language**: Use formal or semi-formal language in your essay. Use a range of vocabulary and grammatical forms.

How do you do it?

BEFORE THE TASK
- Read the task carefully so that you know what you need to include.
- Think about your own opinions about the topic.
- Decide which two points you will consider.
- Plan how you will divide your ideas into paragraphs. Think about what will go in the introduction, main body and the conclusion.

DURING THE TASK
- It is sometimes a good idea to note down points in a rough plan before starting to write the final version.
- Make the introduction engaging for the reader and present some background to the issues.
- Develop your main points with reasons and examples.
- Write a conclusion that reviews and summarises what you have written and clarifies your point of view.

AFTER THE TASK
Read through the essay again and make sure that:
- it is coherent and logical, uses formal or semi-formal language, and check for any mistakes.
- you have done everything the task requires and rephrased any information from the input text in your own words.

Are you exam-ready?

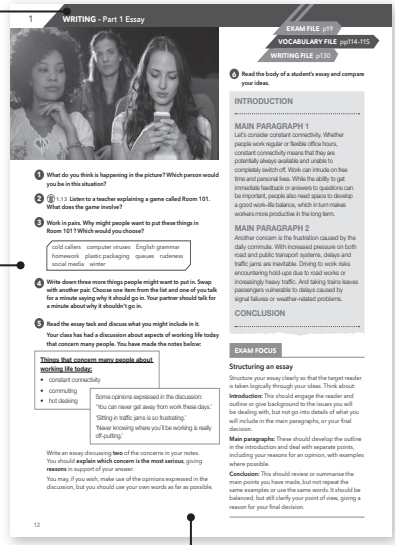
Did you …
- … spend enough time planning? ☐
- … include all the information required? ☐
- … use the right tone? ☐
- … check for mistakes in grammar, spelling and punctuation? ☐
- … write the correct number of words? ☐

Are you ready for Writing Part 1? Identify an area to improve. — 19

Use the Coursebook Presentation tool for each page. Use the Coursebook teacher's notes for Warmer.

Students read through the Exam reference in the Exam file before starting this part of the lesson. This will give them information about the specific exam part as well as which particular strategies and skills are important.

Students carry out activities 1–7 in the main unit including reading the Exam focus.



1 WRITING - Part 1 Essay

EXAM FILE p19 | VOCABULARY FILE pp114-115 | WRITING FILE p130

1 What do you think is happening in the picture? Which person would you be in this situation?

2 1.1.2 Listen to a teacher explaining a game called Room 101. What does the game involve?

3 Work in pairs. Why might people want to put these things in Room 101? Which would you choose?

cold callers | computer viruses | English grammar | homework | plastic packaging | queues | rudeness | social media | winter

4 Write down three more things people might want to put in. Swap with another pair. Choose one item from the list and one of you talk for a minute saying why it should go in. Your partner should talk for a minute about why it shouldn't go in.

5 Read the essay task and discuss what you might include in it. Your class has had a discussion about aspects of working life today that concern many people. You have made the notes below:

Things that concern many people about working life today:
- constant connectivity
- commuting
- not desking

Some opinions expressed in the discussion:
'You can never get away from work these days.'
'Sitting in traffic jams is so frustrating.'
'Never knowing where you'll be working is really off-putting.'

Write an essay discussing **two** of the concerns in your notes. You should **explain which concern is the most serious**, giving **reasons** in support of your answer.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the body of a student's essay and compare your ideas.

INTRODUCTION

MAIN PARAGRAPH 1
Let's consider constant connectivity. Whether people work regular or flexible office hours, constant connectivity means that they are potentially always available and unable to completely switch off. Work can intrude on free time and personal lives. While the ability to get immediate feedback or answers to questions can be important, people also need space to develop a good work–life balance, which in turn makes workers more productive in the long term.

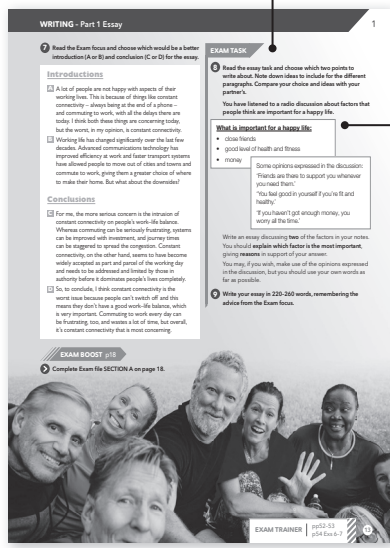
MAIN PARAGRAPH 2
Another concern is the frustration caused by the daily commute. With increased pressures on both road and public transport systems, delays and traffic jams are inevitable. Driving to work risks encountering hold-ups due to road works or increasingly heavy traffic. And taking trains leaves passengers vulnerable to delays caused by signal failures or weather-related problems.

CONCLUSION

EXAM FOCUS

Structuring an essay
Structure your essay clearly so that the target reader is taken logically through your ideas. Think about:
Introduction: This should engage the reader and outline or give background to the issues you will be dealing with, but not go into details of what you will include in the main paragraphs, or your final decision.
Main paragraphs: These should develop the outline in the introduction and deal with separate points, including your reasons for an opinion, with examples where possible.
Conclusion: This should review or summarise the main points you have made, but not repeat the same examples or use the same words. It should be balanced, but still clarify your point of view, giving a reason for your final decision.

12



WRITING - Part 1 Essay — 1

7 Read the Exam focus and choose which would be a better introduction (A or B) and conclusion (C or D) for the essay.

Introductions

A A lot of people are not happy with aspects of their working lives. This is because of things like constant connectivity – always being at the end of a phone – and commuting to work, with all the delays there are today. I think both these things are concerning today, but the worst, in my opinion, is constant connectivity.

B Working life has changed significantly over the last few decades. Advanced communications technology has improved efficiency at work and faster transport systems have allowed people to move out of cities and towns and commute to work, giving them a greater choice of where to make their home. But what about the downsides?

Conclusions

C For me, the more serious concern is the intrusion of constant connectivity on people's work–life balance. Whereas commuting can be seriously frustrating, systems can be improved with investment, and journey times can be staggered to spread the congestion. Constant connectivity, on the other hand, seems to have become widely accepted as part and parcel of the working day and needs to be addressed and limited by those in authority before it dominates people's lives completely.

D So, to conclude, I think constant connectivity is the worst issue because people can't switch off and this means they don't have a good work–life balance, which is very important. Commuting to work every day can be frustrating, too, and wastes a lot of time, but overall, it's constant connectivity that is most concerning.

EXAM TASK

8 Read the essay task and choose which two points to write about. Note down ideas to include for the different paragraphs. Compare your choice and ideas with your partner's.

You have listened to a radio discussion about factors that people think are important for a happy life.

What is important for a happy life:
- close friends
- good level of health and fitness
- money

Some opinions expressed in the discussion:
'Friends are there to support you whenever you need them.'
'You feel good in yourself if you're fit and healthy.'
'If you haven't got enough money, you worry all the time.'

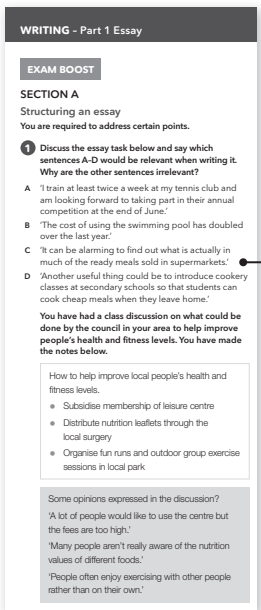
Write an essay discussing **two** of the factors in your notes. You should **explain which factor is the most important**, giving **reasons** in support of your answer.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

9 Write your essay in 220–260 words, remembering the advice from the Exam focus.

EXAM BOOST p18
Complete Exam file SECTION A on page 18.

EXAM TRAINER pp52-53 p54 Exs 6-7

Use the teacher's notes to give you some ideas on how to approach the activities.



WRITING - Part 1 Essay

EXAM BOOST

SECTION A

Structuring an essay

You are required to address certain points.

1 **Discuss the essay task below and say which sentences A–D would be relevant when writing it. Why are the other sentences irrelevant?**

A 'I train at least twice a week at my tennis club and am looking forward to taking part in their annual competition at the end of June.'

B 'The cost of using the swimming pool has doubled over the last year.'

C 'It can be alarming to find out what is actually in much of the ready meals sold in supermarkets.'

D 'Another useful thing could be to introduce cookery classes at secondary schools so that students can cook cheap meals when they leave home.'

You have had a class discussion on what could be done by the council in your area to help improve people's health and fitness levels. You have made the notes below.

How to help improve local people's health and fitness levels.
- Subsidise membership of leisure centre
- Distribute nutrition leaflets through the local surgery
- Organise fun runs and outdoor group exercise sessions in local park

Some opinions expressed in the discussion?
'A lot of people would like to use the centre but the fees are too high.'
'Many people aren't really aware of the nutrition values of different foods.'
'People often enjoy exercising with other people rather than on their own.'

Students go to the fold-out Exam file and carry out Exam boost Section A on page 18.

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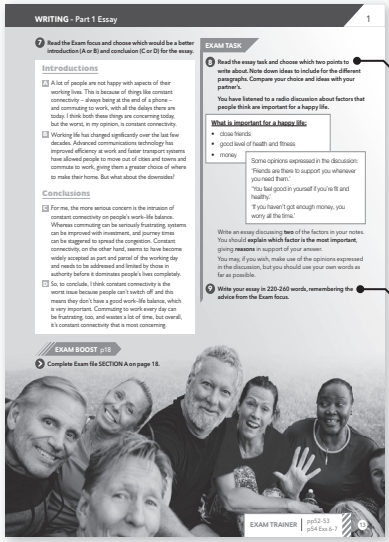
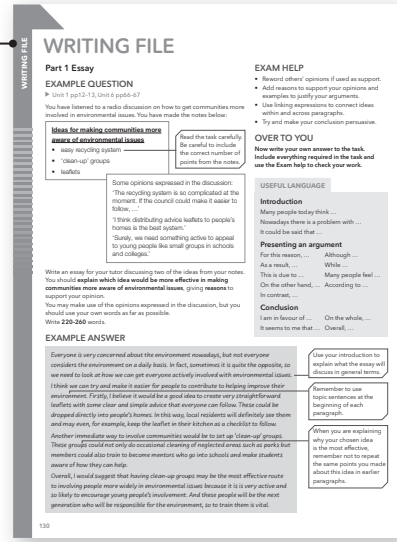


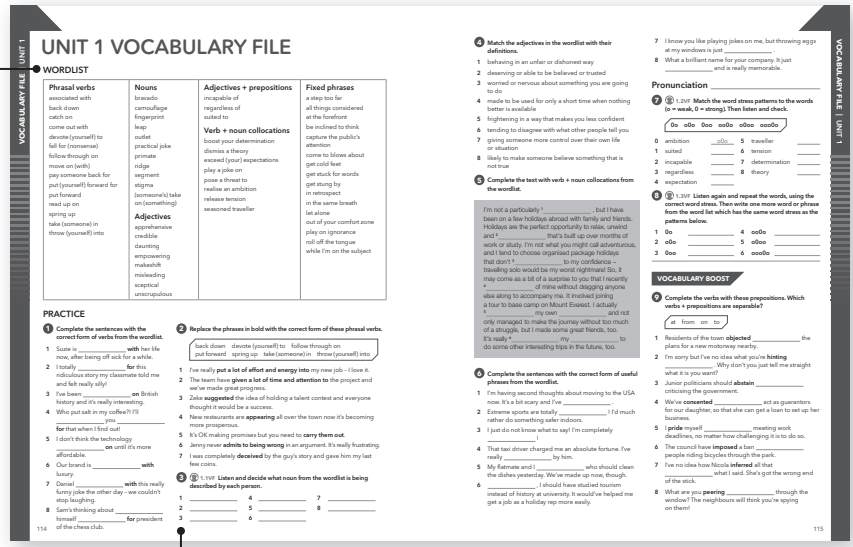
Refer students to the Writing file on page 130 and go through the content focusing on audience, structure and tone and highlighting key language they may want to use in their essay.

Students can then return to the main unit and work in pairs to plan their essay which they can do for homework.

For homework, students can write their essay using activity 9 and the Writing file p130 to help them.



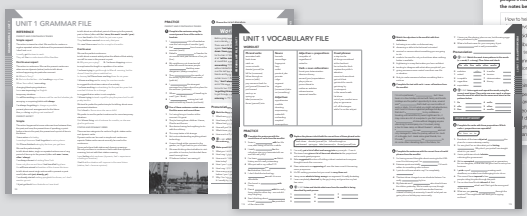
Students now have the opportunity to review vocabulary from the whole unit and carry out some practice activities using the Vocabulary file pages 114–115.

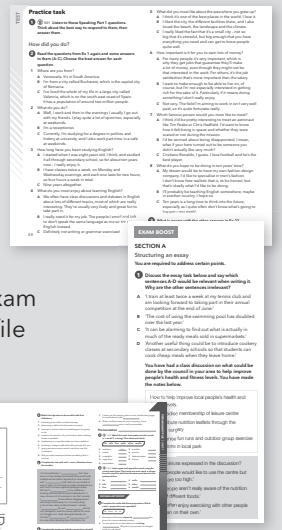


Building block 4 DIGITAL RESOURCES

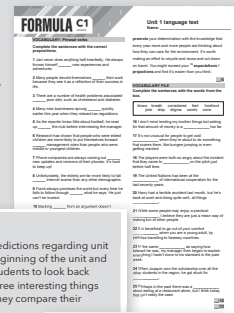
Before class
Exam Trainer *Test* section on p52.

Less time
Ask students to complete the Exam boost, Grammar or Vocabulary file at home.





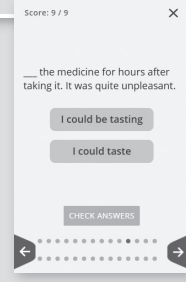
Need something extra or a change of pace
Unit 1 test from the Digital resources.



Why not try?
Cooler activity from the Teacher's Book.

Cooler
Students check back on the predictions regarding unit topics that they made at the beginning of the unit and see how many came up. Ask students to look back over the unit and note down three interesting things they learned during the unit. They compare their choices as a class.

Quick homework
Pearson Practice English App Unit 1 activities.



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HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

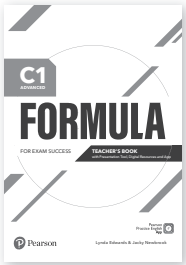
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA C1 ADVANCED Coursebook and Exam Trainer can be used in different ways depending on the overall length of your exam preparation course and how much class contact time and homework time you have available. If you have a 100–120-hour course, you might decide to use all parts of the Coursebook in class and use some sections from the Exam Trainer to consolidate exam skills for homework. Here we are providing an example for around **100–120 hours**.

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App
- Exam Trainer or the Interactive eBook with Digital resources and App



Teachers

- Presentation tool and/or Coursebook Teacher's Book and Digital resources

The notes for each lesson provide:

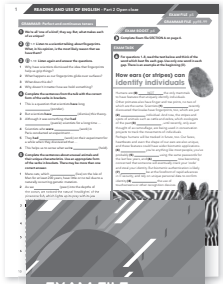
- **a Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the lesson
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **flexible follow up** to extend the previous activity

For the fastest path, use the basic notes; to extend the lessons, use the activities in the tinted boxes.

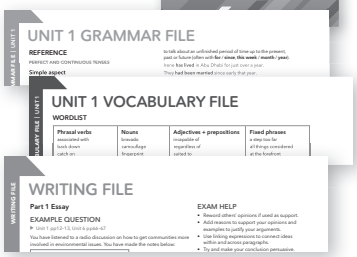
Building block 2 SECTIONS IN CLASS

Use all the Coursebook content, *Test* and *Teach* sections from the Exam Trainer and Digital resources.

- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.
- Integrate photocopiable activities, grammar presentations, videos or unit/progress/practice tests as required.
- Use initial *Test* and *Teach* sections from the Exam Trainer to develop exam awareness and provide exam training.



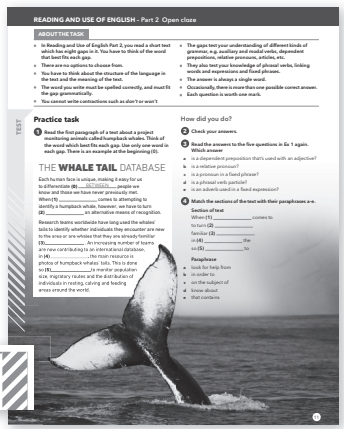
EXAM FILE



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

- Use selected exercises from the Test, Teach, Test sections.



EXAM TRAINER | p11 p12 Ex 1

Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

Depending on the number of classes within the 100–120-hour course, you could provide single or multiple skill lessons. For example, you may have 60 × 2-hour classes.

A 2-hour class may consist of the following: **Reading and Use of English – Part 2 Open cloze**. A lesson of this type would enable recycling of language from previous lessons, a full introduction to this part of the exam and extensive language input and practice.

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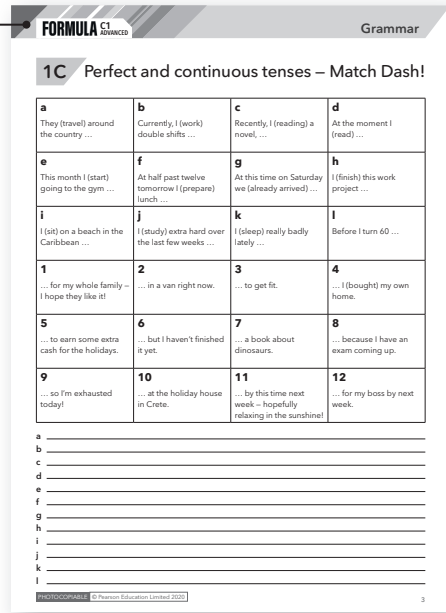
READING AND USE OF ENGLISH – Part 2 Open cloze

Use Photocopiable 1C to recycle language from earlier in the unit.



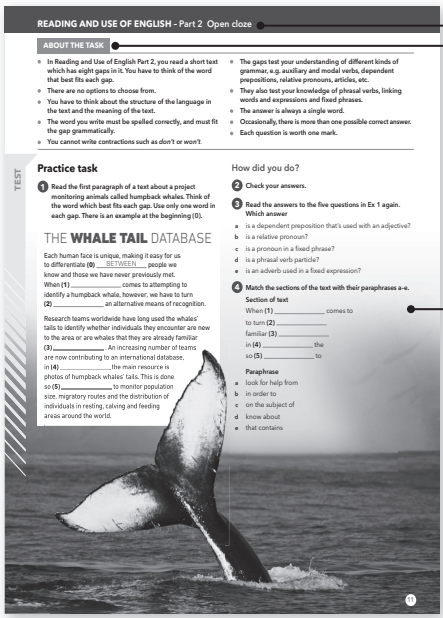
FORMULA C1 ADVANCED — Grammar

1C Perfect and continuous tenses – Match Dash!

a They (travel) around the country …	**b** Currently, I (work) double shifts …	**c** Recently, I (reading) a novel, …	**d** At the moment I (read) …
e This month I (start) going to the gym …	**f** At half past twelve tomorrow I (prepare) lunch …	**g** At this time on Saturday we (already arrived) …	**h** I (finish) this work project …
i I (sit) on a beach in the Caribbean …	**j** I (study) extra hard over the last few weeks …	**k** I (sleep) really badly lately …	**l** Before I turn 60 …
1 … for my whole family – I hope they like it!	**2** … in a van right now.	**3** … to get fit.	**4** … I (bought) my own home.
5 … to earn some extra cash for the holidays.	**6** … but I haven't finished it yet.	**7** … a book about dinosaurs.	**8** … because I have an exam coming up.
9 … so I'm exhausted today!	**10** … at the holiday house in Crete.	**11** … by this time next week – hopefully relaxing in the sunshine!	**12** … for my boss by next week.

a _____
b _____
c _____
d _____
e _____
f _____
g _____
h _____
i _____
j _____
k _____
l _____

PHOTOCOPIABLE © Pearson Education Limited 2020 — 3



READING AND USE OF ENGLISH - Part 2 Open cloze

ABOUT THE TASK

- In Reading and Use of English Part 2, you read a short text which has eight gaps in it. You have to think of the word that best fits each gap.
- There are no options to choose from.
- You have to think about the structure of the language in the text and the meaning of the text.
- The word you write must be spelled correctly, and must fit the gap grammatically.
- You cannot write contractions such as *don't* or *won't*.
- The gaps test your understanding of different kinds of grammar, e.g. auxiliary and modal verbs, dependent prepositions, relative pronouns, articles, etc.
- They also test your knowledge of phrasal verbs, linking words and expressions and fixed phrases.
- The answer is always a single word.
- Occasionally, there is more than one possible correct answer.
- Each question is worth one mark.

TEST

Practice task

1 **Read the first paragraph of a text about a project monitoring animals called humpback whales. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).**

THE **WHALE TAIL** DATABASE

Each human face is unique, making it easy for us to differentiate **(0)** __BETWEEN__ people we know and those we have never previously met. When **(1)** _____ comes to attempting to identify a humpback whale, however, we have to turn **(2)** _____ an alternative means of recognition.

Research teams worldwide have long used the whales' tails to identify whether individuals they encounter are new to the area or are whales that they are already familiar **(3)** _____. An increasing number of teams are now contributing to an international database, in **(4)** _____ the main resource is photos of humpback whales' tails. This is done so **(5)** _____ to monitor population size, migratory routes and the distribution of individuals in resting, calving and feeding areas around the world.

How did you do?

2 **Check your answers.**

3 **Read the answers to the five questions in Ex 1 again. Which answer**

a is a dependent preposition that's used with an adjective?
b is a relative pronoun?
c is a pronoun in a fixed phrase?
d is a phrasal verb particle?
e is an adverb used in a fixed expression?

4 **Match the sections of the text with their paraphrases a–e.**

Section of text

When **(1)** _____ comes to
to turn **(2)** _____
familiar **(3)** _____
in **(4)** _____ the
so **(5)** _____ to

Paraphrase

a look for help from
b in order to
c on the subject of
d know about
e that contains

Use the Exam Trainer Presentation tool for the page.

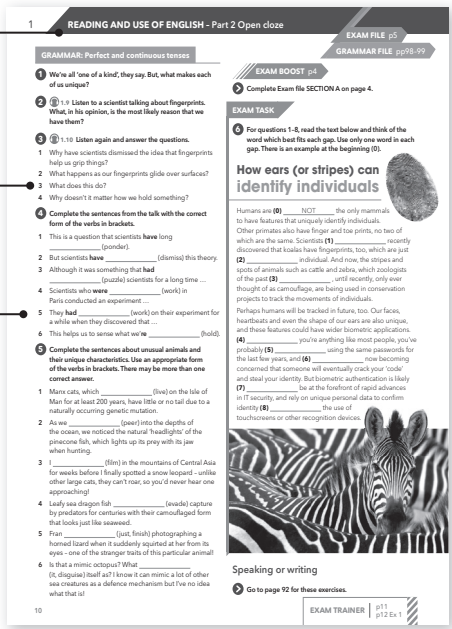
Use Exam Trainer Teacher's Notes for Warmer, ABOUT THE TASK and activities 1–4.

Students carry out the Test activities 1–4 as a quick introduction to the exam task.

Use the Coursebook Presentation tool for the page.

Students carry out activities 1–5.

Use the teacher's notes to give you some ideas on how to check their understanding.



1 READING AND USE OF ENGLISH - Part 2 Open cloze

EXAM FILE p5
GRAMMAR FILE pp98-99

GRAMMAR: Perfect and continuous tenses

1 **We're all 'one of a kind', they say. But, what makes each of us unique?**

2 1.9 **Listen to a scientist talking about fingerprints. What, in his opinion, is the most likely reason that we have them?**

3 1.10 **Listen again and answer the questions.**

1 Why have scientists dismissed the idea that fingerprints help us grip things?
2 What happens as our fingerprints glide over surfaces?
3 What does this do?
4 Why doesn't it matter how we hold something?

4 **Complete the sentences from the talk with the correct form of the verbs in brackets.**

1 This is a question that scientists **have** long _____ (ponder).
2 But scientists **have** _____ (dismiss) this theory.
3 Although it was something that **had** _____ (puzzle) scientists for a long time …
4 Scientists who **were** _____ (work) in Paris conducted an experiment …
5 They **had** _____ (work) on their experiment for a while when they discovered that …
6 This helps us to sense what we're _____ (hold).

5 **Complete the sentences about unusual animals and their unique characteristics. Use an appropriate form of the verbs in brackets. There may be more than one correct answer.**

1 Manx cats, which _____ (live) on the Isle of Man for at least 200 years, have little or no tail due to a naturally occurring genetic mutation.
2 As we _____ (peer) into the depths of the ocean, we noticed the natural 'headlights' of the pinecone fish, which lights up its prey with its jaw when hunting.
3 I _____ (film) in the mountains of Central Asia for weeks before I finally spotted a snow leopard – unlike other large cats, they can't roar, so you'd never hear one approaching!
4 Leafy sea dragon fish _____ (evade) capture by predators for centuries with their camouflaged form that looks just like seaweed.
5 Fran _____ (just, finish) photographing a horned lizard when it suddenly squirted at her from its eyes – one of the stranger traits of this particular animal!
6 Is that a mimic octopus? What _____ (it, disguise) itself as? I know it can mimic a lot of other sea creatures as a defence mechanism but I've no idea what that is!

EXAM BOOST p4

Complete Exam file SECTION A on page 4.

EXAM TASK

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

How ears (or stripes) can identify individuals

Humans are **(0)** __NOT__ the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists **(1)** _____ recently discovered that koalas have fingerprints, too, which are just **(2)** _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past **(3)** _____ until recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals.

Perhaps humans will be tracked in future, too. Our faces, heartbeats and even the shape of our ears are also unique, and these features could have wider biometric applications. **(4)** _____ you're anything like most people, you've probably **(5)** _____ using the same passwords for the last few years, and **(6)** _____ now becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is likely **(7)** _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity **(8)** _____ the use of touchscreens or other recognition devices.

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p11 p12 Ex 1

10

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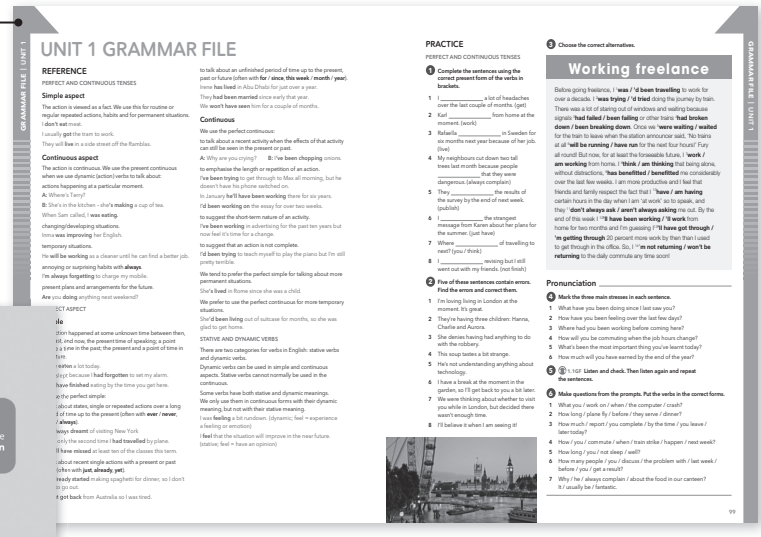
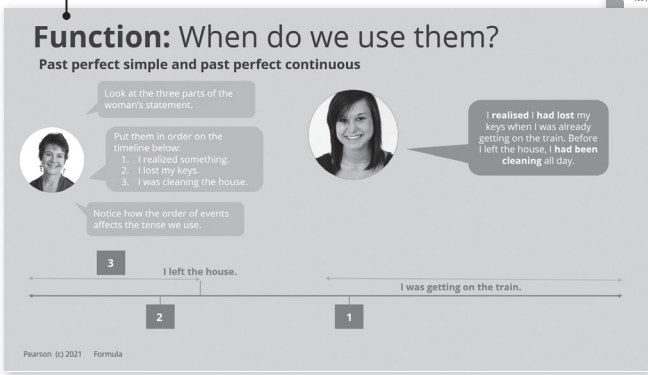
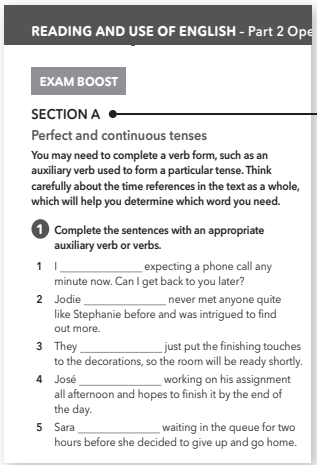
Create your own Formula

If students are struggling with the grammar, you might like to use the Grammar presentation 1: perfect and continuous tenses or direct students to the Grammar file on page 98 and carry out the practice exercises on page 99.



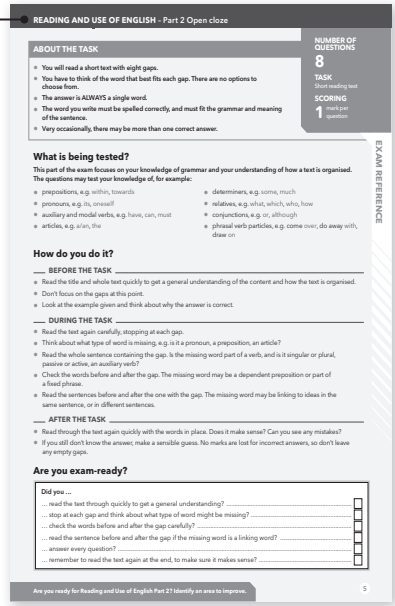




Students can go to the fold-out Exam file and carry out Exam boost Section A on page 4.

Watch the *About C1 Advanced: Reading and Use of English Part 2* video in the Digital resources.

Students read through the Exam reference in the Exam file before starting this part of the lesson. This will give them information about the specific exam part as well as which particular strategies and skills are important.



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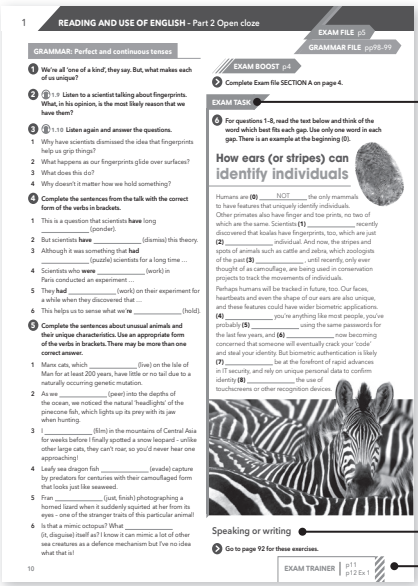

READING AND USE OF ENGLISH - Part 2 Open cloze

EXAM FILE p6

GRAMMAR FILE pp98-99

GRAMMAR: Perfect and continuous tenses

EXAM BOOST p4

Complete Exam file SECTION A on page 4.

EXAM TASK

How ears (or stripes) can identify individuals

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p11 p12 Ex 1

Students can now complete the Exam task in the main unit using the guidance they have found in the Exam file, the Exam focus and the video to help them.

Students can complete 'Speaking or writing' activities with a partner.

Use the Coursebook teacher's notes for Cooler.

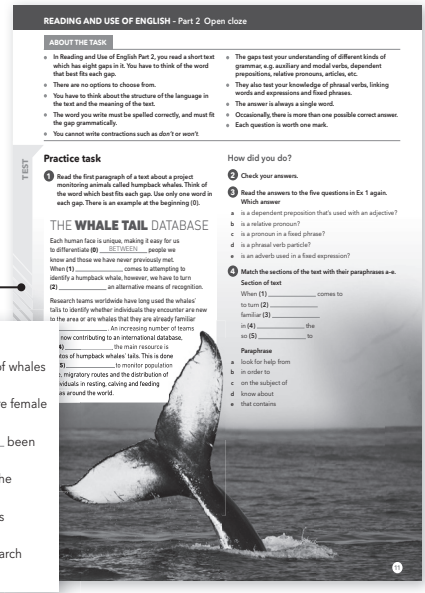
READING AND USE OF ENGLISH – PART 2 (page 10)

Speaking or writing

7 **What makes you individual? Tell your partner.**

8 **In what ways do you like to be the same as other people? In which ways are you happy to differ? Think about:**

- opinions and beliefs.
- fashion sense.
- musical taste.


READING AND USE OF ENGLISH - Part 2 Open cloze

ABOUT THE TASK

Practice task

How did you do?

THE WHALE TAIL DATABASE

For homework, students can complete Reading and Use of English – Part 2 Open cloze p11, p12 Ex 1 in the Exam Trainer.

1 **Complete the sentences with one word in each gap.**

1 The team has _____ monitoring the group of whales for several years.

2 The waters there _____ believed to be where female whales give birth to their young.

3 The extent to which the whales' habits _____ been altered by human activity is unclear.

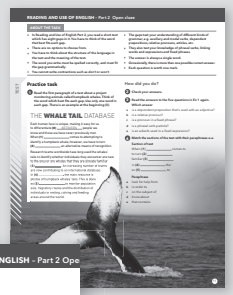
4 So what reason _____ researchers give for the whales returning to the area each year?

5 After _____ photographed, the whale's tail is uploaded to the database.

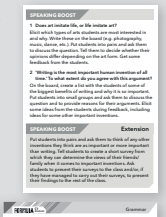
6 The database _____ been added to by research teams from all around the world.

Building block 4 DIGITAL RESOURCES

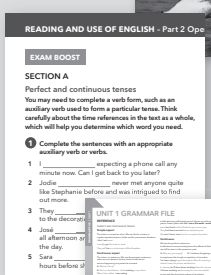
Before class
Exam Trainer *Test* section on p11.



Need something extra or a change of pace
Use the Speaking boost from the Exam Trainer p12 and the Speaking boost extension from the Exam Trainer Teacher's Notes.



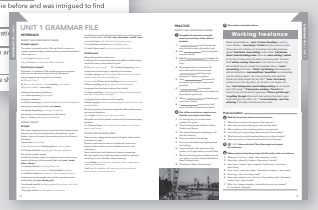
Less time
Ask students to complete the Grammar file activities and the Exam boost at home.


READING AND USE OF ENGLISH - Part 2 Open cloze

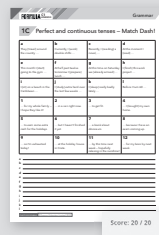
EXAM BOOST

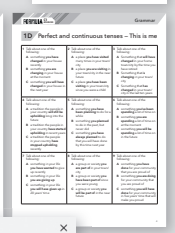
SECTION A

Perfect and continuous tenses

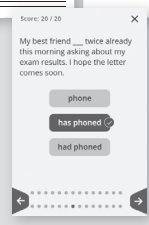

UNIT 1 GRAMMAR FILE

Why not try?
A photocopiable activity from the Digital resources.





Quick homework
Pearson Practice English App Unit 1 activities.



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HOW TO TEACH FOR EXAMS

What do teachers need to consider?

How is teaching for exams different from teaching general English classes?

- Exam classes often place more emphasis on reading, writing and grammar. General courses often include more speaking activities and general listening tasks that aim to develop communicative skills and fluency.
- An exam course is fixed, with an exam syllabus that must be completed. This means the teacher may feel there's little time to do many extension activities from the Coursebook that are either optional or not in exam format, even though these are clearly useful. When doing these activities, it's important that teachers explain their value clearly to the students so that they understand how they relate to the exam.
- Exam students may not be interested in learning English for its own sake – they may simply want to pass the exam. This means they may be keen to do exam practice but may not see the value of spending time on communicative or fluency activities. However, if there are non-exam students in your class, they may want to do fluency work that improves their communicative ability.
- Students may feel under pressure to succeed. This could be because they need to pass the exam to continue their studies or to succeed in the career of their choice. This pressure can lead to a feeling of frustration if students aren't doing well.
- There can be problems if students are not at the level of the exam they're studying for. Students can become demotivated and teachers can feel frustrated.
- There is a very clear end goal which creates a shared bond among exam students. Non-exam students may also see a clear progression through the course and gain a sense of progress and achievement in their overall ability.

What do exam teachers need to know at the start of a course?

It's vital that teachers know about the exam before they start the course, so they can make crucial decisions about how much time to spend on the different aspects of the exam, when to start exam practice and so on. They also need to know the balance of exam and non-exam students.

Teachers should find out about students' priorities and how many students intend to take the exam. They should then find out about individual students' respective strengths and weaknesses in order to focus as much time as possible on those areas that students have trouble with. Information they need includes:

The format and content of the exam

- How many papers are there and what skills does each one test?
- How many different parts are there in each paper? Are they all compulsory or is there a choice?
- What is the grammar syllabus for the exam?
- How are the skills tested – multiple choice questions, gap-fill, … ? What techniques are required for dealing with each one?

The practicalities of taking the exam

- How much time is allowed for each part of the exam? How should students balance their time?
- Where do students write their answers? Is there transfer time?

How the exam is marked

- What is the weighting of different papers?
- How many marks are there for each question?
- What are the assessment criteria for each part where there is no 'right' answer, i.e. when testing the productive skills of writing and speaking?

What happens after the exam?

- How are the results presented? Do students receive feedback? Are the grades linked to the CEFR? What level are they linked to?
- What can your students do with the qualification? Is it recognised internationally?
- What is the next exam that your students should progress to?

What makes a successful exam teacher?

Teaching for an exam is very rewarding, but it is also challenging. A good exam teacher:

- knows and understands the exam well, including the testing focus of each part and what techniques students need to deal with each one
- understands how to achieve a balance between developing skills and doing exam practice in lessons so as to engage all students in the work
- enjoys teaching towards a goal
- manages their own and their students' time effectively and efficiently
- listens to students' concerns and worries
- gives honest and direct feedback on students' performance
- motivates students and fosters confidence and independent learning

How important is balancing teaching and testing?

Students enrolled on an exam course will expect to go through a lot of practice tests and exam practice. However, if this is all you do, you will produce excellent test takers but poor language users! You may also risk losing the interest of any non-exam students. When time is restricted you need to make the most of the time you choose to teach and the time you need to be testing. This balance is different with every class.

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How does *Formula* help with exam teaching?

Each lesson in *Formula* is designed to help learners develop the skills, language and strategies they need to communicate effectively in English and pass the Cambridge C1 Advanced exam. They will learn about each part of the exam, what to expect and how to do it well.

Development of skills

Exam tasks require students to demonstrate a range of language at the appropriate level. Use of English lessons with a grammar and vocabulary focus develop this range unit by unit, which makes it easy for students to apply them to exam tasks and to the real world. A Grammar file and Vocabulary file for each unit provides additional practice too, for use both in class and out.

Development of language

Each skills lesson focuses on a sub-skill or strategy, with exercises to help students develop that sub-skill. Students then apply it in an exam task. In Use of English lessons with a grammar or vocabulary focus, students see the language in context and practise using it before they apply their knowledge of the language to an exam task.

Building exam skills

Exam file with Exam reference
Formula comes with a fold-out Exam file in the back of the Coursebook which provides a reference page for each exam task. It gives information about what the exam task is and what it tests, and provides tips for students on what to do before the task, during the task and after the task to make sure they use the best strategies possible. As they work through the Coursebook and become familiar with the tips, the tasks will become easier.

Exam boost section
The Exam file includes an Exam boost page for every exam task. These pages provide additional practice of the skill or language being taught in the main lessons, with some language extension too. This extra practice helps learners to work towards greater success in exam tasks.

Focus on the process

Learners are helped to understand not just the point of what they are doing but also how to complete each part well. Understanding what each task type is testing and the process they need to follow in order to complete it enables students to reach their overall goal.

Focus on the process of writing

To help students identify good practice in writing tasks, lessons in the Coursebook provide model answers. There are also tasks that encourage students to analyse the model answers, giving them greater understanding of how to complete the tasks themselves. These analytical tasks focus on the approach, content and language required by the different writing genres. Students are asked to review their own and other students' work. The Writing file provides further tips on how to approach the tasks, with further models.

Focus on speaking

Throughout the Coursebook there are discussion questions and tasks that encourage students to talk about ideas related to topics they have heard or read about. This helps students to prepare for the speaking exam and helps them develop real-world speaking skills. In sections specifically devoted to exam tasks, there are model answers for students to analyse. These answers give clear models for long turns and give examples of the best ways to interact with a partner.

Explanatory answer keys

There are clear answer keys provided for the exam tasks. In the reading and listening tasks the lines where the answers can be found are quoted. In the Use of English tasks there are explanations for the answers.

Practice exam

As well as working through regular unit tests, there are also two further practice exams in the Digital resources found in the Presentation tool as well as a full practice exam in the Exam Trainer, which they can check against the Answer key.

Resources for self-study

There are a number of resources which provide opportunities for self-study and also give supplementary information and further practice. These can be used in class or at home. They include:

- The Grammar file at the back of the Coursebook
- A Wordlist and extended Vocabulary section in the Vocabulary file at the back of the Coursebook
- The Writing file at the back of the Coursebook
- A full practice exam in the Exam Trainer
- The Exam file booklet in the back of the Coursebook
- Audioscripts for the listening tasks
- The Exam Trainer

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HOW TO ENCOURAGE INDEPENDENT LEARNING

What is it and why is it important?

Independent learning is 'a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation' (Philip Candy, 1991). In a language learning context, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. The responsibility for learning is no longer with the teacher but with the learner, who is more actively involved in decision-making.

Reviews of both literature and research suggest that independent learning can result in the following:

- increased recognition of strengths, weaknesses and progress
- increased levels of confidence
- increased motivation
- better management of learning
- improved performance.

It therefore appears that being an independent learner can be extremely beneficial for students, both at school and beyond. Learning is, of course, lifelong.

Current best practices and methods

To help students become more independent, teachers can support them in a number of ways.

Make intended learning goals clear to learners
Sharing intended learning goals with a class helps students to see what they are trying to achieve and then later assess whether they have achieved it. Sharing goals can be done at the beginning of a lesson or series of lessons, or as a lesson progresses. They can be given by the teacher or, if the latter, elicited from the students. Note that they are described as *intended* learning goals. This is because teachers cannot fully determine what students will actually learn in a lesson. However, an intended learning goal can help students to understand what desired goals should be.

Help learners to personalise learning goals
This does not mean that every learner will be working on a different goal in each lesson but instead that they are given the opportunity to set goals relevant to their own needs before working outside the classroom or when doing tasks in the classroom. For example, before completing an exam task in a speaking lesson, students could set their own goal in relation to an area of weakness, e.g. *In this task, my goal is to speak more fluently/use a wider range of vocabulary/ use the third conditional accurately.*

Focus on the process as well as the goal
Learners understand not just what their learning goal is but also how to achieve it. Understanding what success looks like and the process they need to follow in order to be successful will facilitate achieving the goal.

Provide opportunities for reflection on learning
Self- and peer-assessment of performance, as well as reflection on whether learning goals have been met, all help students to become more aware of their strengths, weaknesses and progress.

Recognition of progress helps to build confidence and motivation. Opportunities for assessment and reflection need not take too much time. Just two minutes after a task or at the end of a lesson answering the question *What can you do better now that you couldn't at the start of the lesson?* can give students time to develop important meta-cognitive skills.

Provide feedback on learning
'Feedback is one of the most powerful influences on learning and achievement' (Hattie & Timperley, 2007) and it is certainly something considered to be important in helping learners to develop the skills they need to become independent. Feedback does not only have to come from the teacher though. Peers can often provide useful feedback and suggestions when encouraged to do so in a supportive and sensitive manner. Hattie & Timperley suggest that for feedback to be effective, it must help learners to understand where they are now in their learning, where they are going and how to get there.

Gradually transfer learning decisions to students
Students cannot become independent learners if all of their learning decisions are made for them. Allowing students in a class the opportunity to make some decisions about how they learn gives them a greater level of autonomy. Start with small decisions at first, for example asking students to decide whether to

- do a task alone or in pairs;
- use a set of useful phrases for support or not in a speaking task;
- discuss questions about one topic or a different topic.

This transfer of responsibility built up over time will help learners to become more independent.

Of course, as with any approach or strategy that you introduce, it is always beneficial to receive some feedback from learners during and at the end of a course to find out if they have been helpful.

You could ask your students to rate the following according to how useful they have been (1 = not useful, 5 = very useful) or rank them according to which they have found the most useful (1 = most helpful).

- Clarity of learning goals
- Self-reflection opportunities
- Ability to personalise learning goals
- Feedback on learning from the teacher
- Ability to make some decisions about the learning process

Their ratings or rankings can then be a springboard for further discussion.

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How does *Formula* help me with that?

Formula provides a number of resources that will help you to develop more independent learners.

Clear learning goals and models for success
Learning goals for each skill are outlined at the beginning of each unit in the Teacher's Book. These describe what the student will be able or better able to do at the end of the lesson. The language or skills focus of every lesson is clearly set out in the Contents page of the Coursebook.

UNIT	OPENER	READING AND USE OF ENGLISH – READING	READING AND USE OF ENGLISH – VOCABULARY
1 ONE	**Language focus:** Phrasal verbs p5 **Topic:** One small step…	**Part 5 Multiple choice** pp6–7 **Skill focus**: Understanding inference and implication **Topic**: Travelling solo	**Part 1 Multiple-choice cloze** p8 **Language focus**: Fixed phrases **Topic**: One-hit wonders **Vocabulary file** pp114–115 Pronunciation: Word stress

A focus on process
To help students identify good practice in speaking and writing tasks, there are example answers for the Writing paper in the Writing file at the back of the Coursebook as well as further example answers for Speaking and Writing tasks in the Answer key. Furthermore, the Coursebook provides exercises throughout its lessons that encourage students to analyse the answers to better understand how to complete the tasks successfully. Analysis focuses on approach, content and language.

4 2.10 **Listen to a student answering the question and compare the points you discussed.**

5 2.11 **Read the Exam focus. Then listen again and discuss whether the student followed the advice in the Exam focus.**

Review tasks in Writing lessons
In each Writing lesson, students are asked to review their own work or a partner's work and provide feedback. Scaffolded tasks help students to develop the skills they need to do this effectively.

11 **Write your review in 220–260 words. Check your review against the advice in Exam focus and Exam boost.**

12 **Share your reviews with the class. Which review would most encourage you to see the film? Why?**

Resources for self-study
There are a number of resources to help learners to achieve their goals. These can be used in class if the teacher wants to allocate part of a lesson to self-study or they can be used at home. They include:

- The Vocabulary file at the back of the Coursebook which includes a wordlist for each unit
- The Writing and Grammar files at the back of the Coursebook
- The Exam file with an Exam reference and an Exam boost page for every exam task
- The Exam Trainer

To take it further …

Try these activities to help your students become independent learners.

1 Confidence scale
Write the intended learning goal of the lesson on the board (e.g. *understand inference and implication*). Check students understand it, then draw a confidence scale like the one below. Ask students to note down the number that reflects how confident they are that they can achieve that goal now. Monitor and assess the confidence levels of the class. At the end of the lesson, ask students to assess their confidence levels again, writing the new number next to the old one. Again, monitor confidence levels. In some cases, they might go down! That's fine, as some students realise something is more challenging than they first thought. Ask students to work in pairs and discuss how they can gain further confidence.

Not confident — Very confident
1 2 3 4 5

You might choose to leave this activity until the end of a unit. Write all the intended learning goals on the board and ask students to rate their confidence levels in each one. You can then lead a class discussion on how they can gain more confidence in certain areas and use this information to plan future lessons.

2 Selecting the feedback focus
Before students complete a writing task, ask them to identify a personal learning goal, e.g. *I'd like to write an essay that is structured effectively*. Encourage them to look back at your feedback on previous written work to help them identify this. Tell them to write this goal at the top of their work when they submit it and that you will provide feedback specifically on that goal when you mark it.

3 Record and reflect
Ask students to use their mobile phones to record themselves completing a speaking task so they can listen back and compare their performance to a model answer. Recording apps are usually free to download or are pre-loaded onto a smartphone.

4 Written feedback
When marking students' work, provide one comment under each of the headings below to help learners identify where they are in their learning now, where they need to go next and how to get there, as well as recognise that they have made progress to boost students' confidence.

- A key strength
- An area of progress
- An area to work on
- How you can work on it

5 Regular reflection
Put aside regular time for reflection in your lessons. For example:

- Ask students to predict how well they think they'll do in a task. Afterwards, they can discuss if they were right and why / why not.
- After speaking and/or writing tasks, ask students to make a list of common language errors for future reference.
- Ask students to share exam or writing task strategies so they can learn from each other.
- At the end of a lesson, ask students to say **3** words they want to review and remember, **2** things they felt they did well and **1** thing they'd like to improve next time.

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WELL-BEING: MINDFULNESS FOR EXAMS

What is mindfulness?

Mindfulness is essentially awareness. It is about training the attention to notice our thoughts, feelings, emotions, sensations, physical reactions and anything around us that is happening right now, without judging them. This can help us to make better, more skilful decisions. The brain can be 'rewired' to work in more helpful or skilful ways. In many ways it's like brain training. Just as people go to the gym and lift weights regularly to build muscle, mindfulness helps train the brain by doing the practices daily.

Preparing for exams

Neuroscientists are starting to understand more about how mindfulness practice can help. Studies indicate that it helps in two main ways, especially when it comes to exams.

1. It helps to increase the density in the front of your brain. This is the part of the brain associated with memory, our ability to solve problems and to manage distraction.
2. It helps us to manage strong or difficult emotions. Feeling some stress and anxiety around exams is natural and, indeed, can help boost performance. It's when this becomes too much that it becomes a problem.

Mindfulness helps to calm activity in the bit of the brain associated with worry.

Doing and being

Very often, you might find that your students want to get straight into doing a task like revision just to get it finished and out of the way. This is called **doing** mode – it helps to get things done, but not always to consider the best way of tackling the task. Mindfulness helps by giving your students a moment to pause and enter **being** mode. This allows them time to ground themselves and to be fully focused on the present moment, so they experience things more fully. Usually this will help them to take a calmer and wiser approach to a task, which will mean they're more effective. The pressures of revision and exams may make them feel that taking 'time out' from revision to do these practices is not possible. However, regularly doing even short practices where they can drop into being mode can begin to give them greater mental space or clarity.

Mindfully making a drink

To introduce your students to the concept of mindfulness, you might like to ask them to think about something they do several times every day, like making a drink. Rather than the very mechanical doing mode which they will typically use, ask them to try and 'experience' each element of the task and be fully present throughout and to think about some of the following:

- What can you hear? For example, when making a drink, notice the sound of pouring the drink or boiling water.
- What can you smell? For example, for tea, coffee or juice, notice how the smells change as you make the drink.
- What can you see? For example, notice the colours and how they change.
- What can you feel? For example, the warmth or coolness of the drink in your hands.
- What can you taste? For example, when taking a sip of the drink, notice how it first tastes and any changes in taste.
- Enjoy being in the moment as you consume your drink.

This simple exercise can have a big impact. Many people find they notice and taste far more. When you take time to slow down and live in a more moment-to-moment way, you are able to experience life more fully and appreciatively. This can then help to create a greater sense of calm.

Being kind to yourself

Exam preparation can be a stressful time, so it's important to encourage your students to take some time out regularly to be kind to themselves: to recharge their batteries, give their brain some breathing space and acknowledge all the good preparatory work they're putting in. Remind your students to take regular breaks and enjoy some 'downtime' with friends and family to help recharge.

These mindfulness practices can help your students to stay calm and focused as they revise for their exams.

Important

If you suspect that stress and anxiety are getting on top of your students, encourage them to speak to someone they trust. Opening up about how they feel can really help in dealing with what can be an intense time. If they have recently experienced the loss of a loved one, a traumatic event, have been diagnosed with a mental illness or have any ongoing physical pain, it's really important that they check in with someone (such as a parent, counsellor, doctor or you, their teacher) before doing these practices.

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Practising mindfulness

Just like learning any new skill, for example playing a sport or an instrument, mindfulness is something that has to be practised daily to have richer benefits. Doing daily practices of 10 minutes or so can really help your students to move their awareness to be fully in the present moment in a non-judgemental way, helping them to avoid overthinking, which can lead to worry, anxiety and stress.

Good posture for practice

Getting your posture correct for doing mindfulness practice is really important. These practices are designed to be done in a seated position. The Body Scan can also be done lying down. Tell students to try to find a chair they can sit in that allows their feet to rest fully on the ground with their ankles, knees and hips all at right angles and with their back slightly away from the back of the chair. The room you choose should be somewhere you won't be disturbed. Make sure that students put their phones into silent or flight mode. Let other teachers that you work with know that you'll be doing mindfulness practice so that they do not disturb you. Mindfulness can help your students to take a healthy, effective approach to revision. But ensure they remember they will still need to plan and revise!

Practice 1: Mindfulness of breath and body

The benefits

Very often our minds like to wander. In this practice, your students focus their attention on their breathing and on different parts of their body. It's a bit like shining a torchlight so that they focus on just one thing at a time, feeling the sensations that arise. Practising this regularly helps the mind wander less, which leads to less worrying and helps with concentration. Remind your students that it is normal for the mind to wander while you are meditating as that is what minds do! They are just trying to train it. The Mindfulness of breath and body practice will help your students to develop their awareness and focus, which can help with revision. In addition, focusing on breath also has a calming effect (great if they're worrying about exams). Moving the focus to the body can also help to identify physical feelings caused by stress. Examples of stress in the body might be 'butterflies' or cramps in the stomach, hands shaking, getting sweaty or the mouth going dry.

Guidance on the practice

Explain to your students that if their mind wanders, they should try to bring it back with a sense of kindness. It doesn't matter how many times the mind wanders, it's bringing it back each time to the focus on the breath or the body that's important, as they are increasing their concentration and training their attention each time. Tell them not to get frustrated as it is just part of training the brain.

To access the audio file for Practice 1, please use the App.

Practice 2: The three-step breathing space

The benefits

Worrying about what has gone on in the past or what might happen in the future cannot change events and distracts you from the present – from what you are doing now. The present is something that you can change, so that is where your focus should be. For example, you can explain to your students that worrying about their exams in several months' time won't be as helpful as them revising now!

The three-step breathing space practice can help your students to fully ground themselves in the present and gives them a few moments to rest and recharge. The practice is structured a bit like an hourglass. The three-step breathing space is a very useful practice if ever your students start to feel stressed and want a pause to help them step back and get perspective.

Guidance on the practice

The great thing about this practice is that you can do it in three minutes or less. Use it with your students to take a break in class to 'recharge' themselves while revising. Or, your students might find it a useful exercise to help ground themselves just before or even during an exam.

1. Firstly, students do a 'weather check' of the mind, to see what's going on by observing their thoughts, giving them a more objective viewpoint of how busy or calm their mind is.
2. Then, students turn their attention to their breath, helping them to focus in the present moment.
3. Finally, students expand out that awareness to sensations in the rest of their body, becoming aware of where they may be holding any emotions in the body as stress or tension.

To access the audio file for Practice 2, please use the App.

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1 | ONE

UNIT OVERVIEW

Opener
- Language focus: Phrasal verbs
- Topic: One small step …

Reading and Use of English – Reading
- Part 5 Multiple Choice
- Topic: Travelling solo

Reading and Use of English – Vocabulary
- Part 1 Multiple-choice cloze
- Language focus: Fixed phrases
- Topic: One-hit wonders

Listening
- Part 1 Multiple Choice
- Topic: Fake news

Reading and Use of English – Grammar
- Part 2 Open Cloze
- Language focus: Perfect and continuous tenses
- Topic: Identity

Speaking
- Part 1 Interview
- Topic: First conversations

Writing
- Part 1 Essay
- Topic: Pet hates

Extra resources
(See lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 1 activities

Digital resources
- Presentation tool Unit 1
- Unit 1 Language test
- Unit 1 Language test for dyslexic students
- Unit 1 Photocopiable activities
- Unit 1 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p5

DYSLEXIA FOCUS
Dyslexic students may take longer to complete Ex 6.

You could ask other students to do the fast finishers activity while dyslexic students complete Ex 6.

Warmer
Books closed. Write the word ONE on the board and ask for an example of a phrase, famous saying or song title including the word ONE. Write it on the board. Give students a few minutes in pairs to think of some others. These could be phrases, e.g. *one of a kind, one day, once upon a time,* etc. Or they could be titles/ famous quotes – *one ring to rule them all*, etc. Go around the class asking for a contribution from each pair. Tell students that ONE is the title of the first unit.

Give students a few minutes to discuss in pairs what topics related to the word ONE might come up in the unit. Ask for their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Phrasal verbs

1 Ask students to look at the picture and elicit what they know about the Moon landing, and what the quote means. Discuss the questions as a class and note any interesting ideas on the board.

Answers

Students' own answers

2 1.1 Tell students they are going to hear a short extract about Armstrong's words. Ask them to listen and summarise what the reporter says. Tell students that they can take notes while they listen if they wish. Play the recording and ask students to give a summary as a class.

Answer

They may have been misquoted. They don't carry the meaning Armstrong intended, and suggest humans made only a small amount of progress and a large amount at the same time.

Alternative
Ask the class the following questions to check understanding:
- When was the moon landing? (1969)
- What did Armstrong actually say? (one small step for a man)
- How does this change the significance? (the more famous quote is illogical)

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3 Put students into pairs or small groups to discuss the ways space travel has affected life on Earth. Circulate to listen and contribute to discussions. Students share their ideas as a class and compare their thoughts.

Possible answers

Communication: camera phones, laptops and mice
Health/medicine: scratch-resistant lenses (specs), CAT scans, X-rays, foil blankets, water-purification systems, ear thermometers, artificial limbs
Food: freeze-dried food, baby formula
Exercise: athletic shoes
Technology in the home: LEDs, satellite TV, GPS, hand-held vacuums, home insulation, wireless headsets, memory foam, adjustable smoke detectors

4 1.2 Play the rest of the recording for students to check their ideas. Discuss any similarities or differences as a class. Ask why the things mentioned have become useful for us.

Answers

He mentions satellites (imagery/TV), camera phones, water-purification systems, freeze-dried foods and trainers.

5 1.3 Ask students if they can remember what words the reporter used in the first extract to quote Armstrong (*came out with*). Elicit that this is a phrasal verb. Students complete the task individually and then check with a partner. Play the recording again for them to check. You may wish to pause the recording after the examples of each phrasal verb.

Answers

1 come out with
2 associate with
3 move on
4 devote yourself to
5 throw yourself into
6 catch on
7 put forward
8 spring up

6 Ask students to imagine the challenges of living in a weightless environment, for example how eating and drinking would be different. Put them into pairs and give them two minutes to note down some ideas then share with the class. Students then read the text, ignoring the gaps, to compare their ideas. Then, ask students to complete the task individually. Remind them to check the forms of the phrasal verbs they use. Check answers as a class.

Answers

1 thrown themselves
2 moved on
3 put forward
4 associated with
5 devote themselves to
6 springing up/to spring up (also possible: catching on)

Fast finishers

Ask fast finishers to write two new sentences for the text using the two phrasal verbs from Ex 5 that were not used. After checking answers to Ex 6, ask fast finishers for their sentences.

7 Read the question and check for understanding before students do the task. Circulate and contribute where appropriate. Note any interesting points to raise in open-class discussion when taking feedback.

Answers

Students' own answers

Cooler

Ask students to write three sentences about themselves using three of the phrasal verbs from the lesson. They can either be true or made up, including at least one of each. Their partner must guess which are true and which are false. Ask for examples as a class.

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READING AND USE OF ENGLISH – Part 5 Multiple choice pp6–7

LESSON OVERVIEW

- Topic: Travelling solo

EXAM FILE p11

Learning objective: Students will be better able to understand inference and implication in an article.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 5 Multiple choice p24, p25 Ex 1

Digital resources

- Presentation tool pp6–7
- Video: *About C1 Advanced: Overview*
- Video: About *C1 Advanced: Reading*
- Video: *About C1 Advanced: Reading and Use of English Part 5*

BEFORE YOU START

Read through the Exam reference on page 11 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the Exam task reading text (Ex 6) on pp6–7. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and assign fast finisher activities to those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p11) to check their preparedness for this exam part.

Warmer

Put students into pairs and ask them to list what they think are the five most popular holiday destinations in the world, and to rank them. They then compare their ideas as a class and see if there are any surprises. Have a brief discussion about why the top three are so popular. Ask the students how they think holidays might link to the ONE theme of the unit.

1 Have a short class discussion about a holiday that students have been on recently, whether it was good or bad, and where they would like to go next. Students complete the survey individually and then compare answers with a partner. Take feedback as a class and ask for reasons for their answers.

Answers

Students' own answers

Flexible follow-up

Students write another two questions that could be added to the survey.

2 1.4 Explain that students are going to listen to someone answering one of the questions. Read through the questions with the class. Play the recording. Students give their answers as a class. Discuss whether students agree with the speaker or not, and why.

Answers

1 fun-filled break; skiing holiday; city break; beach holiday
2 different fitness levels; preference for different temperatures; preference for relaxing or active holidays; relationships with family and friends
3 Students' own answers

3 Ask students as a class to predict what might go wrong when two people go on a road trip. They then read the comment to compare ideas and answer the question. Ask for a specific example of something the people disagreed about (where/what to eat). Students discuss the questions:

- *Have you experienced a similar situation?*
- *Have you, or would you ever travel alone?*

Answers

Students' own answers

EXAM FOCUS

4 Explain to students that they are going to do a Reading and Use of English Part 5 exam task. Ask students whose car the friends in Ex 3 went in (the writer's friend's). Ask if this was stated in the text directly (no). Elicit that it is implied in the text with the phrase *for him to drop me off at home*. Read through the Exam focus with the class and then put students into pairs to do the task. Take feedback as a class.

Answers

B ('The dream road trip with a college friend proves to be a step too far for friendship …')
D ('He disagreed with every suggestion I made.')
F ('… after a night in the tent …')
G ('I really wished I'd gone on my own!')

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Flexible follow-up

Write the following statement on the board:
My grandmother was feeling her age. Explain that there is an implication of previous information and elicit some examples from the class as to what this might be, e.g.:
My grandmother could no longer walk for very long without sitting down for breaks from time to time.

Write the following statements on the board and put students into pairs to think of a previous sentence (there could be many possibilities) from which the implication could be made or inferred.

1 *He was an exceptionally good driver.* (I always felt safe when I was in the car with him.)
2 *She didn't have much cooking experience.* (The sauce was lumpy and over-salted.)
3 *He was a very nervous airline passenger.* (He clung to the arm rests with white-knuckled hands.)
4 *He didn't have his phone with him.* (He asked to borrow my phone.)
5 *I could tell she owned a dog or a cat.* (Her black coat was covered with small white hairs.)

EXAM BOOST EXAM FILE Section A p10

The exercise in Section A of the Exam boost provides more practice of understanding inference and implication in a text. This could be done in class or for homework.

Answers

1 a it was windy ('The clouds were hurtling across the sky …')
  b it rained a lot ('… the ground was damp underfoot …')
2 They don't have a lot of money ('hand-me-down boots')
3 He's young ('boots that were too big for him') and he likes thrills ('his parents had promised him a trip … the attraction of riding the big wheel had kept him awake'.)

5 Students read the text to answer the two parts of the question. Allow enough time for all students to read the text carefully. Faster readers can underline or highlight unfamiliar words or phrases in the text. Check answers as a class.

Answers

Her friends decided not to go on the trip and, although she was nervous, the holiday went well.

EXAM TASK

1.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

6 Ask students to cover their books. Read out the questions, but not the options, and elicit students' initial ideas about the answers. Do not say whether they are right or wrong at this stage. Then ask them to uncover the text and do the task. Allow ten minutes, or slightly longer if you feel it is appropriate, as this is their first reading task. They should highlight the parts of the text that helped them with their answers. If possible, do not restrict their time. This will allow weaker or dyslexic students enough time to complete the task. Check answers as a class and ask for justifications for them. In a weaker class, students can compare answers in pairs first.

Answers

1 B ('I was feeling let down … My reaction was a grumpy "Well, I'll go on my own!" And I did.') A is incorrect as reluctance is not mentioned – in fact, the opposite. C is incorrect as the writer mentions that they backed down from 'the reality' but doesn't comment on this. D is incorrect as the writer only mentions her 'grumpy' reaction.
2 C ('However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through.') A is incorrect as she was apprehensive and had second thoughts. B is incorrect as it is not mentioned. D is incorrect as this experience would be new for her.
3 A ('The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference.') B and C are incorrect as the writer's comment is broadened to include 'solo traveller[s]' in general. D is incorrect as the examples she gives imply the information is important, i.e. not optional.
4 B ('the second, third and fourth thoughts were coming thick and fast'.) A is incorrect as her apprehension and panic were not about flying, but going solo. C is incorrect as she was not concerned about other passengers, but wondering if any of them would be on her group tour, and what they would be like when she met them. D is incorrect as she mentions the 'possibility of missing a connection', but it didn't happen.
5 C ('Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well … But I've learned from them'.) A is incorrect as it serves as an example of a mistake she made, not as a warning. B is incorrect as she implies that knowing the language well can help avoid this problem. D is incorrect as the example just shows what happened to her: it doesn't imply that everyone should learn the languages of all the countries they get taxis in.
6 D ('The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous.') A is incorrect as this is how solo travellers used to be considered. B is incorrect – she mentions both, but does not favour one over the other. C is incorrect as no preference is given.

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Fast finishers

Fast finishers should try to deduce the meanings of unfamiliar lexical items in paragraphs 1 and 2 from the context. If there is still time, they can check meanings in a dictionary.

Flexible follow-up

Ask students to look at paragraphs 3, 4 and 5. Put them into pairs to highlight unfamiliar lexis and try to deduce their meaning from the context. Circulate and give guidance and clues where appropriate. Take feedback as a class, including any ideas from the fast finishers in the previous task, and clarify any unfamiliar words or phrases that prove difficult. Give examples personalising the items to make them memorable, e.g.: *let down – I felt very let down when the person who'd agreed to repair my TV never turned up*.

Speaking or writing

Both exercises 7 and 8 could be used in longer classes. Otherwise, use one or the other as time allows.

7 Ask the first question to the class. Extend by asking if they know any people who have travelled solo, and what their experiences have been like. Then put students into pairs to discuss question 2. Circulate and contribute to discussions where appropriate. Take feedback as a class and find out whether students prefer to do these things alone or with others. Students could also research an interesting solo travel experience at home and share with the class in a future lesson. Websites such as 'Lonely Planet' may be useful.

Answers

1 At first she was very nervous about going, but she enjoyed the trip and has now travelled solo many times.
2 Students' own answers

8 Students can either do the writing task in class or at home. If it is to be done at home, put students into pairs to discuss the points and come up with some ideas. Monitor and help with some suggestions to encourage weaker students. Take feedback as a class.

Answers

Students' own answers

Cooler

Return to the list of top five holiday destinations from the beginning of the lesson and discuss how suitable these destinations would be for solo travellers.

Extra practice

EXAM TRAINER | pp24–25

For further practice of the skills presented in this lesson for Reading and Use of English Part 5 we recommend students complete the Practice task and How did you do? section on page 24 and Strategies and skills Ex 1 on page 25 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 5.

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READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p8

LESSON OVERVIEW

- **Topic:** One-hit wonders

EXAM FILE p3

Learning objective: Students will be better able to use fixed phrases.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p7, p8 Exs 1–2

Digital resources

- Presentation tool p8
- Video: *About C1 Advanced: Use of English*
- Video: *About C1 Advanced: Reading and Use of English Part 1*

BEFORE YOU START

Read through the Exam reference on page 3 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

If possible, pair dyslexic students with non-dyslexic students so that the definitions in Ex 4 can be read out to them by their partner.

Dyslexic students may also benefit from the structured checklist in the Exam file (p3) to check their preparedness for this exam part.

Warmer

Put students into pairs and ask them to think of a popular TV talent show (past or present) that their partner is likely to know. They should then come up with at least three clues to describe it without mentioning the name, e.g.:

There are three judges.
It's a singing competition., etc.

Their partner has to guess which show they are talking about, then they change roles.

Allow two or three minutes for this stage, then students can share their best clues with the class. You could widen this to include any reality TV show, if more suitable for your class.

VOCABULARY: Fixed phrases

1 Write *one-hit wonder* on the board and elicit its meaning. You could give the name of a very famous pop song that students are likely to have heard of, and ask what is unusual about it (the singer never had other successes). As a class, discuss the possible reasons for someone having only one hit or one moment of fame.

Answers

A group or singer that only has one hit song.
Students' own answers

2 1.5 Play the recording for students to answer the questions as a class.

Answers

She was recognised everywhere she went, she could always get a table at a restaurant, she got lots of free stuff from fashion labels and she recorded her first album.

She didn't become a successful singer because things went cold once the new series came out, and she felt as though her fans had abandoned her.

3 1.6 Focus students' attention on the first gapped sentence. Ask them how confident the speaker felt about winning (not very). Ask them why and elicit the response (She didn't think her singing would capture the public's attention). Write the phrase on the board. Elicit that another verb such as *catch* or *attract* cannot replace *capture* in this phrase. It is therefore a fixed phrase.

A stronger class may be able to complete the task first and then listen to check. In weaker classes, play the recording again for students to do the task, pausing after each fixed expression if necessary. Students do the task individually. Check answers as a class.

Answers

1 capture	**2** exceeded	**3** suited
4 regardless	**5** incapable	**6** inclined
7 considered	**8** realise	

4 Put students into pairs to do the matching task. Check answers as a class.

Answers

1 e **2** h **3** g **4** f **5** b **6** d **7** c **8** a

Flexible follow-up

Put students into pairs. They take turns to read out one of the fixed phrases in Ex 3 to their partner, who must make up a correct sentence using the phrase. Monitor and give help or swift corrections if necessary. Students share some of their sentences with the class.

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Flexible follow-up

Write on the board:

- *A time I did something that exceeded my expectations*
- *A goal or ambition I'd like to achieve in the future*
- *An activity or career I might be interested in*

Give an example of your answer to one of these, e.g.:

At secondary school I'd hoped to get a pass in biology but in fact I got a distinction!

Put students into pairs and ask them to tell their partners something true about themselves in answer to the questions. Circulate, contribute and note interesting points for class feedback.

Write on the board: *winning an Olympic medal, writing a successful novel, becoming prime minister, having a successful film career*

Put students into pairs or small groups to discuss how difficult it is to achieve these things, what qualities are needed to be successful, and what challenges the people might face. Monitor and give help and ideas where necessary. Raise any interesting points in class feedback.

EXAM BOOST **EXAM FILE** Section A p2

The exercises on page 2 in Section A of the Exam boost provide more practice of additional fixed phrases. These could be done in class or for homework.

Answers

1 **1** matter **2** event **3** light **4** question
2 **1** C **2** B **3** A **4** D

EXAM TASK

5 Explain to students that they are going to do a Reading and Use of English Part 1 task. Ask students to read the title and elicit predictions of what the text might be about. They then read the text, ignoring the gaps, and answer the question: *According to the text, why do some authors only write one book?* (They feel pressure to write a follow-up; they are happy to have been published once; they wrote something for a particular trend.) Students complete the task individually. Allow about ten minutes for this. Suggest that they try to guess the answers themselves before looking at the options. Allow time for all students to finish before checking answers as a class.

Answers

1 C ('exceed your expectations' is a fixed phrase)
2 B ('convinced' fits the context, meaning 'certain')
3 D ('incapable of' followed by the *-ing* form of the verb)
4 B ('realise an ambition' is a fixed phrase)
5 C ('regardless of' is a fixed phrase)
6 B ('aspire to' fits the context, meaning 'hope to')
7 D ('happen to' fits the context, meaning 'do by chance')
8 A ('coincide with' fits the context, meaning 'happen at the same time as')

Fast finishers

Fast finishers can check through the other options in the question and determine why they are not correct. Ask them to think of ways to change the sentence so that one of the incorrect options would work.

Speaking or writing

6 Put students into pairs to tell each other about any other one-hit wonders they know. You could extend this to include novelists known for just one book, painters known for just one painting, etc. They share their ideas with the class and find the most popular and the most unusual.

Answers

Students' own answers

7 Tell students something you did that you were really proud of but never achieved again, e.g. *I once conquered my fear of heights and jumped off the very highest diving board. Never again!* Ask for any similar examples they have. Then give them time in class to write a short paragraph about it, or set this for homework.

Answers

Students' own answers

Cooler

Dictate or write the following points on the board. Put students into pairs to discuss them.

Name:

- *one thing you've done this week that you've never done before*
- *one new thing you want to do by the end of the week*
- *one fact you've learned in this lesson that you didn't know before*
- *one word or phrase you've learned in this lesson that you'll definitely use again*
- *one thing you've done recently that you regret*

Extra practice

EXAM TRAINER | pp7–8

For further practice of the skills presented in this lesson for Reading and Use of English Part 1, we recommend students complete the Practice task and How did you do? section on page 7 and Strategies and skills Exs 1–2 on page 8 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 1.

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LISTENING – Part 1 Multiple choice p9

LESSON OVERVIEW

- **Topic:** Fake news

EXAM FILE p29

Learning objective: Students will be better able to understand speakers' attitude and opinions.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 1 Multiple choice pp71–72

Digital resources

- Presentation tool p9
- Video: *About C1 Advanced: Listening*
- Video: *About C1 Advanced: Listening Part 1*

BEFORE YOU START

Read through the Exam reference on page 29 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students might find the reading load challenging in the exam task. If appropriate, give these students extra time to read through the questions, or ask them to focus on the first two extracts only.

Dyslexic students may also benefit from the structured checklist in the Exam file (p29) to check their preparedness for this exam part.

Warmer

Tell students a practical joke or prank you've been involved in or heard about, e.g.:

There's the one when a whole class of schoolchildren hid in the empty cupboards underneath the science tables in a school laboratory and the teacher was looking for them all over the school. They had magically reappeared at their seats when she returned!

Ask for other examples from the class. Don't discuss types of humour at this point – just share jokes.

1 Focus students' attention on the photo and elicit what it shows. Write *1 April* on the board and elicit what significance it has in some countries (it's a day when people play practical jokes on one another). Find out if it has the same significance in students' own countries.

Explain that these types of jokes are called *practical jokes* or *pranks*. Discuss whether students find them funny or not, and any other examples they have of similar pranks. This can lead into a general discussion about what makes them laugh, with more examples.

Answers

It is an old custom in some countries for people to play tricks on others on this day. Its origin is unknown.
Students' own answers

2 1.7 Tell students that they're going to hear a psychologist talking about why and when people laugh. Ask them to predict what they think they might say. Play the recording to check their ideas.

Answers

They ease social situations and relationships, and release tension, making light of awkward situations.

Flexible follow-up

Ask more specific questions about the information in the recording.

1. *What significance do the numbers 10 and 17 have in the first sentence?* (we only really find 10 percent of what we laugh at funny; we laugh on average 17 times a day)
2. *Why do we sometimes laugh at our own jokes?* (it strengthens our relationships; to show they should be amusing)
3. *Why do we sometimes laugh at inappropriate moments?* (it's subconscious; it happens when we're nervous; it releases tension)
4. *Why should we not force laughter?* (people know when we're faking)
5. *Why did households use to employ 'fools'?* (to entertain the household with jokes, storytelling, singing, acrobatics and tricks)

EXAM FOCUS

3 Explain to students that they are going to do a Listening Part 1 task. Read through the Exam focus with the class, then put students into pairs to do the matching task. Check answers as a class.

Answers

1 d **2** f **3** b **4** c **5** a **6** e

Fast finishers

Fast finishers can choose three of the sentences and write another paraphrase. They can share their sentences with the class when checking answers.

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EXAM BOOST **EXAM FILE** Section A p28

The exercise on page 28 in Section A of the Exam boost provides more practice of understanding attitude and opinion. This could be done in class or for homework.

Answers

1 a Students' own answers
1 b **1** fascination **2** regret **3** gratitude **4** uncertainty **5** sensitivity

EXAM TASK

4 1.8 Please note that in the C1 Advanced exam the themes of the three extracts will not be linked as they are in this task.

Advise students to read through the questions carefully in the 15 seconds they are allowed before each set of two questions, and suggest highlighting important words in the question and options so that they know what to listen for. The recording is repeated in the track as in the exam. Check answers as a class.

Answers

1 B (It was 'intended as a light-hearted joke but not everyone took it that way … people objected to being taken in like that'.)
A is not correct because the woman says it was 'only a bit of fun', but not that it made people look silly; C is not correct because although she mentions that people didn't like the story being broadcast on a serious documentary, this was the viewers' opinion, not hers.

2 C (He says 'you can pay people back for jokes they've played on you in the past.')
A is not correct because the man talks about stress but this does not equate to energy; B is not correct because he says practical jokes can be funny.

3 B ('There's information that's put out there with the intention of being misleading … Then there's information that journalists … circulate in the belief that it's the truth.')
A is not correct because she says that that people's careers have been finished by fake news, and C is not correct because she says fake news has actually been around for some time.

4 A ('… my reporter's instinct to dig out the truth has so far kept me from falling for nonsense, thankfully.')
B is not correct because he says that he would have been ashamed if he had been taken in, but he hasn't.
C is not correct because he understands why people are convinced by what seem to be reliable sources.

5 C (He says that in the past 'it was easier to identify a fraudster' but that 'their tricks are becoming increasingly difficult to spot.')
A is not correct because he describes some scams but these were ones that occurred in the past. B is not correct because he does not go into detail about internet security.

6 A ('A good rule of thumb is to take a deep breath and think "Does this sound too good to be true?" Be suspicious … think rationally.')
B is not correct because she says people shouldn't be hard on themselves for falling for a scam, and C is not correct because although she mentions companies, her point is that we think we know them, not that we ought to go to them for advice.

Alternative

Before listening, ask students to read the questions but not the options, and to predict what the people might discuss. Play the recording for them to compare ideas and summarise the content of the discussions.

Then, ask students to read the options carefully on their own and note down any possible answers that immediately come to their minds. Play the recording again for them to complete the task. Put students into pairs to compare their answers before taking feedback as a class.

Speaking or writing

5 Put students into pairs to discuss the questions. Ask them to give examples. Monitor and contribute where appropriate and make a note of any interesting points to raise in general feedback. Extend by asking the following questions:

- *How do you respond to scam phone calls?*
- *How can we recognise whether an email is a scam or not?*

Answers

Students' own answers

6 Students can do the task in class or for homework. Put students into pairs to gather some ideas before they write. The writing activity could be extended to give students essay writing practice. Ask them to write a formal essay, making notes for separate paragraphs and writing about 220–260 words.

Answers

Students' own answers

Cooler

Put students into pairs to come up with a dramatic headline for a news article that they would want to click on if they saw it online. They share ideas as a class and vote on the most interesting or eye-catching headline.

If there is time, students could choose a headline and invent the story to go with it in class or at home.

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Extra practice

EXAM TRAINER | pp71–72

For further practice of the skills presented in this lesson for Listening Part 1, we recommend students complete the Practice task and How did you do? section on page 71 and Strategies and skills Exs 1 and 2 on page 72 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 1.

READING AND USE OF ENGLISH – Part 2 Open cloze p10

LESSON OVERVIEW

- **Topic:** Identity

EXAM FILE p5

Learning objective: Students will be better able to understand and use perfect and continuous tenses.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 2 Open cloze p11, p12 Ex 1

Digital resources

- Presentation tool p10
- Grammar presentation 1: Perfect and continuous tenses
- Video: *About C1 Advanced: Reading and Use of English Part 2*

The Grammar reference and exercises on pages 98–99 of the Grammar file provide more practice of perfect and continuous tenses. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 5 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Some students might find the reading load in the exam task in Ex 6 difficult. You can give them a little longer (two or three more minutes) to complete the task. You could also ask students to do the task orally first, as this can help when they come to write their answers. Give students the first few answers as prompts which they can match to the correct gap, then read each sentence aloud. Students work in pairs to complete them.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p5) to check their preparedness for this exam part.

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Warmer

Ask students if they ever watch crime shows such as *CSI* where detectives use forensic evidence. What things might forensic specialists use to identify a criminal? Put students in pairs and give them one minute to write as many things as they can think of. Some examples could be fingerprints, clothing fibres, or DNA from blood, hair or skin cells, etc. Check as a class and see which pair has written the most ideas.

GRAMMAR: Perfect and continuous tenses

1 Focus students' attention on the picture of the fingerprint and read the question. Ask for examples of how each human being is different from another physically, e.g. our fingerprints, our irises and retinas, our voices and voice patterns, the lines on the palms of our hands, etc. To answer the question, students should also think about the non-physical ways in which we are unique (e.g. our memories).

Answers

Students' own answers

2 1.9 Ask students why they think human beings have fingerprints. Elicit some suggestions from the class before playing the recording for students to compare their ideas.

Answers

to sense what we are touching and detect texture

3 1.10 Write words related to fingerprints on the board: *ridge*, *valley*, *arch*, *loop*, *whorl* (a type of spiral) and explain that these terms are all used to describe fingerprint patterns. Play the recording again for students to answer the questions. A stronger class may be able to answer without a second listening. After checking answers, put students into pairs to compare their own fingerprints and see how different they are.

Answers

1 Because the ridges and valleys probably minimise grip rather than maximise it.
2 They vibrate.
3 This allows us to sense what we're holding and detect texture.
4 Because the features of our fingerprints point in different directions, they allow us to feel things however we hold them.

4 Students complete the task individually. Check answers as a class. If students are confused about using perfect and continuous tenses, put them into pairs to discuss the different examples of uses as shown in the sentences. Then refer to the exercises in the Grammar file.

Answers

1 been pondering 2 dismissed 3 puzzled
4 working 5 been working 6 holding

Flexible follow-up

Write the following sentence on the board:

The programme showed a person being given a skin implant. I'd never seen that before.

Point out how the tense in the second sentence (past perfect) relates to that in the first (past simple). Write the following sentences on the board and tell students that these are second sentences. Ask them in pairs to discuss and write down what the preceding sentence might be. They could write another two second sentences using a perfect or continuous form to swap with another pair to complete. Students share some examples with the class.

1 … *I hadn't been listening.* (e.g. The teacher gave us some instructions, but I didn't know what to do.)
2 … *It's being done as we speak.* (e.g. I'm having a new kitchen installed.)
3 … *I've been aware of it ever since.* (e.g. A friend once told me I repeat the word 'like' a lot when I'm speaking.)

5 Write *Manx cat*, *pinecone fish*, *snow leopard*, *leafy sea dragon*, *horned lizard* and *mimic octopus* on the board and ask whether students know anything unusual about these creatures. If you have time, you could find and show students some images of them. Ask students to read the sentences to check their ideas. They then complete the sentences. Check answers as a class. Elicit any other unusual characteristics of different animals that they might know.

Answers

1 have lived / have been living
2 were peering / peered
3 had been filming
4 have been evading
5 had just finished
6 has it disguised / is it disguising

EXAM BOOST **EXAM FILE** Section A p4

The exercise on page 4 in Section A of the Exam boost provides more practice of using perfect and continuous tenses. This could be done in class or for homework.

Answers

1 am/'m 2 had 3 have/'ve
4 has/'s been 5 had/'d been

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EXAM TASK

6 Note that in the actual exam task, there would not be so many gaps which test perfect and continuous tenses. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 2 task. Read the instructions for the task with the class and remind students to read through the whole text first to gain an understanding of the topic before focusing on the gaps. Refer students to the tips in the Exam reference notes on page 5 of the Exam file if necessary. Allow ten minutes. Monitor and help weaker students if necessary by pointing out clues in the context to consider. Check answers as a class and ask how students decided on the words they chose.

Answers

0 not (negative of the phrase 'the only')
1 have (present perfect simple auxiliary verb)
2 as (comparison – koalas' fingerprints are as individual as primate prints)
3 had (past perfect simple)
4 If (conjunction)
5 been (present perfect continuous auxiliary)
6 are (present continuous auxiliary)
7 to (before infinitive and following the phrase 'be likely')
8 through/with (preposition)

Speaking or writing

7 Tell students about something that makes you individual, e.g. *I can touch my nose with the tip of my tongue!* Write *party trick*, *handwriting* and *talent* on the board and put students into pairs to discuss what makes them individual in these three areas, or any others they can think of. They then share their ideas with the class.

Answers

Students' own answers

8 Put students into pairs or small groups to discuss the question and then share their ideas as a class. Extend by asking if there are other ways in which they like to be different or similar, and why. This could also be used as a writing activity. Students choose one of the topics discussed and write about their ideas for an online post.

Answers

Students' own answers

Cooler

Students close their books and see how many interesting or unusual facts they can remember from the lesson. Which did they find the most surprising?

Alternative

Put students into pairs. One student closes their eyes. Their partner chooses an object and holds it up for them to touch for a few seconds. They have to try to identify the object correctly. Students then swap roles.

Extra practice

EXAM TRAINER | pp11–12

For further practice of the skills presented in this lesson for Reading and Use of English Part 2, we recommend students complete the Practice task and How did you do? section on page 11 and Strategies and skills Ex 1 on page 12 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 2.

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SPEAKING – Part 1 Interview p11

LESSON OVERVIEW

- **Topic:** First conversations

EXAM FILE p37

Learning objective: Students will be better able to extend answers to personal questions.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 1 Interview pp88–90

Digital resources

- Presentation tool p11
- Video: *About C1 Advanced: Speaking*
- Video: *About C1 Advanced: Speaking Part 1*
- Video: *C1 Advanced Speaking Test 1, Part 1*

BEFORE YOU START

Read through the Exam reference on page 37 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

The quiz in Ex 2 might prove difficult. Allow additional time for dyslexic students to complete the quiz and ask fast finishers to think of another possible question for the survey.

Dyslexic students may also benefit from the structured checklist in the Exam file (p37) to check their preparedness for this exam part.

Warmer

Write *first impressions* on the board and ask the class how important they think first impressions are. Give an example of how your first impression of someone turned out later to be wrong, e.g.:

When I first met my brother's fiancée I thought she was a little cold, but later I realised she was just shy.

Put students into pairs to tell each other about first impressions they have had of people that proved to be right or wrong.

1 Put students into pairs to discuss the question and see if they agree or disagree.

Answers

Students' own answers

2 Ask students to do the quiz about first conversations individually and then put them into pairs to compare their answers. If necessary, check meanings of *strike up a conversation* (start one), *keep myself to myself* (don't interact with others), *come out of my shell* (stop being shy), *fall flat* (get no response, not be funny). Circulate and contribute where appropriate. Discuss students' responses as a class and give your own responses too, if appropriate.

Answers

Students' own answers

Flexible follow-up

Ask students in what situations making small talk is common (e.g., at parties, before a video conference or meeting, at the beginning of a job interview). Ask them to think of any tips they could give shyer people who want to improve their small talk skills.

3 1.11 Remind students that Part 1 of the Speaking test involves answering personal questions. Play the recording and elicit which is the more appropriate answer and why.

Answer

A is more appropriate because it is a fuller answer without being overly long, or obviously prepared. It also gives an example and reasons.

EXAM FOCUS

4 Explain to students that they are going to do a Speaking Part 1 task. Read through the Exam focus with students to check their ideas for Ex 3. Point out that this is an opportunity to make a good first impression with their language ability. They will already know the answers to the questions and can relax.

Answers

Students' own answers

EXAM BOOST **EXAM FILE** p36

The exercises on page 36 of the Exam boost provide more practice of dealing with Part 1 questions. These could be done in class or for homework.

Answers

1 **1** B – A is too short; C is too short and has basic grammar mistakes
2 C – A doesn't answer the question; B is too short
3 A – B is too short; C is too long, too detailed and possibly prepared
4 A – B is not answering the question; C is too short

2 **1** could **2** again **3** Having

3 Students' own answers

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5 1.12 Read the first two questions with the class and explain to students that they're going to hear two candidates answering these questions. Play the recording and put students into pairs to discuss possible extensions each candidate could have made to their responses. Remind them to use the tips from the Exam focus. Ask for examples as a class.

Suggested answers

1 Candidate A could give an example of what he does that is healthy, e.g. exercise or nutrition. Candidate B could say what prevents her from leading a healthy lifestyle, e.g. habit, work, lack of time or interest.
2 Candidate A could explain how he has a good work-life balance, e.g. how much time he has at work and at home. Candidate B could say what prevents her from having free time, e.g. too much work or other commitments.

6 Read through the remaining questions with the class to check understanding. Put students into pairs to do the task and then share their ideas as a class.

Answers

routine: 1, 2
past experience: 3, 4
plans for the future: 5, 6, 7, 8

7 Put students into pairs to write new questions before asking them to swap their questions with another pair and do the task. Ask for examples of questions and answers as a class.

Answers

Students' own answers

EXAM TASK

8 Please note that in the C1 Advanced exam, only one or two questions are asked with a time limit of two to three minutes. In this case, there are more questions to practise this part of the exam.

Put students into pairs to ask and answer the questions. The listening student could note down which of the expanding techniques their partner uses, but consider whether this might be off-putting for weaker speaking students. Monitor and encourage more extended responses if students answer too abruptly. Do not correct any mistakes at this point, but note down any common errors to address in class feedback later. Ask the class which questions they thought were the easiest and most difficult to deal with, and why.

Answers

Students' own answers

Flexible follow-up

Tell the class:
Some people find it easier to write to someone they don't know rather than talking to them face to face.

Put students into pairs or small groups to discuss whether they agree or not, why this might be true and to give examples. Ask them to consider things such as social media, online forums, parties, conferences, etc. Take feedback as a class.

Cooler

Ask students as a class about a recent time when they had to make small talk. How easy, difficult or interesting was it, and why?

Extra practice

EXAM TRAINER | pp88–90

For further practice of the skills presented in this lesson for Speaking Part 1 and additional strategies and skills to improve performance in the exam, we recommend students complete the Practice task and How did you do? section on page 88 and Strategies and skills Exs 1–9 on pages 89–90 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 90.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 1.

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WRITING – Part 1 Essay pp12–13

LESSON OVERVIEW

- **Topic:** Pet hates

EXAM FILE p19

- **Writing file:** p130
- **Vocabulary file:** pp114–115

Learning objective: Students will be better able to write appropriate introductions and conclusions in an essay.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 1 Essay pp52–53, p54 Exs 6–7

Digital resources

- Presentation tool pp12–13
- Video: *About C1 Advanced: Writing*
- Video: *About C1 Advanced: Writing Part 1*

The Writing file on page 130 provides an example and exam help for Writing Part 1 Essay.

The Wordlist on page 114 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 114–115 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 19 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students might find the reading load heavy in Ex 6 and Ex 7. You could allow these students to focus on either the introductions or conclusions in Ex 7, but not both.

Dyslexic students may also benefit from the structured checklist in the Exam file (p19) to check their preparedness for this exam part.

Warmer

Ask students if they are generally optimistic or pessimistic people. Give an example of your own, e.g.: *I'm usually quite optimistic. For example, I tend to think that a film I'm going to see will be good, rather than believe any bad reviews I read.*

Write *work*, *the environment*, *health* and *relationships* on the board. Put students into pairs and ask them to come up with one optimistic and one pessimistic comment for each topic. (E.g., optimistic: *Although increasing use of technology will mean a lot of people will lose their jobs in the future, I think that jobs in other sectors will open up.* Pessimistic: *I believe that robots will take over many people's jobs in the future and everyone will have to get used to living on lower incomes.*) Students share their ideas as a class.

1 Focus students' attention on the picture and ask for comments from the class. Point out the difference between *empathise* (understand a person's feelings and put yourself in their shoes) and *sympathise* (understand and feel sorry for a person), and encourage students to come up with sentences describing the picture using these verbs.

Answers

Students' own answers

2 1.13 Write *Room 101* on the board and ask if any students know what it relates to. They may know the TV series, or the original book *1984* by George Orwell. Do not comment on any suggestions at this stage. Tell students they are going to listen to a teacher explaining the game. Play the recording for students to answer the question. Elicit answers from the class. If necessary, ask more detailed questions, e.g. *What was the name of the book in which Room 101 was first mentioned?* (*1984*) *Who wrote it?* (George Orwell) *What happened there?* (People confronted their worst nightmares.) *Which character goes there?* (Winston Smith) *Why did Orwell use this number?* (It's the name of a BBC meeting room.)

Answers

It involves choosing a pet hate, explaining why it should be got rid of, and defending your argument against others.

3 Put students into pairs to discuss why people might want to put these things in Room 101, and which one they would choose themselves. Then, share ideas as a class.

Answers

Students' own answers

4 Still in their pairs, ask students to think of and write down three more things. After swapping they take turns talking for a minute about reasons for and against one of the three things going into Room 101. If you have a weaker class, allow the students time to think about their reasons for opposing or defending an item before they start talking. Circulate and note down interesting points to raise in class feedback. Take a class vote on the most interesting reasons given.

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Answers

Students' own answers

5 Take this opportunity to familiarise students with the essay task. Tell students that the essay task in the exam always has the same form: some notes about a specific topic, some opinions about different aspects of the topic, and instructions about what needs to be covered in the essay.

Read through the task with the class and emphasise that they need to cover only two of the points, then they should prioritise one of these and give reasons. Check the meaning of *constant connectivity* (always available to be connected or contacted), *commuting* (travelling to and from work) and *hot desking* (not having a fixed office desk). Put students into pairs to discuss what they might include and then ask them to share ideas as a class.

Answers

Students' own answers

6 Elicit from the class what sections an essay is usually structured into (introduction, main paragraph(s), conclusion). Point out that the student's essay is missing its introduction and conclusion. Ask students to read the main paragraphs and compare their own ideas with those of the essay writer. Allow enough time for all students to read through.

Answers

Students' own answers

EXAM FOCUS

7 Elicit ideas on what an introduction and a conclusion should and should not contain (e.g. an introduction should engage, outline and give background but should not give details or a final decision; a conclusion should review, summarise main points, be balanced, clarify a point of view and give a reason but should not repeat the same examples or use the same words). Do not say whether any suggestions are right at this stage. Then ask students to read the Exam focus and highlight important things to remember about what each section in an essay should and should not do. Ask students to cover their books and tell you what they remember.

Students read the pairs of introductions and conclusions individually, then in pairs they consider which would be better for the essay in Ex 6. If necessary, let weaker students focus on either the introductions or the conclusions. Monitor and encourage students to give reasons.

Answers

B is the better introduction.
A gives away the final decision and details from the later paragraphs.
C is the better conclusion.
D repeats the same ideas and wording, and doesn't give reasons for the final decision.

EXAM BOOST EXAM FILE Section A p18

The exercise on page 18 in Section A of the Exam boost provides more practice of structuring an essay. This could be done in class or for homework.

Answers

1 B and C are the relevant sentences. A includes too much personal detail and isn't arguing a point and D is providing a solution rather than summarising a problem.
2 Students' own answers

EXAM TASK

For guidance on marking Writing Part 1 Essay, please refer to the Writing success criteria on pp167–169.

8 Focus students on the Exam task. Refer them to the tips in the Exam reference notes on page 19 of the Exam file if necessary. Give students time to read the task, choose which two points to write about and write some notes, making sure they are grouped into paragraphs. They compare with a partner and can add or change ideas. Monitor and help if necessary.

Answers

Students' own answers

9 Students write their essay in class or for homework. They should allow 45 minutes in total, including planning time and time at the end to read through their essays. Remind them of the advice in the Exam focus and encourage them to read through their essays carefully, checking content, structure, linking devices and grammar.

Example answer

Happiness is not easy to quantify, and a happy life equally hard to define. However, most people would probably aspire to lead a life which allows them some sense of fulfilment and gives them a feeling of contentment. To this end, there are different factors that can contribute, both on a material and emotional level.

Having a steady income to deal with all the necessary financial obligations we encounter in our daily lives can ensure peace of mind, reducing anxiety and stress. When a bill arrives and we can pay it, we may not celebrate wildly, but we do not despair. Windfalls of large amounts of money can help change people's lives radically, whether it means buying a new house or travelling more. But does the happiness it brings last or does it make us want more?

Another factor that can contribute to a happy life is clearly the people around you, and the people you consider your friends. Real friends offer support and help during the difficult times, and also provide camaraderie when they share the good ones. They sometimes know you better than you know yourself and are invaluable for their loyalty and advice.

To conclude, I would have to say that although both money and friendship figure strongly in how contented or happy we feel, for me it is friendship that is more important. Money can make people too materialistic and lead to bitterness and disappointment. Having enough income is important, but if we get into trouble, it is our friends who will be there to help us out.

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Flexible follow-up

Students play a type of reverse game to Room 101. Ask them to think of some of life's little pleasures. They then need to explain to their group why they think everyone should be given this pleasure. Give an example, e.g. *a bar of chocolate every day*. Students can either discuss their 'pleasures' in small groups, or play the Room 101 game with this twist. Students share interesting points from the activity with the class. Vote on the most popular 'little pleasure'.

Cooler

Students check back on the predictions regarding unit topics that they made at the beginning of the unit and see how many came up. Ask students to look back over the unit and note down three interesting things they learned during the unit. They compare their choices as a class.

Extra practice

EXAM TRAINER | pp52–54

For further practice of the skills presented in this lesson for Writing Part 1 Essay, we recommend students complete the Practice task and How did you do? section on page 52 and Strategies and skills Exs 1–7 on pages 53–54 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 1 Essay.

PRACTICE TASKS p14

Answers

1 **1** B **2** C **3** A **4** C **5** B **6** D **7** A **8** D

2 **1** with **2** from **3** unless/until **4** so **5** being/getting **6** yourself **7** on **8** whose

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2 | TWO

UNIT OVERVIEW

Opener
- Language focus: Nouns from phrasal verbs
- Topic: K2

Reading and Use of English – Reading
- Part 6 Cross-text multiple matching
- Topic: In two minds?

Reading and Use of English – Vocabulary
- Part 3 Word formation
- Language focus: Prefixes
- Topic: Socks

Listening
- Part 2 Sentence completion
- Topic: Second place

Reading and Use of English – Grammar
- Part 4 Key word transformations
- Language focus: Passive forms
- Topic: Life on two wheels

Speaking
- Part 2 Individual long turn
- Topic: Doppelgangers

Writing
- Part 2 Review
- Topic: Sequels

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 2 activities

Digital resources
- Presentation tool Unit 2
- Unit 2 Language test
- Unit 2 Language test for dyslexic students
- Unit 2 Photocopiable activities
- Unit 2 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p15

DYSLEXIA FOCUS
Students may need additional time to read the questions in Ex 3. You could give those students only four of the eight questions to complete.

Warmer
Books closed. Ask students what they usually drink at breakfast. Tell them that you (or a friend) like a *double espresso*. Write the word DOUBLE on the board. Put students in pairs to think of other collocations with the word *double* (*double trouble*, *double whammy/blow* (two problems one after the other), *roll a double six* (with dice), *double bass* (an instrument), *double bill*, *double take* (see something, and then realise something and look again), *double entendre* (double meaning – a word or phrase that may be understood in two different ways), *double-decker* (bus), *double-booked* (two appointments at the same time)). Check ideas as a class.

Give students a few minutes to discuss in pairs what topics related to the word or notion of TWO might come up in the unit. Ask for their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Nouns from phrasal verbs

1 Ask the class to give the name of the tallest building they have ever been up and to explain why they climbed it and what the experience was like. Ask if they know the current tallest building in the world (in 2020 this is the Jeddah Tower/Kingdom Tower, Saudi Arabia, at 1008 m), and/or the tallest building in their country or area.

Focus students' attention on the picture and ask if they know where it is (the Himalayas), how the picture makes them feel (e.g. calm, peaceful, impressed, scared) and what adjectives they would use to describe it (e.g. beautiful, impressive, dangerous).

Put students into pairs to think of as many famous mountains as they can in one minute. Then go around the class asking for one from each pair. Ask if they know the countries these mountains are located in.

Answers

Students' own answers

2 2.1 Tell students the mountain in the photo is called K2 and elicit any information or guesses about how it was named. Do not say whether they are right or wrong at this stage. Play the recording for students to check their ideas.

Answers

Students' own answers
K for 'Karakoram Range' and 2 because it was the second mountain surveyed in the range.

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Flexible follow-up

Ask additional questions to check understanding of the audio.

1 *Which other mountains does the lecturer mention?* (Everest, The Matterhorn, Siula Grande)
2 *What does he say the name sounds like?* (A mathematical formula.)
3 *When was it named?* (1856)
4 *What is another reason K2 is famous?* (It's very dangerous.)
5 *What are the 'eight thousanders'? How many are there?* (Mountains over 8,000 metres high. There are 14.)
6 *When was K2 first climbed?* (1954)
7 *How many people have reached the summit?* (300)
8 *Why does the lecturer mention oxygen?* (Many climbs were completed without oxygen because it was too heavy to carry. Now it's easier to carry and used more frequently.)

3 Write the word *take* on the board. Then write *in* before and after it (*in take in*). Cover the first *in* and elicit that *take in* is a phrasal verb meaning to be fooled (*She was taken in by the salesman*) or to adopt (*She took in a stray cat*). Then circle the first *in* and *take* and write the phrasal noun (*intake*). Elicit that this means a new group of students enrolling at a school (*Next September's intake will be bigger than last year's*) or when we breathe in (*an intake of breath*). Read through the task and put students into pairs to complete the sentences. Check as a class.

Answers

1 input	**2** outset	**3** pushover	**4** outbreak
5 backup	**6** Breakthroughs	**7** setbacks	**8** outcome

4 Students complete the task individually and check answers as a class. Put them into pairs to discuss how true the statements are for themselves. Monitor and contribute, giving your own examples. Students report on their discussions as a class.

Answers

1 outbreak	**2** breakthrough	**3** outcome
4 setback	**5** input	**6** backup

5 Explain the task and go through the example. Put students into pairs to do the task and then share their situations as a class.

Answers

Students' own answers

Cooler

Put students into pairs to create new phrasal nouns from verbs and prepositions and then check in a dictionary to see if their new word exists or not, (e.g. *an upset*, *a comeback*, *a downpour*, *an uptake*, *the output*, *a putdown*, etc.). They can ask other students to guess if their words are real or not and explain any unfamiliar meanings.

READING AND USE OF ENGLISH – Part 6 Cross-text multiple matching pp16–17

LESSON OVERVIEW

- **Topic:** In two minds?

EXAM FILE p13

Learning objective: Students will be better able to identify contrasting opinion.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 6 Cross-text multiple matching pp32–33

Digital resources

- Presentation tool pp16–17
- Video: *About C1 Advanced: Reading and Use of English Part 6*

BEFORE YOU START

Read through the Exam reference on page 13 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the exam task reading text (Ex 5) on pp16–17. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p13) to check their preparedness for this exam part.

Warmer

Write *chocolate or biscuits?* on the board. Ask the class for a quick response. Put students into pairs to continue the game. They give their partner a choice between two options. The partner makes the choice as quickly as possible and then thinks of a choice themselves. Write some words on the board to help: *winter* (winter or summer), *tea* (tea or coffee), *cats* (cats or dogs), *seaside* (seaside or mountains), etc. As a class, discuss any interesting choices as well as choices that were difficult to make. Write *be in two minds* on the board and elicit the meaning (not being able to decide).

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1 Read through the questions and put students into pairs to discuss them. Ask them to give reasons for their answers. Monitor and prompt where necessary. Note any interesting points to bring into a class discussion.

Answers

Students' own answers

2 2.2 Tell students they are going to hear three people answering one of the questions from Ex 1. If appropriate for your class, write *cut straight to the chase* (go directly to the important point), *in my book* (in my opinion), and *ramifications* (consequences) on the board and elicit the meanings before playing the recording. Students answer as a class.

Answers

Question 3, Jessie and Ben agree that the morning is the best time to make decisions because that is when your mind is fresher.

EXAM FOCUS

3 Explain to students that they are going to do a Reading and Use of English Part 6 task. Write *Anna's got a point, but …* on the board. Elicit that this phrase clearly signals a contrasting opinion. Explain that sometimes we need to work harder to identify contrasting opinion in texts as it is not always so clear. Read through the Exam focus with the class. Then ask them to read the three texts and identify the one with the different opinion. Monitor and help where necessary. Check answers as a class and ask any fast finishers to read out their posts.

Answers

B (They believe that in the end we need to 'trust our own judgement'.)

A There are those crossroads we come to at various points when a decision can be life-changing. On those occasions **I would definitely advise running options past someone, or some people, whose opinions you respect. Two heads are often better than one** and although you may not necessarily eventually follow what they suggest, **it can sometimes give you a new way of looking at the situation**.

B Some people turn to others when they have to make an important decision; they might ask a family member, a friend or even a teacher for advice. While I'm appreciative of other's support when deciding something big, **I feel that in the end, it is down to us as individuals, and we shouldn't let ourselves be swayed by others' points of view**, however well-meaning they might be. **We need to trust our own judgement**.

C I was recently offered promotion at work, which entailed working abroad for six months of the year. I spent ages chasing the pros and cons around in my head, wanting to take the responsibility for making the decision myself. Eventually I opened up to a really good friend, who talked the whole thing through with me. **I truly believe that people who know you well, with no agenda of their own, can help you look at things from different perspectives, and, while not making the decision for you, help you to decide what's in your best interests.**

Fast finishers

Fast finishers can write their own short post about the value of seeking help with a decision, giving their reasons and examples.

Flexible follow-up

Ask students to find synonyms in the texts for the following: *ask for someone's opinion* (run something past someone); *more than one opinion is better* (two heads are better than one); *persuaded* (swayed); *meant* (entailed); *talked about a problem* (opened up); *with no personal interest in the outcome* (no agenda of their own).

EXAM BOOST EXAM FILE Section A p12

The exercises on page 12 in Section A of the Exam boost provide more practice of identifying contrasting opinions. These could be done in class or for homework.

Answers

1 Writers A, B and D are all against.
Writers C and E are both in favour.

2 A – 'I consider the current plans unsuitable for the location, and it is pointless putting forward a planning application …'
B – '… by all accounts … they require further work to be acceptable by the planning authorities.'
C – '… people argue that the new centre will look out of place … not enough thought has gone into the design. I would take issue with that.'
D – '… I tend to concur with the general feeling that more work needs to be done …'
E – '… and they are impressive.'

4 Discuss the question as a class. Students read the texts to check their ideas. If the exam task in Ex 5 is to be completed under exam conditions, you can skip this exercise.

Answers

Students' own answers
The term 'decision fatigue' refers to it being harder to make decisions (and how the quality of your decisions deteriorates) if you've already made a lot in the period prior to this.

Flexible follow-up

In pairs, ask students to discuss briefly how they might be able to avoid 'decision fatigue' in their daily lives. Give your own example, e.g.:

Every weekend I decide what to eat for the whole week ahead, so that I don't have to decide what I feel like every day – and I'm less likely to just order a pizza!

Allow two or three minutes for the discussion, then pairs can share their ideas with the class.

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EXAM TASK

2.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Read through the Exam reference section on page 13 of the Exam file with the class. Focus their attention on the four questions of the exam task and point out the importance of the following verbs and phrases: *have a different opinion*; *share an attitude*; *have a different view*; *express a different opinion*. These are key phrases for expressing opinions. Also, point out the important key words to consider in the questions: *structured*; *credibility of research*; *impact on habits*; *anticipation of a subsequent programme*. Remind students that there will be distraction.

Students do the task individually. Allow 10–15 minutes for this. Monitor and help if necessary by indicating sections of the texts that students should be contrasting. Put students into pairs to compare answers and elicit phrases that helped them find the answers. Take feedback as a class.

Answers

1 D (The technical information 'should have come at the end, rather than the beginning.' Reviewer A says the documentary was a 'carefully planned and well-filmed sequence …' Reviewer B refers to it as 'well-linked' and 'logical'. Reviewer C was 'impressed by the way the documentary was put together'.)
2 B ('The attention to detail was impeccable … survey sources online … were totally accurate' which agrees with Reviewer C who says there were 'pretty sound statistics to back up their theories'. Reviewer A doesn't think there was any 'real evidence' behind the claims, while Reviewer D does not mention the issue.)
3 A ('I am sure it will be of help to many people … I shall definitely try to alter my work plan' disagrees with Reviewer B's opinion that most people 'will eventually fall back into old routines'. Reviewer C doesn't think that the documentary would be 'life-changing for anyone'. Reviewer D does not mention the issue.)
4 C ('The lack of an original approach has, unfortunately, put me off watching the rest of the series …', which disagrees with Reviewer D who says 'I am definitely looking forward to the next instalment.' Reviewer B suggests it would be interesting to 'hear what else they mention in the next programmes', while Reviewer A does not mention the issue.)

Speaking or writing

6 Put students into pairs or small groups to discuss the questions. Circulate and contribute where appropriate. Raise any interesting points as a class.

Answers

Students' own answers

Alternative

Students who would benefit from practice for the C1 Advanced Speaking Part 3 task could do this task in pairs. Write the following on the board:

Here are some important decisions people sometimes need to make in their lives. What do people need to consider when making these decisions and why? Which decision do you think will have the most long-term consequences?

future career moving to a different country
getting married having children buying a house

7 Put students in pairs to discuss what they might say in their comment about the way decision fatigue does or does not affect them. They then write their comment for the website (70–90 words). This can be done in class or at home.

Answers

Students' own answers

Cooler

Tell students about a bad choice or decision you've made because you were too hasty. This can be true or invented, e.g.:

I bought some jeans online without looking in detail at the delivery dates. It took two months for them to arrive!

Put students into pairs to tell each other about some bad choices or decisions they've made and regretted. Take feedback as a class.

Extra practice

EXAM TRAINER | pp32–33

For further practice of the skills presented in this lesson for Reading and Use of English Part 6, we recommend students complete the Practice task and How did you do? section on page 32 and Strategies and skills Exs 1–2 on page 33 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 6.

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READING AND USE OF ENGLISH – Part 3 Word formation p18

LESSON OVERVIEW

- **Topic:** Socks

EXAM FILE p7

Learning objective: Students will be better able to use prefixes.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 3 Word formation p16, p17 Exs 1–2

Digital resources

- Presentation tool p18
- Video: *About C1 Advanced: Reading and Use of English Part 3*

BEFORE YOU START

Read through the Exam reference on page 7 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

For the Flexible follow-up activity after Ex 5, dyslexic students could be asked to write their own sentences, rather than find them in the reading texts.

Dyslexic students may also benefit from the structured checklist in the Exam file (p7) to check their preparedness for this exam part.

Warmer

Tell students about something small you've lost recently (e.g. your sunglasses) and whether this was due to carelessness, forgetfulness, distraction or something else. Put students into pairs to tell each other about the types of things they tend to lose and why. Ask for feedback as a class.

VOCABULARY: Prefixes

1 List items on the board that complete the following: *a pair of …* (scissors, socks, trousers, etc.). Then brainstorm things that come in twos with the class.

Possible answers

shoes, shoelaces, earrings, socks, twins, sports doubles players, eyes, ears, skis, chopsticks, etc.

2 2.3 Play the recording for students to answer the questions. Take answers as a class and ask whether they think the expert's advice is good. Ask students whether they know someone who is *really* bad at forgetting where they put things and encourage a few students to relate some amusing or unusual places where they eventually find them.

Answers

The caller feels frustrated/upset/annoyed. He thinks there may be something wrong with him.

The expert says that the caller isn't paying attention to what he does with his things when he comes home because he's tired and/or distracted.

She suggests that the caller makes himself more aware of his surroundings and puts his things in the same place every time as soon as he enters his house.

3 2.4 Write the word *impossible* on the board. Underline *im* and elicit what we call this (a prefix) and what it does to the word (it makes it negative). Then ask students to call out any other prefixes that they know and write them on the board. Focus students' attention on the question and compare the prefixes to their list on the board. Students do the matching task in pairs, then listen to check.

Answers

1 illogical	**2** insignificant	**3** dismiss
4 interact	**5** irregular	**6** misplacing
7 unnoticed	**8** impossibly	**9** reconsider

4 Read through the question and the words in the box. Point out that some answers appeared in the audio track for Ex 3, but that there are others which are new. Put students into pairs to complete the task. Monitor and help where necessary, for example by pointing out where a further change to the root word might be needed. Check answers as a class.

Answers

Additional words from the audio: insane, disorganised, inability, irresponsible, undoubtedly, misleading, mislaying, reorganisation

Other possibilities: discomfort, disable, disabled, disability, disorganisation, illegal, impersonal, inactive, interact, interactive, interpersonal, irresponsible, react, re-enact, relay, reorganise, unable, uncomfortable, undeniable, unresponsive

EXAM BOOST **EXAM FILE** Section A p6

The exercises on page 6 in Section A of the Exam boost provide more practice of using prefixes. These could be done in class or for homework.

Answers

1 G **2** C **3** F **4** A **5** D **6** B **7** E

2 **1** imperfection **2** readjust **3** unreasonably **4** inadequate **5** irregularity **6** misinform **7** disadvantaged

Opposites: imperfection, unreasonably, inadequate, irregularity, disadvantaged

'Readjust' means to adjust very slightly.

'Misinform' means to give false information.

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EXAM TASK

5 Explain to students that they are going to do a Reading and Use of English Part 3 task. Read through the Exam reference on page 7 of the Exam file with the class. Read the title of the text with the students and ask if this is a familiar problem to them, and elicit some reasons why it might happen. Then students read the text, ignoring the gaps, to find out what the solution to the apparent mystery might be (the socks are missing before they go in the wash in the first place). Students complete the task individually and then check their answers in pairs. Allow ten minutes for the task. Check answers as a class.

Answers

1 illogical
2 insignificant
3 interaction(s)/activities
4 irregular
5 unnoticed
6 overlook
7 impossibly
8 underestimate

Flexible follow-up

Put students into pairs. Ask them to find four sentences (or clauses) from the texts in the Reading lessons which contain a word formed from a root word using a prefix. One student looks for two sentences in Unit 1 (p7); the other for two sentences in Unit 2 (p17). They write the sentence on a piece of paper, replacing the prefixed word with a gap, then write the root word in capitals on the next line. They swap with another pair and complete the sentences.

Give an example from the Reading text in Unit 1, e.g. 'empowering':

It was _____ to realise that I was no longer dependent on the availability or preferences of friends.
POWER

Speaking or writing

6 Put students in pairs to tell each other about what happened. To make this more engaging, encourage student to think of amusing stories. They can choose to say something real or invented, and their partner must guess whether the story is true. If time permits, students can write an online post about the loss and the consequences of it.

Answers

Students' own answers

7 Put students into pairs to discuss the questions and come up with some tips. Take feedback as a class and compare tips. Find out which tip is the most popular and would be the best advice.

Answers

Students' own answers

Alternative

This task could be carried out as a C1 Advanced Speaking Part 3 task. Put students in pairs and write the following on the board:

Which of these things would concern you most if you lost it/them? Why?

your mobile phone your house keys your bank card
your glasses a memory stick with your assignments on

Cooler

Books closed. Go round the class, giving each student a prefix which they must use to produce a word formed with it, e.g. *un – undeniable/unintended/unfriendly*. Give students three or four seconds to answer and if they take too long, they drop out. The last student left in the game wins. If this is not appropriate for your class, students can test each other in pairs.

Extra practice

EXAM TRAINER | pp16–17

For further practice of the skills presented in this lesson for Reading and Use of English Part 3, we recommend students complete the Practice task and How did you do? section on page 16 and Strategies and skills Exs 1–2 on page 17 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 3.

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LISTENING – Part 2 Sentence completion p19

LESSON OVERVIEW

- **Topic:** Second place

EXAM FILE p31

Learning objective: Students will be better able to understand speakers' attitude and opinion.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 2 Sentence completion p75, p76 Exs 1–3

Digital resources

- Presentation tool p19
- Video: *About C1 Advanced: Listening Part 2*

BEFORE YOU START

Read through the Exam reference on page 31 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students could be given additional time to read through the exam task sentences before listening or be advised to read it in preparation before the lesson.

They may also benefit from the structured checklist in the Exam file (p31) to check their preparedness for this exam part.

Warmer

Choose a famous winner of an award or medal that you think the class will know. Describe them for students to guess, e.g.:

He was a famous runner. He's won gold at the Olympics several times. His name is … (Usain Bolt)

Put students into pairs to test their partners in the same way. Ask for examples from the class. Then, ask if anyone can name a famous runner-up.

1 Put students into pairs to discuss the statements. After a couple of minutes, ask each pair to report briefly on their discussions.

Answers

Students' own answers

2 2.5 Play the recording for students to answer the questions. Extend with some extra questions, e.g.:

- *What is her business?* (a small catering company specialising in Japanese food)
- *Why did she become interested in her business's speciality in the first place?* (She travelled to Japan after college.)

Answers

She was very excited and grateful to everyone who supported them. Her business has been recognised for its contribution and they will be able to expand into another area of business.

EXAM FOCUS

3 Explain to students that they are going to do a Listening Part 2 task. Read through the Exam reference section on page 31 with the class, and check they understand what the task type involves. Then, go through the Exam focus with the class. Students read through the questions and highlight important words or phrases. Elicit the types of words and phrases they will be listening for.

Suggested answers

1 Chloe explains that the main objective of the awards is to boost the … of family companies. (noun)
2 Chloe says that … is their principal business goal, which won her company its award. (noun)
3 Chloe advertises her company's dishes as … (adjective/noun)
4 Chloe hopes her business will be involved in … in the future. (noun)

4 2.6 Play the recording again for students to complete the sentences in Ex 3 with the correct words. Remind them that the actual words they need are used in the recording, so they should not paraphrase. Students compare answers in pairs. Check as a class, writing the answers on the board so that students can check their spelling.

Answers

1 profile
2 sustainability
3 a sensory feast
4 corporate hospitality

5 Put students into pairs to do the matching task. Check answers as a class. If necessary, play the recording again to clarify.

Answers

1 E 2 D 3 A 4 B 5 C

Flexible follow-up

Write the following sentences from the recording on the board:

1 *Small companies like mine are an undervalued sector of the national economy.*
2 *We think visual elements are equally as important as taste and smell.*

Still in their pairs, ask students to write their own paraphrase for each sentence. Take feedback as a class.

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EXAM BOOST **EXAM FILE** Section A p30

The exercises on page 30 in Section A of the Exam boost provide more practice of identifying cues in the sentence completion task. These could be done in class or for homework.

Answers

1 Suggested answers:
   1 It is said that coming … in a race can be more rewarding than winning.
   2 Those who finish in this position usually feel … to have achieved something.
   3 We sometimes get stuck in a '…' which perpetuates negative feelings.
   4 Petra wondered why many runners were using valuable … during the warm-up period.
   5 Petra expected not to win the race because of her … and lack of height.
   6 Petra says that she did not feel … about coming last in the run.

2 1 an ordinal number
   2 an adjective related to feelings
   3 a noun or noun phrase
   4 a noun or noun phrase
   5 a noun or noun phrase
   6 an adjective related to feelings

3 1 third 2 grateful 3 thought loop
   4 energy (reserves) 5 short stride 6 embarrassed

EXAM TASK

6 Read through the task instructions with the class. Give students time to read through the sentences, encouraging them to highlight important words or phrases. Then play the recording for them to complete the task individually. The recording is repeated in the track as it is in the real exam. With a weaker class, pause the recording in appropriate places. Then, play the recording a second time for them to check their answers. Check answers as a class.

Answers

1 scrutiny ('will always come under a lot of scrutiny because the public upholds them as the ideal.')
2 recognition ('there's recognition of your achievements from the sporting community')
3 life expectancy ('coming second is actually beneficial in some ways, not least of which is life expectancy – the difference between those who come first and those who come second is remarkable.')
4 health ('trying to win every competition is harmful to the health of those who pursue victory at all costs.')
5 optimistic ('many second-finishers may feel optimistic')
6 demands ('there are a lot of demands placed on them')
7 experimentation ('those still trying to reach first position … relishing the opportunity for experimentation')
8 hero(es) ('Many highly respected sportspeople never get first place, but are, in my opinion, still heroes … are often influential in their field.')

Speaking or writing

7 Tell students about the first time you won something, e.g. *I won first prize in an art competition when I was six. I won a book of cartoons*. Put students in pairs to discuss the questions, adding what prize they were given, if anything. Take feedback as a class. As a writing task, students could plan and write a short story (260–280 words) entitled *The winner*.

Answers

Students' own answers

Flexible follow-up

Tell students that at some English secondary schools, when students leave at sixteen they are given fun certificates such as 'the student with the biggest smile', 'the student most likely to become prime minister', etc. Put students in pairs to think of five of these 'awards' that could be given out at the end of the year. They share their ideas with the class. Take a vote on the most popular 'award'.

8 Students discuss the question in pairs or small groups. Circulate, contribute and note interesting points to raise in feedback. They could use the points they discuss to write an essay for homework on the following topic:

There are too many demands put on young people to be the best these days.

Answers

Students' own answers

Alternative

This task could be carried out as a C1 Advanced Speaking Part 3 task. Put students in pairs and write the following on the board:

Here are some areas of our lives in which we sometimes feel the need to be competitive. How important is it to be competitive in these areas of our lives?

work sport with family with friends
at school or college

Cooler

Ask students as a class what competitions they are looking forward to taking part in or watching in the near future. Do they prefer to watch or to take part? Why?

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Extra practice

EXAM TRAINER | pp75–76

For further practice of the skills presented in this lesson for Listening Part 2, we recommend students complete the Practice task and How did you do? section on page 75 and Strategies and skills Exs 1–3 on page 76 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 2.

READING AND USE OF ENGLISH – Part 4 Key word transformations p20

LESSON OVERVIEW

- **Topic:** Life on two wheels

EXAM FILE p9

Learning objective: Students will be better able to use passive forms.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 4 Key word transformations p20, p21 Ex 1

Digital resources

- Presentation tool p20
- Grammar presentation 2: Passive forms
- Video: *About C1 Advanced: Reading and Use of English Part 4*

The Grammar reference and exercises on pages 100–101 of the Grammar File provide more practice of passive forms. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 9 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

You could allow dyslexic students additional reading time for the exam task (Ex 6). You could extend the reading time to about five minutes before students do the task.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p9) to check their preparedness for this exam part.

Warmer

Books closed. Ask students to guess what you're drawing. Draw the individual parts of a bicycle on the board starting with one circle, then handlebars, etc., leaving the second circle until last. When they have guessed *bicycle*, add a second saddle to the parts you have drawn and ask if students know what this kind of bike is called (*a tandem*). Ask about students' experience with cycling as a class – can they ride, when did they learn, where did they learn, do they ride now, etc.

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GRAMMAR: Passive forms

1 Discuss what the phrase might mean as a class and elicit examples of when it could be used (for example, starting a job again after an absence or picking up an instrument again having not played it for a while). Ask students if they have any similar examples.

Answer

It means that once you have learnt how to do something, it is easy to remember and do it again.

2 Read through the questions with the class and see if they already know any answers. Then students read the text on page 94 individually to find the answers, before checking as a class.

Answers

1 the first documented bicycle design (though this is not confirmed)
2 mountain bikes and BMXs
3 the running machine
4 the boneshaker
5 the safety bicycle

Flexible follow-up

Divide the class into two groups (A and B). Students in group A look at the first two paragraphs of the text on p94, while students in group B look at the final three paragraphs. They highlight three unfamiliar words or phrases in their paragraphs, check their meanings in a dictionary and then write a synonym. Then, pair students from A with students from B to exchange their synonyms, which they use to find the words/phrases that their partner highlighted in the text. Circulate and give help where necessary and ask for examples of synonyms and words in class feedback.

3 Look at the first passive form in bold in the text on page 94 as a class and elicit the time reference (past). Students do the rest of the task individually. Take feedback as a class.

Answers

Past: was attributed, had already been spotted, was being developed
Present: has never been confirmed, are ridden, have been being built, is being dreamt up
Future: will be riding

4 2.8 Play the recording for students to answer the questions. Check answers as a class. Ask whether there is a need for Maddie's type of job in their area, whether they would enjoy Maddie's job themselves and why or why not. Also, ask if they agree that all school-age children should be taught to ride. If time permits you could extend the discussion to talk about the advantages and disadvantages of cycling (fresh air, exercise, speed, dangers, etc.).

Possible answers

The bike shop is a social enterprise which works with the local community and charities. It aims to have a positive impact rather than generating a profit. They have a coffee shop and have written a guide to local bike routes.

5 Students do the task individually and then compare answers with a partner. Monitor and help with any problems related to the passive.

Answers

1 Maddie's/The second-hand bikes are priced for any budget.
2 Hundreds of bikes have been donated to overseas communities.
3 These communities had never been given access to bikes before.
4 You can have a coffee while your bike is being fixed.
5 Hopefully it will still be being said that the bike shop is the best in the area in another ten years.
6 Maddie heard about a tandem bike ride that was being organised.
7 A lot of money was raised for the charity by people who sponsored the participants.
8 Campaigns have been being held around the country to make cycling proficiency part of the curriculum.

Fast finishers

Fast finishers can write two more sentences using an active continuous form that can be rewritten in the passive. Ask the class to transform them to the passive during class feedback.

EXAM BOOST **EXAM FILE** Section A p8

The exercises on page 8 in Section A of the Exam boost provide more practice of passive forms. These could be done in class or for homework.

Answers

1 1 was recorded 2 have been included
3 is estimated, is made 4 be prosecuted
2 1 would have been taken away 2 will be repaired on

EXAM TASK

6 Explain to students that they are going to do a Reading and Use of English Part 4 task. Read through the Exam reference section on page 9 of the Exam file with the class. Check through the rubric with the class, emphasising that the key word must not be changed in any way, and that contractions count as two words. Allow ten minutes for students to do the task individually. Go through answers as a class, explaining why any incorrect answers are wrong. This could be because of incorrect grammar, the new sentence not being logical, or having a different meaning to the first.

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Answers

1 are not included
2 it is / has been built into / they build it into
3 was being fixed by
4 will be / is going to be / will get dismissed from
5 will be (being) talked
6 hadn't grown up

Speaking or writing

7 Put students into pairs to discuss the question. Take feedback as a class and compare ideas. You could extend this by asking pairs to design a Speaking Part 3 task about the value of working in pairs. They need to think of a central question and five prompts or options. They can then swap with another pair and do their task.

Answers

Students' own answers

8 Students discuss the question in pairs. Monitor, contribute and note points for later full-class discussion. Echo-correct any errors involving passive forms. They could also write a pros and cons essay for homework using the points they have discussed.

Answers

Students' own answers

Flexible follow-up

Put students into pairs to discuss, plan and write a short web article advertising Maddie's bicycle shop. Then they share their articles with the class.

Cooler

Put students into pairs to think of two ways to make their area more cycle-friendly. Take feedback as a class and compare ideas.

Extra practice

EXAM TRAINER | pp20–21

For further practice of the skills presented in this lesson for Reading and Use of English Part 4, we recommend students complete the Practice task and How did you do? section on page 20 and Strategies and skills Ex 1 on page 21 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 4.

SPEAKING – Part 2 Individual long turn p21

LESSON OVERVIEW

- **Topic:** Doppelgangers

EXAM FILE p39

Learning objective: Students will be better able to compare pictures.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 2 Individual long turn pp91–92

Digital resources

- Presentation tool p21
- Video: *About C1 Advanced: Speaking Part 2*
- Video: *C1 Advanced Speaking Test 1, Part 2*

BEFORE YOU START

Read through the Exam reference on page 39 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with reading the Exam Focus box. You could read through it with the class to help them.

Dyslexic students may also benefit from the structured checklist in the Exam file (p39) to check their preparedness for this exam part.

Warmer

Tell students who you are most similar to in your family and how, e.g. *I'm very similar to my elder sister. We both have the same hair and eye colouring, and we've got a similar sense of humour.* Put students into pairs to tell each other who they themselves are similar to. They should think about physical appearance, temperament, abilities, etc. Take feedback as a class.

1 Draw 12 dashes on the board to represent the letters of a word. Tell students you are going to write a word related to physical appearance very slowly and they must try to guess what the word is. Write DOPPELGANGER letter by letter in a random order. If they do not know the meaning of the word, ask for guesses and give them a sentence showing the meaning, e.g. *I've been told that I have a doppelganger in my area, but I have never seen them. I think it might be strange to meet them – like looking in a mirror.* Put students into pairs to discuss the three questions. Circulate, contribute and then ask for comments as a class.

Answers

Students' own answers

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2 2.9 Students give their answers as a class, with reasons. Elicit what a *facial recognition expert* might do and then play the recording for students to check their ideas.

Answers

Students' own answers
One in a trillion.

Flexible follow-up

Ask further questions about the recording:

1 *What can you do on some websites?* (Enter your facial details and search for a double.)
2 *How many special measurement requirements must be met for someone to be a doppelganger?* (eight)
3 *What are the odds of finding a 'look-alike'?* (1 in 135)
4 *Why do our brains think we see doubles?* (They look at a whole face, not the individual parts, and adjust what we see to fit an expected pattern.)

3 Students look at the pictures and do the task in pairs. Ask for their ideas as a class and write them on the board.

Answers

Students' own answers

4 2.10 Play the recording for students to compare the candidate's points with those the class came up with in Ex 3. Check through them with the class after the recording and add any others the candidate mentioned. Play the recording again if necessary.

Answers

Students' own answers

Alternative

If you play the recording a second time, you could stop at points to see if students can supply what comes next, e.g. *They are probably brothers, and very likely …* (*twins*), etc. If students have access to the script they could do this themselves in pairs, i.e. one student reads the script aloud and stops for their partner to supply the next phrase, then they swap roles halfway through the script.

EXAM FOCUS

5 2.11 Explain to students that they are going to do a Speaking Part 2 task. Read through the Exam reference section on page 39 with the class. Then go through the Exam focus with students. Put students into pairs to discuss whether the candidate followed the advice, and if possible, have them justify their answers with examples.

Answer

The candidate follows all of the advice.

EXAM BOOST EXAM FILE Section A p38

The exercises on page 38 in Section A of the Exam boost provide more practice of comparing pictures. These could be done in class or for homework.

Answers

1	**1** these	**2** the	**3** one	**4** top
	5 underneath	**6** on	**7** middle	
2	**1** left-hand	**2** the	**3** other	**4** these
	5 first	**6** second		

EXAM TASK

For guidance on marking Speaking Part 2, please refer to the Speaking success criteria on pp163–164.

6 Put students into pairs to take turns to do the exam tasks. Remind them that they have about one minute to talk about the pictures, but do not be too strict about timing at this stage. Allow students to focus on their talks without the distraction of you circulating or monitoring, unless a student particularly needs your help or freezes. Prompt with points they could talk about. When all students have finished, ask them to report on their partner's talk and say what points they mentioned.

Example answers

Student A (page 96)

I'd like to talk about the tennis players and the chess players. The tennis players look as if they've just won a competition and as they're holding hands, I'd say that they are a team. The chess players, on the other hand, are opponents, so they won't be working together, but against each other. A major difference between both photos is the type of dependency they show. The tennis players depend completely on each other to engage in the game. They probably know exactly where the other person is at all times, and if one can't return a ball, the other will! The chess players cannot play alone, so they depend on their partner to give them a good game. Regarding the level of challenge these activities might present, the tennis players are in wheelchairs, so they have undoubtedly overcome a lot of physical difficulties to reach this level of competition. The chess players, however, face mental challenges, although unlike the tennis players they have time to think rather than responding to events immediately. They do not seem to be involved in a competition, so the pressure is probably less for them too.

Student B

In my opinion, the tennis players will probably get the most satisfaction, as they have clearly worked hard to gain their medal – and they look extremely happy.

Student B (page 97)

I'll go for the picture of the young boys and the couple who look as if they're putting together some flat pack furniture. The main focus of both pictures is on working together in different situations, but the boys are working to complete a classroom task, using their brains, whereas the couple are doing something quite physical. Working in pairs in a classroom brings a lot of benefits to students as they can help each other to understand things. And as for the

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couple, well, they definitely need each other to construct the furniture and one person alone would find this sort of thing very hard! Two pairs of hands are nearly always better than one in this type of situation, so the benefits of working together are clear here too. Regarding the likelihood of repeating the experiences, I'd say it's highly likely that pairwork is common for the boys, so they'll be doing this sort of activity again soon, but whether the couple will is debatable! It looks quite complicated and they appear to be frustrated or puzzled. They might just buy ready-made instead next time!

Student A
That's difficult to say. Probably the boys, because they look quite involved in what they're doing. The couple could well be fed up and for the chefs it's work, and they might have to do the same thing every day.

Alternative

If they are confident enough and have access to their phones, students could record their discussions to play back and analyse later.

Cooler

Ask students whether they think other students would recognise them from their baby or toddler photos. Elicit why or why not, and ask for comparisons between how they looked then and how they look now.

Extra practice

EXAM TRAINER | pp91–92
For further practice of the skills presented in this lesson for Speaking Part 2, we recommend students complete the Practice task and How did you do? section on page 91 and Strategies and skills Exs 1–4 on page 92 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 2.

WRITING – Part 2 Review pp22–23

LESSON OVERVIEW

- **Topic:** Sequels

EXAM FILE p27

- **Writing file:** p135
- **Vocabulary file:** pp116–117

Learning objective: Students will be better able to use descriptive and dramatic language in a film review.

Extra resources

C1 Advanced Exam Trainer
- Writing – Part 2 Review pp62–63

Digital resources

- Presentation tool pp22–23
- Video: *About C1 Advanced: Writing Part 2*

The Writing file on page 135 provides an example and exam help for Writing Part 2 Review.

The Wordlist on page 116 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 116–117 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 27 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may need more time to read through the example review. You could suggest they read it before the lesson but not look at any associated tasks.

Dyslexic students may also benefit from the structured checklist in the Exam file (p27) to check their preparedness for this exam part.

Warmer

Ask students about their favourite film this year so far, encouraging them to give reasons. Ask them if they think it should win any awards and, if so, for what. Write the name of a famous film that has a sequel (and possibly a prequel too) that students will know on the board (not *Blade Runner*). Elicit the word used for the next film (*sequel*), and the previous film (*prequel*), e.g. *Star Wars*: first film – *A New Hope* (1977); sequel – *The Empire Strikes Back* (1980); a prequel – *The Phantom Menace* (1999). Ask if students know any famous book sequels or prequels too.

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1 Give an example of your own first. This could be something like *The Hobbit*, *Star Wars*, an *Avengers* film, etc. Describe the film without giving the name away for the class to guess.

Put students into pairs to do the task. Once completed, ask for examples as a class.

Answers

Students' own answers

2 Put students into pairs to name as many sequels as they can in a minute, keeping a record. Check with the class which pair has named the most. Extend by asking whether students think sequels are generally better, as good as, or worse than the originals.

Answers

Students' own answers

3 2.12 Play the recording for students to answer the questions as a class. Ask for reasons and examples.

Answers

Students' own answers

Flexible follow-up

Write the following words on the board: *minds*, *bring*, *expectations*, *proved*, *line*, *spin*. Ask students if they can remember the full phrases and the contexts from the recordings (*in two minds* about sequels; *bring out* a sequel; never *lives up to expectations*; hope to be *proved wrong*; the characters develop *down the line*; there will be *spin-offs*).

Ask the class to come up with more sentences using these phrases.

4 Ask students the last time they read a review of a film or a book, and whether in general they are swayed by a reviewer's point of view, and why. Put students into pairs to do the task. Remind them that in the C1 Advanced exam, their review should be no longer than 260 words. Take feedback as a class.

Answers

1, 2, 4, 7, 9

5 Ask students if they know the films *Blade Runner* or *Blade Runner 2049*, and what they can remember about them. Then they read the review individually and work with a partner to find examples of the points in Ex 4. Check ideas as a class. Ask the class if they would go to see the film based on this review, and why or why not.

Answers

1 'Not only does it maintain the underlying menace of the first film … it moves the viewer on 30 years with a storyline that both extends from the original and also stands on its own.'
2 'The original film explored questions related to developing AI.'
4 'The action is generally slow moving, allowing focus on great performances by Ryan Gosling and Ford among others, and includes jaw-dropping visual sequences …'
7 'The film is stunning.'
9 'I would encourage both fans of the first Blade Runner and those who are new to the concept to watch it'

Students' own answers

EXAM FOCUS

6 Explain to students that they are going to be doing a Writing Part 2 Review task. Ask students if they notice anything particular about these aspects of the review in Ex 5: adjectives, sentence length, adverbs. Then go through the Exam focus box with the class. Put students into pairs to go through the review to find more examples of the devices. Take feedback as a class.

Answers

1 stunning, mesmerised
2 explored questions, interrogation
3 mind-blowing, slow-moving, jaw-dropping
4 drenched
5 totally blown away
6 The film is stunning. Not only does it maintain the underlying menace of the first film with the dark, futuristic city drenched by relentless rain or sleet, but it moves the viewer on 30 years with a storyline that both extends from the original and also stands on its own.

7 Students complete the task individually. Take feedback as a class. When complete, put students in pairs to tell each other about a film they have seen recently, using each of the adjectives.

Answers

1 exceptional **2** dreadful **3** riveting **4** high-speed
5 hilarious **6** complex

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8 Read through the Exam reference section on page 27 of the Exam file with the class. Then go through the instructions for the exam task. Students highlight the main points and check them against the *Blade Runner* review.

Answers

Students' own answers
Yes, the writer has covered what is asked for in the task.

9 Put students into pairs to complete the exam task instructions. Circulate and help with ideas for what they think should be included in the review. Take class feedback and choose the top three ideas from the class.

Answers

Students' own answers

EXAM BOOST **EXAM FILE** Section A p26

The exercises on page 26 in Section A of the Exam boost provide more practice of using descriptive and dramatic language in a review. These could be done in class or for homework.

Answers

1 **1** B, C **2** A, E, H **3** D, F, G
2 Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Review, please refer to the Writing success criteria on pp179–181.

10 Students make notes and a plan. Circulate and prompt, giving help where necessary.

Answers

Students' own answers

11 Students write their reviews in class or at home. They should take about 45 minutes for this task. Remind them to check through their reviews once they've written them for punctuation, structure, grammar and spelling errors.

Answers

See the example review in Ex 5.

12 Students share their reviews and vote on which film they would most like to see based on the reviews.

Answers

Students' own answers

Cooler

Put students in pairs to tell each other the next film(s) they'd like to see and why. Take feedback as a class.

Students check back on the predictions regarding unit topics that they made at the beginning of the unit and see how many came up. Ask students to look back over the unit and note down three interesting things they learned. They compare their choices as a class.

Extra practice

EXAM TRAINER | pp62–63

For further practice of the skills presented in this lesson for Writing Part 2 Review, we recommend students complete the Practice task and How did you do? section on page 62 and Strategies and skills Exs 1–4 on page 63 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Review.

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Review | Units 1–2 pp24–26

AIM

- To revise grammar and vocabulary covered in Units 1–2.

Digital resources

- Presentation tool pp24–26

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next lesson.

Answers

1 **1** D **2** A **3** B **4** C **5** D **6** A **7** C **8** B
2 **1** if **2** in/with **3** is **4** as **5** do **6** with
7 been **8** Whatever
3 **1** ignorance **2** utterance(s) **3** illogical **4** input
5 inability **6** insignificant **7** mislead **8** setbacks
4 **1** the bottom of what is/what's
2 had a lengthy/long discussion of/about / discussion as to
3 were appreciative of
4 will still be (being) enjoyed
5 were misinformed about the event being
6 (far) exceeded my expectations
5 **1** D **2** C **3** B **4** A **5** C **6** D **7** B **8** C
6 **1** would **2** them **3** was **4** in
5 what **6** own **7** rather **8** No

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3 | THREE

UNIT OVERVIEW

Opener
- Language focus: Phrasal verbs
- Topic: what3words

Reading and Use of English – Reading
- Part 7 Gapped text
- Topic: Three rules OK?

Reading and Use of English – Vocabulary
- Part 1 Multiple-choice cloze
- Language focus: Collocations
- Topic: Third rock from the sun

Listening
- Part 3 Multiple choice
- Topic: The third place

Reading and Use of English – Grammar
- Part 2 Open cloze
- Language focus: Conjunctions
- Topic: The Brontës

Speaking
- Part 3 Collaborative task
- Topic: Three cheers!

Writing
- Part 2 Email or letter
- Topic: Triathlons

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 3 activities

Digital resources
- Presentation tool Unit 3
- Unit 3 Language test
- Unit 3 Language test for dyslexic students
- Unit 3 Photocopiable activities
- Unit 3 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p27

DYSLEXIA FOCUS
Dyslexic students may find the reading load in Ex 4 difficult. You could ask other students to do the fast finishers activity while dyslexic students complete Ex 4.

Warmer
Books closed. Write the word THREE on the board and then the expression *pros and cons*. Point out that this is a three-word fixed phrase using the word *and*. Ask students when they might use this three-word fixed phrase (when talking about the advantages and disadvantages of something). Write two more three-word fixed phrases with *and* on the board e.g. *come and go*, *fish and chips*, *wear and tear*. Put students in pairs and ask them to think of some others. Go round the class asking for a contribution from each pair, who should also explain the meaning or use of their phrase (e.g. *bread and butter*, *ups and downs*, *ins and outs*, *back and forth*, *trial and error*, *flesh and blood*, *down and out*, *by and large*, *black and white*, *odds and ends*, *rights and wrongs*, *tried and tested*, *hide and seek*, *wait and see*).

Give students a few minutes to discuss in pairs what topics related to the word THREE might come up in the unit. Ask for their ideas in open group and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Phrasal verbs

1 Ask students if they have a good sense of direction and/or spatial awareness. Ask if they find their way around new places easily and if they have ever got lost in a new place. Put students into pairs to share any funny stories about getting lost. Elicit any interesting stories to share with the class. Elicit any advantages and disadvantages for having a navigation app on your phone, and find out if students have one or if an app like this would ever have been useful to them. Put students into pairs and ask them to discuss the question. Take brief feedback as a class.

Answers

Students' own answers

2 3.1 Tell students they're going to listen to a conversation about a new app. Write the name of the app on the board (what3words) and ask students how they think it might work. Play the recording and ask them to write down the uses of the app that the speakers mention. Check their answers, and then ask students which uses they think would be most useful and why.

Answers

emergency services, mountain rescue, aid organisations, postal services, space tourism

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3 3.2 Remind students that we often use phrasal verbs in informal conversations. Put them into pairs to complete the sentences from the recording. Then play the recording again for them to check their answers.

Answers

1 refer to **2** get, out **3** come about
4 stemmed from **5** set, back **6** gone into
7 mess about with **8** do away with

4 Ask students to look at the exercise and check they understand the task. If necessary, do the first one as a class, then ask students to complete the exercise individually. Put students into pairs to compare their answers before checking answers as a class.

Suggested answers

1 I think they're going to do away with printed tickets soon …
2 I'm always messing / I mess about with …
3 The blue dot is meant to refer to …
4 My lateness stems from …
5 A lot of my time and effort goes into planning …
6 A lot of technological progress has come about in recent years.
7 Not planning in advance sets me/my journeys back.
8 Let's get out of here and …

Fast finishers

Ask fast finishers to write two new sentences using two phrasal verbs from the box in Ex 3. After checking answers to Ex 4 with the class, ask fast finishers to read out their sentences.

Flexible follow-up

Ask students to choose a phrasal verb from the box and write a sentence, leaving a gap where the phrasal verb should be. Put students into pairs to swap and complete the sentences with the correct phrasal verbs.

5 Put students into pairs to discuss the first question. Monitor and contribute where appropriate. Choose a few pairs to report back on what they discussed, then discuss the second question as a class.

Answers

Students' own answers

6 This is a fun way to finish the section. Put students into pairs to compare their ideas. Take class feedback and make a note of any interesting or funny suggestions on the board.

Answers

Students' own answers

Alternative

Do Ex 6 as a whole class activity. Put students into pairs and ask them to move around the room, asking other pairs for their answers. They note down any interesting ideas. After five minutes take feedback, and write the most interesting or amusing ideas on the board.

Cooler

Ask students to think of three tips they would give someone to avoid getting lost in a new city if they don't have a navigation app on their phone.

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READING AND USE OF ENGLISH – Part 7 Gapped text pp28–29

LESSON OVERVIEW

- **Topic:** Three rules OK?

EXAM FILE p15

Learning objective: Students will be better able to understand text organisation using content clues.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 7 Gapped text pp38–39, p40 Ex 3

Digital resources

- Presentation tool pp28–29
- Video: *About C1 Advanced: Reading and Use of English Part 7*

BEFORE YOU START

Read through the Exam reference on page 15 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the exam task reading text (Ex 5) on pp28–29. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p15) to check their preparedness for this exam part.

Warmer

Books closed. Give students an example of something good that has happened recently e.g. a visit from an old friend or an unexpected present you received. Then put students into pairs to discuss any good things that have happened to them recently. Take brief feedback from the class.

1 Write *Good things come in threes* on the board. Ask the class what they think it means and whether they have the same expression in their language. Put students into pairs to discuss the question, and take a quick vote on whether they think that the saying is true.

Answers

Students' own answers

2 3.3 Tell students they will hear a talk about giving effective presentations. Before they listen, ask them to write down three things they think make a presentation effective (e.g. clear planning, good slides, speaking clearly). Write their suggestions on the board. Play the recording and ask students to write down the sets of three ideas they hear.

Answers

notebooks, coffee, questions
types of research, structuring a talk, effective delivery
checked, checked and checked again
reverse image tracing, checking other reports, looking at the website

EXAM FOCUS

3 Explain to students that they are going to do a Reading and Use of English Part 7 task. Ask students what devices they know about for organising texts (e.g. paragraphs, linking words, etc.). Then go through the Exam focus to see if their ideas were correct. Check that they understand each point.

Put students into pairs and ask them to look at the two paragraphs and do the exercise. Take feedback as a class, and ask students to explain how they reached their answers.

Answers

one: 'a speaker'
makes eye contact: 'looks down all the time'
open arm movements: 'gestures'
rooted to one spot: 'stands in the same position'
monotone: 'doesn't vary their intonation'
bore an audience: 'lose interest'

EXAM BOOST **EXAM FILE** Section A p14

The exercise on page 14 in Section A of the Exam boost provides more practice of understanding text organisation using content clues. This could be done in class or set for homework.

Answers

A 3 **B** 2 **C** 1

4 Ask students to read the article on page 29 quickly and discuss what it is about in pairs. Elicit suggestions for what kind of information might be included in the missing paragraphs. As a follow-up, ask students to cover their books. Can they remember the three claims in the cereal bar advert that are mentioned in the second paragraph? ('This cereal bar will tickle your taste buds, keep your energy boosted and can be eaten on the go!')

Answers

Students' own answers

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Fast finishers

Fast finishers can think of a word or short phrase to summarise the main idea(s) covered in each paragraph of the article.

Flexible follow-up

Write the following four tips for doing the Part 7 task on the board. Ask students which tip is not as useful as the others, and why.

1 *read the whole text before looking at the options*
2 *think about the ways a text is organised and look for these features*
3 *read the whole text again once the paragraphs have been inserted to check it makes sense*
4 *look at the options before reading the text*

(Tip 4 is not as useful. It's better to understand what the whole text is about first so that it is easier to see how the options are connected to it.)

EXAM TASK

3.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 If you didn't do the Flexible follow-up, ask students to suggest three tips for doing the exam task. Suggestions: read the whole text before looking at the options, think about the ways a text is organised and look for these features, read the completed text to check it makes sense. Refer students to the tips in the Exam reference on page 15 of the Exam file if necessary.

Do the first gap as a class, and elicit why the answer is correct. Then ask students to complete the rest of the exam task individually, underlining words and phrases that helped them decide where each paragraph fits. Allow ten minutes, then put students into pairs to discuss their answers. Finally, check answers as a class. If there is any disagreement, ask students to justify their ideas.

Answers

1 C ('there is an extremely good reason for this' in C refers back to 'Probably not, but why?' before the gap.)
2 E ('our buying decisions' before the gap links to 'in advertising slogans' in E. 'advertising slogans' also links to 'Viewing them all … product claims' in the paragraph after the gap)
3 B ('three linguistic bullets' before the gap links to '… Going beyond this with an additional fourth or fifth element' in B.)
4 G ('without the same possible repercussions' in G refers back to 'life or death choices' in the previous paragraph. 'a similar reaction' in the paragraph after the gap also refers back to 'their eyes go vacant' in G.)
5 A ('public speakers like this' in A links back to 'Politicians' in the previous paragraph.)
6 A ('An example' in D refers back to 'Something else I also use in talks is humour' in the previous paragraph.)

Fast finishers

Ask fast finishers to read the text again, highlight any words they didn't know and see if they can work out their meanings. If there's time, they can check the meanings in a dictionary.

Flexible follow-up

Tell students that there are some useful idioms in the text. Write *eat on the go* on the board. Ask students what it means, and ask them to suggest a sentence using it, e.g.:
I'm so busy at work that I don't have time to sit in a restaurant for lunch, so I just eat on the go between meetings.

Write the following idioms on the board, and ask students to underline them in the text. Then put students in pairs to think about the meaning of each idiom and to write a sentence using it. They can use the text to help them. Take class feedback.

tickle your taste buds — *linguistic bullet*
shy away from — *those in the know*

Speaking or writing

6 For the first question, put students into pairs to discuss the ideas, and take class feedback. Ask what people might be concerned about when they have to give a talk to a large group and how they can set themselves up for success. Focus on positive strategies such as good planning, practising the talk, speaking clearly, etc.

Keep students in the same pairs for the second question and allow time for them to think about their topic and plan what they want to say. Give them a time limit for their talk – two minutes is long enough.

Answers

Students' own answers

7 Ask students to think about the ideas they discussed in Ex 6 and to reread the article for further ideas. This could be done in 220–260 words (as in the Writing Part 2 task) or fewer. If students do this task in class they could exchange their email with a partner who could check it for ideas and grammar. It could also be given as homework.

Answers

Students' own answers

Cooler

Put students into small groups. Give each group a product, e.g. chocolate, apples, eggs. Ask them to make up a slogan for their product using just three words or ideas, for example:

- Chocolate: the feel-good food!
- Apples: good for you!
- Eggs: easy to cook!

Have the class vote on the best slogan.

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Extra practice

EXAM TRAINER | pp38–40

For further practice of the skills presented in this lesson for Reading and Use of English Part 7, we recommend students complete the Practice task and How did you do? section on page 38 and Strategies and skills Exs 1–3 on pages 39–40 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 7.

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p30

LESSON OVERVIEW

- **Topic:** Third rock from the sun

EXAM FILE p3

Learning objective: Students will be better able to understand collocations.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p8 Exs 3–4

Digital resources

- Presentation tool p30
- Video: *About C1 Advanced: Reading and Use of English Part 1*

BEFORE YOU START

Read through the Exam reference on page 3 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the collocations, so you could read these with them before asking them to do Ex 4. They may also need extra time to read the text before completing Ex 5. For the exam task (Ex 6), if necessary, go through the options with them before asking them to complete it.

Dyslexic students may also benefit from the structured checklist in the Exam file (p3) to check their preparedness for this exam part.

Warmer

Ask students if they are interested in space or if they have ever seen anything interesting in the night sky. Give examples to help them, e.g. comets, shooting stars, satellites. Then, give them two minutes to write down the names of as many planets in the Solar System as they can. Check their ideas. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. There is also Planet Nine, which is thought to exist but has not yet been observed. Note that Pluto is now designated as a dwarf planet.)

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VOCABULARY: Collocations

1 Elicit the answer to the question from the whole class, and ask why the Earth is sometimes called this. Ask if students can think of any other descriptions or nicknames for Earth (e.g., The Blue Planet, The Blue Marble, The Blue Sphere, Mother Earth, Terra, etc.).

Answers

The Earth

2 Put students into small groups to discuss the question for a few minutes. Encourage them to make notes on their ideas because they will need to refer to them in the next exercise. Monitor, helping out where appropriate, but do not confirm any answers at this stage.

Answers

Students' own answers

3 3.4 Explain the task and tell students to make notes on the different things mentioned as they listen. Play the recording once, and allow students to compare their ideas with a partner. Then play the recording a second time for them to check their answers. Ask students to compare what they heard on the recording with their own notes from Ex 2 and ask whether they found any of them surprising. Take quick feedback from the class.

Answers

Being able to see people.

4 3.5 Tell students that we often use collocations with adverbs and adjectives when talking about surprising or impressive things. Write *The view was _____ spectacular* on the board and elicit words that could complete the gap (e.g. *completely*, *totally*, *really*, *absolutely*). Ask students to match the words to form collocations, then put them into pairs to compare their answers. Play the recording again for students to check their answers.

Answers

1 d **2** a **3** f **4** g **5** h **6** c **7** e **8** b

5 Write *natural mysteries* on the board and elicit some examples of these from the class (e.g. crop circles, ball lightning). Put students into pairs and explain the task. Allow five minutes, then take feedback from the whole class.

Answers

1 unsolved mystery
2 deepened, understanding
3 remarkably beautiful/highly symmetrical
4 highly symmetrical/remarkably beautiful
5 distinctive feature
6 exceptionally difficult
7 complicate matters
8 accumulated knowledge

Alternative

Organise the class into four groups, and give each group one of the paragraphs. Students complete their paragraph individually and then check their answers with others in their group. When the whole class has finished, one student from each group reads their completed text to the class.

Fast finishers

Ask students to think of another natural mystery that they know of, or if they have access to their phones they could quickly look one up. Ask them to write a short description of the mystery using two collocations from Ex 4.

EXAM BOOST **EXAM FILE** Section B p2

The exercise on page 2 in section B of the Exam boost provides more practice of collocations. This could be done in class or for homework.

Answers

1 held **2** similar **3** crafted **4** attached
5 available **6** offended **7** controversial

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EXAM TASK

6 Please note that in the C1 Advanced exam, this task would contain a wider variety of language. In this case, it focuses on the language from the lesson. Explain to students that they are going to do a Reading and Use of English Part 1 task. Refer students to the tips in the Exam reference notes on page 3 of the Exam file if necessary.

Focus students on the title and ask them if they know anything about the topic. Tell them to read the text quickly, ignoring the gaps, and ask what the Richat structure is and how it got its name *the 'eye' of the Sahara* (it's a rock structure in the Sahara desert, visible from space, that looks like an eye). Go through the example with the class and discuss why B is the correct answer and why the other options are incorrect. Remind them to always look at the words that come both before and after each gap to decide if the missing word is part of a collocation or a vocabulary item.

Allow ten minutes for students to complete the rest of the task individually, without looking back at Ex 4. They check their answers in pairs. Take feedback as a class, and discuss any items they got wrong or found difficult.

Answers

0 B (A 'feature' of the landscape is a part of the land, especially a part that you can see. A, C and D do not collocate with 'landscape'.)
1 B ('highly' collocates with 'symmetrical'; the other words do not.)
2 A ('remarkably' collocates with 'beautiful'; the other words do not.)
3 D ('abandoned' means to stop having a particular idea, belief or attitude. It is the only word which fits the context. You can 'abandon' a hypothesis, but not 'deny', 'release' or 'discharge' one.)
4 C ('deepen' collocates with 'understanding' and means 'become stronger or greater'. The other words do not fit the context.)
5 B ('determine' means to find out the facts about something. It is the only word which fits the meaning of the sentence.)
6 D ('matters' collocates with 'complicate' before the gap. The other words do not fit the meaning of the sentence.)
7 C ('accumulate' collocates with 'knowledge' and means to gradually get more and more of something. It is the only word which collocates correctly.)
8 A ('unsolved' collocates with 'mystery', and is the only word which is correct in the context.)

Flexible follow-up

Ask students to see if they can find any other examples of collocation in the text *(easily visible; volcanic eruption; exceptionally difficult; perfectly circular; geological structure)*.

Speaking or writing

7 Organise the class into small groups to discuss the questions. Go round and monitor their discussions and bring up any interesting ideas you hear with the class afterwards. Point out that these are the kind of questions that appear in Speaking Part 4 and that it is useful to think about how to answer questions like these.

Answers

Students' own answers

8 You can add this question to the group discussion in Ex 7. Alternatively, put students into pairs and ask them to discuss some ideas they could include in a short paragraph. Then ask students to write their paragraph for homework.

Answers

Students' own answers

Cooler

Put students into pairs. Ask them to tell each other about something they've done that was *exceptionally difficult*, a place they think is *remarkably beautiful*, or something they would like to *accumulate* more *knowledge* of. Take brief feedback from each pair.

Extra practice

EXAM TRAINER | p8

For further practice of the skills presented in this lesson for Reading and Use of English Part 1, we recommend students complete Strategies and skills Exs 3–4 on page 8 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 1.

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LISTENING – Part 3 Multiple choice p31

LESSON OVERVIEW

- **Topic:** The third place

EXAM FILE p33

Learning objective: Students will be better able to identify agreement and disagreement between speakers.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 3 Multiple choice pp78–79, p80 Ex 4

Digital resources

- Presentation tool p31
- Video: *About C1 Advanced: Listening Part 3*

BEFORE YOU START

Read through the Exam reference on page 33 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may find it difficult to process all the options in the exam task (Ex 5). You could go through these with them or give them extra time to read all the questions and options before playing the recording. After completing the task, ask them about any difficulties they had with it.

Dyslexic students may also benefit from the structured checklist in the Exam file (p33) to check their preparedness for this exam part.

Warmer

Tell students about one of your favourite places and how much time you spend there, e.g:

One of my favourite places is a little park in my neighbourhood. It's very peaceful and I spend a few hours there every Saturday.

Put students into small groups to tell one another about places they really like and why. They can be local, or further away. Take quick feedback and see if the reasons are shared.

1 Ask the question to the whole class, and write their suggestions on the board.

Answers

Students' own answers

2 3.6 Explain the task and check that students understand what they are listening for (how the woman felt about the café at first). After listening, check whether the answers you wrote on the board in Ex 1 were correct.

Answers

Third place: somewhere a variety of people meet and talk. Somewhere that feels personal and where you can come and go as you wish.

The woman felt intimidated by the idea of going inside, even though she really wanted to.

EXAM FOCUS

3 Explain to students that they are going to do a Listening Part 3 task. Point out that at least one of the questions in this exam task will focus on agreement or disagreement between speakers, but that they may not directly express this. Ask students to suggest ways of agreeing or disagreeing without being explicit (e.g. agreement: you can add more information to what the other speaker has said; disagreement: you can give information that opposes what the other speaker has said).

Go through the Exam focus with the class and check for understanding. Then, read through the question and options as a class. Ask students to refer to the audioscript for track 3.6 on page 142 to help them choose the correct option, and to highlight the parts of the script that show agreement. Take class feedback.

Answers

D

M: Great, so what you're actually doing by visiting the café is all about getting some social contact. You could probably just make your own cheese toastie, maybe even a better one!

W: Right, that's interesting. It was actually the first café I went to after I moved here. And I almost didn't go in at first, cos I could see what appeared to be an established group of friends hanging out, laughing and chatting. It was a bit intimidating but I so wanted to be part of it. Maybe you're onto something!

M: You wanted to belong. Most likely you hadn't established firm connections yet if you'd only just moved to the area.

F: Apart from a couple of good friends, not really.

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Flexible follow-up

Write some simple sentences on the board, e.g.:

- *Football is a great game.*
- *Television is boring.*
- *Exercise is a waste of time.*

Put students into pairs and ask them to agree or disagree with these statements without saying *I agree* or *I think the same* (or similar phrases). Then, ask the class to think about what technique they were using.

4 3.7 Explain the task and point out to the class that they just have to listen and decide whether the speakers agree or disagree, and what they agree or disagree about. Remind them that they won't hear any agreement expressions, so they should listen carefully to find out what the speakers are really saying. In weaker classes, you could ask students to look at the audioscript on page 142 to highlight words the speakers use to agree or disagree. Check answers as a class.

Answers

1 They agree about how difficult it can be to deal with change.
2 They agree about the need to be better connected with the place in which we live.
3 They disagree about the man's third place being the streets in his neighbourhood.

EXAM BOOST **EXAM FILE** Section A p32

The exercise on page 32 in Section A of the Exam boost provides more practice of identifying agreement and disagreement. This could be done in class or for homework.

Answers

1 disagree 2 agree 3 agree

EXAM TASK

5 3.8 Focus students' attention on the context sentence and elicit who the speakers are and what they are talking about (two sociologists talking about third places). Ask students to read through the questions quickly, ignoring the options, and identify which two questions are related to agreement (questions 3, 4 and 6, even though questions 4 and 6 do not actually use the word *agree*).

Play the recording for students to complete the task, then pause it before it repeats and ask students to check their answers with a partner. Play the recording a second time and check answers as a class, focusing on any answers students got wrong and why. You could refer weaker students to the audioscript on page 142 if necessary.

Answers

1 B ('You can come and go without anyone taking exception to that. If you don't turn up for a few weeks, it's no big deal … That's key to their success.' This indicates that this is the characteristic he finds most important.)
2 D ('Let me just set one thing straight. Many assume third places are the physical places themselves. On the contrary, it's …')
3 B (Julia says that 'people from different backgrounds who get to know each other develop trust' and Adam says 'we're more likely to encounter people from different walks of life. That's the perfect learning opportunity in terms of cultural awareness and sensitivity to people from different social groups.' This is what both speakers agree about.)
4 C (Julia says 'I must admit though, I'm unconvinced that a place within the work building offers the same freedoms as those elsewhere.' and Adam says 'Personally, I think you need to get away from the office altogether. Third places in the public domain are better for the individual's development,' indicating their agreement.)
5 A ('The screen creates a physical barrier, which doesn't exist at actual third places in the real world' and 'That isn't enough in my opinion.')
6 C (Julia says 'I'm so far unconvinced about this but I might be persuaded, given time' and Adam says 'I've yet to come round to the idea', indicating his agreement.)

Flexible follow-up

On the board, write the main ideas about the common characteristics of third places from the recording.

- *Third places are unprejudiced and without social status.*
- *The social aspect of third places is more important than their location.*
- *Third places should be introduced into workplaces.*
- *Social media cannot be a third place.*

Put students into small groups to discuss whether they agree with these ideas or not. Ask them to avoid using explicit words or phrases that indicate agreement or disagreement. You could then have a vote on each one to get a class consensus.

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Speaking or writing

6 Put students into pairs to discuss the questions and make brief notes on their ideas. Take feedback from them if you feel it is appropriate.

Answers

Students' own answers

7 If time allows you could do the writing task in class; otherwise, set it for homework. If for homework, then it could be written as an article in 180–220 words. Tell students that they can refer to the notes they made in Ex 6 to help them with this task.

Answers

Students' own answers

Cooler

Put students into pairs and ask them to imagine they had a spare room where they live. What would they use it for? Why?

Extra practice

EXAM TRAINER | pp78–80

For further practice of the skills presented in this lesson for Listening Part 3, we recommend students complete the Practice task and How did you do? section on page 78 and Strategies and skills Exs 1–4 on pages 79–80 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 3.

READING AND USE OF ENGLISH – Part 2 Open cloze p32

LESSON OVERVIEW

- **Topic:** The Brontës

EXAM FILE p5

Learning objective: Students will be better able to understand conjunctions and how they function in text organisation.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 2 Open cloze p12 Exs 2–3

Digital resources

- Presentation tool p32
- Grammar presentation 3: Conjunctions
- Video: *About C1 Advanced exam: Reading and Use of English Part 2*

The Grammar reference and exercises on pages 102–103 of the Grammar file provide more practice of conjunctions. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 5 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may find it hard to process the gapped text in the exam task (Ex 5) and need extra time. You could ask them to do the exam task in pairs so that they can help each other, or ask them to work only on questions 1–4 in the given time. After the answers have been checked, they can read the completed text for homework.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p5) to check their preparedness for this exam part.

Warmer

Ask students whether they read physical books, or prefer to read them on e-readers/tablets. Take a class vote on which format students prefer. Ask for reasons. Then ask students what kind of books they enjoy reading most, and why. Write their suggestions on the board. Ask the class to vote for the three most popular kinds of book. Finally, ask if they ever read a book after seeing the film, and which they tend to prefer.

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GRAMMAR: Conjunctions

1 Elicit examples of famous brothers and sisters and write some suggestions on the board (e.g. Venus and Serena Williams, Jake and Maggie Gyllenhaal, Liam and Noel Gallagher). Ask students if they know of any famous siblings from the past.

Possible answers

the Kardashians, the Jenners, the Kennedys, the Gallaghers, the Olsens, the Jonases, etc.

2 3.9 If students didn't mention the Brontë sisters in Ex 1, write their names on the board and elicit any information students know about them (students may have heard of *Jane Eyre* or *Wuthering Heights*, which have also been adapted as films). Read through the question and options with the class then play the recording. Discuss the answer with the class, and why the other options are wrong (the speaker states 'Today, I'd like to compare two of the sisters' most famous and widely read novels'; the sisters' lives are not mentioned in any detail and the speaker says she has 'found it impossible to say' which she prefers). If necessary, play the recording again.

Answer

A

3 This exercise focuses on conjunctions. Options a–f give explanations of how some conjunctions are used, or synonyms which show the meaning of the conjunction. Put students into pairs and ask them to cover the options a–f. They then read the sentences together, and try to think of their own synonym or explanation for each conjunction. After a few minutes, they can uncover the options and choose the correct meanings. Take feedback from the whole class.

Answers

1 e **2** b **3** d **4** c **5** a **6** f

4 Put students into pairs to complete the exercise. Each pair should compare their answers with another pair, and explain the reasoning behind their answers if they disagree. Finally, check answers as a class.

Answers

1 or **2** While **3** However **4** Either
5 Since **6** as though

Flexible follow-up

Ask students to read the sentences again and make brief notes on what they have learnt from them about each sister.

EXAM BOOST **EXAM FILE** Section B p4

The exercise on page 4 in Section B of the Exam boost provides more practice of using conjunctions. This could be done in class or for homework.

Answers

1 Not only **2** While/Whereas **3** while/whereas
4 as though **5** Since **6** Whatever

EXAM TASK

5 Note that in the actual exam task, there would not be so many gaps testing conjunctions. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 2 task. Ask students to read the title. Elicit some ways in which the Brontë sisters might continue to influence writers today. Ask them to read the whole text (ignoring the gaps) to check whether their ideas were right or wrong, and to think about whether any of the information in the text surprises them. Then look at the example as a class and elicit why 'be' is the correct answer (it is part of the modal 'may be').

Ask students to complete the rest of the task individually, reminding them to look at the words before and after each gap. Refer students to the tips in the Exam reference notes on page 5 of the Exam file if necessary. Allow ten minutes for students to do the task, and then ask them to compare their answers with a partner. Take class feedback.

Answers

1 from **2** if/though
3 far **4** but
5 among(st) **6** Whatever
7 while/(al)though **8** it

Speaking or writing

6 Discuss the first question briefly as a class. Then, put students into groups to think of reasons for and against the importance of creating a legacy. Take feedback as a class so that all students hear all the ideas, as they may be useful for the writing activity in Ex 7.

Answers

Students' own answers

7 Discuss the question with the whole class, and make notes of ideas on the board. Then set the essay task for homework, asking students to write 220–260 words.

Answers

Students' own answers

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Cooler

Put students into small groups and ask them to think of one famous person who is no longer alive and who they think has left a strong legacy. Each group should tell the class who they have chosen, and why.

Extra practice

EXAM TRAINER | p12

For further practice of the skills presented in this lesson for Reading and Use of English Part 2, we recommend students complete Strategies and skills Exs 2–3 on page 12 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 2.

SPEAKING – Part 3 Collaborative task p33

LESSON OVERVIEW

- **Topic:** Three cheers!

EXAM FILE p41

Learning objective: Students will be better able to ask for and give opinions and refer to their partner's points.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 3 Collaborative task p98, p99 Exs 1–4

Digital resources

- Presentation tool p33
- Video: *About C1 Advanced: Speaking Part 3*
- Video: *C1 Advanced Speaking Test 1, Part 3*

BEFORE YOU START

Read through the Exam reference on page 41 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle to process the mind map in the exam task (Ex 7). Go through the mind map with them, or allow extra time for them to read the prompts. Check that they understand the mind map before asking them to do the task.

Dyslexic students may also benefit from the structured checklist in the Exam file (p41) to check their preparedness for this exam part.

Warmer

Write the following sentence on the board:

_____ is a better form of motivation than _____ for achieving success.

Ask students to suggest words to complete the sentence (e.g., financial reward, praise, competition, prizes, encouragement, etc.). Write their suggestions on the board, then have the class vote for the best one.

1 Give students an example of your own for the first question to start the discussions (e.g. *I was watching my football team win a match*). After students have discussed the three questions in pairs, take class feedback.

Answers

Students' own answers

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2 Discuss the question as a class for around two minutes. After the class vote, ask students if they think it's important to come up with creative ideas for celebrating success, or whether there are other more mundane ideas such as bonuses that might be more popular.

Answers

Students' own answers

3 Focus students' attention on the blog extract and explain the task. Ask them to make sure they think about why the celebration is taking place, and what the celebration will be. Find out if they think this is a realistic result and ask for reasons for their opinions.

Answers

Students' own answers

4 Explain the task and put students into pairs to discuss the factors. Circulate, helping with ideas where necessary and encouraging students to keep notes of their ideas. Get some brief feedback from the class.

Answers

Students' own answers

5 3.10 Play the recording of two candidates discussing two of the factors. Ask which factors they discuss (teamwork and motivation). Put students into pairs to discuss how the candidates interacted, then take class feedback. Ask students to give examples of interactions they thought were good.

Answers

Students interact well, not dominating the conversation and asking and giving opinions, while referring to each other's points throughout, showing they are listening to each other.

EXAM FOCUS

6 3.11 Explain to students that they are going to do a Speaking Part 3 task. Write the two headings from the Exam focus on the board (*Ask for and give opinions; Refer to your partner's points*). Ask students for language suggestions to write under each heading. Read through the information in the Exam focus with the class. Play the recording for students to complete the task. Take class feedback.

Answers

All points are covered.
I couldn't agree more.; That's a great way of putting it!; … don't you think?; That's true, but …; You've got a point, but …; You're right, but …; Don't you agree?; I don't entirely agree with you there …; Very nicely put!

Flexible follow-up

Put students into pairs. Ask them to think of one extra phrase for each heading in the Exam focus. They should then write a four-line conversation using their phrases and read it to the class.

EXAM BOOST EXAM FILE Section A p40

The exercises on page 40 in Section A of the Exam boost provide more practice of interacting in a two-way conversation. These could be done in class or for homework.

Answers

1 **1** said **2** think **3** spot
4 coming **5** view **6** raised
7 reasonable **8** with **9** along
10 ways **11** convinced **12** concerned
2 **A** 5, 10, 12 **B** 1, 2, 5, 11 **C** 3, 4, 6, 7, 9
3 Students' own answers

EXAM TASK

For guidance on marking Speaking Part 3, please refer to the Speaking success criteria on p165.

7 Go through the task as a class, and look at the first prompt. Ask students to suggest some things they could say, backing up their ideas with reasons. Then put students into pairs to do the rest of the task. Remind them of the importance of taking turns, and of asking for their partner's opinions. Monitor while they talk, then stop them after two minutes and discuss how easy or difficult they found the task. Discuss any prompts they found challenging or didn't have time to talk about. Then, focus students' attention on the decision question below the diagram. Ask them to talk about this for a minute in their pairs. Monitor and make notes of any issues you would like to address after the task.

Example answer

A: OK, so when thinking about what contributes to getting a promotion at work, I guess that it's really down to hard work and getting results, don't you think?
B: You're right, but it's also about relationships with colleagues I think, and whether you show leadership qualities.
A: That's true. It depends on the type of job really. What about passing a driving test?
B: Well, personally, I'd say that you need to have had good training – a real driving instructor, not just your dad! And loads of experience.
A: I couldn't agree more. The more practice the better! Also, you need to have driven in a variety of different places – like on country lanes – where you might meet sheep or tractors, and city centres where the traffic can be horrendous.
B: That is so right. Moving onto learning a language, I really believe that to do that successfully you need to have a gift! Some people just have a talent for picking up a new language, other people can struggle for ages.

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A: You've got a point. Some people – who I really envy – have no trouble learning a language, but I think if you really need to learn, you will. Like – if you're living in the country and you have to communicate, I think you'll learn. People learn differently, and at different speeds, that's all.
B: Very nicely put! I also think it helps if you have a good ear – that is, you can remember and reproduce sounds well. And the best thing is if you have parents of different nationalities – so you learn another language when you're very young!
A: Perfect!

(Decision question)
A: Right, looking at which achievement might affect someone's life most, my view is that it's passing a driving test. When you can drive and have a car, it gives you so much independence and changes your life, really. How do you feel about that?
B: I couldn't agree more. But also, I'd think that winning an Olympic medal might also change your life significantly. Afterwards you will always be remembered and you become a celebrity – you'll get asked on game shows and write books and so on!
A: Yes, you're right. And earn a lot of money for doing all those things. Obviously getting a promotion also brings you a lot of money, but may not change your life that much. It's not quite as significant as winning the medal. OK, let's go for that.

Alternative

After discussing the first prompt with the class, put the students into groups of three. Two students do the task while the third listens and takes notes. After two minutes, stop the discussion and ask the students to discuss the decision question for a minute. After this the third student in each group gives feedback on the ideas and language used. The students can then swap roles and try the task again, discussing different prompts.

8 Ask the pairs of students to work with another pair to explain their decisions in the exam task in Ex 7 (or another group, if you chose to use the alternative task). Encourage them to justify their decisions to each other.

Answers
Students' own answers

Speaking or writing

9 Put students into pairs. Give half the pairs the first question to discuss and the other half the second question. Monitor their discussion, making suggestions if students need ideas. After a few minutes, feed back as a class so that they can share their ideas.

Answers
Students' own answers

10 In their pairs, students discuss ideas they could include in their article. Then set the task for homework. Students should write their article in 220–260 words.

Answers
Students' own answers

Cooler

Put students into small groups. Ask them to think of the three best ways to celebrate an achievement. Take feedback. The class could vote on the best idea.

Extra practice

EXAM TRAINER | pp98–99
For further practice of the skills presented in this lesson for Speaking Part 3, we recommend students complete the Practice task and How did you do? section on page 98 and Strategies and skills Exs 1–4 on page 99 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 3.

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WRITING – Part 2 Email or letter pp34–35

LESSON OVERVIEW

- **Topic:** Triathlons

EXAM FILE p21

- **Writing file:** pp131–132
- **Vocabulary file:** pp118–119

Learning objective: Students will be better able to understand and use appropriate register in their writing.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 2 Email or letter p59, p60 Exs 1–3

Digital resources

- Presentation tool pp24–35
- Video: *About C1 Advanced: Writing Part 2*

The Writing file on pages 131–132 provides an example and exam help for Writing Part 2 Email or letter.

The Wordlist on page 118 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 118–119 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 23 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle to complete the exam task (Ex 9) and check their work for mistakes in the time given. Allow extra time for the checking phase.

Dyslexic students may also benefit from the structured checklist in the Exam file (p21) to check their preparedness for this exam part.

Warmer

Write the following sentence on the board: *Sport is more than a pastime: it unites people.*

Put students into small groups and ask them to come up with three reasons why this is true, and three reasons why it is not true (e.g. it gives a common purpose, players train together, it gives a sense of belonging and identity, it can divide people into those who are athletic and those who aren't, it can be tribal, it can be expensive, etc.).

1 Put students into pairs to discuss the sports, then take class feedback. Find out which one most students would like to try.

Answers

Students' own answers

2 3.12 Tell students they are going to do a quiz about triathlons. Put them into pairs to discuss the answers. Then play the recording for students to check.

Answers

1 (in order) E, C, A **2** A **3** B **4** C **5** B **6** C

Alternative

Ask students to close their books. Divide the class into teams of three or four. Read the questions, and allow time for teams to discuss their answers. Then play the recording so that they can check their answers. Find out which team got the most right.

EXAM FOCUS

3 Explain to students that they are going to do a Writing Part 2 Email or letter task. Write these two sentences on the board:

- *I believe it is possible that it will rain.*
- *It's on the cards that it'll rain.*

Ask students what the difference is. Elicit that the first is formal and the second is informal. Tell students that using the right register is very important in writing: it can be impolite to be too informal in a formal letter, and writing formally in an informal letter can seem cold. Put students into pairs and ask them to think about what the main differences are between formal and informal English. Take feedback, then read through the Exam focus with the class.

Tell students that they are going to read two extracts from different types of texts. Ask where they might find them.

Suggested answers

A from a blog
B from a training manual or an advice sheet to participants

4 Put students into pairs. Ask them to read the two texts again and identify the differences, then to refer back to the Exam focus and underline examples. Take feedback from the class.

Answers

Coming up = approaching
remember = bear in mind
most important = extremely valuable
no late night or partying = avoid going to bed too late
watch your food = pay attention to your nutrition
Cut down on = reduce your intake of
sugary stuff = foods with a high sugar content
give your body plenty of time = allow sufficient time for

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Alternative

Divide the class into two teams and allocate each team one of the texts. Each team should read their allocated text, identify whether it's formal or informal and identify the language features that helped them decide. Then put students into pairs, one from each team. Pairs work to compare the different features in the two texts.

EXAM BOOST **EXAM FILE** Section A p20

The exercises on page 20 in Section A of the Exam boost provide more practice of using correct register. These could be done in class or for homework.

Answers

1 1 please contact
2 announced
3 should you require
4 we would like to inform you
5 entertaining
6 purchased
7 the many
8 will automatically receive

2 Students' own answers

3 1 a F b I
2 a I b F
3 a I b F
4 a I b F
5 a I b F

5 Go through the exam task with the class. Put students into pairs to make notes on what they might include in their own email. Then ask them to read the candidate's answer to the task and to compare this with their own ideas, referring to the Exam focus on the previous page. Give students five minutes to come up with some ideas for what the candidate did well and anything they could improve on, then take class feedback.

Answers

The student has answered well and covered all the points in the Exam focus. However, the email is only 212 words long and should be 220 words minimum.

Students' own answers

6 Put students into pairs to discuss the alternative reply, which has been written in response to a different task on the same topic. Students should identify what task the candidate was answering, and compare the language features across both emails. Take class feedback.

Answers

The candidate has been asked to contact a hotel manager about their upcoming stay, asking questions about the hotel.

This reply uses formal language throughout.

Students' own answers

7 Put students into pairs to think about their email question. After they have written it, ask them to exchange their email question with another pair to review. Take class feedback on the three questions pairs included in their emails, and write the three best suggestions on the board.

Answers

Students' own answers

Flexible follow-up

Put students into pairs and ask them to write a short email in response to the questions on the board. Allow 20 minutes for this, then ask students to share their emails with another pair.

8 Allow students five minutes to discuss their ideas of points to include, making some brief notes.

Answers

Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Email or letter, please refer to the Writing success criteria on pp170–172.

9 You can either do this in class as a timed activity of 35 minutes, or set it for homework. Students should use their notes from Ex 8 to write their email.

Example answer

Hi Sammy,

Thanks for the email – great to hear from you. And yes, I know the feeling! I do a lot of sport but whenever I come back from holiday I feel so unfit. It's the lack of routine and all the food I've been eating! It can take a lot of effort to get back into training.

I remember you doing a lot of swimming years ago, and my advice would be to get back in the pool. Really, believe me, it's one of the best forms of exercise you can do to improve your fitness quickly. You don't need to splash out(!) on any fancy equipment, and if you join a club, you'll get loads of cheap sessions in the pool. That way you'll also be swimming with others, which does tend to spur you on and keep you motivated. If I were you, I'd find a leisure centre quite close to your work, then you can pop in for an hour before work starts or when you finish. You could even grab half an hour at lunchtime!

I'd also recommend running or walking, as that's great exercise and costs nothing, but with winter on its way it might not be that much fun. It's a bit too easy to look at the weather and think 'no, I'll give it a miss today'. Then before you know it you get out of the habit. Also, it can be quite solitary and it's better to have other people around, as you say.

So, take my advice and find your swimsuit. And keep me updated on your progress!

Speak soon,

Danny

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10 Ask students to exchange their emails, and comment on them. Elicit any common problems or queries. If the exam task is completed for homework, students can exchange their emails at the start of the next lesson.

Answers

Students' own answers

Cooler

Ask students what sports they or a member of their family are keen on, or would like to learn. If they don't like sport very much but had the chance to be good at just one, what would it be? Why?

Students refer back to the unit topic predictions that they made at the beginning of the unit and see how many came up. Ask students to look back over the unit and note down three interesting things they learned. They compare their choices as a class.

Extra practice

EXAM TRAINER | pp59–60

For further practice of the skills presented in this lesson for Writing Part 2 Email or letter, we recommend students complete the Practice task and How did you do? section on page 59 and Strategies and skills Exs 1–3 on page 60 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Email or letter.

PRACTICE TASKS p36

Answers

1 **1** nationalities/nations **2** insight
3 geographical **4** unpredictable
5 expectations **6** unseasonable
7 overcome **8** interaction(s)

2 **1** whereas pronouncing them was
2 queried who would be
3 is alleged to have been
4 is being discussed by
5 has not been identified as
6 apologised for not having informed us

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4 | FOUR

UNIT OVERVIEW

Opener
- Language focus: Phrasal verbs
- Topic: Afternoon tea

Reading and Use of English – Reading
- Part 8 Multiple matching
- Topic: Seasonal shift

Reading and Use of English – Vocabulary
- Part 3 Word formation
- Language focus: Suffixes
- Topic: Luck

Listening
- Part 4 Multiple matching
- Topic: Sense of direction

Reading and Use of English – Grammar
- Part 4 Key word transformations
- Language focus: Reported speech
- Topic: The fourth dimension

Speaking
- Part 4 Discussion
- Topic: 24-hour charity challenges

Writing
- Part 2 Proposal
- Topic: National celebrations

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 4 activities

Digital resources
- Presentation tool Unit 4
- Unit 4 Language test
- Unit 4 Language test for dyslexic students
- Unit 4 Photocopiable activities
- Unit 4 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p37

DYSLEXIA FOCUS
Dyslexic students may take longer to complete Ex 4. You could ask fast finishers to do the flexible follow-up activity while dyslexic students complete Ex 4.

Warmer
Books closed. Write the word FOUR on the board. Tell students you want them to make up a saying or phrase with only four words that they think would be inspirational for other people. Write some examples on the board, e.g. *You can do it; You are not alone; Make a change today.* Ask students to work in pairs and think of their own ideas. Take feedback and get the class to vote on the most inspirational ideas.

Give students a few minutes to discuss in pairs what topics related to the word FOUR might come up in the unit. Ask for their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Phrasal verbs

1 Ask students what their favourite meal is. Find out if they prefer traditional food from their countries or like to try food from other countries. Draw their attention to the photo and elicit what it shows (British afternoon tea). Discuss the question and ask whether they have any similar traditions in their country.

Answers

Students' own answers

2 4.1 Ask students to read the questions and see if they already know any answers. Then play the recording and ask them to answer the questions and then compare them with a partner. Take feedback as a class and ask if they learnt anything surprising.

Answers

1 It generally consists of tea and biscuits mid-afternoon (around four o'clock), or a more formal version consists of scones, sandwiches and cakes at a hotel. The Duchess of Bedford began this tradition in 1840 when she wanted some food mid-afternoon as she was hungry.
2 Le goûter is the French equivalent. It's more substantial and is usually sweeter.
3 Second breakfast in Poland, as lunch is much later; midnight breakfast in the USA, to keep students going while studying.

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3 4.2 Explain to students that the sentences form a summary of the recording about afternoon tea. Put students into pairs and ask them to read the sentences, ignoring the gaps, and to think about their meanings. They should underline the verbs and add the preposition that completes each verb. Play the recording for them to check their answers.

Answers

1 off	**2** down	**3** back	**4** over
5 back	**6** up	**7** with	**8** on
9 on	**10** up		

4 Ask students to rewrite the questions using the phrasal verbs from Ex 3, then compare their answers with a partner. Take class feedback. Ask students to discuss what they would say in answer to each question with their partner. Take feedback on some of the answers and ask which was the easiest/most interesting question.

Answers

1 dates back to	**2** tide you over	**3** rustle up
4 lay on	**5** set you back	**6** pass on

Flexible follow-up

Ask students to write their own questions using the remaining phrasal verbs from Ex 3. They can share their questions with the class, or discuss them with a partner.

5 Write the following on the board, and ask students to complete the sentence:

I find the healthiest way to stave off hunger pangs between meals is to … (e.g. eat an apple; drink a glass of milk; go for a walk)

Then go through the example in Ex 5 with the class. Put students into pairs and ask each student to write the first part of their sentence. They can either read their sentence half for their partner to complete orally or they can exchange their sentences to write their answers. Monitor, helping where necessary before taking class feedback.

Answers

Students' own answers

Cooler

Ask students to write two sentences about their own meals, using two of the phrasal verbs from the section. One sentence should be true, and the other should be made up. Put students into pairs to read their sentences to their partner, who should guess which one is true.

READING AND USE OF ENGLISH – Part 8 Multiple matching pp38–39

LESSON OVERVIEW

- **Topic:** Seasonal shift

EXAM FILE p17

Learning objective: Students will be better able to understand how to identify different ways of expressing ideas and how paraphrase works when expressing ideas in a text.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 8 Multiple matching pp44–46

Digital resources

- Presentation tool pp38–39
- Video: *About C1 Advanced: Reading and Use of English Part 8*

BEFORE YOU START

Read through the Exam reference on page 17 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the exam task reading text (Ex 5) on p39. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read it and use the fast finisher activity for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p17) to check their preparedness for this exam part.

Warmer

Books closed. Write these two questions on the board:

1 *Which season do you prefer?*
2 *If the seasons didn't change and the weather was the same all through the year, do you think this would have a positive or negative effect on people's moods?*

Put students into small groups to discuss the questions. Take brief feedback from the class.

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1 Focus students' attention on the picture on page 39 and elicit what they can see (polar bears walking across pieces of ice floating in the sea). Put students into pairs to discuss the questions. For the second question, encourage them to think about both their own country and other countries around the world. Take brief feedback from each pair.

Answers

Students' own answers

2 4.3 Tell students they are going to listen to a talk by an environmental reporter. Before they listen, ask them to read the questions and write down one thing they think the speaker will mention for each one. Write their ideas on the board. Play the recording, and get students to make brief notes for each question based on what they hear. If necessary, play the recording a second time. Then, ask them to compare their notes first with their own ideas from Ex 1, and then with their predictions.

Answers

1 Four distinct seasons north and south of the tropics. Two seasons in the tropics: hot and dry, hot and rainy.
2 Planting and harvesting, animal life cycles
3 In four-season countries, summers are longer and winters are shorter – almost two main seasons with transitional months.

EXAM FOCUS

3 Explain to the students that they are going to do a Reading and Use of English Part 8 task. Tell students that this is a scanning activity and they have to identify information quickly. Explain that the information will not be expressed in the same way in the text as it is in the options. Go through the Exam focus with the class. Look at the exercise and do the first one together, then put students into pairs to complete the exercise. Take feedback and ask them to explain how they reached their answers.

Answers

1 **b** The reporter refers to changes in **the way** scientists **describe** the seasons.
2 **b** The speaker blames people for **creating the current problems**.
3 **b** The speaker points out how **personal experience** is bringing the issues home to us.
4 **b** The speakers warns of the extensive impact if seasonal shift disrupts **natural cycles**.

Flexible follow-up

Write the following sentences on the board. Ask students what the writer is doing in each case.

1 *It was the worst meal I've ever eaten.* (complaining about the meal)
2 *The show was spectacular.* (praising the show)
3 *I'm not sure how good a job the builder did on the house.* (questioning the quality of the building work)
4 *What you do first is read the text.* (explaining a process)

EXAM BOOST EXAM FILE Section A p16

The exercises on page 16 in Section A of the Exam boost provide more practice of identifying paraphrase. These could be done in class or for homework.

Answers

1 **1** questions **2** criticises **3** compliments **4** compares
2 Possible answers:
'because of their job' – 'for work purposes'
the 'people' who live in these houses – 'the residents'
'the council' – 'the authorities'
'congestion charge for through-traffic' – 'traffic control initiative'
'city-centre hotels', 'bed and breakfast places' – 'accommodation'
'nearby' – 'in the same location'

4 Focus students' attention on the texts on page 39. Explain the task, pointing out that they should scan the texts quickly for the answers rather than reading them in detail. Put students into pairs to compare their answers. Check answers as a class, encouraging students to justify them.

Answers

A and B

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EXAM TASK

4.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Ask students what they think would be the best way of approaching the task (e.g. read the options before looking at the texts; look at the function words to identify what kind of information they're looking for; go through each option with each text one by one). Refer students to the tips in the Exam reference notes on page 17 of the Exam file if necessary.

Do the first question as a class, and discuss why the answer is correct. Then put students into pairs to complete the exam task. Allow 10–15 minutes for this. Encourage them to highlight the words or phrases in the text that helped them decide on their answer. When students have finished, check answers as a class and ask students to justify their choices.

Answers

1 D ('… obviously involves higher costs, and smaller resorts have had to close; … resorts have refocused and are promoting activities less dependent on reliable snowfall …')
2 B ('(that is – a large region on the planet with its own range of living things)')
3 A ('… that this is only the most obvious and well-known indication of the hardship …')
4 C ('… such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun …')
5 A ('… guided by the names of the months which were taken from the weather; the name for March meaning hot and dry, for example. Now sadly, that correlation is gone.')
6 B ('… and this has, in effect, slowed down global warming for us.')
7 A ('… increased numbers of pests and weeds that thrive in the hot conditions.')
8 D ('… "snow-reliable" resorts. To those not in the know, these are resorts providing a continuous 100-day ski season with at least 30 centimetres of snow …')
9 C ('… showing how scientists are trying to find ways through the problems – such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun links ideally to basic physics lessons, too … a real life-changing application of scientific theory!')
10 B ('You're much better informed than I was before starting a project last month.')

Fast finishers

Ask students to read the texts again to check their answers. Encourage them to highlight any words they don't know and see if they can work out their meaning from the context. If there's time, they can check in a dictionary.

Flexible follow-up

Pick out the following phrases from the text and ask students what they mean.

Text A:

knock-on effect (the consequences of something)

Text B:

distinct season (each season is clearly different from the others)

Text D:

snow-reliable (you can be sure that there will be snow)

seasonal shifts (changes in the timing of the seasons)

viable business (a business that is capable of being successful)

Speaking or writing

6 Put students in pairs to discuss the two questions. Monitor the discussions, then elicit the overall class opinion on what the focus should be. Encourage students to justify their arguments with examples.

Answers

Students' own answers

Alternative

Divide the class into three or four groups. Each group discusses the two questions, then one student from each group briefly summarises the main opinions expressed.

7 Tell students they are going to write a short report on climate change. Put students into pairs to discuss the effects of climate change on their own area (either where they live or where they are from) and make notes on information they could include in their report. Students write their report in pairs. They then exchange their report with another pair to comment on the ideas and the language. If time allows, discuss the most important effects mentioned with the whole class.

Answers

Students' own answers

Cooler

Ask students to suggest a phrase or title they know which includes either the word *season(s)* or the name of one of the seasons (*autumn, winter, summer, spring*). This could be from music, film titles or everyday life (e.g. Vivaldi's Four Seasons; football season; flu season; season ticket; Shakespeare's *The Winter's Tale*).

Do this as a quick brainstorm in small groups, or with the whole class.

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Extra practice

EXAM TRAINER | pp44–46

For further practice of the skills presented in this lesson for Reading and Use of English Part 8, we recommend students complete the Practice task and How did you do? section on page 44 and Strategies and skills Exs 1–4 on pages 45–46 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 8.

READING AND USE OF ENGLISH – Part 3 Word formation p40

LESSON OVERVIEW

- **Topic:** Luck

EXAM FILE p7

Learning objective: Students will be better able to understand the meaning and use of suffixes and the importance of identifying the correct form of words.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 3 Word formation p17 Exs 3–5, p18 Exs 6–9

Digital resources

- Presentation tool p40
- Video: *About C1 Advanced: Reading and Use of English Part 3*

BEFORE YOU START

Read through the Exam reference on page 7 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with spelling in this lesson. If necessary, ask them to complete only questions 1–4 of the exam task (Ex 5) in the given time, to allow them extra time to check their spelling. They can go through the completed task for homework.

Dyslexic students may also benefit from the structured checklist in the Exam file (p7) to check their preparedness for this exam part.

Warmer

Ask if students know of any celebrities or sports stars who are known to be superstitious and, if so, what they do.

VOCABULARY: Suffixes

1 Put students into pairs to discuss the question. Take class feedback and see if they all agree. Ask students to think about why these superstitions might have started, and how common they are. Ask them whether they think older or younger people are generally more superstitious and why.

Answers

Lucky: crossing your fingers, finding a four-leaved clover, the number seven
Unlucky: breaking a mirror, a black cat crossing your path, Friday 13th, opening an umbrella indoors, walking under a ladder
Students' own answers

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2 4.4 Allow students some time to read the questions before you play the recording. Encourage them to make notes as they listen. Check answers as a class.

Answers

1 The history and significance of the four-leaved clover.
2 to bless marriages, in medicine, placed in shoes to help the wearer find true love, passed on to others to double your luck
3 Because they are so rare, and rare things are considered special.

3 4.5 Write the following sentence on the board:

The book about superstitions was _____ unusual.

Elicit the type of word needed for the gap (an adverb). Then ask students to suggest words that could complete the sentence (e.g. *distinctly*, *really*, *definitely*, etc.). Remind students that when they do a Reading and Use of English Part 3 task they need to think about the form of the word needed in the gap. Write the word *distinct* on the board and ask students to call out other forms of the word (noun: *distinction*; adverb: *distinctly*).

Put students into pairs and ask them to match the words with the suffixes. Then play the recording again for them to check their answers.

Answers

commonly, dependent, discovery, distinctive, healing, prosperity, rational, thankful

Alternative

Put students into pairs and give each pair two words from the list. They have to think of as many different forms of the words as they can. If suitable for your class, you can set a time limit of two minutes for this task. They share their ideas with a partner. Take class feedback.

4 Ask students to read the title and elicit some ideas about what the text might be about. They then skim it quickly to see if they were right. Put students into pairs to complete the task. Check answers as a class.

Answers

1 non-existent 2 subjective 3 doubtless
4 mentality 5 countless 6 Similarly
7 eagerness 8 unhelpful

Fast finishers

Ask students if they can think of another explanation for things that might appear to be lucky or unlucky (e.g. a coincidence). If there is time, they could share their ideas with the class.

EXAM BOOST **EXAM FILE** Section B p6

The exercise on page 6 in Section B of the Exam boost provides more practice of using suffixes. This could be done in class or for homework.

Answers

1 pointless 2 constructive 3 priceless
4 courageous 5 lengthy
'Priceless' means the opposite of 'worthless'.

EXAM TASK

5 Please note that in the C1 Advanced exam, this task would contain a wider range of language. In this case, it focuses on language from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 3 task. Ask them to read the title and find out if they know anything about the topic (they could refer back to their ideas in the warmer, if appropriate). Then ask them to read the text quickly, ignoring the gaps, so that they know what it is about. Check the main points with the class (athletes who are superstitious and some of the things they do). Go through the example with the class and make sure they know why 'undoubtedly' is the correct answer (it's the adverb form of 'doubt' and is also negative to make sense in the context).

Ask students to complete the rest of the task individually without looking back at Ex 3 or Ex 4. Allow ten minutes. Once they've finished, put them into pairs to compare their answers. Take class feedback, and discuss any they got wrong or found difficult.

Answers

1 repeatedly/repetitively 2 dependent/depending
3 distinctive 4 irrational
5 probability 6 skilful/skilled
7 commonly 8 Ultimately

Flexible follow-up

Ask students to find other examples of suffixes in the text and to identify what word forms they are. They can share these with the class at the end of the task (*spectators* (noun), *compelling* (adjective), *preparations* (noun), *purely* (adverb), *confidence* (noun)).

Speaking or writing

6 Put students into small groups to discuss the questions. Go round and monitor their discussions, and bring up any interesting ideas you hear with the class during feedback. If time allows, add the question in Ex 7 to the group discussion and remind students that discussing these questions is useful practice for Speaking Part 4.

Answers

Students' own answers

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7 Put students into pairs to discuss ideas, if they haven't already been discussed in Ex 6. Then ask them to write a short article for homework in 220–260 words. This is good practice for Writing Part 2.

Answers

Students' own answers

Cooler

Ask students if they are superstitious and, if so, what kinds of things they do to bring themselves luck. Have a brief class discussion and write any interesting points on the board.

Extra practice

EXAM TRAINER | pp17–18

For further practice of the skills presented in this lesson for Reading and Use of English Part 3, we recommend students complete Strategies and skills Exs 3–9 on pages 17–18 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 3.

LISTENING – Part 4 Multiple matching p41

LESSON OVERVIEW

- **Topic:** Sense of direction

EXAM FILE p35

Learning objective: Students will be better able to identify and understand the main point a speaker is making.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 4 Multiple matching pp82–84

Digital resources

- Presentation tool p41
- Video: *About C1 Advanced: Listening Part 4*

BEFORE YOU START

Read through the Exam reference on page 35 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may need longer to process the two parts of the exam task (Ex 5). To help them with this, use the audioscript on p146 when checking answers. Alternatively, you could allow them to read the audioscript before the lesson.

Dyslexic students may also benefit from the structured checklist in the Exam file (p35) to check their preparedness for this exam part.

Warmer

Write the following statement on the board:

There's no need for anyone to learn map-reading skills in the modern world.

Put students into small groups to discuss whether they agree or disagree with it. Take feedback as a class and have a quick vote on whether they agree or not.

1 Put students into pairs to discuss the question, then take class feedback to see whether the majority of students think it's important or not.

Answers

Students' own answers

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2 4.6 Ask students to think of two reasons why people might have a good sense of direction. Focus students' attention on the two questions. Encourage them to make notes for each question as they listen. Play the recording and put students into pairs to check their answers. Take feedback as a class.

Answers

1 Bad. He can't find his way no matter how many times he's done the same journey.
2 She mentions being observant.

EXAM FOCUS

3 4.7 Explain to students that they are going to do a Listening Part 4 task. Point out that in this part of the exam, students need to identify the main point that speakers make, so they're not listening for specific paraphrase or vocabulary items. Go through the information in the Exam focus with the class. Ask students to read the question and options in Ex 3. Play the recording and ask students which option best summarises what the woman is doing and why.

Answer

A (Option A is the gist of the whole section. The woman cites examples of how poor observation skills can impede someone's ability to get a sense of where they're going or have been and contrasts them with a programme explaining how some cultures come to have a better sense of direction than others. B is not correct because her comment on him not having a good sense of direction is connected to how his brain is wired rather than his level of intelligence. C is not correct as she explains that technology could be considered a distraction rather than an aid.)

4 4.8 Ask students to read the question and the options. Play the recording. Put students into pairs to compare their answers, then check as a class. If necessary, refer students to the audioscript on page 146.

Answer

C (Option C is the gist of the whole section. A is not correct because although she mentions visual cues, she does not suggest that these are minor details – rather, they are important ones. B is not correct because she says that people are generally aware of whether they have a good sense of direction or not.)

Alternative

Put students into groups of three. Allocate one of the options (A–C) to each student in each group that they will listen for. Play the recording, then ask them to discuss whether they think their option is the correct answer, giving reasons.

EXAM BOOST EXAM FILE Section A p34

The exercise on page 34 in Section A of the Exam boost provides more practice of understanding a speaker's main point. This could be done in class or for homework.

Answers

1 B **2** D **3** A **4** E

EXAM TASK

5 4.9 Go through the instructions with the class to identify what the speakers are going to talk about. Focus on the instructions and options for Task One. Check that students understand what they are listening for. Do the same with Task Two. Point out that the two tasks focus on different aspects of the same topic. Elicit that it's better to do both tasks at the same time so that students have an opportunity to check both tasks on the second listening.

Play the recording of Speaker 1 once, pausing before the speaker is repeated, and ask students to choose the answer for both tasks. Allow students to compare their answers with a partner briefly, then play the same speaker a second time to check. Discuss any problems with the class. Then play the rest of the recording without stopping (they will hear each speaker twice). Ask students to compare their answers with a partner, then take class feedback. Discuss any wrong answers and refer students to the audioscript on page 146 if necessary.

Answers

1 H ('After getting lost down one backstreet too many, I decided to do something about it. … I haven't had a sleepless night since.')
2 E ('… I had a flashback – I'd spent my childhood somewhere with similar architecture – that brought a sense of nostalgia – I'd loved it there.')
3 B ('… the person I got talking to was actually a friend of the person I was trying to locate, heading the same way. So I gave her a lift and we've now become good mates.')
4 D ('My lengthy walk gave me a bit of space to think and I came up with a solution to a work problem that had been bugging me – very helpful!')
5 F ('At least my newly acquired Spanish got a workout …')
6 D ('Requesting the specifics of where I'm going in advance ensures I don't revisit those backstreets!')
7 F ('I resolved to take note of distinctive buildings and forks in the road, so I didn't have to take an hour to do a five-minute journey from the bus stop!')
8 G ('I knew I'd just have to swallow my pride and approach someone for help – something I never fail to do now cos it avoids the frustration.')
9 A ('I know where I went wrong on my walk now, and look out for particular landmarks that point me in the right direction.')
10 E ('There was a passage that seemed to cut out a lot of walking, so I followed that. It's a mistake I've never made again …')

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Flexible follow-up

Put students into small groups. Write four possible challenges that students might experience when doing Listening Part 4 on the board. Ask students to suggest ways of dealing with them. Then discuss possible solutions with the class.

1 *It was too fast.* (Make sure you read the options before the recording is played so that you understand exactly what you're listening for. If you're not sure what you're listening for then it will seem fast.)
2 *I couldn't do both tasks together.* (The answers to each task may not come in the same order, so be alert and listen for both tasks at the same time.)
3 *I chose the same option twice.* (When you listen the first time, mark any answers lightly in pencil. Before you listen the second time, check whether you have marked the same answer twice so you can check this when you listen again.)
4 *It was difficult to identify the speaker's main point.* (Think about what the speaker is actually saying, and don't get distracted by details, reasons or examples they might give. The main point is what the option is summarising.)

Speaking or writing

6 Read the questions with the class and give an example of your own, e.g.:

I was driving one night while it was raining and I got lost. I ended up going back home and I missed my friend's party.

Put students into pairs to discuss the questions. Take class feedback and ask for any amusing or interesting anecdotes.

Answers

Students' own answers

7 Students should write their directions individually as bulleted notes, then exchange them with a partner. Allow about five minutes for this. Encourage students to include as many landmarks as possible.

Answers

Students' own answers

Cooler

Ask students if they have their own ways of avoiding getting lost in situations where they can't use a sat-nav or navigation app (e.g. writing a list of directions in advance; asking passers-by; reading road signs; using a compass; observing the position of the sun). Take brief feedback, writing any interesting points on the board.

Extra practice

EXAM TRAINER | pp82–84

For further practice of the skills presented in this lesson for Listening Part 4, we recommend students complete the Practice task and How did you do? section on pages 82–83 and Strategies and skills Exs 1a–4b on page 84 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 4.

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READING AND USE OF ENGLISH – Part 4 Key word transformations p42

LESSON OVERVIEW

- **Topic:** The fourth dimension

EXAM FILE p9

Learning objective: Students will be better able to understand reported speech and how it affects sentence formation.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 4 Key word transformations p21 Ex 2

Digital resources

- Presentation tool p42
- Grammar presentation 4: Reported speech
- Video: *About C1 Advanced: Reading and Use of English Part 4*

The Grammar reference and exercises on pages 104–105 of the Grammar file provide more practice of reported speech. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 9 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students to work in pairs to do the exam task (Ex 5) so that they can discuss the manipulation of language required.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p9) to check their preparedness for this exam part.

Warmer

Ask the class to put their hands up to name and describe different 2-D and 3-D shapes, e.g. a square has four equal sides, a triangle has three sides, a sphere is completely round, etc. The other students should draw each shape that is described.

Ask students to open their books to p42 and look at the shapes in the picture at the top of the page. How would they describe them? (Suggested answers: tesseracts, rectangles, squares, cubes, cuboids, etc.)

GRAMMAR: Reported speech

1 Ask the class if they've ever seen a film in 3-D, and how different it was from a 2-D film. Which did they prefer? Then ask what they think the fourth dimension might be. Write their ideas on the board.

Answers

Students' own answers

2 4.10 Tell students they're going to listen to an explanation of the fourth dimension. They should listen and see whether their ideas in Ex 1 were correct. After listening, ask them to describe the fourth dimension in their own words, if appropriate. Check answers as a class.

Answers

1-D: a line; 2-D: paper; 3-D: objects around us in real life; 4-D: a geometrical concept of space in four dimensions

3 Explain that the sentences are based on the recording in Ex 2 and point out that in this exercise there are two possible verbs for each sentence. Put students into pairs to complete the exercise, then compare their answers with another pair.

Suggested answers

1 clarified/pointed out
2 acknowledged/recognised
3 encouraged/prompted
4 conceded/admitted

4 Explain the task, pointing out that the sentences are examples of the reporting verbs in the box. Put students into pairs and ask them to match the reporting verbs with the sentences. If there is any disagreement, they should justify their answers with reasons. Take class feedback.

Answers

1 contradict – say that what someone has just said is wrong
2 compliment – praise or express admiration for someone
3 assert – say something is certainly true
4 exaggerate – make something seem better, larger, worse, etc. than it really is
5 reassure – say something to stop someone from worrying
6 query – ask for confirmation that something is correct because you believe it may not be

Fast finishers

Ask fast finishers to think of other common reporting verbs, and what they mean (e.g. complain, cite, state, advise, etc.).

Flexible follow-up

Put students into pairs and ask them to rewrite the main ideas in the sentences in Ex 4 using the reporting verbs. They should begin each sentence with *Anna …* Use the second statement as an example:

Anna complimented me on my way of viewing the world.

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EXAM BOOST **EXAM FILE** Section B p8

The exercise on page 8 in Section B of the Exam boost provides more practice of reported speech. This could be done in class or for homework.

Answers

1 threaten **2** remind **3** deny
4 warn **5** acknowledge **6** dismiss

EXAM TASK

5 Note that in the actual exam task, there would not be so many questions testing reported speech. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 4 task. Go through the example with the students and elicit why the answer is correct. Then ask them to complete the rest of the task. Refer students to the tips in the Exam reference notes on page 9 of the Exam file if necessary. Put students into pairs to compare their answers with a partner. Encourage them to check for grammatical accuracy, spelling and to make sure that the second sentence has a similar meaning to the first. Check answers as a class.

Answers

1 wondered whether / if it would be possible
2 know why we are / were unable to
3 concluded that (using) the drug was
4 reassured us that it wasn't / was not
5 queried how we were / the way (in which) we were
6 complimented her on coming / having come up with

Speaking or writing

6 Put students into pairs to discuss the question. Go round and monitor their discussion, helping them with ideas and language if necessary. After students have discussed the question in pairs for two or three minutes, take class feedback. Discuss any different ideas and see if students can agree on the concept.

Answers

Students' own answers

7 Students should only write a short paragraph of around 100 words, which they can exchange with their partner. Ask students to summarise the advice their partner was given, then the class can vote on the best one.

Answers

Students' own answers

Cooler

Put students into pairs to discuss one interesting fact or idea they learned in the lesson. Take brief feedback from each pair.

Extra practice

EXAM TRAINER | p21

For further practice of the skills presented in this lesson for Reading and Use of English Part 4, we recommend students complete Strategies and skills Ex 2 on page 21 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 4.

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SPEAKING – Part 4 Discussion p43

LESSON OVERVIEW

- **Topic:** 24-hour charity challenges

EXAM FILE p43

Learning objective: Students will be better able to justify their opinions in extended answers, giving examples and anecdotes to support their views.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 4 Discussion pp102–103, p104 Exs 4–6

Digital resources

- Presentation tool p43
- Video: *About C1 Advanced: Speaking Part 4*
- Video: *C1 Advanced Speaking Test 1, Part 4*

BEFORE YOU START

Read through the Exam reference on page 43 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may benefit from the structured checklist in the Exam file (p43) to check their preparedness for this exam part.

Warmer

Put students into pairs and ask them to discuss any strange challenges they have heard of people doing e.g. the ice bucket challenge (in which someone pours a bucket of iced water over you), wearing ten layers of clothing at once, running several marathons in a day, etc. Take class feedback and write any interesting challenges on the board.

1 Put students into pairs to complete the survey and add ideas of their own. After the activity, find out which was the most popular challenge. Then, compare any extra ideas with those on the board from the warmer.

Answers

Students' own answers

2 4.11 Ask students to listen to a reporter talking about a recent challenge. As they listen, they should write down all the jobs they hear. Ask students to compare their notes with a partner, then play the recording again so they can check their answers to both questions.

Answers

cleaning out the shark tank; warming up the studio audience; performing in a musical; sous-chef; window cleaning; train platform announcing; shoe shining; receptionist; barista

She took on the challenge to raise awareness of the work small charities do.

3 Explain the task. Once students have roughly estimated the length of time they spent engaged in each of the activities, encourage them to evaluate how they feel about the results (e.g. whether they spent too much or too little time on each activity). Then put students into pairs to compare their ideas. This is useful preparation for the discussion coming up in Ex 4.

Answers

Students' own answers

4 Explain to students that in Speaking Part 4 they are asked more abstract questions based on the topic just discussed in Part 3, and that this is a typical Part 4 question. The topics in the box will help them think of ideas for their answers. Ask students to stay in their pairs and discuss each one, giving reasons and examples for their opinions. Go round and monitor their discussions, helping with ideas or language as necessary.

Answers

Students' own answers

Alternative

Allocate one topic to each pair, and let them discuss it fully. Then either give each pair another topic, or discuss all the topics as a class.

EXAM FOCUS

5 4.12 Explain to students that they are going to do a Speaking Part 4 task. Point out that they should always give full answers to the questions they're asked in this part, and that there is no right answer. Ask for suggestions about how they can extend their answers. Then, go through the information in the Exam focus with the class. Read the question, then play the recording of three students answering it. Give students time to discuss which is the best answer and why. Take class feedback.

Answers

B is the best answer (she adds detail and examples, and personal experience)
A (too short and direct, undeveloped)
C (doesn't actually answer the question – the speaker provides more background information instead of their own opinion)
Students' own answers

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EXAM BOOST **EXAM FILE** Section A p42

The exercises on page 42 in Section A of the Exam boost provide more practice of justifying opinions. These could be done in class or for homework.

Answers

1–2 Students' own answers

3	**1** one	**2** look	**3** personally, common
	4 then	**5** sorts	
4	**1** matter	**2** depends	**3** case
	4 chance	**5** Looking back	**6** time

EXAM TASK

For guidance on marking Speaking Part 4, please refer to the Speaking success criteria on p166.

6 Remind students that the questions in Part 4 expand on the topic they have already discussed in Part 3. This part lasts around five minutes and in the C1 Advanced exam they may only be asked two or three questions. They can answer individually or discuss them together with their partner. Here there are more questions than there are typically in the exam, to provide extra practice.

Put students into pairs to ask and answer the questions. Questions 1–4 can be discussed individually, then questions 5–7 can be discussed together. Go round and monitor their discussions, making a note of any common language errors to point out to the class. Allow ten minutes for this, so that they can discuss all of the questions. When they have finished, take class feedback on any they had difficulty answering. Discuss ideas they could have included or examples they could have given to extend their answers, and review any common language errors.

Answers

Students' own answers

Alternative

This alternative activity would work well with a stronger class. After discussing the first question with the whole class, put the students into groups of three. One student asks a question from the list and listens while the other two students discuss it. After this the first student in each group gives feedback on the ideas and language used. The students can then swap roles and discuss a different question.

7 Ask each pair to tell the class about some examples or anecdotes their partner gave.

Answers

Students' own answers

Speaking or writing

8 Give an example for the students (e.g. *this person gets up early, practises tennis, goes to the gym, rests before a big match, phones his family in Mallorca, then wins a tennis championship: Rafael Nadal*).

Put students into pairs, and tell them they have 30 seconds to talk about their famous person. They should swap roles as soon as their partner guesses correctly, or when 30 seconds has passed. Allow three or four minutes for this task.

Answers

Students' own answers

9 If done in class, students should write a paragraph of around 100 words, then exchange it with a partner for peer correction. Alternatively, set the task for homework and ask students to write an article in 220–260 words.

Answers

Students' own answers

Cooler

Put students into small groups, and ask them to think of four tips they could give someone who is trying to achieve a better work/life balance. Take class feedback and have a vote on the four best tips.

Extra practice

EXAM TRAINER | pp102–104

For further practice of the skills presented in this lesson for Speaking Part 4, we recommend students complete the Practice task and How did you do? section on page 102 and Strategies and skills Exs 1–6 on pages 103–104 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 4.

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WRITING – Part 2 Proposal pp44–45

LESSON OVERVIEW

- **Topic:** National celebrations

EXAM FILE p23

- **Writing file:** p133
- **Vocabulary file:** pp120–121

Learning objective: Students will be better able to understand how to write an effective proposal, using appropriate language and a clear structure.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 2 Proposal pp56–58

Digital resources

- Presentation tool pp44–45
- Video: *About C1 Advanced: Writing Part 2*

The Writing file on page 133 provides an example and exam help for Writing Part 2 Proposal.

The Wordlist on page 120 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 120–121 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 23 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may need longer to write their proposal in Ex 11.

Dyslexic students may also benefit from the structured checklist in the Exam file (p23) to check their preparedness for this exam part.

Warmer

Ask students if they enjoy big celebrations, and what kind of celebrations they prefer. Put them into small groups and ask them to come up with ideas for what makes a celebration successful. You could give each group a particular kind of celebration to think about, e.g.:

- *A national holiday*
- *A football club success*
- *An 18th birthday party*

Take feedback from all the groups, and identify any similarities between the different types of celebration.

1 4.13 Ask students to look at the picture at the bottom of page 45 and discuss the questions. Then play the recording for them to check their ideas.

Answer

4th July Independence Day celebrations in the USA. Students' own answers

2 4.14 Put students into pairs and ask them to make notes on what they can remember from the recording. Then play the recording for them to check. Take class feedback and elicit any other information they may know about 4th July celebrations.

Answers

picnic; dressing up; games; flags; balloons; live music; firework display; performance by an orchestra

3 Ask students to do the quiz in pairs, then take class feedback.

Answers

1 South Korea	**2** Hong Kong	**3** Finland
4 Russia	**5** Spain	**6** Canada

Alternative

Ask students to close their books. Divide the class into two teams. Write the countries from the answer key on the board. Read the descriptions one by one, and let the teams discuss which country the description fits. Then check the answers and see which team got the most right.

4 Either put the students into groups of three so that the third student can time the talk and give feedback, or ask pairs to work simultaneously while you time them. Once complete, ask if they had any difficulty speaking for a whole minute, and why this might have been.

Answers

Students' own answers

5 Put students into small groups to discuss question 1. Monitor their discussions, then ask them to discuss question 2, making notes of reasons for and against maintaining regional traditions. Take class feedback, then ask the class to vote on the most important reasons.

Answers

Students' own answers

6 Go through the task with the students and ask them to think about ideas they could include. They can also look back at the ideas originally discussed in the warmer for this lesson. Take class feedback and write ideas on the board.

Answers

Students' own answers

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7 Allow students sufficient time to read the proposal and put them into pairs to discuss the question. Take class feedback. Ask them to look at the proposal again and elicit what they think the main features of a proposal like this are. Write their ideas on the board so that they can check them later (e.g. headings, formal language, clear paragraphs, an introduction stating aims, a conclusion making recommendations, etc.).

Answers

Students' own answers

8 Briefly ask students what ideas they would personally add to the proposal and take feedback.

Answers

Students' own answers

EXAM FOCUS

9 Explain to students that they are going to do a Writing Part 2 Proposal task. Go through the Exam focus with the class and compare the points with the ideas on the board from Ex 7. Using those ideas, ask them to look back at the proposal in Ex 7, and identify the features of an effective proposal in that example.

Answers

Students' own answers

EXAM BOOST EXAM FILE p22

The exercises on page 22 of the Exam boost provide more practice of writing an effective proposal. These could be done in class or for homework.

Answers

1 **1** Your local town council is planning to sell the site of a disused factory for development as a retail park. You feel the land could be used for purposes that would better benefit the community. Write a proposal to the council **explaining why the retail park is not a good use** of the site and **offering alternative suggestions**, saying **how they could benefit** the community.

2 Your college is planning its yearly budget and asked students to submit proposals for which departments require additional funding. Write a proposal on behalf of the students in your Media department, **requesting funding** and **outlining why extra money is important** and what it could be used for. Mention the **benefits for both students and teachers** in the department.

3 Your manager is looking for ideas for a team-building weekend. He has asked for **proposals for the weekend, offering a choice of two ideas** which you are to **evaluate**, saying **which would most benefit the employees and why.**

4 You live in a small village with very narrow winding roads. Heavy trucks regularly drive through the village and you are concerned about the congestion they cause and dangers to pedestrians. Write a proposal to the town council **outlining a way of stopping trucks from travelling through the village**, **giving your reasons** and **explaining why it needs to be given priority**.

2 **1** A, B **2** B, C **3** A **4** C

Reasons why: Students' own answers

3 1, 2, 3, 4, 5, 10

4–5 Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Proposal, please refer to the Writing success criteria on pp173–175.

10 Go through the task with the class. Put students into pairs and ask them to brainstorm ideas to include. Allow five minutes, then take general feedback from students.

Answers

Students' own answers

11 Ask students to suggest a plan for the proposal, including headings. Write their ideas on the board and discuss which headings might be best. Then ask students to write their proposals individually using the suggested headings. If students write their proposals in class, give them a time limit of 45 minutes.

Example answer

Introduction

The purpose of this proposal is to suggest some activities to celebrate New Year's Eve in Halford Town, using the allocated council funding. The proposal will describe possible activities, explain the reasoning behind the choices and outline how these will benefit the town.

Activities

The town square would be an ideal venue for a seasonal market during the day of New Year's Eve. Stalls could sell a range of local foods as well as arts and crafts. Following this, in the early part of the evening the garden in the centre of the square could be used for an outdoor music and dancing display, and choirs and dance groups from local schools would be invited to participate. Following this, in the lead-up to midnight, a well-known band could be booked to play live in the square, attendance free. At midnight there would be a fireworks display, again financed by the council.

Benefits

Such a range of activities would benefit the town in many ways. The market would showcase local produce and skills, and the music evening would prove motivational for local children and clubs. Many towns provide activities over the midnight period alone, but our proposed activities would encourage visitors to spend a full day and evening in Halford, which would profit financially from the visitors.

Conclusion

I hope that you will give this proposal your attention and come to a favourable decision. The earlier local people can be informed of the plans, and marketing for the event can begin, the more successful it is likely to be.

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Alternative

Write the five stages for planning a proposal on the board in a mixed order, and ask students to order them in the way they would approach the task. As a class, discuss any differences between and reasons for students' approaches.

Possible order:

1 Identify the main points to include
2 Write headings
3 Plan ideas under each heading
4 Decide on the main conclusions
5 Write the proposal

12 Put students into small groups to share their proposals. Then, each group should share the best one with the class and answer the question. If students write their proposals for homework, they can share their ideas at the start of the next lesson.

Answers

Students' own answers

Cooler

Put students into small groups and ask them to suggest a holiday which they think would be fun to go on as a celebration. They should think about what they would be celebrating, where they would go and what they would do. The groups should then share their ideas with the class.

Extra practice

EXAM TRAINER | pp56–58

For further practice of the skills presented in this lesson for Writing Part 2 Proposal and additional skills and strategies to improve performance in the exam, we recommend students complete the Practice task and How did you do? section on page 56 and Strategies and skills Exs 1–8 on pages 57–58 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 58.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Proposal.

Review | Units 1–4 pp46–48

AIM

- To revise grammar and vocabulary covered in Units 1–4.

Digital resources

- Presentation tool pp46–48

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next lesson.

Answers

1 **1** B **2** D **3** B **4** C **5** D **6** A **7** D **8** A

2 **1** about **2** has **3** as **4** its
5 a **6** addition **7** that **8** to

3 **1** unreasonable **2** compelling
3 availability **4** establishments
5 belongings **6** primal
7 undervalued/valueless **8** definite

4 **1** only did he love
2 conceded that he'd/he had underestimated
3 as though he hadn't/had not slept
4 thought to have been brought
5 pointed out that I'd/I had made
6 had/'d completed three questions before realising/I realised

5 **1** bodily **2** personality **3** unbalanced
4 mysterious **5** reflection **6** irrational
7 unchanging **8** accessible

6 **1** think theatres will get rid of
2 complimented Clara on doing well / having done well
3 as long as there are no / as long as nobody has any
4 lived up to his/Jack's expectations
5 make eye contact (with people) / look someone/people in the eye
6 makes it impossible for us to

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5 | FIVE

UNIT OVERVIEW

Opener
- Language focus: Body idioms
- Topic: High five

Reading and Use of English – Reading
- Part 5 Multiple choice
- Topic: The perfect fifth

Reading and Use of English – Vocabulary
- Part 1 Multiple-choice cloze
- Language focus: Phrasal verbs
- Topic: The Olympics

Listening
- Part 1 Multiple choice
- Topic: The work week

Reading and Use of English – Grammar
- Part 2 Open cloze
- Language focus: Conditional forms
- Topic: The superfood myth

Speaking
- Part 2 Individual long turn
- Topic: Coins

Writing
- Part 2 Report
- Topic: Hotels

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 5 activities

Digital resources
- Presentation tool Unit 5
- Unit 5 Language test
- Unit 5 Language test for dyslexic students
- Unit 5 Photocopiable activities
- Unit 5 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p49

DYSLEXIA FOCUS
Dyslexic students may need longer to complete Ex 6. In this case, ask other students to do the flexible follow-up activity.

Warmer
Books closed. Write the word FIVER on the board. Either show students a five-pound note (or an image of one) or elicit its meaning and ask for equivalent values in their own currencies. Ask what they can buy with a 'fiver' today. Give an example of amusing items if possible, e.g. one and a half sandwiches; three bars of chocolate, etc. Ask the class how much these items would have cost 5 or 25 years ago.

Give students a few minutes to discuss in pairs what topics related to the word FIVE might come up in the unit. Ask for their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Body idioms

1 Ask students to stand. Go round the class and ask each student to name a different part of the body in five seconds. If a student cannot give an answer, they sit down. Keep moving round until only one student remains. As a class ask students how much they, or their partner (or you!) use hand gestures while they're talking. Ask for students' answers to the questions.

Answer

Well done! Yay! You did it! Nice one!
It is used to congratulate someone/each other.
Students' own answers

2 Write the word *emoji* on the board. Elicit different emojis from the class – you could ask a few students to come in turn to the board to draw their favourite one/the one they use the most, if appropriate. Put students into pairs to answer the question, pointing out that many emojis can have more than one meaning. Take feedback as a class.

Answers

1 openness or hug (though people also use it to dismiss something or when they don't want to do a task)
2 up / one / question / idea
3 high five / talk to the hand / stop / question
4 joy / celebration of success
5 fist bump (greeting or high five meaning) / punch
6 pump fist – celebration / zero (and sometimes defiance/ resistance)

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3 Put students into pairs to discuss the questions. Circulate and prompt if necessary. Ask the class for examples of these and of other common gestures students use or have noticed. Discuss how using gestures can vary from country to country or even between different parts of a single country.

Suggested answers

hug; air kisses; handshake
handshake, high five, fist bump, hug
same as greetings, also wave goodbye

Flexible follow-up

Put students into pairs to try to have a conversation with each other without speaking, using only gestures. Circulate and join in where appropriate. Ask for reports of any successful interactions as a class.

4 5.1 Ask students why they think some people use gestures when they are talking. Then play the recording for them to compare their ideas with what they hear. Take class feedback.

Answer

They help us communicate our thoughts and feelings more clearly.

5 5.2 Write on the board: *Keep your chin up!* Underline *chin* and elicit what this means (the front part of your face below your mouth), then ask students in what situation you might say this (when someone needs to be courageous in difficult circumstances). Play the recording again for students to listen for the three body idioms. Elicit from the class the context in which they are used and ask students to explain the meaning by rephrasing the idioms. Ask for examples of *things that go hand in hand, someone in the public eye,* and *a rule of thumb*.

Answers

be in the public eye – be famous and often featured in the media
rule of thumb – calculate something, not exactly but correctly enough, based on experience
go hand in hand – existing together and connected to each other

6 Students complete the sentences and do the matching task individually. Check answers as a class.

Answers

1 face, b	**2** eye, e	**3** head, c
4 eye, f	**5** neck, a	**6** face, d

Flexible follow-up

Put students into pairs to think of a sentence using each idiom. Ask for examples as a class.

7 Students discuss the questions in pairs. Circulate and contribute to discussions. Note any interesting points to bring up in class feedback.

Answers

Students' own answers

Cooler

Ask students to write the beginning of a sentence for their partner to finish with an idiom from the lesson, e.g.:

My brother always plays his music very loudly when I'm trying to do my homework. He's … (*a real pain in the neck*.)

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READING AND USE OF ENGLISH – Part 5 Multiple choice pp50–51

LESSON OVERVIEW

- **Topic:** The perfect fifth

EXAM FILE p11

Learning objective: Students will be better able to understand purpose and attitude.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 5 Multiple choice p25 Ex 2, pp26–31

Digital resources

- Presentation tool pp50–51
- Video: *About C1 Advanced: Reading and Use of English Part 5*

BEFORE YOU START

Read through the Exam reference on page 11 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the exam task reading text (Ex 6) on p51. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p11) to check their preparedness for this exam part.

Warmer

Write the letter *A* on the board and write *Athens* beside it. Write the rest of the alphabet on the board with space next to each letter, then elicit names of capital cities from the class. See if students can name one for each letter of the alphabet (there aren't any for *E* or *X*).

Ask if students have a favourite capital city, one that they know well or one they would like to visit for a particular reason.

1 Write *London* on the board and ask if students can name an area in London and why it is famous (e.g. *the West End – theatres*). Focus students' attention on the features in the box and put them into pairs to discuss what they know about areas of London or another capital that they both know. If you'd like to do Ex 2 as a separate task, tell them not to discuss Paris for now. Ask for ideas as a class.

Answers

Students' own answers

2 Discuss what students know about Paris as a class. If they have already discussed Paris in Ex 1, you can skip this task.

Answers

Students' own answers

3 5.3 Read through the questions with the class and ask students if they already know any of the answers. Then play the recording for students to answer. You may need to play it twice. Ask for answers as a class. You could extend this by asking students how the districts of their city are named or numbered.

Answers

1 In a spiral, like a snail's shell.
2 Napoleon III redesigned the districts in 1860.
3 It's home to the Latin Quarter, an area where students and artists go that's full of narrow lanes, cheap restaurants and small shops.

EXAM FOCUS

4 Explain to students that they are going to do a Reading and Use of English Part 5 task. Students read the first few lines of the extract to see if they can identify where the text might have come from (an article). Go through the Exam focus with the class. Students then read the text quickly to answer the first question. Check the answer as a class. Students read the text again individually, and then work in pairs to answer the remaining questions. Check answers as a class and ask for reasons for their choices.

Suggested answers

1 B
2 To persuade the reader to do something.
3 It shows the shop owner's sympathy.

Fast finishers

Fast finishers can highlight and guess or check in dictionaries the meaning of any unfamiliar vocabulary. Check through these when you discuss answers to the task.

Flexible follow-up

Ask students for examples of an article they have recently read and to say what the purpose of the article was. Encourage them to think about whether it was to inform, persuade, raise awareness, entertain, etc. Ask whether the article was successful in its purpose or not, and why.

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EXAM BOOST **EXAM FILE** Section B p10

The exercise on page 10 in Section B of the Exam boost provides more practice of understanding purpose and attitude. This could be done in class or for homework.

Answers

A 3 **B** 4

5 Tell students the article is about a trip to Paris. They read the title and speculate what it might mean. Then read through the definition of *the perfect fifth* at the bottom with them and see if this helps them to answer the question. Ask them to read through the text to check their ideas. Take feedback as a class.

Answers

Students' own answers

EXAM TASK

5.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

6 If you are treating this as an exam task to be completed under exam conditions, ask students to do the task individually and then check answers as a class. Allow ten minutes for the task. Otherwise, give students some time to read the questions and highlight the important words before doing the task on their own and then checking answers with a partner.

Answers

1 B (He questions 'Why, for instance, do our memories …' A is incorrect as the 'darker memories' don't fade; they are 'only ready for scrutiny should we wish to go there'. C is not a concern he mentions. D is incorrect as he remembers both.)
2 A (He says 'I would normally have reacted to this unwanted contact …' B is incorrect as he mentions the situation but not his reaction to it. C is incorrect as he only resents the taxi driver's trying to overcharge. D is not stated.)
3 B (Moving the cases 'in and out of the boot' implies that there is some threat being made to *not* take the taxi. A is incorrect as we do not learn how much luggage there is, only that there are at least two cases. C is incorrect as he does not refer to who takes the cases in and out. D is not stated.)
4 D (It refers to something the writer is not looking forward to seeing ('the damage'). A is incorrect as the direction is only mentioned with reference to something he sees. B is incorrect as only the journey to the hotel is mentioned. C is incorrect as we never learn the details of this.)
5 C (He focuses on the atmosphere: the store was gone but the atmosphere remained. A is incorrect as he mentions the type of store but not the people who used them. B is incorrect as his memory is quite clear on this. D is incorrect as he doesn't judge, just describes.)
6 C (He mentions that it is a symbol of recovery. A is not stated. B is incorrect as his reaction is more positive. D is incorrect as he doesn't comment on the topic, just that it will be a record.)

Fast finishers

Fast finishers can write the first paragraph of a blog about a memorable visit they have made to a town or city. They can share this with the class after the reading questions have been checked.

Speaking or writing

7 Ask for some examples of famous landmarks or buildings that students know about. Put students into pairs and ask them to take turns talking about their landmark for one minute. The student listening should time the talk. Note that this is useful practice for Speaking Part 2. Circulate, but do not interrupt. Use the second question for students to discuss as a class. They might wish to consider factors such as amenities, parks, public transport, pollution, etc.

Answers

Students' own answers

8 Students can discuss what they might include in the proposal, which then could be written in class or for homework. Review what is important to include in a proposal by looking back at Writing Part 2 on pages 44–45 in Unit 4 or in the Writing file on page 133.

Answers

Students' own answers

Cooler

Put students into pairs. They take it in turns to imagine that they are tourist guides for a well-known place or landmark in their area. They talk about the location without mentioning the name and their partner has to guess the place or landmark.

Extra practice

EXAM TRAINER | pp25–31

For further practice of the skills presented in this lesson for Reading and Use of English Part 5 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 2–10 on pages 25–29 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on pages 30–31.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 5.

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READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p52

LESSON OVERVIEW

- **Topic:** The Olympics

EXAM FILE p3

Learning objective: Students will be better able to use phrasal verbs.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p9 Ex 5

Digital resources

- Presentation tool p52
- Video: *About C1 Advanced: Reading and Use of English Part 1*

BEFORE YOU START

Read through the Exam reference on page 3 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with reading the questions in Ex 3. If necessary, you could read the sentences aloud before they do the task.

Dyslexic students may also benefit from the structured checklist in the Exam file (p3) to check their preparedness for this exam part.

Warmer

Tell students that you are going to draw a famous symbol on the board and they should guess what it is. Start by drawing one circle, then the second and so on until they guess the Olympic rings. Elicit what the colours of the Olympic rings are (blue, yellow, black, green, red).

VOCABULARY: Phrasal verbs

1 Discuss the questions with students as a class. Ask if they remember where recent Summer Olympic Games have been held (Sydney in 2000; Athens in 2004; Beijing in 2008; London in 2012; Rio de Janeiro in 2016).

Answers

The continents (North and South America, Europe, Asia, Africa and Australia). The six colours, including the white background, symbolise the common colours on the flags of the nations that competed in the first five Olympics. Students' own answers

Flexible follow-up

Ask if students have ever watched the Olympics and, if so, put them into pairs to list as many Olympic sports as they can in two minutes. Check who has the most. They then rank the sports (e.g. the top three) that they would most enjoy watching.

2 5.4 Play the recording for students to answer the question. They make notes individually and compare with a partner. Check answers as class.

Answers

They must be recognised internationally as a sport. Sports must comply with rules of the Olympic Charter. A sport must be practised by men in over 75 countries on four continents and by women in at least 40 countries on three continents. They should be modern and have wide appeal. They cannot be a mind sport. There should be suitable venues in the host country. There should be sufficient media and public interest in the sport and manageable costs. It should fit in with Olympic values and have a good image. It must be practised by enough people. It's helpful if it appeals to young people.

3 5.5 Students complete the task individually. Play the recording again to check answers, pausing after each answer if necessary. With a weaker class, you may need to play the recording before they attempt to answer the questions.

Answers

1 up	**2** into	**3** forward	**4** on
5 up	**6** under	**7** up	**8** in
9 for	**10** off		

Flexible follow-up

Put students into pairs to think of a sport that is *not* currently an Olympic sport but that they think should be. They discuss why it should be included. Students present and defend their choice of sport to the class. Take a class vote after the discussions.

4 Focus students' attention on the text on page 94 and ask them to read it, ignoring the gaps. Ask them to summarise in one sentence what the text is about (the benefits and challenges associated with hosting the Olympics). They then do the task individually. Check answers as a class.

Answers

1 put, forward	**2** take, on	**3** comes off	**4** come up
5 rushed into	**6** cater for	**7** drawn up	

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EXAM BOOST **EXAM FILE** Section C p2

The exercises on page 2 in Section C of the Exam boost provide more practice of phrasal verbs. These could be done in class or for homework.

Answers

4 **1** F **2** A **3** D **4** B **5** C **6** E
5 **1** coming on **2** came round **3** come over
4 coming up **5** comes across **6** come under

EXAM TASK

5 Explain to students that they are going to do a Reading and Use of English Part 1 task. Read the title of the text and ask the following:

- *Do you know any famous sports team mascots?*
- *Have you ever had a mascot that you took with you to competitions or tests?*

Remind students to read the whole text first, ignoring the gaps and to see if any words immediately come to mind. Students complete the task individually. Check answers as a class and ask for reasons for their choices. You could extend by asking for example sentences using the wrong options if time allows.

Answers

0 B ('pops up' means 'appears', which fits the context.)
1 D ('be referred to' is the only option which fits both grammatically and in meaning.)
2 B ('build' in this sense means increase or develop, so the character attracted interest in the merchandise.)
3 A ('put forward' means 'to propose an idea' and is the only phrasal verb which fits the context.)
4 C ('come off' means that it was successful and is the only option which fits the meaning of the sentence.)
5 B ('never looked back' means they were successful from that point onwards and did not doubt their decision. This fits the meaning of the sentence, whereas the other options do not.)
6 A ('make' collocates with 'an appearance' to mean 'appear'.)
7 D ('cater for' means to provide what's wanted by the crowd (in this case photos with the mascot).)
8 C ('strike a pose' means 'pose in a particular position', in this case ready for a photo.)

Speaking or writing

6 Ask students as a class about which sports they like to watch, if any, and whether they usually watch them with anyone. Put them into pairs or small groups to discuss the question and then share ideas as a class.

Answers

Students' own answers

7 Ask for ideas about different types of small sports events and list them on the board. Put students into pairs to discuss which event they could write about and what they might include. Ask them to consider factors such as age groups, location, costs involved, advertising, etc. Students can write their proposal in class or for homework.

Answers

Students' own answers

Alternative

This task could be carried out as a C1 Advanced Speaking Part 3 task. Put students into pairs and write the following on the board:

What does the International Olympic Committee need to take into consideration when choosing a venue for the Olympics?

size of country accessibility for visitors from abroad
weather reliability politics
experience of hosting large events

Circulate and contribute or prompt where necessary. Students share their comments as a class. They could then write a blog or article about choosing an Olympic venue for homework.

Cooler

Check through the phrasal verbs covered in the lesson. Give students a verb and ask for a particle or preposition that can follow it, and an example of how to use it, e.g. *come …* (*up: Something interesting came up in conversation*).

Extra practice

EXAM TRAINER | p9

For further practice of the skills presented in this lesson for Reading and Use of English Part 1, we recommend students complete Strategies and skills Ex 5 on page 9 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 1.

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LISTENING – Part 1 Multiple Choice p53

LESSON OVERVIEW

- **Topic:** The work week

EXAM FILE p29

Learning objective: Students will be better able to identify purpose and function.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 1 Multiple choice pp73–74

Digital resources

- Presentation tool p53
- Video: *About C1 Advanced: Listening Part 1*

BEFORE YOU START

Read through the Exam reference on page 29 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Students might find the reading load challenging in the exam task (Ex 3). If appropriate, give these students extra time to read through the questions, or ask them to focus on the first two extracts only.

Dyslexic students may also benefit from the structured checklist in the Exam file (p29) to check their preparedness for this exam part.

Warmer

Write *nine to five* on the board and elicit what it might refer to (usual daily working hours). Write the following countries underneath:

Germany Greece Italy Japan Mexico Russia South Korea Spain UK

Put students into pairs to rank the countries according to the number of hours worked per year.

(Acccording to a 2018 survey: Mexico 2255; South Korea 2069; Greece 2035; Russia 1974; Italy 1730; Japan 1713; Spain 1695; UK 1676; Germany 1363)

1 Discuss the questions as a class. Extend by asking:

- *How many hours do you study per week? Do you think this is enough?*
- *Do you think we would be more productive if we studied or worked fewer but longer days?*
- *What do you think is your most productive time of day? Why?*

Answers

Students' own answers

EXAM FOCUS

2 5.6 Explain to students that they are going to do a Listening Part 1 task. Write some example sentences on the board and elicit the functions: *If you don't slow down at work, you'll get ill* (warning); *I'd check out the company before applying if I were you* (advising). Read through the Exam focus with the class and point out that a function question in the exam does not always relate to a particular phrase, but sometimes to a whole section, or even a whole text. Play the recording for students to answer the question.

Answer

She is explaining how to become more productive.

Flexible follow-up

Explain that the questions in Listening Part 1 often use verbs to ask about function and purpose. Write the following functions on the board: *exemplify*; *reinforce*; *acknowledge*; *dismiss*.

Elicit some examples. For example, for *dismiss* students could say *John mentioned asking everyone to stay an extra two hours to deal with the backlog. It's ridiculous. I can't see why he brought that up.* Put students into pairs and ask them to think of some more functions (e.g. *generalise*, *convey*, *question*, *suggest*, etc.) and share as a class. They should choose three and write one or two sentences to show each function. They then exchange their sentences with another pair to guess the functions, or read them out for the class to guess.

EXAM BOOST EXAM FILE Section B p28

The exercises on page 28 in Section B of the Exam boost provide more practice of identifying purpose or function. These could be done in class or for homework.

Answers

2 **a** reinforce **b** generalise **c** convey
d exemplify **e** illustrate **f** dismiss
g acknowledge **h** determine

3 Possible answers:
1 illustrating **2** acknowledging **3** conveying
4 generalising **5** dismissing

4 **1** defining the meaning of productivity
2 interpreting some figures
3 reinforcing an idea

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EXAM TASK

3 5.7 Give students time to read through the questions and then play the recording for them to choose the correct option. Pause before the recording is repeated and let them compare their answers with a partner. They can check their ideas when they are listening for the second time.

Check answers as a class. Ask students for reasons for their choices. You may wish to check through possibly unfamiliar phrases: *went through the roof* (increased dramatically), *can't live on fresh air* (live with no income), *iron out the glitches* (solve the tricky problems), *get my teeth into* (take on an enjoyable challenge), *work flat out* (work as hard as possible), *back to earth with a bump* (return to reality). A weaker class may need to go through these phrases before the task.

Answers

1 C (He says that Ford's changes were reported to be successful, and if that was the case, it's impressive. A is not correct because he doesn't express an opinion either for or against a four-day week. He also recently learned about the Ford Motor company, but the five-day week is already the industry standard and he is not promoting it. B is not correct because he is not talking about his own workplace.)
2 A ('I can't see that benefiting productivity. To my mind, reducing hours would only work if people continued to receive the same salary. Whether that's sustainable or not, though …' B is not correct because she doesn't talk about how the idea might work, and C is not correct because she doesn't talk about the best hours to work, only about time off.)
3 B ('Well, if you had been involved, you'd realise how impressive this new version is in comparison. … The sequel, on the other hand, is far superior in graphics and everything.' A is not correct because she doesn't mention specific errors for him to work on, and C is not correct because, although she says it took a while to fix, she isn't complaining about it.)
4 A ('That's what I heard – hence my request to join this team. I'd got a bit bored where I was and was desperate for a new challenge; something to get my teeth into.' B is not correct because he only mentions features it has, and C is not correct because although he had heard the game was good, he isn't convinced it's as good as he had been led to believe.)
5 B ('Like the day after your birthday. How can anything live up to the fun you've just had? I suppose if we weren't to have Mondays, we wouldn't enjoy Saturday and Sunday so much!' A is not correct because he is making a comparison with days he does like (the weekend), and C is not correct because he's actually talking about why people enjoy the weekend, not birthdays.)
6 C (A is not correct because the woman points out that the alternative she mentions (having 'different days off') wouldn't actually make any difference, so she is not suggesting it. B is not correct because she doesn't advocate a different approach to work; she just describes the psychology.)

Flexible follow-up

Students discuss as a class how they feel about Mondays. Ask them if they would prefer to have two days off in the week (instead of a weekend), but not consecutively, or not. Encourage them to give reasons for their answers.

Speaking or writing

4 Ask the class for a brief summary of what each job entails. Then put them into pairs. Ask half the pairs to list positive aspects of each job, and the other half to list the negative aspects. They then share their ideas as a class. Have a vote on the overall best and worst jobs.

Answers

Students' own answers

5 Read through the task with the class and give an example of your own productivity, e.g. *I'm quite productive at the weekends with chores around the house, although I could be more productive during the week.* Students note down points about themselves and then share with a partner. They then write some advice for each other. Monitor and help where necessary and note any interesting points to bring up during class feedback.

Answers

Students' own answers

Cooler

Put students into pairs. They take it in turns to choose a job and describe their working day without naming the job. Their partner has to guess what job they are describing, e.g.:

I get up at 6.30 every morning and put on my uniform. I catch the bus to work, which is in a very large building. I leave my coat and bag in my locker and then check what has happened overnight to the people I look after. (nurse or doctor)

Extra practice

EXAM TRAINER | pp73–74

For further practice of the skills presented in this lesson for Listening Part 1 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 3–5 on pages 73–74 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 74.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 1.

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READING AND USE OF ENGLISH – Part 2 Open cloze p54

LESSON OVERVIEW

- **Topic:** The superfood myth

EXAM FILE p5

Learning objective: Students will be better able to use conditional forms.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 2 Open cloze p12 Ex 4

Digital resources

- Presentation tool p54
- Grammar presentation 5: Conditional forms
- Video: *About C1 Advanced: Reading and Use of English Part 2*

The Grammar reference and exercises on pages 106–107 of the Grammar file provide more practice of conditional forms. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 5 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow students who need longer to read more time for Ex 4. Other students could think of additional questions as suggested.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p5) to check their preparedness for this exam part.

Warmer

Ask students to tell the class about their ideal meal. Give an example of your own: *My ideal meal would start with a small bowl of mussels …* They then discuss whether their meals are healthy or not, giving reasons.

GRAMMAR: Conditional forms

1 Discuss the questions as a class. Extend by asking students how common veganism is in their culture, whether any of them are vegan, or if they know anyone who is vegan, and what they like to eat. Ask whether they think veganism is healthy, a trend that will soon fade, or a change that will be adopted by more and more people. Encourage them to justify their opinions.

Answers

Students' own answers

2 5.8 Play the recording for students to answer the question. Take feedback as a class.

Answer

the environment would be better off and greenhouse gas emissions would drop; vegetables are cheaper to produce than meat; fruit and vegetables are good for us and contain all the nutrients we need; vegans live longer and have a reduced risk of developing serious disease; vegans smell better; the food can be just as tasty as non-vegan food

3 5.9 Students complete the task individually and compare answers in pairs. With a strong class the students could try to complete the sentences before listening. With a weaker class you may need to pause the recording at relevant points. Take feedback as a class. Ask if any other conditional forms could be used in any of the sentences (e.g. 2 If we *all went* vegan … ; 6 If we *were all to switch* … , etc.).

Answers

1 haven't, have **2** were, would **3** are, might
4 will **5** had, be **6** switched, would
7 happen, give

4 Students complete the task individually. Check answers as a class. Put students into pairs and ask them to think of another question in a conditional form that they could ask on the forum. Take feedback as a class.

Answers

1 would **2** don't **3** will **4** won't **5** would
6 were **7** Won't **8** had

EXAM BOOST **EXAM FILE** Section C p4

The exercise on page 4 in Section C of the Exam boost provides more practice of conditional forms. This could be done in class or for homework.

Suggested answers

1 had **2** would have
3 didn't **4** have
5 would/could **6** wasn't/weren't
7 been **8** could've/might've

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EXAM TASK

5 Note that in the actual exam task, there would not be so many gaps testing conditional forms. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 2 task. Students complete the task. Remind them that they should only use ONE word in each gap and to avoid contractions as they count as two words. Allow ten minutes. Check through answers as a class.

Answers

1 should	**2** might/may	**3** were/was	**4** in
5 it	**6** unless	**7** nothing	**8** only

Alternative

Before students do the exam task, read the title of the text and elicit the names of some superfoods from the class. Ask them what they think the myth might refer to.

Speaking or writing

6 Read through the question with the class. Tell them three foods you love and which one you could manage without if you had to, giving a reason. Students write their lists individually and discuss with a partner. Circulate and note any common answers or interesting points to raise during feedback.

Answers

Students' own answers

7 Students discuss the question as a class. They plan and write a short article (200 words) to be written in class or at home. If completed in class, monitor and prompt or help where necessary.

Answers

Students' own answers

Flexible follow-up

Read students the following statement:

Food is one of the most important pleasures in life and we should allow ourselves to indulge.

As a class, discuss students' opinions. Encourage them to justify them with reasons.

Cooler

Write on the board:

If I were to open a restaurant, …

Students complete the sentence individually and then extend it with three or more sentences, using a range of conditional forms. They share their ideas as a class.

Extra practice

EXAM TRAINER | p12

For further practice of the skills presented in this lesson for Reading and Use of English Part 2, we recommend students complete Strategies and skills Ex 4 on page 12 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 2.

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SPEAKING – Part 2 Individual long turn p55

LESSON OVERVIEW

- **Topic:** Coins

EXAM FILE p39

Learning objective: Students will be better able to speculate about pictures.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 2 Individual long turn p93

Digital resources

- Presentation tool p55
- Video: *About C1 Advanced: Speaking Part 2*
- Video: *C1 Advanced Speaking Test 2, Part 2*

BEFORE YOU START

Read through the Exam reference on page 39 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may benefit from the structured checklist in the Exam file (p39) to check their preparedness for this exam part.

Warmer

Ask the class if anyone has a coin on them. See what range of coins the class have between them. Tell students that some people collect coins when they are children, and even continue as adults. Ask if students have or used to have a passion for collecting, what they collect(ed) and why.

1 With any coins they might have shown during the warmer back in their pockets, put students into pairs to discuss the questions. Circulate and prompt where necessary. Students share ideas as a class.

Answers

The following can usually be found on coins: the value of the coin, the ruler, the date the coin was made, a symbol or emblem, a latin phrase, etc.
Students' own answers
Commemorative coins are issued to remember an event, and have a distinct design related to the event. They are usually issued in limited quantities.

2 5.10 Play the recording for students to answer the questions. Check answers as a class. Extend by asking why the coin collector loves coins (they think it's amazing that we carry round pieces of history), what is special about the two he mentions (a crown is big and chunky, a new one is made every year, they celebrate events; the 50p piece was the first with a seven sided shape), and whether they are valuable or not (crowns are only valuable to special collectors; some rare 50p pieces are worth a lot of money).

Answers

Five Pound coin/crown; 50p piece
Their size; what they commemorate; whether they are in circulation

EXAM FOCUS

3 5.11 Explain to students that they are going to do a Speaking Part 2 task. Read through the Exam focus with the class and then focus students' attention on the pictures. Ask them to make speculations about the pictures, encouraging them to use phrases from the Exam focus. Then play the recording for them twice, firstly to compare their ideas and then to complete the sentences. This can be done as a class. Ask what similarities and what differences the candidate mentioned. Play the recording again if necessary to check.

Answers

1 would	**2** probability	**3** may
4 way	**5** assume	**6** guess, probably

EXAM BOOST **EXAM FILE** Section B p38

The exercise on page 38 in Section B of the Exam boost provides more practice of ways of speculating. This could be done in class or for homework.

Answers

1 strong **2** all, get **3** could, there's **4** hazard

EXAM TASK

For guidance on marking Speaking Part 2, please refer to the Speaking success criteria on pp163–164.

4 Put students into pairs to do the speaking task. If appropriate, ask the listening student to time the speaking student for one minute. Point out that the listening candidate should not speak for longer than 20 seconds when answering the follow-up question. Monitor but do not interrupt to correct or advise. Note any points to pick up on later during feedback.

After the activity, students can report back to the class on points their partner spoke about. If you wish to assess the students in pairs, you could set other work for students (e.g. the writing task in Ex 7) while you listen to individual pairs.

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Example answers

Student A (page 96)

OK, so I'm going to talk about the first two pictures – that is, the one with the children and the other with the two elderly men. Clearly one of the major differences between the pictures is the age groups. Another difference is in the reasons for these people to have the coins. The children look as if they're counting coins, so they may well be saving up for something. I would imagine that they've been keeping their pocket money and want to know if they've got enough to buy something. The elderly men, on the other hand, appear to be putting coins in a folder. My guess would be that they're collecting coins that have some value or significance. It's probably a hobby of theirs. As for how long the people might keep the coins, I would say that the men will be keeping theirs for quite a while, unless they decide to trade them in at some point for other coins or money, whereas I can't see the children keeping their money very long at all. They could well be out spending it tomorrow!

Student B

All the people appreciate their coins for different reasons, but in my opinion the men probably appreciate theirs most, as they have a lot of knowledge about those particular coins, and have chosen to keep and display them.

Student B (page 97)

The pictures I'm going to talk about are quite different – some people buying tickets from machines and a woman buying something online. As you say they are all paying for something in different ways, but what they have in common is that they are not using the traditional handing over of money as a way of buying goods. The passengers could have gone to a ticket office perhaps, and the woman could have gone to a shop, but they have chosen the quicker, more convenient ways of paying. It looks as if the woman is working on her laptop, and rather than stop work and go out to buy something, she is quickly using a card to buy online. Most likely she'll return to work very soon. The men are similarly using the machines to avoid queues, although it's possible that there may not actually be an office where they are. Whether they change these ways of paying for things another time would depend on several things. If the machines were out of order, the passengers might have to use another method, and as for the woman, if she's unhappy with the product she's bought, she might go to a physical shop next time.

Student A

I would say that the ticket machine payment will be the first to change in the future, as we can do more and more things with phones. Tickets could be bought with a quick click on a phone, so there would be no time wasted at all.

Flexible follow-up

Put students into pairs. They find a picture in a previous unit which allows for some form of speculation, then write a question about it similar to those in the exam. They change partners and ask their new partner their question(s) about the picture.

Speaking or writing

5 Put students into small groups and read through the task with them. Use a coin that they have, or provide one of your own. Circulate and prompt or help where necessary. Students summarise their stories for the class and vote on the most interesting one.

Answers

Students' own answers

6 Ask students as a class what (if anything) they still use cash for. Then put them into pairs to brainstorm some ideas before discussing the questions as a class. Ask who might be most affected. Take a vote on how quickly they think cash will completely disappear, if at all.

Answers

Students' own answers

7 Ask students to use their ideas from the discussion in Ex 6 to make notes for the essay. Remind the class that their essay should have a clear structure with an introduction, main paragraphs and a conclusion. They then write the essay (200 words) in class or at home.

Answers

Students' own answers

Cooler

Ask students to imagine that there is going to be a new symbol or picture on a coin or note in their country. Put students into pairs to discuss what symbol or picture they would like to be used and why. They share ideas with the class. Take a vote on the favourite.

Extra practice

EXAM TRAINER | p93

For further practice of the skills presented in this lesson for Speaking Part 2, we recommend students complete Strategies and skills Exs 5–6 on page 93 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 2.

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WRITING – Part 2 Report pp56–57

LESSON OVERVIEW

- **Topic:** Hotels

EXAM FILE p25

- **Writing file:** p134
- **Vocabulary file:** pp122–123

Learning objective: Students will be better able to write a report.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 2 Report pp67–70

Digital resources

- Presentation tool pp56–57
- Video: *About C1 Advanced: Writing Part 2*

The Writing file on page 134 provides an example and exam help for Writing Part 2 Report.

The Wordlist on page 122 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 122–123 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 25 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with reading the two reports in this lesson (in Ex 4 and Exs 5–6). Allow them to read both in advance of the class.

Dyslexic students may also benefit from the structured checklist in the Exam file (p25) to check their preparedness for this exam part.

Warmer

Ask students about any holiday accommodation they've stayed in recently and what they would expect from a hotel, a guesthouse and a self-catering apartment. Write the phrase *secret shopper* on the board and ask the class what they think this means and what it would entail (a person hired to visit a shop or a similar establishment to report on the services without the staff knowing that they are not normal customers). Ask students where they think secret shoppers might be used and whether they might like to have this job. Encourage them to give reasons.

1 Discuss the questions as a class and elicit the last reviews students wrote or read (if any). Note down the percentage of students who usually:

- leave feedback
- read other reviews before using a service

Answers

Students' own answers

2 5.12 Play the recording for students to answer the question and discuss how far they agree as a class. Compare the percentages the speaker gives (70 percent; 50 percent) with the class results in Ex 1.

Answer

It's growing in popularity and is important for consumer power.
Students' own answers

3 Ask students to read the two extracts and answer the question. Discuss their ideas as a class, encouraging them to justify their answers.

Answer

A is from a review (colloquial language, including a personal experience and recommendation)
B is from a report (formal language, mentioning 'addressing delays' and a possible star rating application (possible reason for report) as well as reference to other points)

EXAM FOCUS

4 Explain to students that they are going to do a Writing Part 2 Report task. Elicit what students already know about writing a report, e.g. the type of language used, the format, what is usually included, etc. Read through the Exam focus with the class and check their ideas. Read through the task with students and ask what key words they would highlight (e.g. *your stay*, *any problems*, *recommendations for improvements*, etc.). Students then read the example report and discuss in pairs which point(s) in the Exam focus have not been addressed. Check ideas as a class.

Answers

Some language is too personal or idiomatic, e.g. 'I loved the lounge', 'for whatever reason'. The report includes information about accommodation under the 'Staff' heading; this should be separated into its own paragraph.

5 Draw students' attention to the report and the questions and ask them to do the task. Check answers as a class.

Answers

1 the council
2 to report on the state of the local parks from a local resident's point of view
3 four or five, based on the conclusion

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6 Put students into pairs to read the five sentences and decide where they fit in the report. Take feedback as a class and ask what helped them make those choices.

Answers

1 E **2** B **3** C **4** D **5** A

EXAM BOOST **EXAM FILE** p24

The exercises on page 24 of the Exam boost provide more practice of report writing. These could be done in class or for homework.

Answers

1 Students' own answers

2 **1** C **2** R **3** I **4** C **5** A **6** R
7 I **8** C **9** I **10** A **11** A **12** T

3 **1** C **2** R **3** T **4** R **5** C **6** A

4 **1** majority **2** considerable **3** stated
4 According **5** conducted **6** indicate

7 Read through the exam task in Ex 8 with students and focus their attention on the three points. Put students into pairs to discuss what details might have been given in the report. Students share their ideas as a class.

Answers

1–3 Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Report, please refer to the Writing success criteria on pp176–178.

8 Ask students to write their reports. Allow 45 minutes. Remind them to plan first and group their notes into paragraphs. They should check the Exam focus again and also incorporate useful phrases from the report in Ex 4. Circulate and give advice or help where necessary.

Example answer

Report on Apartment 6, Harvey House

Introduction

The aim of this report is to record details of my stay at Apartment 6, pointing out how far the property meets the requirements laid down by the renting company and making recommendations for necessary improvements or follow-up visits.

Location and amenities

The property was as advertised; a second floor, two-bedroom apartment. It was implied that there is a view of the River Hart; however, the river could only be seen in the distance by leaning out of the second bedroom window. The flat was quite far from the town centre, and the closest shops and restaurants were at least 20 minutes away on foot.

Basic services

The apartment was fully equipped with everything necessary for a short stay, and all appeared to be in good working order apart from the shower, which did not consistently provide hot water; and two bedside lamps, which both required new bulbs. The range of cooking equipment available was excellent. There was good wi-fi access in the property and the phone signal was strong.

Decor and furnishings

The apartment was well-furnished and decorated throughout in a minimalist, modern style. Sofas and beds were comfortable and seemed to be new, and on my arrival, I found the whole property spotless.

Recommendations

I would like to see the provision of some essential food items in the kitchen cupboards. Some visitors will want to cook, and currently there is a total lack of basics, such as flour, rice, salt, etc. Clearly, providing perishables can pose health and safety issues, but at the very least, some coffee or tea should be provided.

Conclusion

I experienced a comfortable stay at Apartment 6 and with the minor improvements suggested above, feel it would certainly meet the required standards.

Fast finishers

Fast finishers could write a short review post about the same experience (around 50–75 words), to be posted online for potential guests to read. Their post can be either positive or negative.

Remind them that this time they should use more informal language, but that they should still structure their post clearly.

9 Students check their partner's report, checking whether all the points in the exam task instructions have been covered, and the Exam focus tips followed. Remind them to be polite when giving feedback and to find points to praise. Monitor and help out as necessary with feedback.

Answers

Students' own answers

Flexible follow-up

Write the following question on the board:

Some people say that you cannot trust reviews to give true feedback. Why do you think this is and do you agree?

Students discuss it in their pairs, making sure they justify their opinions. If appropriate for your class, you can support students by asking these follow-up questions:

- *Why might people write a review?*
- *Would you be more likely to write a review about a good experience or a bad one?*
- *Would you be more likely to write a review about an experience with a large multinational company or a small local one?*

Students then share their ideas with the class.

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Cooler

Books closed. Check back to students' original predictions about which topics might be included in this unit.

Elicit what students can remember about the following topics from the unit:

- *body idioms*
- *facts about the fifth arrondissement in Paris*
- *phrasal verbs*
- *verbs used in listening questions*
- *myths about superfoods*
- *phrases for speculating*

You could ask about these things as a class, or pairs could test each other, with one student referring back to the relevant page while the other answers.

Extra practice

EXAM TRAINER | pp67–70

For further practice of the skills presented in this lesson for Writing Part 2 Report and additional skills and strategies to improve performance in the exam, we recommend students complete the Practice task and How did you do? section on page 67 and Strategies and skills Exs 1–10 on pages 68–70 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 70.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Report.

PRACTICE TASKS p58

Answers

1 **1** D **2** A **3** C **4** B **5** A **6** D **7** B **8** C

2 **1** were **2** had **3** is **4** could **5** have **6** should **7** if **8** be

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6 | SIX

UNIT OVERVIEW

Opener
- Language focus: Fixed phrases
- Topic: Dominoes

Reading and Use of English – Reading
- Part 6 Cross-text multiple matching
- Topic: Empathy – our sixth sense?

Reading and Use of English – Vocabulary
- Part 3 Word formation
- Language focus: Internal word changes
- Topic: Braille / Graffiti for the blind

Listening
- Part 2 Sentence completion
- Topic: Route 66

Reading and Use of English – Grammar
- Part 4 Key word transformations
- Language focus: Verb and noun phrases
- Topic: Hexagons

Speaking
- Part 3 Collaborative task
- Topic: Being organised

Writing
- Part 1 Essay
- Topic: Historical dates

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 6 activities

Digital resources
- Presentation tool Unit 6
- Unit 6 Language test
- Unit 6 Language test for dyslexic students
- Unit 6 Photocopiable activities
- Unit 6 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p59

DYSLEXIA FOCUS
Students may need additional time to read the questions in Ex 4. You could give those students only four of the six questions to complete.

Warmer
Books closed. Write SIX on the board. Ask students to imagine they have just been invited somewhere for the weekend and they can only take a small bag. Ask them what SIX items they would take. Students write their six items individually, then compare their lists in pairs. Ask for ideas as a class and find the six most popular items in the class.

Give students a few minutes to discuss in pairs what topics related to the word SIX might come up in the unit. Ask for their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Fixed phrases

1 Focus students' attention on the picture and elicit that the people are playing dominoes. Ask whether students have ever played and if so, what the rules are.

As a class, discuss the attractions of playing traditional games. Then put students into pairs to describe a traditional game for their partner. They then share the games they described with the class.

Answers

Students' own answers

Flexible follow-up
Put students into pairs to name as many computer or video games as they can in two minutes. They can include games played on a mobile phone. Compare lists as a class to see who has the most. Ask for short descriptions of those that might be unfamiliar to other students.

Find out:
- what the first game students played was
- what their favourite game is right now
- how much time they devote to playing these days

2 6.1 Elicit predictions about what the researcher might mention. Play the recording for students to compare ideas and answer the question.

Answers

Students' own answers

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3 Put students into pairs to answer the question and then share ideas as a class. If appropriate, play the recording again to check, pausing after each point. A weaker group may need to listen to the recording before they do the task.

Answers

all accounts – when talking about the origin of dominoes
first glance – when talking about how simple it may seem
loose end – when talking about when people play them
my element – when talking about his research
no means – when talking about his attitude to computer games, and whether things will go to plan
no time – when talking about the speed of the spread of popularity
stretch – when talking about the possibility of playing with multiple tiles

4 Students complete the task individually and check their answers in pairs. Check answers as a class.

Answers

1 in **2** in **3** By, at **4** in **5** by **6** in

Flexible follow-up

Ask students to supply synonyms for the phrases in Ex 4 (e.g., *in vain* – unsuccessfully; *in no time* – immediately; *by no means* – it's impossible; *at short notice* – without a lot of time to prepare; *in turn* – consequently; *by default* – without having to do something; *in your element* – doing what you love).

5 Go through the example with the class to clarify what they need to do. Put students into pairs to do the task. Monitor and prompt where necessary. Take feedback as a class.

Answers

1 theory **2** stretch **3** glance **4** loose
5 action **6** accounts
Students' own answers

Fast finishers

Fast finishers can write three more B sentences using other phrases from the recording that came up in Exs 3 and 4. As a class, students then try to create an A sentence for the new B sentences.

6 Put students into pairs. Ask half the pairs to note down some points to support the idea of computer games outlasting board games. The other half note down points supporting the opposite view. Students then discuss the question as a class, defending their points.

Answers

Students' own answers

Cooler

Put students into pairs to think of more uses for dominoes and then take feedback as a class. Students vote on the most interesting idea (for example, making chunky jewellery or using them as building blocks for toddlers, etc.).

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READING AND USE OF ENGLISH – Part 6 Cross-text multiple matching pp60–61

LESSON OVERVIEW

- **Topic:** Empathy – our sixth sense?

EXAM FILE p13

Learning objective: Students will be better able to identify similar opinions.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 6 Cross-text multiple matching pp34–37

Digital resources

- Presentation tool pp60–61
- Video: *About C1 Advanced: Reading and Use of English Part 6*

BEFORE YOU START

Read through the Exam reference on page 13 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the texts in Ex 3 and Ex 5 on pp60–61. You can allow students to listen to the audio recording of the exam task texts to help support them in this task. Alternatively, if appropriate, ask students to read the texts in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher and flexible follow-up activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p13) to check their preparedness for this exam part.

Warmer

Ask students to close their eyes. Tell them you are going to write and draw some things and they have to concentrate and try to see what you are writing or drawing in their minds. First, write a number (e.g. 5) on a piece of paper, making sure that only you can see it. Ask students to write down the same number. Repeat this with a shape (e.g. a triangle) and finally a simple picture (e.g. a tree). Ask students to compare their ideas briefly and then stick the pieces of paper with the number, shape and picture on the board and see if anyone got any of the items correct. Ask what this activity is testing (telepathy).

1 Write *sixth sense* on the board and ask the class for examples of what they think it means (a special ability to know things without using any of your five ordinary senses such as your hearing or sight).

Put students into pairs to discuss the question. Take feedback as a class.

Answers

Students' own answers

2 6.2 Play the recording for students to compare their ideas from Ex 1. Ask them which speaker they most agree with and why.

Answers

Students' own answers

Flexible follow-up

Ask students whether they have any similar examples or interesting stories about a possible 'sixth sense', either from their own experience or someone they know.

EXAM FOCUS

3 Explain to students that they are going to do a Reading and Use of English Part 6 task. Remind them how the Part 6 Cross-text multiple matching task works and refer them to the Exam reference on page 13 of the Exam file if necessary. You may also wish to look again at pages 16 and 17 in Unit 2 to revise identifying contrasting opinion. Point out that in this exam task they will also need to identify similar opinions across the four texts. Read through the Exam focus with the class.

Students then read the two comments in Ex 3 to answer the question, and highlight synonyms and paraphrases. Check answers as a class.

Answers

They agree.
A – 'I have my reservations. While I would go along with the possibility that we can pick up clues from people's behaviour … I wouldn't go so far as to say this is something extraordinary.'
B – 'I don't want to disagree completely. There may be something in the idea that body language or voice inflections can subconsciously alert us … I can't see it being linked to …'

Fast finishers

Ask fast finishers to identify unfamiliar words in the two comments and to try to guess their meaning from the context. Check these words as a class after going through Ex 3.

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EXAM BOOST **EXAM FILE** Section B p12

The exercises on page 12 in Section B of the Exam boost provide more practice of identifying similar opinions. These could be done in class or for homework.

Answers

3 2 and 5
School curriculums need to cover a wealth of different topics and can sometimes squeeze out certain subjects which **may** be felt to be no longer vital for a student's education. Disciplines such as drama, art and music **could be considered by some** as extras which can be taken up as interests in after school clubs or societies. **This is an extremely short-sighted approach and one that should be reversed**. What is to be **admired** is the time given to helping students develop life skills such as presentations or debating abilities. **Whereas many might consider this a waste of time, they should realise the value** of these skills when students leave the protected school life and need to survive in the real adult world.

4 Modal verbs, verbs and adjectives

5 1 is incorrect because the writer refers to considering drama, art and music as '… an extremely short-sighted approach and one that should be reversed'.
3 is incorrect because the writer refers to debating as a 'life skill'.
4 is incorrect because the writer focuses on 'the time given' and the 'value of these skills' without referring to those who teach them in any way.

4 Write *sympathy* and *empathy* on the board and elicit the difference in meaning. Read through the definitions with students to check their ideas. Ask the class for an example situation for each word.

Answers

Students' own answers

EXAM TASK

6.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Before doing the task, remind students to first read all the texts, then to read the questions and highlight the relevant sections in the texts before reading in detail again and making their choices. Also, remind them that there will be distraction, so they need to think carefully about the meaning of what they are reading. Students do the exam task individually. Allow 10–15 minutes. Check answers together as a class and ask students to identify the sections of the texts that helped them find the answers.

Answers

1 A ('… may potentially hold the answer to the question of that extra sense. In that I applaud her thinking.' B is incorrect as the reviewer says '… she goes too far … to give extreme empathy this title is awarding it too much significance.' C is incorrect as the reviewer says that considering empathy a sixth sense is a '… clear-cut attempt to get a book on the best-sellers list … The idea is, unfortunately, laughable.' D is incorrect as the reviewer says that the book did '… little to satisfy this quest [the search for a sixth sense]'.)

2 B ('… the book is well-constructed and easy to follow …' A is incorrect as the reviewer says '… the logical structure of the book seemed flawed'. Reviewer C says the book took '… the reader off on tangents and, in particular, her chapter on hunches seems disconnected from the main thrust of her arguments.' Reviewer D does not mention the structure of the book.)

3 A ('… the research was not sound … confused by a sea of anecdotal evidence' which agrees with Reviewer D '… the book has been compiled without any proper scientific studies'. Reviewer B suggests that the book offers '… some convincing evidence for her claims …', so this is incorrect, while Reviewer C does not mention the issue.)

4 D ('This publication is just the most recent in a long line of many on the popular topic of empathy, …' Reviewer B says it's about 'a topic that people actually haven't considered before', while Reviewer A does not mention it.)

Alternative

Before students attempt the full task, divide the class into four groups and assign each group a text to read. They should discuss what their text says in relation to questions 1–4, if anything. Students share their findings as a class, then complete the task individually.

Flexible follow-up

Put students into pairs and allocate texts A and B to half the pairs, and C and D to the other half. They should highlight unfamiliar vocabulary items, then check the meanings in a dictionary and think of synonyms. They then exchange synonyms with a pair from the other half of the class and find the vocabulary items they relate to.

If appropriate, review the following items as a class: *proponents* (those who put forward a belief or theory); *applaud someone's thinking* (admire it); *good investment of my time* (worth doing); *squeamish* (easily disgusted or made to feel sick); *threshold* (a level at which something starts to happen); *yours truly* (me); *go out on a limb* (make a point very different to others); *warrant* (deserve); *in my estimation* (in my opinion); *clear-cut* (obvious); *take off on a tangent* (to suddenly start talking about something that is only slightly related/not at all related to the original subject); *central premise* (main belief).

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Speaking or writing

6 Students discuss the question as a class. Give an example of your own, e.g.:

When I was a teenager I got a job in a café. After the interview I had a hunch that the boss might be a difficult person, but I needed the job so I took it anyway. I was right – he turned out to be a nightmare!

Answers

Students' own answers

7 Students write the post in class or at home. Ask them to aim to write 150 words. Tell them to give examples to back up their arguments, but that they can be invented. Students share their posts with the class and see who agrees and who disagrees, and if they've given examples, whether they are invented or real.

Answers

Students' own answers

Cooler

Put students in pairs or small groups to discuss the following question:

Are you sensitive to the feelings of others? Give an example or anecdote illustrating why or why not.

Extra practice

EXAM TRAINER | pp34–37

For further practice of the skills presented in this lesson for Reading and Use of English Part 6 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Ex 3–7 on pages 34–37 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on pages 36–37.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 6.

READING AND USE OF ENGLISH – Part 3 Word formation p62

LESSON OVERVIEW

- **Topic:** Braille / Graffiti for the blind

EXAM FILE p7

Learning objective: Students will be better able to form words using internal word changes.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 3 Word formation pp18–19 Exs 10–12

Digital resources

- Presentation tool p62
- Video: *About C1 Advanced: Reading and Use of English Part 3*

BEFORE YOU START

Read through the Exam reference on page 7 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Some students may need additional time to read and understand the sentences in Ex 4. You could ask them to focus on four out of the eight sentences only.

Dyslexic students may also benefit from the structured checklist in the Exam file (p7) to check their preparedness for this exam part.

Warmer

Write *sign language* on the board and elicit any signs the class already know. Ask where people who do not have hearing impairments might regularly see people signing (e.g. on TV, news programmes, films, theatres, etc.).

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VOCABULARY: Internal word changes

1 Write the word *braille* on the board and ask students what they know about it as a class. Put students into pairs to come up with other ways in which people who have visual or hearing impairments can better communicate or be able to be independent (e.g. guide dogs, assistance dogs, sign language, on-screen subtitles, voice recognition, hearing aids, dictation software, etc.). Circulate and contribute. Students share their ideas as a class.

Suggested answers

visual impairments: spelling out letters on the person's palm, 3-D sound maps, voice-activated technology
hearing impairments: lip reading, sign language

2 Ask students for some examples of where braille is used today (e.g. on packaging, on menus, on lift buttons, etc.). Students read the text on page 95 to check their ideas. Check answers as a class. Extend by asking who invented Braille (Louis Braille), when it was invented (1824), and what was it based on (a simplified military code for silent communication).

Answers

novels, printed materials, packaging, magazines, instructions, music, braille e-readers, spelling bricks for children

3 Check through the words in bold in the text on page 95 with the class. If necessary, write them on the board and elicit the root words from the class, highlighting the changes made.

Answers

1 vary (change y to i and add -ation)
2 simple (remove e and add -ify)
3 able (add prefix -in, remove le and add -ility)
4 deny (add prefix -un, change y to i and add -able)
5 vision (remove on and add -ble)
6 compare (remove e and add -able)
7 assure (remove e and add -ance)
8 rely (change y to i and add -able, then change e to y)

4 6.3 Play the recording and ask what aspects of braille the two people are talking about (Speaker 1: people's sense abilities; decline of skill. Speaker 2: technology and braille). Students do the task individually and check answers as a class. Explain the difference between *dependent* (relying on; depending on) and *dependant* (a person who depends on someone; note that American English uses *dependent* for both meanings), and *continually* (repeatedly) and *continuously* (uninterruptedly).

Answers

1 sighted
2 memorisation/memorization
3 significance
4 literacy, dependence
5 technological, invariably
6 curiosity
7 visually, tolerance
8 continuously

Flexible follow-up

Ask students to scan the reading text on page 61 in this unit and find examples of words that have undergone internal changes. After two minutes, check words they have found together as a class and write them on the board. Identify which ones have undergone the most changes.

EXAM BOOST **EXAM FILE** Section C p6

The exercises on page 6 in Section C of the Exam boost provide more practice of forming words using internal changes. These could be done in class or for homework.

Answers

4 **1** noticeable **2** debatable **3** justifiable **4** edible **5** profitable **6** defensible
5 **1** alternatively **2** assumption **3** beneficial **4** endurance **5** implication **6** removal

Flexible follow-up

In pairs, ask students to identify any common patterns in how internal word changes are applied to words with different endings. Take feedback as a class, asking each pair to suggest one rule.

Suggested answers

1 Root word ends in -ce or -ge: retain final -e before adding -able, e.g. noticeable, changeable, manageable
2 Root words which end in -e: remove final -e before adding -able, e.g. disposable, debatable, comparable
3 Root words which end in -y: change to -i before adding -able, e.g. justifiable, reliable, variable
4 If the root word is a whole word: add -able, e.g. directly
5 If you need to change the root word completely, so that it is not recognisable: add -ible, e.g. edible, visible, defensible, intelligible

EXAM TASK

5 If necessary, elicit what students can remember about the Reading and Use of English Part 3 task from Units 2 and 4. Remind students to read the whole of the text first before focusing on the words to be formed. Also, they should read the text through carefully afterwards to check that it makes sense. Students do the task individually. Allow ten minutes. Check answers as a class.

Answers

1 visual
2 inscriptions
3 undeniably
4 composition
5 illegal/unlawful
6 undignified
7 initiative
8 provocative/provoking

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Speaking or writing

6 Put students into small groups to discuss the question. Elicit examples to consider e.g. art galleries, concert halls, sculpture parks, etc. Circulate and prompt or contribute where appropriate. Students share ideas as a class.

Answers

Students' own answers

7 Students carry out the research and write the article in class (if they are able to carry out research) or at home. They should write about 200 words. Students then share their articles with the class and discuss what interesting points they have learned from reading their classmates' work.

Answers

Students' own answers

Flexible follow-up

Put students into pairs to take turns talking for one minute about an artist that they like or who is well-known (a painter, a sculptor, a musician, an actor, etc.). Their partner should time them. This is useful practice for Speaking Part 2.

Cooler

Write some root words, e.g. *create*, *size* on the board and elicit as many different words that can be formed from them as possible. This can be done as a group activity or in pairs as a timed competition.

Extra practice

EXAM TRAINER | pp18–19

For further practice of the skills presented in this lesson for Reading and Use of English Part 3, we recommend students complete Strategies and skills Exs 10–12 on pages 18–19 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 3.

LISTENING – Part 2 Sentence completion p63

LESSON OVERVIEW

- **Topic:** Route 66

EXAM FILE p31

Learning objective: Students will be better able to understand specific information and stated opinion.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 2 Sentence completion p76 Exs 4–8, p77

Digital resources

- Presentation tool p63
- Video: *About C1 Advanced: Listening Part 2*

BEFORE YOU START

Read through the Exam reference on page 31 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the reading load in Ex 4. Allow them to read the sentences before the lesson. Also, read through the text of the exam task before playing the recording to ensure all students have understood it.

Dyslexic students may also benefit from the structured checklist in the Exam file (p31) to check their preparedness for this exam part.

Warmer

Write *Champs-Élysées*, *Fifth Avenue* and *Abbey Road* on the board and elicit where they are (Paris, New York City and London) and whether students know why they are famous. Ask for examples of famous (or infamous) roads or streets in students' countries (e.g. the M25 is the circular motorway around London and has been called 'the biggest car park in the UK' because it's very often at a standstill).

1 Write *Route 66* on the board and elicit any information students know about it. Extend to ask the class about any other roads or routes people like to travel in their country or in the world (e.g. the Inca trail, Peru; the Camino de Santiago, Spain, etc.).

Answers

Students' own answers

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2 6.4 Read through the questions and play the recording for students to answer them. Check answers as a class.

Answers

People used it to travel to other parts of the country to find work.
New faster roads were built.
It is undergoing a revival.

EXAM FOCUS

3 Explain to students that they are going to do a Listening Part 2 task. Remind them that in this part of the exam, completing the sentences sometimes requires focusing on specific information and/or stated opinion.

Read through the Exam focus and point out that the examples given are typical of the kinds of sentences found in the Part 2 task. Students do the task individually. Check answers as a class, asking for reasons.

Answers

1 F	**2** F	**3** O	**4** O	**5** F
6 F	**7** O	**8** F	**9** O	**10** F

Flexible follow-up

Ask students to write three sentences of their own which give either a fact or an opinion. This could be about where they live or the surrounding areas. Put them into pairs. They exchange their sentences and decide if they show fact or opinion.

EXAM BOOST **EXAM FILE** Section B p30

The exercise on page 30 in Section B of the Exam boost provides more practice of understanding specific information and stated opinion. This could be done in class or for homework.

Answers

4 a Students' own answers
4 b **1** (relevant) documents
2 menus
3 (fascinating) conversations
4 wood(-)carving festival
5 chess

EXAM TASK

4 6.5 If necessary, refer students to the Exam reference on page 31 of the Exam file to remind them how to approach the task.

Play the recording for students and pause it before it repeats so they can complete the task and check answers in pairs. Play the recording a second time for students to confirm their answers. Check answers as a class.

If necessary, play the recording a third time or refer students to the audioscript on page 152 to show where the answers were found, and also to illustrate possible distractions which are especially clear in questions 2 (distraction – root beer), 6 (sidewalk highway) and 7 (blue whale; rocking chair).

Answers

1 diversions ('We'd prepared in advance, painstakingly researching directions … especially if we were to make any diversions …')
2 (fried) pastries ('I opted for fried pastries I couldn't pronounce the name of – they were superb')
3 (truly) authentic ('… its inclusion on the National Register of Historic Places, which meant we were in for a truly authentic experience. It really was.')
4 memorabilia ('… memorabilia from the early days of Route 66. Those were what really captured my attention')
5 deserted village ('… if we hadn't gone off track, we'd never have come across what we've since nicknamed the "deserted village" … We got some brilliant photos …')
6 Ribbon Road ('For those of you with an interest in the construction of the route, you might be fascinated, as I was, by … more frequently the "Ribbon Road" …')
7 Painted Desert ('We travelled through every kind of landscape on our trip … What made the greatest impression on me was the Painted Desert …')
8 monotonous ('we'd survived a month on the road … the driving was, at times, monotonous')

Speaking or writing

5 Put students into pairs to discuss ideas. First, they should think about which five countries they would like to pass through and then plan their route and what preparations they would need to make, e.g. tickets to book, places to stay, money to take, clothes to pack, etc. Circulate and prompt where necessary. Take feedback as a class and compare students' plans. Have a class vote on who made the most thorough preparations.

Answers

Students' own answers

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6 Students think of a memorable journey, make notes and then write a short paragraph about it, making sure they cover all the points in the question. They then read or tell their partner about it. Circulate and help where necessary, noting interesting points to bring up in group feedback. If students have not travelled much they could describe something interesting or unusual that happened on a journey, e.g. on a train ride, on a walk, etc.

Answers

Students' own answers

Alternative

Put students into pairs. They take turns answering the following questions and discussing with their partner. Students then share opinions as a class.

1. *What, in your opinion, are the best ways to protect ancient landmarks?*
2. *Would you say it's better to see a lot of places for a short time on a road trip, or stay in one place for several days?*
3. *Is it better to share an experience like driving Route 66, or to do it alone? Why?*

Cooler

Books closed. Go round the class and see how many facts about Route 66 students can remember from the lesson.

Extra practice

EXAM TRAINER | p76

For further practice of the skills presented in this lesson for Listening Part 2 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 4–11 on pages 76–77 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 77.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 2.

READING AND USE OF ENGLISH – Part 4 Key word transformations p64

LESSON OVERVIEW

- **Topic:** Hexagons

EXAM FILE p9

Learning objective: Students will be better able to use verb and noun phrases.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 4 Key word transformations p22 Exs 5–6

Digital resources

- Presentation tool p64
- Grammar presentation 6: Verb and noun phrases
- Video: *About C1 Advanced: Reading and Use of English Part 4*

The Grammar reference and exercises on pages 108–109 of the Grammar file provide more practice of verb and noun phrases. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 9 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students to read the text about hexagons on page 95 before the lesson to prepare for Ex 4.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p9) to check their preparedness for this exam part.

Warmer

Elicit as many shapes as possible from the class and write them on the board (e.g. oblong, square, rectangle, hexagon, etc.). Ask students to close their eyes. Then ask each of them in turn to name something in the classroom that is e.g. oblong, square, etc. See how many items they can name for each shape as a class. Students open their eyes and in pairs add to the list. They share ideas as a class.

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GRAMMAR: Verb and noun phrases

1 Focus students' attention on the picture at the bottom of the page and elicit that a snowflake is hexagonal. Discuss the question as a class and write their ideas on the board (see the Ex 2 answer key for possible answers).

Answers

Students' own answers

2 6.6 Play the recording for students to answer the question. Check answers as a class. Play the recording again to check. Extend by asking why six-sided shapes are useful (hexagons are strong, efficient, symmetrical and simple; they tessellate (fit together) without overlapping).

Answers

honeycomb, plants, fruit, dragonfly eyes, human carbon atoms, crystals, snowflakes, water molecules, the hexagon clouds at Saturn's north pole

3 Remind students that in Reading and Use of English Part 4 they need to rewrite sentences while keeping the same meaning. Look at question 1 with the class and elicit that a passive is needed to complete the sentence. Point out that this is a common structure used in this exam part. Students complete the exercise individually and then check with a partner. Monitor and prompt where necessary. Check answers as a class.

Answers

1 is stored
2 become interlocked
3 experience
4 an expectation
5 formation of
6 not change

4 Read the first line of the text on page 95 with the class and ask if they can think of any examples. Note any ideas on the board. Ask students to read the rest of the text and write a one sentence summary of what it is about. Ask for examples from the class.

Extend by asking what particular examples are given in the text (*nuts and bolts*, *footballs*, *pencils*). Students then transform the phrases individually and compare sentences with a partner. Check answers as a class.

Answers

1 tighten
2 prevalence
3 be densely packed
4 creation of a sphere / the ball
5 prevents it from
6 are being manufactured

Fast finishers

Ask fast finishers to find one other sentence or phrase in the text that can be transformed. Check through these while monitoring. After feedback on the task, ask them to write their examples on the board for the rest of the class to transform.

EXAM BOOST **EXAM FILE** Section C p8

The exercise on page 8 in Section C of the Exam boost provides more practice of using verb and noun phrases. This could be done in class or for homework.

Answers

1 explanation was given as
2 in terms of
3 mistakenly believe that
4 is a sense of harmony / a harmonious sense

EXAM TASK

5 Explain to students that they are going to do a Reading and Use of English Part 4 task. Remind students of the number of words allowed in each gap, and that contractions count as two words. Also, point out that there will often be more than one change necessary: they must therefore check all aspects of their answer so that it is logical in meaning as well as grammatically correct. Allow about ten minutes for students to do the task individually, then they can compare answers with a partner. Check as a class.

Answers

1 are rigid and that/this is / are rigid which is
2 deal of strength in
3 measurements of a circle
4 common for homes to be constructed/built / common to construct/build homes
5 main usage of
6 be defined very precisely

Speaking or writing

6 Ask students to name as many different fabric patterns as they can. List them on the board. Discuss the questions with the class and extend by asking if they remember having a favourite item of clothing when they were younger that had a memorable pattern on it.

Answers

Students' own answers

7 Put students into pairs to discuss the question and share ideas before writing the paragraph in class or at home.

Answers

Students' own answers

Alternative

If the topic in Ex 7 is too abstract, ask students to list different types of art (impressionism, surrealism, cubism, etc.) with examples of artists for each type. They can then discuss and write about the following:

Geometrical shapes and patterns often feature in paintings. Are you interested in this form of art or do you have a preference for something different? Why?

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Flexible follow-up

Point out that many (board) games are based on geometrical shapes. Give chess as an example of one that uses squares. Elicit names of others (e.g. Hex (hexagons), Rubik's Cube (cube), dominoes (oblongs), noughts and crosses (squares), Chinese Checkers (star), etc.). If you have time to prepare, you could download and copy sheets with the Hex game board template and students can play in pairs. Alternatively, put students into pairs to design a game that uses triangles.

Cooler

Ask students as a class what new facts they've learned during the lesson and which they find the most interesting.

Extra practice

EXAM TRAINER | p22

For further practice of the skills presented in this lesson for Reading and Use of English Part 4, we recommend students complete Strategies and skills Exs 5 and 6 on page 22 of the C1 Advanced Exam Trainer.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 4.

SPEAKING – Part 3 Collaborative task p65

LESSON OVERVIEW

- **Topic:** Being organised

EXAM FILE p41

Learning objective: Students will be better able to deal with the decision question in Speaking Part 3.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 3 Collaborative task p99 Ex 5, pp100–101

Digital resources

- Presentation tool p65
- Video: *About C1 Advanced: Speaking Part 3*
- Video: *C1 Advanced Speaking Test 2, Part 3*

BEFORE YOU START

Read through the Exam reference on page 41 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may benefit from the structured checklist in the Exam file (p41) to check their preparedness for this exam part.

Warmer

Ask students to imagine their room or study as they left it this morning (or before the lesson). Describe yours. e.g.:

The bed is made but on the desk there's a pile of papers that I need to file. There are sticky notes on my computer and a book on the floor by my bed.

Put students into pairs to tell each other about their living or work spaces. Ask for examples as a class and see if the majority of students would say they are tidy or not.

1 Focus students' attention on the picture and put them into pairs to discuss the questions. Ask for comments as a class.

Answers

Students' own answers

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2 6.7 Ask students what being untidy might indicate about someone's personality. Write their suggestions on the board. Play the recording for students to check their ideas and answer the questions. Check answers as a class.

Answers

1 paper clutter on his desk; not planning ahead when having people over for dinner
2 being disorganised is a sign of intelligence and creativity and can indicate high energy levels

3 Read through the questions in the survey with the class and ask them to complete it individually. Put students into pairs to compare their answers and discuss how similar they are. Students report back as a class, giving examples. Find out how the majority of the class answered. If appropriate, give your own responses too.

Answers

Students' own answers

4 Tell students to imagine that they are sharing a flat or a house (this could be at university or after leaving home) and that one of the housemates is very disorganised. Put students into pairs to discuss what issues this might cause for the other housemates. Pairs exchange and compare ideas with another pair. Ask for suggestions from the class and list these on the board. As a class, discuss how serious the consequences could be.

Answers

Students' own answers

5 6.8 Remind students that after the Part 3 discussion based around several prompts, they will be asked a decision question and they need to reassess the points. Tell them that they are going to listen to two candidates discussing a decision question: *Which problems caused by living with a very disorganised person would be the hardest to deal with?* Play the recording for them to listen for the problems mentioned. Take feedback and compare with the list on the board from Ex 4.

Answers

being messy in the bedroom; keeping smelly stale food; not doing their fair share of buying food and cooking; a messy/dirty bathroom; security

EXAM FOCUS

6 6.9 Explain to students that they are going to do a Speaking Part 3 task. Read through the first paragraph of the Exam focus with the class. Ask students if they can remember any phrases from the conversation that are related to evaluating, reassessing, or referring to the previous discussion. Then compare with the phrases given in the Exam focus. Play the recording again for students to check, or to answer the question.

Answers

Taking everything we said into consideration … ; I appreciate that we said … but on reflection; If I remember rightly, we agreed that …

EXAM BOOST EXAM FILE Section B p40

The exercise on page 40 in Section B of the Exam boost provides more practice of evaluating, referring and reassessing. This could be done in class or for homework.

Answers

1 looking	**2** talked	**3** being	**4** compare
5 go	**6** appreciate	**7** reflection	**8** Taking
9 previously	**10** far		

EXAM TASK

For guidance on marking Speaking Part 3, please refer to the Speaking success criteria on p165.

7 If necessary, refer students back to Unit 3 for advice on how to approach a Speaking Part 3 task. Put students into pairs to complete the task. To be exam compliant, read the interlocutor's part to the whole class and time the initial discussion. Stop after three minutes and read the decision question. Students resume their discussion, then stop them after a minute. Ask for feedback from the class on their discussions and conclusions. Ask them how many (and which) phrases from the Exam focus they managed to use in their conversations. If you need to assess students, arrange to listen to individual pairs while other students are completing some written work, for example the writing task in Ex 9.

Example answer

A: Right, let's look at being organised at work or college. For me, I think it's vital to be organised to a certain degree. At college you need to have your notes filed, and keep a record of what you need to do and so on, whilst at work, if you're not organised you won't really succeed, will you?

B: I completely agree. You need to keep and update records, reports and know what's in your diary. It's sort of OK being disorganised when you're a student, but once you get to work, that needs to change! How about in our personal spaces?

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A: Well. I'd say it depends on the person? For example, some people can live with one level of disorganisation – like my sister, who really has a messy room, but is happy with it, and she knows exactly where things are! But others get stressed out if their personal spaces aren't neat and tidy.
B: You're absolutely right. It's down to the individual. How about with financial matters? Personally, I think you need to be organised – money, or the lack of it, is very important for all aspects of our lives and we need to know what we've got, haven't got, what our plans are, you know?
A: That is so true. And this is something that I'd say people get better at when they're older. They appreciate how important it is. When you're a student, you don't have so much to consider, but once you start working or get married, have children, you need to think about financial demands and you've got to be organised, no question.
B: And what about when socialising? I guess it's important here too. If you make social plans you've got to keep records so that you turn up to things when you're expected and don't let people down. Some people I know seem to just be so laid-back that they arrive late to social events, or simply don't come at all – and that's not fair on other people, is it?
A: You are so right!

(Decision question)
A: OK, so we need to decide in which aspect of our lives it is *most* important to be organised. I know we talked about several aspects being important, but if we have to choose the most important, which would you go for?
B: It's tricky, but taking everything into consideration I would say it's work. If you're not organised, you'll lose your job and that affects everything else, wouldn't you say?
A: That's very true. And I appreciate that we said that it's vital to be organised regarding socialising – but I think I agree that it's at work when it is *most* important. If I remember rightly, we agreed that being organised in our personal spaces depends on the individual. And as we said before it's important with financial matters, but if we're not organised at work – we won't have any money to be concerned with, will we?!
B: I couldn't have put it better!

Alternative

This could be done as a non-compliant timed task. Being flexible with the time allowed will give students enough time to fully discuss the topic. Monitor, but only interrupt if asked for help. Note any interesting points or common errrors to bring into a full class discussion.

Speaking or writing

8 Ask students whether they are good at multitasking, and what sort of things they can do at the same time as something else. Give an example of how you multitask yourself, and whether it's successful or not, e.g. *Sometimes I try to talk on the phone while I'm cooking but I often end up making a silly mistake or burning the food.* Put students into pairs or small groups to discuss the question, giving reasons and examples. Ask for comments as a class.

Answers
Students' own answers

9 Set the task to be done in class or at home. Suggest about 200 words and remind students to make notes about what they will include before starting. Students swap emails in pairs and compare any advice given.

Answers
Students' own answers

Alternative

Put students into pairs to discuss some typical Speaking Part 4 questions.

1. *Do you think that becoming more organised is something we can learn, or is it just part of our nature?*
2. *Do you find it distracting or helpful to share an office or study space? Why?*
3. *How important do you think it is to be punctual? Why?*

Cooler

Put students into pairs or small groups to discuss whether they would prefer to share a house or flat with:

- a family member
- a friend
- someone they've never met before

Encourage them to justify their answers and take brief feedback from each group.

Extra practice

EXAM TRAINER | pp99–101

For further practice of the skills presented in this lesson for Speaking Part 3 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–8 on pages 99–100 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 101.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 3.

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WRITING – Part 1 Essay pp66–67

LESSON OVERVIEW

- **Topic:** Historical dates

EXAM FILE p19

- **Writing file:** p130
- **Vocabulary file:** pp124–125

Learning objective: Students will be better able to use complex sentences in an essay.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 1 Essay p54 Exs 8–9, p55

Digital resources

- Presentation tool pp66–67
- Video: *About C1 Advanced: Writing Part 1*

The Writing file on page 130 provides an example and exam help for Writing Part 1 Essay.

The Wordlist on page 124 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 124–125 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 19 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Some students may need more time to read the example essay in Ex 5 than allowed for in the lesson. You could let them read it in their own time before class. Students must also understand the essay tasks in Exs 4 and 7. You could read through them with the students in class.

Dyslexic students may also benefit from the structured checklist in the Exam file (p19) to check their preparedness for this exam part.

Warmer

Put students into pairs and ask them to tell each other about a period of history they would like to travel back to for a day and why. They share their ideas with the class.

1 Focus students' attention on the picture and ask if they recognise where the picture comes from (the Bayeux tapestry, which dates from the eleventh century). Tell students that 1066 is a date most British people will know: this was when the French conquered Britain. Their army was led by William of Normandy, who thus became William I. Students answer the questions and compare in pairs. Ask for examples and comments from the class.

Answers

Students' own answers

2 Put students into pairs to do the task. Ask them to suggest two additional important dates that should join the list. Take feedback as a class and ask for their suggestions. Find out if all students know the significance of the extra dates suggested.

Answers

1 1989 **2** 1969 **3** 1066 **4** 1789
5 2560 (BCE) **6** 1953 **7** 776 (BCE) **8** 1945
9 1564 **10** 1891

3a Remind students of the format of the essay task in Writing Part 1 and read through the instructions in Ex 4 with them. Ask students as a class which points and opinions they would include.

Answers

Students' own answers

3b 6.10 Play the recording for students to compare their points with what the speaker discusses.

Answers

Students' own answers

4 Students plan and write their essay. If doing this in class, allow 45 minutes for students to complete it. If time is limited, you can ask students to write a detailed plan including points for each paragraph, then they can use their plan to compare with the example answer in Ex 5.

Answers

Students' own answers; example answer in Ex 5, page 67 of the Coursebook.

EXAM FOCUS

5 Explain to students that they are going to do a Writing Part 1 Essay task. Tell them that they should try to use complex sentences in their essays for several reasons: they can make the essay more interesting and varied, they guide the reader through the points more easily, and they can serve to focus attention on the main points.

Read through the Exam focus and look at the examples. Then, students read the example essay and highlight examples of words and phrases used to create more complex sentences. Monitor and prompt where necessary. Check suggestions as a class.

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Answers

Students' own answers
and yet; In light of this; Firstly, while it is true that; One example could be; Likewise; What is also engaging; To conclude; what is equally important; Together with

EXAM BOOST **EXAM FILE** Section B p18

The exercises on page 18 in Section B of the Exam boost provide more practice of using complex sentences. These could be done in class or for homework.

Answers

3 B is more appropriate. A is too informal and colloquial, and also subjective.
4 'What is really important is …'; 'However, …'; '… although …'; 'Therefore, …'

6 **Put students into pairs to read the essay task in Ex 7 and discuss which points they would include with examples. Circulate and contribute, helping with ideas where necessary.**

Answers

Students' own answers

EXAM TASK

For guidance on marking Writing Part 1 Essay, please refer to the Writing success criteria on pp167–169.

7 **Students make notes, plan and then write the essay in class or at home. Allow 45 minutes. If they are writing in class, monitor and give help where necessary. Remind them to always reread their writing and check for grammar, punctuation, spelling, paragraphing and (particularly in this case) the complexity of the sentences.**

Example answer

While it is generally accepted that studying history at school is important, opinions remain divided about the importance of students only learning about their own country as opposed to looking at events and historical trends across the globe. I would say that having a wider approach to history can definitely benefit us in several ways.

To begin with, it is surely undeniable that everyone needs to understand why our world has developed in the way it has. The reasons are clearly not confined to the historical events of one single country. Learning about interactions with other countries, battles over borders, transfer of influence from one power to another and the effects of exploration, discovery and trading in the past all have a relevance to the world as we know it now.

What is also important and linked to this is that we are now living in a world where it has become vital to understand and appreciate other cultures. Studying the history of those countries can make everyone more culturally aware and bring us closer together. It can also help us understand the reasons why other nationalities might have different approaches to global issues and therefore how to deal with them.

In conclusion, I would like to say that in my opinion understanding how another country's culture has developed can only bring countries closer and closer in the future. Surely learning about the past serves mainly to contribute to a better future for everyone.

Fast finishers

Fast finishers can revisit the point in the question that they did not use and write an additional paragraph to submit separately.

8 **Put students into pairs. They exchange essays and evaluate the complexity of the sentences. Ask them to identify two or three complex sentences and analyse what cohesive devices have been used. Together students can discuss where more simple sentences in the essays could be made more complex. Circulate and help where necessary, writing useful phrases on the board if appropriate.**

Answers

Students' own answers

Flexible follow-up

Students discuss the following statement as a class:

It is more important to look forward to the future than focus on the past.

Cooler

Books closed. Write some of the dates discussed during the lesson on the board, or read them out, and see how many of the events that relate to them students can remember.

Check unit topics against the predictions that students made at the start of the unit. Ask which topic they enjoyed most and why.

Extra practice

EXAM TRAINER | pp54–55

For further practice of the skills presented in this lesson for Writing Part 1 Essay and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 8–10 on pages 54–55 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 55.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 1 Essay.

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Review | Units 1–6 pp68–70

AIM

- To revise grammar and vocabulary covered in Units 1–6.

Digital resources

- Presentation tool pp68–70

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next lesson.

Answers

1 **1** B **2** D **3** A **4** C
5 A **6** B **7** D **8** C

2 **1** can **2** in **3** were/is
4 give **5** has **6** making/doing
7 never **8** is

3 **1** attractions **2** diversion **3** unheard
4 lodgings **5** unmanageable **6** seasoned
7 accessible **8** thankful

4 **1** known as/called velocipedes and were
2 did you publish a book but
3 complimented (me on) my choice
4 put forward the suggestion/idea
5 if we were (all) to / were we (all) to
6 committed to the prevention

5 **1** inclusively **2** feasibility
3 uplifting **4** irrelevant
5 undeniably **6** reassurance
7 incomprehensible **8** diversity

6 **1** been misplaced by students is not
2 must have liked your article or
3 encouraged me to take
4 have (just/recently) taken on / recently took on
5 hugely if we all went
6 a naturally hexagonal

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7 | SEVEN

UNIT OVERVIEW

Opener
- Language focus: Phrasal verbs
- Topic: Nitrogen

Reading and Use of English – Reading
- Part 7 Gapped text
- Topic: Tell me a story!

Reading and Use of English – Vocabulary
- Part 1 Multiple choice cloze
- Language focus: Easily confused words
- Topic: The future of broadcasting

Listening
- Part 3 Multiple-choice
- Topic: Overpopulation

Reading and Use of English – Grammar
- Part 2 Open Cloze
- Language focus: Future tenses
- Topic: Sustainability

Speaking
- Part 4 Discussion
- Topic: '7 Up'

Writing
- Part 2 Review
- Topic: Espionage

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 7 activities

Digital resources
- Presentation tool Unit 7
- Unit 7 Language test
- Unit 7 Language test for dyslexic students
- Unit 7 Photocopiable activities
- Unit 7 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p71

DYSLEXIA FOCUS
Dyslexic students may need longer to complete Ex 4. In this case, ask other students to do the fast finishers task.

Warmer
Books closed. Write the word SEVEN on the board. Ask students to suggest words and phrases in which the number seven appears, and anything else they know about it. Write a couple of suggestions on the board (e.g. 24–7 shops, 7–11 shops, 7Up (a soft drink), seven-a-side football). Put students into pairs to think of some more ideas and take feedback (e.g. it's often considered a lucky number, it's a prime number, it appears in some film titles, e.g. *The Magnificent Seven*).

Give students a few minutes to discuss in pairs what topics related to the word SEVEN might come up in the unit. Discuss their ideas as a class and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Phrasal verbs

1 Tell students they're going to learn about the chemical element nitrogen. If it hasn't already been mentioned in the warmer, explain that it's a chemical element with the atomic number 7. Ask students to read the fact file and complete any answers they are already sure of. Go through any answers they did not know and point out that they could have matched many answers using language skills and without knowing much about nitrogen (e.g. for question 3 *demolish* collocates with *buildings*).

Answers

1 colour	**2** poisonous	**3** buildings	**4** air
5 computers	**6** anaesthetic	**7** liquid	

2 7.1 Ask students to look at the list of industries and predict what they think nitrogen might be used for in each of them. They can refer back to the fact file to help them. Play the recording for them to check their ideas and briefly discuss as a class whether they found any of the information surprising.

Answers

Medicine: drugs, conserving blood and biological specimens, anaesthesia and cryogenics
Electronics: cooling computers and machines like X-ray machines, used in other electrical components, aircraft systems and high-voltage equipment to combat fire hazards
Food: keeps food fresh, used to create effects when serving food
Motorsports: inflating tyres

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3 7.2 Before they begin the exercise, put students into pairs. Ask them to ignore the verbs in the box and see if they can predict what could fill the gaps. Students then complete the exercise using words from the box. Remind them to think about the meaning of each verb: this is a good technique when doing Reading and Use of English Part 1, as it helps to differentiate between options if they are all phrasal verbs. Play the recording again for them to check their answers.

Answers

1 makes up	**2** kicks in	**3** goes into
4 disposing of	**5** keeps, from	**6** draw on

4 This matching activity focuses on the meaning of the verbs in Ex 3. Encourage students to use the sentences in Ex 3 to help them match the verbs and meanings. Take class feedback.

Answers

1 b **2** e **3** c **4** d **5** f **6** a

Fast finishers

Ask fast finishers to choose two phrasal verbs from Ex 3 and write a new sentence to show the meaning of each.

5 Put students into pairs for their discussion and encourage them to try to use the phrasal verbs they have just worked with in Ex 3 and Ex 4. Go round and monitor their discussion, then take class feedback.

Answers

Students' own answers

Flexible follow-up

Put students into small groups. Read the first question aloud or write it on the board. Ask students to discuss the question for two minutes. Circulate and monitor, making a note of any interesting points or ideas to address after the activity. After two minutes, stop students and read or write the next question. When all five questions have been discussed, give brief feedback on the discussions. Finish by asking students which was the most interesting question to discuss. If time is short then choose just one or two questions.

- *How should we dispose of things like oil or plastic at home?*
- *What sources do you draw on to keep informed of scientific advances or research?*
- *How do you keep food from going off?*
- *When do you think children's interest in science kicks in?*
- *Do you think enough effort goes into the teaching of science in your country?*

Cooler

Write the following gapped sentence on the board:

A lot of work _____ scientific research.

Elicit what phrasal verb from Ex 3 could complete the sentence *(goes into)*. Ask students to write two sentences individually which incorporate a phrasal verb from Ex 3, leaving a gap where the verb should be. Then, in pairs they exchange their sentences with their partner and complete them.

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READING AND USE OF ENGLISH – Part 7 Gapped text pp72–73

LESSON OVERVIEW

- **Topic:** Tell me a story!

EXAM FILE p15

Learning objective: Students will be better able to understand the logical structure of a text through the expansion of ideas, comment, opinion and example.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 7 Gapped text p40 Ex 4, pp41–43

Digital resources

- Presentation tool pp72–73
- Video: *About C1 Advanced: Reading and Use of English Part 7*

BEFORE YOU START

Read through the Exam reference on page 15 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the texts in Ex 3 and Ex 5 on pp72–73. You can allow students to listen to the audio recording of the Ex 5 text to help support them in this task. Alternatively, if appropriate, ask students to read the texts in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p15) to check their preparedness for this exam part.

Warmer

Books closed. Put students into pairs to discuss what kind of books they have to read, and what kind of books they choose to read. Allow around two minutes, then take class feedback. Have a brief discussion on how similar or different the choices of books are across the class.

1 Put students into pairs to discuss the question. Take feedback (e.g., interesting characters, exciting plot, suspense, etc). Then ask students to tell one another about their favourite stories from their childhood or teenage years, and why they like them. Take feedback and see if the class has any shared favourite stories.

Answers

Students' own answers

2 7.3 Ask students if they've heard that there are only seven basic story plots in the world. Give them one as an example (overcoming the monster). Ask them to predict what the others might be, writing their ideas on the board. Then play the recording for students to check their ideas and answer the questions. If necessary, play the recording twice. Check answers as a class.

Answers

1 overcoming the monster, rags to riches, the quest, voyage and return, rebirth, comedy and tragedy
2 He thinks the book is interesting but many of the plots overlap with each other, and the ideas don't seem applicable to some very modern novels.

Flexible follow-up

Put students into pairs or small groups. Each pair should think of a book they have read or film they have watched recently, and try to identify which of the seven basic plots it could be categorised as.

Pairs can share their ideas with the class and feed back on whether they found this task easy or difficult, and why.

3 Put students into pairs to do the task. They should identify and highlight parts of the texts that helped them decide on the order. Check answers as a class.

Answers

1 B **2** C **3** A
Students' own answers

EXAM FOCUS

4 Explain to students that they are going to do a Reading and Use of English Part 7 task. Go through the Exam focus, explaining that these are ways of identifying expansion, comment, opinion and example. Explain that thinking about how these techniques relate to the single main point of each paragraph helps with completing the task.

Put students into pairs to summarise the focus of each paragraph in Ex 3. Take feedback.

Example answers

B: To most people the idea of earning a living from telling stories is strange, but it is becoming very popular and clearly there is a gap in the market for this.
C: Story-tellers tap into our natural desire for escapism; they can make the experience of being told a story an amazing one.
A: The story-teller has a special talent for bringing a story to life, taking anyone into a magical world where anything can happen.

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EXAM BOOST **EXAM FILE** Section B p14

The exercise on page 14 in Section B of the Exam boost provides more practice of understanding the structure of a text. This could be done in class or for homework.

Answers

1 B **2** A **3** D **4** C

B Today many people visit parks and gardens to relax and get away from busy streets and offices. However, all too often **they are finding that the parks they visit are busy and noisy places themselves, and the opportunity to find peace and quiet is getting progressively more and more difficult**.

A **As a result of this**, a project has been started to try to ensure that there are places of solitude for those who really want it. Silent Space hopes to **introduce areas in public parks and gardens where people turn off phones and stop talking for certain periods each day**.

D Some places have already **made the move**, an example of which is at the University of East Anglia. Students who want to get away from their labs and study rooms are encouraged to spend time in an area called 'The Dutch Garden' where **they can sit in complete silence and appreciate the natural beauty**.

C It is believed that **this can benefit us** in many ways. It can contribute significantly to our well-being and general health. Apparently, just five minutes sitting quietly looking at nature can have an effect and help us to relax. It is hoped that this idea will be implemented more widely in public spaces in the coming years.

EXAM TASK

7.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Remind students about the Reading and Use of English Part 7 task and elicit their top three tips for doing it (e.g. look for ways a paragraph develops through examples, comment, etc.; check tenses; look for references or referents; think about the main focus or summary of each paragraph; read the base text before the options). Write these on the board. Refer students to the tips in the Exam reference notes on page 15 of the Exam file if necessary.

As this is the second time students are doing this exam task, ask them to do it under exam conditions and allow them 10–15 minutes. Put students into pairs to compare their answers before checking as a class. Ask students to identify which parts of the text and paragraphs helped them find their answers.

Answers

1 C (' "I've always loved stories and storytelling ever since I was a little girl," she **recalls**.')

2 B ('With a couple of hours to kill before her evening performance of ghost stories, she leads me over to … '; 'continues to **explain** how she reached this point in her life.')

3 G ('Bombay to Yorkshire might seem an **unlikely path** to tread'; ' " … I thought, **this** is where I want to live", she says.')

4 A ('In addition to **this** she thought she would be doing something that would genuinely add to… '; 'Before settling there … ')

5 E ('Part **of that meandering** took her … ')

6 F ('As an **example**, she points out that many of the classic stories … ')

Fast finishers

Ask students to highlight any examples of expansion of ideas, comments, opinions or examples in the text. If time allows, go through these with the class after the reading task has been completed.

Flexible follow-up

Ask students to write headings to summarise the main ideas of paragraphs 1–6 of the main text. Take feedback and share their ideas with the class.

Possible answers:

1 First meeting with Brand
2 Brand's background
3 Why she chose to settle in Yorkshire
4 Jobs Brand has done
5 Who Brand writes for
6 The writing process

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Speaking or writing

6 Put students into pairs to discuss the question, then take class feedback.

Answers

Students' own answers

7 Put students into pairs to tell their stories. Take feedback from each pair on how good they thought their partner was as a storyteller. Ask the whole class what they did or didn't enjoy about their story-telling. If time allows, ask a few confident students to retell their stories to the class.

Answers

Students' own answers

8 Tell students that they are going to write a story with four paragraphs. Put students into groups of four, and then divide the groups into two pairs. Each pair should write their opening paragraph on a separate piece of paper (around two to three sentences). After they have finished, they exchange their opening paragraph with the other pair in their group and each pair writes a second paragraph. They exchange their stories again to write the third paragraph. The final exchange allows them to complete the story with the fourth paragraph. Students review the completed stories and describe what is good about them. If time allows, pass the completed stories round the class for all the pairs to read.

Answers

Students' own answers

Cooler

Put students into small groups. Ask them to briefly discuss any films they have seen that were adaptations of books and to think about which version they thought was better – the book or the film. Take brief feedback from the class.

Extra practice

EXAM TRAINER | pp40–43

For further practice of the skills presented in this lesson for Reading and Use of English Part 7 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 4–7 on pages 40–41 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on pages 42–43.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 7.

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p74

LESSON OVERVIEW

- **Topic:** The future of broadcasting

EXAM FILE p3

Learning objective: Students will be better able to understand the meaning of easily confused words and how to differentiate between them.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p9 Exs 6–8, p10

Digital resources

- Presentation tool p74
- Video: *About C1 Advanced: Reading and Use of English Part 1*

BEFORE YOU START

Read through the Exam reference on page 3 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students five minutes longer to complete the exam task (Ex 6). Other students can complete the fast finishers task during this time.

Dyslexic students may also benefit from the structured checklist in the Exam file (p3) to check their preparedness for this exam part.

Warmer

Ask students if anyone that they know of has a long-held ambition that they have or have not managed to achieve. This could be someone they know, a fictional character or a celebrity.

Discuss the following questions as a class:

- *If the person did achieve their ambition, what factors do you think might have been important?*
- *If they didn't achieve their ambition, why might this be?*
- *How might the person feel about their ambition now?*

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VOCABULARY: Easily confused words

1 Put students into pairs. Ask them to focus on the photos and discuss the questions. Take class feedback.

Answers

Students' own answers

2 7.4 Explain to students that they will listen to a short news programme about the man in the photo in Ex 1. Play the recording for them to answer the question. Take class feedback and compare the answers to their ideas in Ex 1.

Answers

He had been broadcasting to his wife on Radio 77 since 1974 and was eventually tracked down and offered a real slot on a radio station.

3 Write the word *illusion* on the board and ask students what type of word it is and what it means (a noun which means something that is not real). Then write *allusion* next to it and ask the same question (the noun form of the verb *allude*, which means *refer indirectly*).

Look at the first sentence together and ask students to choose the correct word (illusion). Point out that this is also a collocation (to be *under no illusion* about something, which means you see the reality and are not misled in any way). Ask students to read through the rest of the sentences and choose the correct alternatives. If they are not sure, they can look the words up in a dictionary. Take class feedback and highlight any collocations (e.g. 1 *under no illusion*; 4 *to great effect*). Discuss the meaning of the incorrect words.

Answers

1 illusion	**2** continuously	**3** implied
4 effect	**5** assured	**6** compliment

Alternative

Put students into pairs and give each pair one sentence to think about. They have to choose the right word in their sentence, and explain their answer to the rest of the class. They should also explain what the other word means, and why it is incorrect.

4 Put students into pairs to discuss the questions. You could point out that this is a typical type of question in Speaking Part 1. Ask a few pairs to feed back.

Answers

Students' own answers

5 Ask students to look at the words in the box, and make sure that they understand the meaning of each one. Point out the easily confused pairs of words, and check that they understand the differences in meaning. Then put them into pairs to complete the text on page 95. Check answers as a class.

Answers

1 pursue	**2** recount	**3** historic
4 principle	**5** comprised	**6** further

Flexible follow-up

Put students into pairs and ask them to discuss whether they enjoy watching vlogs. Ask them to think about what they would like to vlog about and why. Take feedback and see what the most popular ideas are.

EXAM BOOST **EXAM FILE** Section D p2

The exercise on page 2 in Section D of the Exam boost provides more practice of dealing with easily confused words. This could be done in class or for homework.

Answers

1 Empathy; sympathy	**2** Discrete, discreet
3 elicit, illicit	**4** Alternately, alternatively

EXAM TASK

6 Please note that in the C1 Advanced exam, this task would contain a wider range of language. In this case, it focuses on language from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 1 task. Before students do the task, remind them to read the title and the whole text before they look at the options. Point out that they should take care with words that look similar but have different meanings (e.g. in question 5). Students complete the task individually. If doing the task under timed conditions, allow ten minutes. Remind students to read the complete text at the end to review their answers, before comparing with a partner. After checking the answers with the class, ask students if they agree with the conclusions reached about broadcasting in the text.

Answers

1 D ('notable change' is a fixed phrase)
2 A ('on the decline' is a fixed phrase)
3 B ('infer' is the only option that can be followed by 'from' to mean 'conclude (something) from the evidence')
4 A ('adjusting' is the only option that fits the context)
5 C ('subscribe' fits the context, meaning 'arrange to use something regularly by paying in advance')
6 D ('continually' collocates with 'update' and means 'regularly; repeated frequently in the same way')
7 A ('air' fits the context, meaning 'broadcast a programme on TV')
8 C ('ensure' is the only option that fits the context)

Fast finishers

Ask fast finishers to check for any words they didn't know, either in the text or the options, and to look up their meanings. They can explain them to the class when all students have finished the exam task.

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Speaking or writing

7 Put the class into small groups to discuss the questions. Go round and monitor their discussions and draw on any interesting ideas you hear during the group discussions to discuss with the whole class.

Answers

Students' own answers

8 Put students into pairs to think about what their vlog would be about, how long it would last, who might watch it, how it could be amusing and engaging, etc. Allow ten minutes for students to prepare their vlog, then ask them to share it with the class. The class can vote on the one they'd most like to subscribe to.

Answers

Students' own answers

Cooler

Put students into pairs to suggest two tips they think are helpful for dealing with Reading and Use of English Part 1 (e.g. read the title and whole text first; think about the meaning of the missing word; check all the options; always put an answer even if you're not sure). Take feedback from each pair.

Extra practice

EXAM TRAINER | pp 9–10

For further practice of the skills presented in this lesson for Reading and Use of English Part 1 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 6–10 on pages 9–10 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 10.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 1.

LISTENING – Part 3 Multiple choice p75

LESSON OVERVIEW

- **Topic:** Overpopulation

EXAM FILE p33

Learning objective: Students will be better able to identify and understand the feelings expressed by a speaker.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 3 Multiple choice p80 Exs 5–6, p81

Digital resources

- Presentation tool p75
- Video: *About C1 Advanced: Listening Part 3*

BEFORE YOU START

Read through the Exam reference on page 33 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students extra time to read the questions and options in the exam task (Ex 5). Other students can mark any words they are not sure of to discuss later in the lesson during this time. Alternatively, ask dyslexic students to read the questions and options before the lesson.

Dyslexic students may also benefit from the structured checklist in the Exam file (p33) to check their preparedness for this exam part.

Warmer

Ask students if they know what the approximate population of their village/town/city is, and what the total population of their country is. Then, put students into pairs and give them two minutes to guess which five countries are predicted to have the highest populations in 2050 (they don't need to put the countries in order). Take suggestions from each group.

Once complete, read out the answers. Were their guesses correct? Do they find any of the answers surprising?

Answers (listed by population size): India, China, Nigeria, the USA, Indonesia

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1 Write the headings *Underpopulation* and *Overpopulation* on the board. Then write *Challenges* and *Reasons* under each one as subheadings. Put students into pairs and ask them to discuss the questions.

Take feedback as a class and write ideas on the board under the appropriate heading.

Suggested answers

Underpopulation
Challenges: shortage of workers, not enough of the population paying tax to support the economy, etc.
Reasons: low birth rate, emigration, aging population, etc.

Overpopulation
Challenges: strain on resources and services. etc.
Reasons: baby boom, advances in medicine, etc.

2 7.5 Tell students they will hear two students talking about overpopulation. Play the recording and ask students about the causes of overpopulation the boy mentions. Check answers as a class. Then compare these ideas with the ones students suggested in Ex 1.

Answers

decreased mortality rates (adults and children), better food production and access to food, better medicine and access to medicine, lack of education about overpopulation

3 7.6 Explain that students will now listen to the girl. Play the recording and ask what effects of overpopulation she mentions. Check answers as a class, and compare her ideas with those the students suggested in Ex 1.

Answers

depletion of resources; pollution; deforestation; damaged air quality and increased CO2 emissions; global warming and climate change; possible increase in conflict, disease and starvation; unemployment; poverty; increase in crime; higher cost of living

EXAM FOCUS

4 Explain to students that they are going to do a Listening Part 3 task. Go through the Exam focus and the examples of feelings being expressed directly and indirectly. Check that students understand the differences between the two.

Review the example in Ex 4 with the class, and ask them to suggest what *bothers* means and how the person is feeling. Point out that this word could include more than one feeling (e.g. *worried*, *anxious*, *unhappy*, etc.), and elicit which feeling in the box it matches with (*troubled*). Put students into pairs and ask them to explain the feelings in the box to each other, without saying the word. Take feedback by asking a pair to give one of the explanations they came up with. The rest of the class guesses which feeling it relates to.

Answers

Students' own answers

Alternative

Put the students into groups of three and allocate different words from the box to each group. They have to come up with sentences showing the meanings of the words.

Flexible follow-up

In their pairs, students choose a new feeling that is *not* in the box, and think of two or three explanations or sentences illustrating it. They then join into groups of four to guess each other's words.

EXAM BOOST EXAM FILE Section B p32

The exercises on page 32 in Section B of the Exam boost provide more practice of understanding the feelings expressed by speakers. These could be done in class or for homework.

Answers

2 **1** d **2** a **3** c **4** e **5** b
3 **1** grumpy **2** appalled **3** overwhelmed **4** alarmed **5** insecure

EXAM TASK

5 7.7 Before doing the exam task, ask students to quickly read the rubric to identify what the speakers are going to talk about (global population). Emphasise the importance of knowing the context of what they will be listening to. Focus their attention on the questions and the options. Ask them to identify three questions about feelings (1, 4 and 5). Remind them that at least one question will be an agreement question, so for this one they need to ensure they listen to both speakers.

Allow students 30 seconds to read through all the questions and options. Play the recording twice. The recording is repeated as in the real exam; allow students a little time after the second listening to review their answers before going through them as a class. Discuss any incorrect answers, referring students to the audioscript on pages 155–156 if necessary.

Answers

1 A ('People do challenge me when I attempt to put my arguments forward on this matter, but I'm prepared for the onslaught!' B is not correct because he does not express frustration; C is not correct because he does not mention getting into arguments about it; and D is not correct because he doesn't suggest that he can't get his point across.)
2 C ('People have made use of technologies and engineering – from as far back as the earliest stone tools – to manage ecosystems and sustain populations.' A is not correct because he doesn't say their needs change; B is not correct because he says it's taken a long time ('thousands of generations'); and D is not correct because he says humanity isn't sustained naturally.)

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3 C ('Well, I'll concede that species do naturally die out.' A is not correct because he does counter her argument; B is not correct because they do agree on one point in the end; and D is not correct because they do not say anything that suggests they're annoyed.)
4 B ('People living in overcrowded places are becoming more and more vulnerable and that's a terrible state of affairs. They lack fresh water, safe housing, they live in polluted environments … That's an unacceptable fact for too many people.' A is not correct because although she mentions megacities, she doesn't refer to them rapidly developing; C is not correct because she suggests action; and D is not correct because she does not talk about her personal impact.)
5 A ('Some commentators say there won't be enough food in future – or that there isn't enough food now. Population doesn't outrun the food supply as some would have you believe.' B is not correct because he says we are able to sustain ourselves; C is not correct because he only says that technology needs to improve, not that it's slow; and D is not correct because he says there is enough space and that we just need to use it better.)
6 D ('I think that our food choices do have an impact on nature' … 'We overfish, too. Not enough of what we do protects water, soil or animals, making current practices unsustainable for the large part.' A is not correct because Hugo is not convinced about this; B is not correct because neither of them actually says this, though Bethany says there are already other crops we could eat but don't; C is not correct because only Hugo mentions different food sources (insects) and he is not convinced that this would work for everybody (along with veganism).)

Flexible follow-up

Put students in pairs and ask them to suggest their top three tips for approaching the Listening Part 3 task.

Suggestions:

1 Read the general instructions and the information about the speakers.
2 Read the questions and all the options quickly before you listen.
3 Listen the first time and mark answers you are sure of.
4 Listen the second time to confirm your answers, and to fill in any you missed.
5 Always choose an option because there is no negative marking.

Speaking or writing

6 Put students into small groups to discuss the question. Monitor the discussions and take class feedback at the end. Ask students which solutions they thought were most interesting and most achievable.

Answers

Students' own answers

7 Students make notes on pros and cons indvidually and then write their paragraph. In pairs, they then summarise their main points for their partner. Alternatively, ask students to write a full article in 220–260 words for homework.

Answers

Students' own answers

Cooler

Put students into small groups. Ask them to come up with one reason to be pessimistic about the future and one reason to be optimistic. Share suggestions with the class, and carry out a class vote on the best optimistic reason.

Extra practice

EXAM TRAINER | pp80–81

For further practice of the skills presented in this lesson for Listening Part 3 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–7 on pages 80–81 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 81.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 3.

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READING AND USE OF ENGLISH – Part 2 Open cloze p76

LESSON OVERVIEW

- **Topic:** Sustainability

EXAM FILE p5

Learning objective: Students will be better able to understand and use different future forms.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 2 Open cloze pp13–15

Digital resources

- Presentation tool p76
- Grammar presentation 7: Future tenses
- Video: *About C1 Advanced: Reading and Use of English Part 2*

The Grammar reference and exercises on pages 110–111 of the Grammar file provide more practice of future tenses. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 5 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p5) to check their preparedness for this exam part.

Warmer

Put students into small groups, and write the following questions on the board:

- *What kind of things can people recycle where you live?*
- *Is recycling popular?*
- *How can people be encouraged to recycle more?*

Allow three or four minutes for discussion, then take class feedback.

GRAMMAR: Future tenses

1 Give an example of something you do to lead a sustainable lifestyle (for example, carrying a reusable bag with you). Put students into pairs to discuss the first question. Take feedback as a class, then ask students to estimate how many years 'seven generations' means (roughly 140–210 years). Discuss the second question as a class.

Answers

Students' own answers

Flexible follow-up

Dictate the following questions to students, or write them on the board. Put students into small groups to answer the questions. They then report back to the class on the most common answers in their group and discuss how sustainable they think their lifestyles are.

1. *Do you repair clothes or buy new ones? Why?*
2. *How do you travel to your place of work or study: on foot/by bike/by public transport/by car? Why?*
3. *If you have food that is about to go off, what do you do with it: bin it, compost it or eat it as soon as you can?*
4. *Do you leave your appliances on standby when you're out? Why? / Why not?*
5. *How often do you buy carrier bags at the supermarket?*
6. *Do you air dry your clothes or use a tumble dryer? Why?*

2 7.8 Tell students they're going to listen to a description of a company called Seventh Generation. Play the recording for students to listen and answer the question. Take feedback as a class and briefly discuss what they think of the company's plans.

Answers

They aim to become a zero-waste company, reduce products and packaging that end up in landfill, use one hundred percent bio-based ingredients, reduce the amount of palm oil they use, produce more sustainable packaging, reduce their greenhouse gas emissions and make sure the water cycle is not contaminated.

3 7.9 Point out that the sentences provide a summary of the recording they have just heard in Ex 2. Put students into pairs to do the exercise. Play the recording for students to compare their answers, then check answers as a class. Discuss any that students weren't sure of.

Answers

1 doing
2 will include
3 will be
4 been working, have replaced
5 going to ensure
6 not leaving (also possible: not going to leave)
7 be following (also possible: have followed)

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Fast finishers

Ask fast finishers to choose the most sustainable and the most achievable ideas. If there is time at the end of the activity, ask them to outline their ideas for the rest of the class.

4 This activity focuses on the form of future verbs. Put students into pairs to complete the texts. If they disagree on an answer, encourage them to explain their reasons to each other. Take class feedback.

Answers

1 'm going to **2** 'll **3** 'll be
4 'll have been **5** won't

Flexible follow-up

Put students into small groups to suggest any other ways these two people could lead even more sustainable lives. Ask them to vote on which person they think will lead the most sustainable life in future, and why.

EXAM BOOST **EXAM FILE** Section D p4

The exercise on page 4 in Section D of the Exam boost provides more practice of future tenses. Do this in class or set it for homework.

Answers

1 going **2** will **3** will/'ll have **4** will be
5 am/'m **6** will/'ll be **7** will/'ll have

EXAM TASK

5 Note that in the actual exam task, there would not be so many gaps testing future tenses. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 2 task. Remind them to quickly read the title and the whole text before filling in any of the gaps. Refer students to the tips in the Exam reference on page 5 of the Exam file if necessary. Students complete the task. If they do this exam task under timed conditions, allow them ten minutes. Ask students to exchange their answers with a partner, checking for grammatical accuracy, spelling and so on. Check answers as a class.

Answers

1 have/need **2** (al)though, while **3** in
4 be **5** going **6** is
7 must **8** more

Speaking or writing

6 Tell students that you are planning to buy fewer new clothes in order to lead a more sustainable lifestyle. Put students into pairs to discuss the question. Take quick class feedback from each pair and take a class vote on the best ideas.

Answers

Students' own answers

7 Although students should only write a short paragraph, allow them time to brainstorm ideas before they start to write. After finishing their paragraph they should exchange it with their partner to check. Alternatively, set it as an essay for homework and ask students to write 220–260 words.

Answers

Students' own answers

Cooler

Put students into pairs and ask them to consider the most interesting or useful idea about sustainability they learned from the lesson. Take feedback.

Extra practice

EXAM TRAINER | pp13–15

For further practice of the skills presented in this lesson for Reading and Use of English Part 2 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–14 on pages 13–15 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 15.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 2.

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SPEAKING – Part 4 Discussion p77

LESSON OVERVIEW

- **Topic:** '7 Up'

EXAM FILE p43

Learning objective: Students will be better able to interrupt a discussion politely, add their own opinion to what another person has said, and ask for clarification.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 4 Discussion p104 Exs 7–8, p105

Digital resources

- Presentation tool p77
- Video: *About C1 Advanced: Speaking Part 4*
- Video: *C1 Advanced Speaking Test 2, Part 4*

BEFORE YOU START

Read through the Exam reference on page 43 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may benefit from the structured checklist in the Exam file (p43) to check their preparedness for this exam part.

Warmer

Put students into small groups. Ask them to discuss things from their childhood that have influenced them in their lives, for example hobbies they have taken up, skills they have developed, etc. Give an example to start their discussion, e.g.:

When I was young I went to a football match with a relative and I have supported that team ever since.

Take class feedback.

1 Read the quote aloud and ask students to suggest what it means (if you begin training a child at a young age, you can influence the kind of adult they become).

Answers

Students' own answers

2 Put students into pairs to read the blog and answer the first question. Allow about five minutes (weaker classes might need a little longer) before asking them to read out their summary sentences. Decide which pair's sentence is the best as a class, then discuss questions 2 and 3 with the whole class, writing any useful ideas or vocabulary on the board.

Answers

Possible answers:

1 '7 Up' was a TV programme which followed a group of seven-year-olds from different backgrounds to investigate how their future lives would be affected. It has followed the children until the age of 56 so far, and overall it has found that having a privileged or unprivileged background has a significant influence on success.

2–3 Students' own answers

3 Tell students that this activity is quite similar to Speaking Part 3, although it would be laid out differently in the real exam. To illustrate this, write the question on the board in the centre of a spider diagram and write the prompts around it. Point out that in a Speaking Part 3 task there would only be five prompts.

Put students into pairs, and allow five minutes for their discussion. Monitor and make notes on any language points you would like to pick up on. Take class feedback to find out which ideas they discussed and which they think is most important in a child's development.

Answers

Students' own answers

Alternative

Put students into pairs and allocate three prompts to each pair to discuss. After five minutes, stop the discussion and take class feedback on how easy the prompts were to talk about and what ideas they had about them. Then ask each pair to think about whether they would have chosen to discuss the prompts they were allocated, or whether they would have preferred to talk about different ones. Remind them that in the Speaking Part 3 task they should talk about the prompts they have most ideas about first.

4 7.10 Play the recording and ask for class feedback on the first question. Put students into pairs to discuss whether the discussion was smooth or not, giving reasons. Take class feedback.

Answers

1 Do you think a child's family and friends have less influence on them as the child grows older? Why?

2 No, it isn't. Jeanne interrupts quite impolitely before Marius has finished. She also expresses herself very directly and asks for explanations rudely.

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EXAM FOCUS

5 7.11 Explain to students that they are going to do a Speaking Part 4 task. With books closed, write the three headings from the Exam focus on the board and ask for language suggestions for each one. Then go through the information in the Exam focus with the class.

Play the recording. Give students time to discuss the questions, then take class feedback.

Answers

Yes. The candidates are polite. Hans does not interrupt but waits until Marta has finished and comments on her points. Marta asks for an example politely. They do not talk over each other.

EXAM BOOST EXAM FILE Section B p42

The exercise on page 42 in Section B of the Exam boost provides more practice of developing the discussion. This could be done in class or for homework.

Answers

1 This is something
2 Could you give an example
3 If I could expand on that a little
4 So, when you say
5 I guess I'm talking about
6 Before you go on

EXAM TASK

For guidance on marking Speaking Part 4, please refer to the Speaking success criteria on p166.

6 Remind students that the questions in Part 4 expand on the topic they have already discussed in Part 3. In the exam they may only be asked two or three questions, and they can answer individually or discuss them together with their partner. Here they will work on all the questions for practice.

Put students into pairs to think about and discuss the questions, answering the first four questions individually and the final two together. As this is an exam task, don't interrupt their discussion but listen and make notes on any common errors or difficulties they may have had. When they have finished, take class feedback on any questions they had difficulty answering, and give class feedback from your own notes.

Answers

Students' own answers

Alternative

After discussing the first question with the class, put students into groups of three. Two students should close their books. The third student asks a question and listens while one of the other two students answers it. The third student then gives feedback on the ideas and language used. Students then swap round and discuss a different question, and so on.

Monitor their discussions, and make notes on any language points you would like to highlight with the whole class.

Cooler

Put students into small groups to discuss what age they think is the most fun to be. Encourage them to give reasons for their opinions. After two or three minutes, take class feedback and see if students have the same opinion.

Extra practice

EXAM TRAINER | pp104–105

For further practice of the skills presented in this lesson for Speaking Part 4 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 7–11 on pages 104–105 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 105.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 4.

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WRITING – Part 2 Review pp78–79

LESSON OVERVIEW

- **Topic:** Espionage

EXAM FILE p27

- **Writing file:** p135
- **Vocabulary file:** pp126–127

Learning objective: Students will be better able to understand how to engage a reader and keep their attention.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 2 Review pp64–66

Digital resources

- Presentation tool pp78–79
- Video: *About C1 Advanced: Writing Part 2*

The Writing file on page 135 provides an example and exam help for Writing Part 2 Review.

The Wordlist on page 126 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 126–127 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 27 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students to read the review (Ex 4) before the lesson so they can focus on the questions in class. Alternatively, allow them extra time to read the review in the lesson while the other students complete the fast finishers task.

Dyslexic students may also benefit from the structured checklist in the Exam file (p27) to check their preparedness for this exam part.

Warmer

Put students into pairs. Ask them to brainstorm different genres of films, and discuss which genre they personally prefer (e.g. action, adventure, comedy, crime/gangster, drama, epics/historical, horror, musicals, sci-fi, etc.). Write the genres on the board and establish the most popular genre in the class.

1a Ask the whole class to suggest numbers (e.g. 007 James Bond, *The 39 Steps*, *Three Days of the Condor*, *The Third Man*, MI5, MI6, etc.).

Answers

Students' own answers

1b Divide the class into two groups. Ask one group to discuss the qualities of a good spy and the other group to discuss the differences between the life of a real spy and a fictional one. Put two columns on the board with the headings *Qualities* and *Differences*. Ask one student from each group to write the ideas they discussed in the relevant column.

Answers

Students' own answers

2 Put students into pairs to complete the titles. Alternatively, you could also do this as a quick quiz to see who finishes first. Check answers as a class and find out which, if any, of the films are popular with the class.

Answers

1 Solace **2** Bridge **3** Impossible **4** Soldier
5 Bourne **6** Golden

3 7.12 Allow students 30 seconds to read the questions, then play the recording and ask them to make notes on the answers. Put them into pairs to compare their notes. Play the recording again if necessary, then check answers as a class. Ask students if they ever listen to podcasts themselves.

Answers

1 We know the terminology and what goes on in the world of spies.
2 They once worked in the secret services themselves.
3 To advertise the speaker's book.

Alternative

Divide the class into three groups, and allocate one question to each group. Play the recording, then each group gives feedback to the other two groups on what was said that relates to their question. Play the recording a second time so that students can listen for the answers to all the questions.

Flexible follow-up

Put students into small groups. Write the following questions about podcasts on the board and give students a few minutes to discuss them:

1 *What do you think of podcasts?*
2 *What kinds of podcasts do you listen to and why?*
3 *How is listening to podcasts different from listening to the radio?*

Take brief feedback.

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4 Ask students whether they ever read reviews. If they do, find out if they are reviews of films, video games, things to buy, holidays or books. Find out how useful they find reviews for these things. Then ask them to read the book review and use the questions to discuss how effective it is. Take class feedback and encourage students to justify their answers.

Answers

1 Paragraph 1: introduces the main characteristics of the book
Paragraph 2: briefly covers the main character and plot points
Paragraph 3: discusses why the writer enjoyed the book
Paragraph 4: a recommendation
2 It focuses on the spy instead of moving at a 'breakneck pace from one chase to another'.
3 The writer says 'The book … has been described as one of the best English novels of the 20th century, and I can absolutely see why …'
4 Possible answer: Yes, because the writer lists many positive aspects of the book, and says it is 'worth the time and effort'.

Fast finishers

Ask fast finishers to identify and look up any unknown words.

EXAM FOCUS

5 Explain to students that they are going to do a Writing Part 2 Review task. Go through the techniques in the Exam focus with the class. Ask them to identify instances of these in the review they have just read in Ex 4. Take class feedback.

Suggested answers

Ensure the first sentence has impact: 'If you're looking for a …'
Delay mentioning the subject of the review immediately: 'spy fiction that doesn't simply move at breakneck speed from one chase to another, but focuses on the spy himself … then 'A Perfect Spy' by John Le Carré has got to …'
Use direct or rhetorical questions: '… where were his true loyalties?'; 'Is this what made him the Perfect Spy?'
Don't give long, complex explanations or lengthy descriptions: 'We are taken through the life of Sir Magnus Pym, a British agent.'
Use semi-formal language, which is livelier: 'I can absolutely see why'
Use humour where possible: not used
Leave the reader with something to think about: 'Not only does it …, it also encourages us to question who WE truly are and why.'

EXAM BOOST EXAM FILE Section B p26

The exercise on page 26 in Section B of the Exam boost provides more practice of engaging the reader. This could be done in class or for homework.

Answers

1 B (immediately draws the reader in)
2 A (directs a question to the reader)
3 B (more informal, less complex, easier to follow, slight humour)
4 A (leaves something for the reader to consider)

6 Put students into pairs. Ask them to think of a book, and then discuss the ideas in the box in relation to that book.

Answers

Students' own answers

7 Keep students in the same pairs and ask them to complete the sentences referring to the book they chose in Ex 6. Take feedback from each pair.

Answers

Students' own answers

8 Ask students what they can remember about the important things to include in a review. Refer them back to Unit 2 page 22 if they need help.

Answers

Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Review, please refer to the Writing success criteria on pp179–181.

9 Ask students to read the task to find out how many things they should include in their review (a brief description of the book, an explanation of why it was compulsive reading, and a comparison with at least one popular book of the same genre). Put students into pairs to discuss some ideas they could write about in their review. After two or three minutes, ask them to write their review. If students do this exam task under timed conditions, allow 45 minutes.

Example answer

See the review in Ex 4 on page 78.

10 Put students into pairs and allow them to read each other's reviews. After students have shared their reviews, discuss which one was most engaging and held their attention best, and which book they would most like to read.

Answers

Students' own answers

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11 Tell students that you are always influenced by a proper review written by a critic. Put them into pairs and ask them to discuss which of the options in the question would influence them to buy or read a book. Encourage them to justify their answers and take class feedback.

Answers

Students' own answers

Cooler

Put students into pairs, and ask them to think about why fictional novels about espionage are so popular and often make good films. Take class feedback.

Extra practice

EXAM TRAINER | pp64–66

For further practice of the skills presented in this lesson for Writing Part 2 Review and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–12 on pages 64–66 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 66.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Review.

PRACTICE TASKS p80

Answers

1 **1** viewpoint **2** robotic **3** infiltration
4 sophistication **5** detectable **6** underlying
7 infinitely **8** shortcomings

2 **1** to feel the effect(s)
2 time you arrive we shall/will have
3 sooner had Alice finished dinner than
4 confirmed that he/she would be performing
5 knowing how (well) he did / knowing whether he did well
6 despite/in spite of its increase in / increasing its

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8 | EIGHT

UNIT OVERVIEW

Opener
- Language focus: Collocations
- Topic: Umbrellas

Reading and Use of English – Reading
- Part 8 Multiple matching
- Topic: Phobias

Reading and Use of English – Vocabulary
- Part 3 Word formation
- Language focus: Compounding
- Topic: Infinity

Listening
- Part 4 Multiple matching
- Topic: Sleep

Reading and Use of English – Grammar
- Part 4 Key word transformations
- Language focus: Clause patterns
- Topic: Clouds

Speaking
- Part 2 Individual long turn
- Topic: Music

Writing
- Part 2 Formal email or letter
- Topic: Coming of age

Extra resources
(See Lesson overviews for details)
- C1 Advanced Exam Trainer
- Pearson Practice English App: Unit 8 activities

Digital resources
- Presentation tool Unit 8
- Unit 8 Language test
- Unit 8 Language test for dyslexic students
- Unit 8 Photocopiable activities
- Unit 8 Grammar presentation
- Video: C1 Advanced About the exam
- Video: C1 Advanced Speaking Test
- Cambridge C1 Advanced practice exam papers

OPENER p81

DYSLEXIA FOCUS
Dyslexic students may take longer to complete Ex 4.

You could ask other students to do the fast finishers activity while dyslexic students complete Ex 4.

Warmer
Books closed. Write the word EIGHT on the board. Put students into pairs and tell them to imagine that every week had an eighth day. Ask them to discuss whether they would like this and what they would do with the extra day and why. Take feedback and get the class to vote on the most interesting ideas.

Give students time to discuss in pairs what topics related to the word EIGHT might come up in the unit. Discuss their ideas as a class, and ask them to keep a record of their predictions to check at the end of the unit.

VOCABULARY: Collocations

1 Ask students if they can think of any films or TV shows featuring umbrellas (possible answers: *Mary Poppins*, *The Umbrella Academy*). Put students into pairs to discuss the questions and take feedback. Find out what films, songs or paintings were identified and how umbrellas were used in them. Elicit whether any of them is a class favourite.

Answers

Students' own answers

2 8.1 Ask students to read the questions, then play the recording. Put them into pairs to discuss what they heard with a partner and answer the questions. Take feedback from the class and find out if they found any of the information surprising.

Answers

1 They are small yet big; they have versatile designs; they are still similar to the original design.
2 Umbrellas developed from parasols, which were used around 4,000 years ago as protection from the sun. These were later made waterproof and adopted first by women, and eventually by men.
3 similar design today to original; many interesting types; handles could carry other small objects; over 100,000 brollies found on London Underground annually; most produced in China – in one city in China there are more than 1,000 umbrella factories.

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3 8.2 Remind students that collocations are words that go together naturally such as *make a difference* (a verb and a noun). Explain that there are other collocations which link adverbs and adjectives, e.g. *absolutely correct*, *evenly balanced*, *greatly discounted*. Ask students to suggest some more and write these on the board.

Then, ask students to read through the collocations in Ex 3 and check that they understand them. If appropriate, ask students to explain the meaning or give a synonym, e.g. *universally known* means very well-known or famous. Play the recording for them to do the task. Check answers as a class.

Answers

1 the term 'brolliologist'
2 umbrella design
3 modern and original umbrellas
4 when the first parasols were used
5 people who used umbrellas – women
6 using a brolly rather than getting drenched
7 buying umbrellas at auctions
8 to find some old umbrellas

4 Put students into pairs to complete the questions. They then take it in turns to ask each other the questions and answer them. Take class feedback.

Answers

1 universally known
2 notoriously difficult
3 fiercely competitive
4 infinitely preferable
5 widely believed
6 endlessly versatile

Fast finishers

Ask fast finishers to write new questions using the two collocations from Ex 3 that were not used in Ex 4. They could ask the rest of the class these questions when the activity has been finished.

Flexible follow-up

Ask students to close their books. Call out the second part of a collocation from Ex 3 and see if students can remember the first part. You could also do this as a competitive game between teams.

5 Put students into pairs or discuss the questions with the whole class. Question 3 could be done as a quick activity where students draw the improved umbrella or make suggestions, then the class could vote on the best idea.

Answers

Students' own answers

Flexible follow-up

Ask students to think of another common item used in modern life and to make suggestions on how to improve it.

6 This is a quick way to finish the lesson. Students may already have thought about this, so use it as a brief recap of the ideas in the lesson with the class.

Answers

Students' own answers

Cooler

Put students into small groups to tell each other about a time when they didn't have the right clothes or equipment for the weather. Take brief feedback from each group and find out the most amusing story.

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READING AND USE OF ENGLISH – Part 8 Multiple matching pp82–83

LESSON OVERVIEW

- **Topic:** Phobias

EXAM FILE p17

Learning objective: Students will be better able to understand how to identify necessary information in a text, and avoid distraction.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 8 Multiple matching pp47–51

Digital resources

- Presentation tool pp82–83
- Video: *About C1 Advanced: Reading and Use of English Part 8*

BEFORE YOU START

Read through the Exam reference on page 17 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the texts in Ex 3 and Ex 5 on pp82–83. You can allow students to listen to the audio recording of the text in Ex 5 to help support them in this task. Alternatively, if appropriate, ask students to read the texts in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use the fast finisher and flexible follow-up activities for those who finish early.

Dyslexic students may also benefit from the structured checklist in the Exam file (p17) to check their preparedness for this exam part.

Warmer

Write the words *stage fright* on the board. Elicit what it means and what students think could cause it (an actor being too frightened to go on stage, or panicking while on stage and freezing; this could be caused by shyness/overthinking/a bad experience on stage, etc.).

Put students into pairs to discuss what they think stage fright might feel like, and whether they have ever experienced it or know anybody who has. Take brief feedback.

1 Put students into pairs to discuss the questions, which introduce the topic of the reading text, and then take feedback as a class. Identify any unusual phobias students know about and write some ideas on the board. Write any causes students suggest for question 3 on the board too, as this will help them with the listening exercise to follow.

Answers

Students' own answers

2 8.3 Tell students they will hear a vlog about why people have phobias. Play the recording and ask students to make brief notes on the causes they hear and answer the question. If necessary, play the recording twice. Then ask them to compare their notes with the ideas on the board from Ex 1.

Answer

People get panicked by the two loops and a fear of being trapped.

3 Give students 30 seconds to scan the two website posts and identify the phobias mentioned. Check their answers, and take feedback on which phobia students find the strangest.

Answers

A: a fear of cotton wool
B: a fear of buttons

EXAM FOCUS

4 Explain to students that they are going to do a Reading and Use of English Part 8 task. Remind students that this is a scanning activity and they have to identify specific information quickly. Go through the advice in the Exam focus and emphasise the need to be aware of distraction, i.e. information that may seem to answer the question correctly but does not.

Students then complete the task on their own and can highlight the relevant parts of the text as they do it. Allow three or four minutes for this. Put them into pairs to compare their ideas, before checking as a class.

Answers

1 A ('… people out there … might go slightly pink if it's mentioned, but me – I go brick red …' While B makes a comparison with his mother 'I'm like my mother in this' and another comparison with the past 'Unlike before …', neither of these comparisons are to do with embarrassment.)
2 B ('After some hesitation about getting some help … I'd honestly recommend it.' A mentions that she has had 'suggestions to get therapy', but she hasn't done so yet.)
3 B (He says '… I guess these things can run in families', although he is unsure about whether this is the cause in his case. A says that while most people can 'trace their phobias back to an event or something', this is not the case for her.)

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Fast finishers

Ask students to underline any useful collocations they can identify in the posts (e.g. *useful commodity*, *good company*, *honestly recommend*).

EXAM BOOST **EXAM FILE** Section B p16

The exercise on page 16 in Section B of the Exam boost provides more practice of avoiding distraction. This could be done in class or for homework.

Answers

1 B
Keywords: has a **tendency** to be **overconfident**?
Distractors: **It's important to present a good image** during the interview and I hope **I manage to give the impression that I'm self-assured and that I know what I'm talking about**, although usually I'm shaking inside.
2 A
Keywords: is **unsure** of the **importance** of **appearance in an interview**?
Distractors: The self-help books on how to get through an interview talk about keeping calm, doing your research, getting there on time but **I don't remember them making much mention of what to wear. I guess it depends what the job is**, but as far as I'm concerned, looking as good as you can helps make that first impression, and smart clothes and clean shoes are a must.

EXAM TASK

8.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Ask students what they can remember about how to do the Reading and Use of English Part 8 task and elicit some tips for approaching it (e.g., read the questions before looking at the texts, look at the function words to identify the kind of information required, don't try to understand every word, underline key words, go through each question with each text one by one). Write their suggestions on the board. Refer students to the tips on page 17 of the Exam file if necessary.

Tell students they are going to do the Exam task under timed conditions. Allow ten minutes, and then stop them. Go through the answers with the class and ask students to read out the relevant part of the text which helped them decide.

Answers

1 D ('A simple avoidance method used by many works when there is an alternative …')
2 A ('Phobias can be crippling in the effect they have on people, whether it's a fear of something others view as innocent like ants or clouds, or perceived dangers that can be potentially serious such as heights or, as above – anaesthetics.')
3 C ('A doctor friend even used to use a feather to help detect breathing, to keep her nocturnal investigations brief.')
4 B ('… the idea of seeing the occupant as I dispose of the rubbish inspires an uncontrollable shiver. Arachnophobia, which is one of the 10 most common phobias listed on anxiety websites, is among those suspected of having an evolutionary origin.')
5 C ('… physiological changes, such as sweating and an increased heart rate.')
6 D ('I gain a lot of satisfaction from the thought that there is a very modern answer to a possibly very old problem!')
7 A ('Do we take on our parents' fears …')
8 C ('Our environments, meanwhile, have changed far faster than the pace of evolution can keep up with …')
9 B ('… the more we learn about our supposedly irrational fears, the more rational they seem to become.')
10 D ('… would be never to leave their house.')

Flexible follow-up

Go through the questions again with the class and explain that identifying function words will help students to identify the required information. Ask students to highlight these (1 *refer to;* 2 *mention;* 3 *describe;* 4 *use a personal example;* 5 *detail;* 6 *express an admiration;* 7 *wonder whether;* 8 *suggest;* 9 *explain;* 10 *exemplify*).

Ask students to highlight any other information in the questions that gives the specific information they need to look for (1 *general coping strategy;* 2 *different types of phobias … possible impacts?* 3 *results of giving in … minimised?* 4 *personal example … preface a theory;* 5 *common physical symptoms;* 6 *admiration … particular solution;* 7 *subconsciously be copied;* 8 *mental development … not kept up … changes;* 9 *not as inexplicable;* 10 *an extreme effect*).

Speaking or writing

6 This gives students the chance to think about the content of the texts in more detail. Put students into pairs and allow five minutes for discussion. Tell students they can look back at the texts if they like, to help with ideas. Take class feedback.

Answers

Students' own answers

7 Put students into pairs to discuss the different phobias. First, ask them to rank the phobias in terms of how unusual they think each one is. Take class feedback, then ask students to discuss each one in their pairs, answering the three questions. Tell each pair to choose the one they find most interesting and write their short post together in class. If time allows, they can share their posts with the class.

Answers

Students' own answers

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Cooler

Tell students that one of your friends is afraid of heights. Put students into pairs and ask them to come up with suggestions of how your friend could manage and overcome their phobia. Take feedback and vote on the best idea.

Extra practice

EXAM TRAINER | pp47–51

For further practice of the skills presented in this lesson for Reading and Use of English Part 8 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–8 on pages 47–49 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on pages 50–51.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 8.

READING AND USE OF ENGLISH – Part 3 Word formation p84

LESSON OVERVIEW

- **Topic:** Infinity

EXAM FILE p7

Learning objective: Students will be better able to understand how to form and use compound words.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 3 Word formation p19 Exs 13–15, Exam task

Digital resources

- Presentation tool p84
- Video: *About C1 Advanced: Reading and Use of English Part 3*

BEFORE YOU START

Read through the Exam reference on page 7 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with the concept of compound words. Allow them extra time to complete Ex 4, while the other students complete the fast finishers task.

Dyslexic students may also benefit from the structured checklist in the Exam file (p7) to check their preparedness for this exam part.

Warmer

Write *Space: the final frontier* on the board and ask the class if they know where this expression comes from (it features in the title sequence of the *Star Trek* series). Put students into pairs to briefly discuss what the expression means (it refers to exploration and the last place that remains to be explored). Find out if students enjoy TV shows, films or books about science and science fiction.

VOCABULARY: Compounding

1 Put students into pairs to discuss their ideas, then ask each pair for their explanations. The class could choose the best explanation. Ask the class how they think the shape of the symbol links to the idea it represents.

Answers

Students' own answers

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2 8.4 Ask students what they think of when they hear the word *infinity*. Play the recording, and check answers as a class. Compare the ideas in the recording with students' ideas about infinity before they listened.

Answers

mathematics, physics and cosmology, art, chess, computer coding, jewellery

3 Tell students they are going to focus on the use of compound words. Put a couple of examples on the board and check that students understand what they mean (e.g. *makeup* – substances that are put on your face to improve or change your appearance; *turnout* – the number of people who go to an event; *brainstorm* – an activity in which people suggest a lot of ideas or solutions).

Put students into pairs to complete Ex 3. Take class feedback, and ask students if they can think of any other compound words. Write their suggestions on the board.

Answers

1 overview
2 viewpoint
a viewpoint
b overview

4 Remind students that when they do a Reading and Use of English Part 3 task, they are given a base word which may be part of a compound word. Put students into pairs to do the matching exercise. Check answers as a class.

Answers

a downside **b** shortcoming **c** meantime
d overcome **e** upbeat **f** breakdown
g outlook **h** drawback

Fast finishers

Ask students to think of any other compound words they can make from the words in the first column in Ex 4 and elicit what they mean and their word form. Give an example, e.g.:

out-take – a scene from a film that is not used (noun)

short-change – to cheat someone, originally by not giving them enough change after they buy something (verb)

upside – an advantage or benefit (noun)

break-up – the end of a relationship (noun)

5 Write *Why can't we imagine infinity?* on the board (the title of the text on page 95). Ask the class to suggest answers to the question. Students read the text quickly to see if their ideas were similar, then complete the text in pairs. Check answers as a class.

Answers

1 troublesome **2** never-ending **3** overcome
4 lifetimes **5** shortcomings **6** outlook

Flexible follow-up

Put students into pairs and ask them to discuss how they feel when they think about the concept of infinity. Does it excite them, or scare them, or something else? Ask them to write a short paragraph summarising their ideas.

EXAM BOOST **EXAM FILE** Section D p6

The exercise on page 6 in Section D of the Exam boost provides more practice of compounding. This could be done in class or for homework.

Answers

1 counterpart **2** guideline **3** spokesperson
4 workshop **5** breakdown

EXAM TASK

6 Please note that in the C1 Advanced exam, this task would contain a wider range of language. In this case, it focuses on the language from the lesson. Explain to students that they are going to do a Reading and Use of English part 3 task. Draw students' attention to the title and ask them if they know anything about positive thinking. Elicit some ideas from the class.

Ask students to read through the text quickly, ignoring the gaps, so that they understand the main ideas. They then do the task individually. If students complete it under timed conditions, allow them ten minutes. Once they've finished, put them into pairs to compare their answers. Check answers with the class, and discuss any they got wrong or found difficult.

Answers

1 Doubtless/Undoubtedly **2** upbeat
3 downside **4** drawback/setback
5 bypass **6** ownership
7 meantime **8** forego

Flexible follow-up

Ask students to suggest two tips for dealing with Reading and Use of English Part 3 (e.g. read the title and the whole text first; think about the meaning of the text; decide on the form of the word, check spelling).

Speaking or writing

7 Put students into pairs to discuss the question. Circulate and monitor without interrupting. Make a note of any errors or interesting ideas to address afterwards. You could point out that this is a typical Speaking Part 4 question and discuss it with the whole class after the pair discussion.

Answers

Students' own answers

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8 Conduct a short whole-class discussion about how students feel about people they perceive as optimistic, pessimistic or realistic. Elicit reasons for their feelings.

Then, put students into small groups to discuss the questions. Tell them to make notes on their ideas as they will be doing a follow-up writing activity on the topic. Take brief class feedback, then put students into pairs and ask them to plan and write a short essay of around 150 words. Allow 15 minutes, then ask them to share their ideas with the class. Alternatively, ask students to write a full essay for homework in 220–260 words. Point out that this is good practice for the Writing paper.

Answers

Students' own answers

Cooler

Put students into pairs to discuss any other advice they could give to people who are trying to think positively. Take class feedback and vote on the best idea.

Extra practice

EXAM TRAINER | p19

For further practice of the skills presented in this lesson for Reading and Use of English Part 3 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 13–15 on page 19 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 19.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 3.

LISTENING – Part 4 Multiple matching p85

LESSON OVERVIEW

- **Topic:** Sleep

EXAM FILE p35

Learning objective: Students will be better able to identify and understand the gist of what a speaker says.

Extra resources

C1 Advanced Exam Trainer

- Listening – Part 4 Multiple matching pp85–87

Digital resources

- Presentation tool p85
- Video: *About C1 Advanced: Listening Part 4*

BEFORE YOU START

Read through the Exam reference on page 35 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Dyslexic students may struggle with processing the amount of information required to complete the exam task (Ex 4). Suggest that they read the options before the lesson to reduce the reading load during the listening task.

Dyslexic students may also benefit from the structured checklist in the Exam file (p35) to check their preparedness for this exam part.

Warmer

Do a quick class survey to find out what time students went to sleep the night before and what time they got up in the morning. Ask them to work out the class average for hours of sleep, then ask if they think this is too much, or too little.

1 Put students into pairs to discuss the questions. Don't take class feedback at this point, but ask the whole class two more questions:

- *Does the amount of sleep people need change at different ages?*
- *Is getting the right amount of sleep more or less of a problem nowadays than in the past?*

Answers

Students' own answers

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2 8.5 Put students into pairs and ask them to write down two reasons why sleep is important. Explain that they are going to listen to a talk about the importance of sleep, and they should note down the theories they hear the speaker mention. Play the recording, then ask students to compare the notes they have just made with their initial ideas. Don't take class feedback at this stage.

Answers

Four theories are mentioned: inactivity/evolutionary theory, energy-conservation theory, restorative theory, brain plasticity theory

EXAM FOCUS

3 8.6 Explain to students that they are going to do a Listening Part 4 task. Remind them that they will need to identify the gist of what speakers say.

Ask students what they think the differences are between listening to a recording to identify details or specific information versus listening for gist. Take brief feedback, then go through the Exam focus with the whole class. Emphasise that when they are listening for gist it's important not to choose answers until they've heard everything that the speaker says.

Put students into pairs and play the recording. Students can look back at their notes on the theories they noted down in Ex 2 to help them write their summary sentences. When they have finished, ask a few students to read out their sentences.

Suggested answers

The inactivity/evolutionary theory says that staying quiet and still during darkness helped species survive/evolve.
The energy-conservation theory says animals that rest are more efficient in terms of energy, especially when they have to compete for resources.
The restorative theory says that we need to sleep in order to repair and rejuvenate our bodies.
The brain plasticity theory says that sleep enables our brains to develop.

EXAM BOOST EXAM FILE Section B p34

The exercises on page 34 in Section B of the Exam boost provide more practice of understanding gist. These could be done in class or for homework.

Answers

2 a Students' own answers
2 b b
3 a Students' own answers
3 b **Speaker 1: 1** A **2** A
Speaker 2: 1 C **2** B

EXAM TASK

4 8.7 Focus students on the instructions and check with them what the speakers are going to talk about. Then ask them to read the instructions for task one, and all the options. Check that they understand what they are listening for, and how the options relate to this. Do the same with task two. Point out that the two tasks focus on different aspects of the same topic, and that in this case task two is focused on a single benefit rather than gist.

Play the recording straight through (the task is repeated as in the real exam). Put students into pairs to compare their answers, then take class feedback. Discuss any incorrect answers, and see if other students can explain why they are wrong. Refer students to the audioscript on page 158 if necessary.

Answers

1 F ('… it's difficult to grasp the idea that others suffer from things like insomnia. I simply can't imagine being anxious about going to bed in case it strikes.')
2 G ('Anyway, if I suffer from block, I turn to my notes and they often spark an idea which gets me going again.')
3 E ('Apparently, I quote lines from films when I'm asleep. I've woken up hearing myself saying stuff! I'm not a film buff, so who knows what's going through my mind at the time – I've never got to the bottom of the whole thing.')
4 A ('It doesn't bother me cos I don't remember it the next day, though I know my sister's often on high alert because of it, waiting for sounds from the kitchen. I've tried to cook while I'm asleep and she's concerned about me injuring myself, …')
5 B ('For years I was blissfully unaware of my snoring. As I got older, my big snorts started waking me up! And on occasion I noticed I had a sore throat. I still get that after a particularly heavy snoring session!')
6 D ('I did start suffering from headaches at one point … I now go to bed a bit later and wake a little earlier and so far, so good. The headaches haven't returned …')
7 H ('Now that I've started writing stuff down when I wake up, I know I'll be able to fill the next chapter. I have to get one a day done or I won't meet my self-imposed weekly target …')
8 F ('I thought it might help to keep myself cooler – so tried what's known as the Egyptian method – sleeping between slightly damp sheets. There must be something in it cos I've never been so alert on waking and I just get on with the day ahead.')
9 B ('I've realised the constant pressure of my workload might've been having an effect on my sleep too, though. I've been sticking to my new routine and I seem to be managing things better at work for the time being.')
10 A ('I took his advice about exercising more and sleeping on my side. Reports from flatmates are that it works. I still snore if I'm exhausted, much to their amusement, though problems shouldn't reoccur if I carry on as I have been.')

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Flexible follow-up

Put students into pairs to discuss their two top tips for doing the Listening Part 4 task. Take feedback and vote on the best ideas (e.g., read all the instructions and options for both tasks; listen the first time and mark answers you are sure of; use the second listening to confirm your answers; always put an answer even if you're not sure; remember you can only use each option once).

Speaking or writing

5 Put students into pairs to discuss. Circulate, monitor and contribute as appropriate, then take class feedback. Find out how similar students' ideas were and have a class vote on the best ideas for passing the time.

Answers

Students' own answers

6 This is a useful writing activity, but don't let it go on for too long – ten minutes is enough. Allow students three or four minutes to write their email explaining their problem and asking for advice. Students then swap emails with their partner. They spend five or six minutes writing an email reply giving advice to their partner. Students compare their emails and discuss how useful the advice was. Finally, students spend a minute or so checking through their emails for any grammar or spelling mistakes.

Answers

Students' own answers

Cooler

Put students into pairs and ask them to discuss whether they think getting enough sleep will become easier or more difficult in the future, and why. Take brief feedback as a class.

Extra practice

EXAM TRAINER | pp85–87

For further practice of the skills presented in this lesson for Listening Part 4 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–11 on pages 85–86 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 87.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 4.

READING AND USE OF ENGLISH – Part 4 Key word transformations p86

LESSON OVERVIEW

- **Topic:** Clouds

EXAM FILE p9

Learning objective: Students will be better able to understand clause patterns and how to use them in sentence transformations.

Extra resources

C1 Advanced Exam Trainer

- Reading and Use of English – Part 4 Key word transformations p22 Ex 7, p23

Digital resources

- Presentation tool p86
- Grammar presentation 8: Clause patterns
- Video: *About C1 Advanced: Reading and Use of English Part 4*

The Grammar reference and exercises on pages 112–113 of the Grammar file provide more practice of clause patterns. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 9 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students an extra five minutes to complete the exam task (Ex 5). Other students can complete the fast finishers task during this time.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file (p9) to check their preparedness for this exam part.

Warmer

Write the following two sentences on the board:

When it's sunny, I feel happy and when it's raining I feel sad.
I never notice the weather – it doesn't matter to me at all.

Put students into pairs to discuss these two points of view. Then take a quick class vote on which attitude most students agree with.

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GRAMMAR: Clause patterns

1 Read some sentences containing the idioms to the class, and see if they can explain their meaning:

- *That student has his head in the clouds – he'll never be a famous singer.*
- *Although it was a bad thing to happen, every cloud has a silver lining.*
- *Because of his actions, the employee left the company under a cloud.*

Elicit suggestions from the class.

Answers

be out of touch with the everyday world
there's usually something positive in every situation
not be trusted or popular

2 8.8 Ask students whether they've ever heard of the oktas chart. Tell students they're going to listen to an explanation of what it is, and how it relates to clouds and weather. Play the recording for students to answer the question. Check the answer as a class.

Answers

A chart which measures cloud cover, with eight oktas being complete cloud cover, and zero oktas being a completely clear sky.

3 8.9 Put students into pairs to complete the sentences. Play the recording, then ask students to check their answers with a partner. Go through the answers with the class and discuss any questions students may have.

Answers

1 If studied 2 the best they can 3 Based on
4 Should there be 5 Not having

Flexible follow-up

In their pairs, ask students to discuss whether they used to believe anything amusing when they were children.

4 Ask students what they think the title of the text means and what the text will be about. Ask them to skim it quickly to check their ideas. Then ask them to complete the text using the words from Ex 3. Check answers as a class.

Answers

1 Based on 2 Should you 3 and
4 doing 5 needed

EXAM BOOST **EXAM FILE** Section D p8

The exercise on page 8 in Section D of the Exam boost provides more practice of understanding clause patterns and how to use them in sentence transformations. This could be done in class or for homework.

Answers

1 should there be
2 if listened to
3 do the best they can

EXAM TASK

5 Note that in the actual exam task, there would not be so many questions testing clause patterns. In this case, this task focuses on the grammar from the lesson.

Explain to students that they are going to do a Reading and Use of English Part 4 task. Remind students that they must not change the given word in any way. If necessary, go through the example with students and refer them to the tips on page 9 of the Exam file.

Ask students to complete the exam task. If students do this task under timed conditions, allow them ten minutes. When they've finished, they should exchange their answers with a partner and check them for grammatical accuracy, spelling and so on. Check the answers with the class and discuss any queries.

Answers

1 compared to the thickness of
2 had I known how / if I had known how
3 and you'll / you will probably
4 receiving/getting/having enough rain has led
5 trying/doing their best to find
6 appear/be rainbow coloured / appear to be rainbow coloured if/when seen

Fast finishers

Ask fast finishers to exchange their answers with a partner for checking, and identify any sentences they thought were difficult. They can raise these with the class in the follow-up discussion to the task.

Speaking or writing

6 Put students into pairs to discuss the questions and then take class feedback. Discuss any different ideas, and ask if students know of any other ways of predicting the weather. These can be as strange as they like, including old wives' tales (e.g. aching legs mean a storm is coming; cows sitting down means it's going to rain; red sky at night means good weather the next day, etc.). The class could vote on what they consider the least effective way of predicting the weather.

Possible answers

flat white cloud in complete cover can indicate snow; white fluffy clouds indicate fine weather; high wispy clouds mean a storm is approaching, etc.

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7 Put students into pairs to discuss the questions. Take brief feedback before setting the writing task. Students should only write a short paragraph, which they can present to the class. Encourage students to be imaginative.

Answers

Students' own answers

Cooler

Put students into pairs and ask them to discuss how they find out about the weather, and how often they check it. Ask whether they think it is important to have accurate forecasts and what they think is the most reliable way of finding out. Take brief feedback from the class.

Extra practice

EXAM TRAINER | pp22–23

For further practice of the skills presented in this lesson for Reading and Use of English Part 4 and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 7–9 on pages 22–23 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 23.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 4.

SPEAKING – Part 2 Individual long turn p87

LESSON OVERVIEW

- **Topic:** Music

EXAM FILE p39

Learning objective: Students will be better able to structure their long turn in order to compare two photographs and deal with two questions about them.

Extra resources

C1 Advanced Exam Trainer

- Speaking – Part 2 Individual long turn pp94–97

Digital resources

- Presentation tool p87
- Video: *About C1 Advanced: Speaking Part 2*
- Video: *C1 Advanced Speaking Tests 1 and 2, Part 2*

BEFORE YOU START

Read through the Exam reference on page 39 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which strategies and skills are important.

DYSLEXIA FOCUS

Suggest that dyslexic students read the model answer from audio 8.12 in the audioscript after doing the exam task (Ex 7) in class, to reinforce the language used to structure the long turn.

Dyslexic students may also benefit from the structured checklist in the Exam file (p39) to check their preparedness for this exam part.

Warmer

Put students into small groups. Ask them to discuss the following questions:

- *Who was your favourite singer/band when you were 12 years old, and why?*
- *Who is your favourite singer/band now, and why?*

Take class feedback and find out whether the class have any similar reasons. Conduct a vote on the most interesting reason for a singer's popularity.

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1 Put students into pairs to discuss the questions. After a few minutes, take quick class feedback on the first question and find out how many students notice another person's voice when they first meet.

Answers

Students' own answers

Flexible follow-up

Discuss the following questions as a class:

- *What kinds of people might do voice training to alter their speaking voice or accent rather than their singing voice?* (e.g. politicians, actors, etc.)
- *Why might they do this?* (e.g. to sound more authoritative, to project their voices better)
- *Can you think of any celebrities that have very recognisable or appealing voices? How would you describe their voices?*

Alternative

Divide the class into four groups. Give two groups question 1 to discuss and the other two groups question 2. Allow two minutes for discussion, and then ask the groups to report back on their ideas. Then discuss question 3 as a class. Don't give them the answer yet.

2 8.10 Play the recording for students to check their ideas in Ex 1.

Answers

Students' own answers

3 8.11 Put students into pairs to discuss the four questions based on what they can remember from the recording they have just heard. Then play it again for them to check their answers. Take class feedback.

Answers

1 one and a half octaves
2 six octaves
3 it is too low for the human ear to hear
4 he has a range of 12.5 octaves, but this is only a claim

4 Remind students that in Speaking Part 2 they have to choose two out of a set of three pictures, compare them and answer two further questions about them. In this exercise there are only two pictures, so students don't have a choice as they do in the exam.

Ask students to look at the questions and the pictures and put them into pairs to think about what they could say.

Answers

Students' own answers

Alternative

Read the task to the whole class and ask them how many things they have to do (three: comparing the pictures and then answering the two questions). Then ask them to suggest and make notes of points they could include in their answer.

5 8.12 Play the recording of the student completing the Speaking task given in Ex 4. Put students into pairs to compare their notes from Ex 4 with what the students said in the recording. Take class feedback and discuss how good an answer it was, eliciting reasons for their opinions.

Answers

Students' own answers

EXAM FOCUS

6 8.13 Explain to students that they are going to do a Speaking Part 2 task. Remind them that it is important that they organise their answer clearly so that it is easy to follow, and that they do all three things in the task. Then go through the Exam focus as a class. Play the recording again for students to identify the phrases the student used in his long turn.

Answer

Starting with a comparison
Going back to the first picture
Moving on to
As to

Flexible follow-up

In pairs, ask students to make two or three more sentences. They should use the phrases that the student didn't use, and the ideas they came up with in Ex 4. Take feedback briefly as a class and correct any errors.

EXAM BOOST EXAM FILE Section C p38

The exercise on page 38 in Section C of the Exam boost provides more practice of structuring a long turn. This could be done in class or for homework.

Answers

1 Firstly
2 spite
3 Regarding
4 question
5 back
6 should
7 Which
8 finish

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EXAM TASK

For guidance on marking Speaking Part 2, please refer to the Speaking success criteria on pp163–164.

7 Go through the instructions and refer students to the correct pages for their pictures. Then ask them to do the exam task. If students do this under timed conditions, allow them one minute for the first part and 30 seconds for the follow-up question. Circulate and monitor, and give feedback to the class afterwards.

Example answers

Student A (page 96)

I'll discuss pictures 1 and 3, the children playing instruments in class and the people playing drums, or something similar. I'd like to start by pointing out that although all the people are playing instruments both the types of instruments and the situations are very different. The children in class are playing quite simple instruments that they probably learn at school, whereas the performers' instruments are no doubt really tricky to play. And the reasons for playing these instruments are very different too. Although both pictures show people performing in some way, the children are probably performing for the rest of their class, whereas the drummers could be performing for very large numbers of people. The children are showing how good they are at using their instruments – very likely in a music class, but the drummers have an important role in some important event. Moving on to the difficulty of the experiences, I would say that all the players will be under pressure of some type – the children may be embarrassed because their classmates are watching them, and they're nervous about playing a wrong note. The drummers are all in a large group, so they have to keep in time with each other, and they might be concerned about getting things right.

Student B

The drummers mainly look confident and happy. I would think that it's an amazing experience for them and I can imagine the incredible sound of all those drums. So, I'd say the drummers are probably enjoying the experience more than the others.

Student B (page 97)

To begin with, as you say, both pictures show people listening to music, and I imagine they're all having a good time, but whereas the middle photograph was taken at a live concert, the one on the right was taken in a car, and the type of music and experiences are quite different. First of all, the music at the concert will be loud and the band might well improvise depending on how they're feeling and the audience reaction. The girls in the car, however, are listening to music which is on the radio or a CD or downloaded, and is therefore recorded, probably in a studio. The girls and the audience could well be listening to the same songs, but different versions. On the other hand, while we can see that there is a band onstage at the concert, so they are probably playing rock music, we can't tell what genre of music the girls might be listening to. As for how memorable the moments might be, I guess the girls possibly enjoy music in the car regularly, whereas concerts tend to be pricey and people don't go that often. In which case they are more likely to remember the experiences they have when they do go.

Student A

For me, I would think that the sound quality is best at the concert. Technicians take a long time to set up good acoustic systems so that the audience has a great musical experience. Unless you have an extremely modern and expensive radio system in a car, the sound isn't going to be anything like as good as at a live gig.

Alternative

After discussing the first question with the class, put the students into groups of three. Assign the students in each group roles A, B and C. Student A reads the instruction for the task and listens while Student B completes it. Student A then reads the follow-up question for Student C to answer. Student A then gives feedback to Students B and C on how well their answers were structured. They then swap roles and repeat the task.

Speaking or writing

8 Put students into pairs to discuss the questions. Point out that they are similar to those in Speaking Part 4 as they all ask for opinions. Without interrupting, monitor the students as they do the task. Make notes of any errors or interesting ideas, and address these during class feedback.

Answers

Students' own answers

Cooler

Put students into pairs. Ask them to tell their partner about a musical instrument they would like to be able to play, and why. Find out if they would rather be really good at playing a musical instrument or singing, and why.

Extra practice

EXAM TRAINER | pp94–97

For further practice of the skills presented in this lesson for Speaking Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 7–9 on pages 94–95 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on pages 96–97.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 2.

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WRITING – Part 2 Formal email or letter pp88–89

LESSON OVERVIEW

- **Topic:** Coming of age

EXAM FILE p21

- **Writing file:** pp131–132
- **Vocabulary file:** pp128–129

Learning objective: Students will be better able to understand the conventions of formal letters and emails, and be able to make references, give opinions and express concerns.

Extra resources

C1 Advanced Exam Trainer

- Writing – Part 2 Formal email or letter p60 Exs 4–5, p61

Digital resources

- Presentation tool pp88–89
- Video: *About C1 Advanced: Writing Part 2*

The Writing File on pages 131–132 provides an example and exam help for Writing Part 2 Formal email or letter.

The Wordlist on page 128 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 128–129 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 21 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

DYSLEXIA FOCUS

Allow dyslexic students to read the example letter on p88 before the lesson. Allow them extra time to complete the exam task (Ex 9) if done in class. Other students should use this time to check and correct their work.

Dyslexic students may also benefit from the structured checklist in the Exam file (p21) to check their preparedness for this exam part.

Warmer

Ask students how interested they are in politics. Find out if they often watch the news or discuss politics with their friends. Have a brief class discussion and put any useful vocabulary on the board.

1 Put students into pairs to do the quiz and compare their answers. Find out how many they got right.

Answers

1 Greece	**2** New Zealand	**3** 16
4 1991	**5** 18	**6** 1918

Flexible follow-up

Ask students to discuss in their pairs which quiz answers they found most surprising and why. Take feedback as a class.

2 8.14 Ask students whether they know anything about the suffragette movement and if so, encourage them to work in pairs to make some brief notes. Then play the recording for them to answer the questions. Put students into pairs to retell the story of the suffragette movement.

Answers

Key dates:
1832 – women started campaigning
1897 – formation of the National Union of Women's Suffrage
1903 – Women's Social and Political Union formed (by Emmeline Pankhurst)
1918 – women over 30 given the right to vote
1928 – equal rights

3 Put students into pairs to discuss the questions. Take class feedback and write any interesting ideas on the board.

Answers

Students' own answers

Alternative

This task can be done as a class debate. Write the following sentence on the board:

The legal age for voting and holding a driving licence is too low.

Divide the class into two groups: one group should argue in favour of the statement and the other against. Give students time to think of ideas, then run a debate.

4 Go through the task with the class, and check that students understand what they have to write about (they have to justify raising the age for driving a car or moped, or object to raising the age, with reasons).

Put students into pairs. Give them time to read the example answer and discuss how well the writer has written the letter and any improvements they could make. Elicit ideas from the class. Note that a more detailed evaluation of the example letter will be carried out in Ex 5.

Answers

Students' own answers

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EXAM FOCUS

5 Explain to students that they are going to do a Writing Part 2 Formal email or letter task. Go through the Exam focus with the class. You could ask students to make more suggestions for formal phrases under the three headings. You could also go back to the example letter they read in Ex 4 and ask them to identify any examples of useful language.

Answers

Paragraph breaks – break the first paragraph at 'I started driving'; break the second paragraph at 'If road safety concerns'
Cut clause to reduce sentence length – remove 'and' before 'I also find'
Formality – change abbreviations 'I'd' to 'I would', 'doesn't' to 'does not', 'I've got to say' to 'I have to say'

Flexible follow-up

Read out some informal expressions and ask students to call out a more formal alternative. Suggestions:

I think (In my honest opinion)

It bothered me (I was alarmed about)

In your advert you said (With reference to your advert)

EXAM BOOST EXAM FILE Section B p20

The exercises on page 20 in Section B of the Exam boost provide more practice of writing a formal email or letter. These could be done in class or for homework.

Suggested answers

4 **1** I was pleased to receive your email/letter.
2 I am writing to inform you that I received your email/letter.
3 With reference to the suggestions regarding a new play area, I'm afraid I do not agree with the idea.
4 I would agree with you regarding the need for a shorter school day.

5 **1** Could you give me some advice about getting fitter for the competition?
2 I really think a job like that wouldn't be right for you.
3 Thinking about everything you've said, I'd go for the second option.
4 On second thoughts, it might be better if you got here earlier in the evening.

6 Do the first sentence orally with the class, so that they have some ideas (e.g., *In my opinion, the proposition is forward-thinking and clearly thought out*). Put students into pairs to rewrite extracts 2–4. Take class feedback.

Answers

Students' own answers

7 Put students into pairs to discuss the questions. Take feedback as a class. Take a vote on the age restriction that should be changed as soon as possible, and what the change should be.

Answers

Students' own answers

8 Put students into pairs to discuss ideas for their letter. After five minutes, take general feedback. Remind students of the importance of grouping their ideas in clear paragraphs to make their letter clear and coherent.

Answers

Students' own answers

EXAM TASK

For guidance on marking Writing Part 2 Formal email or letter, please refer to the Writing success criteria on pp170–172.

9 Remind students of the word count (220–260 words) and the need to refer to their plans before they start writing. Ask them to write their letter. If students do this exam task under timed conditions, allow them 45 minutes.

Example answer

Dear Sir/Madam,

With reference to your request for reactions to the idea of lowering the voting age to 16, I must say that I, and I am sure the vast majority of my peers, would most certainly be in favour of such a change. I am writing to give my reasons.

In my honest opinion, young people aged 16 are definitely mature enough to make an informed decision about which political party they would like to see in power; they are well aware of the issues facing the country and have opinions about how these should be tackled. This generation is as equally affected as other age groups by the decisions made by governments, and also brings to the political table its own experiences of problems that older people may not be so aware of. With many issues it may be that young people, including 16-year-olds, are in fact best placed to understand them.

In addition to this, I truly believe that it is a 16-year-old's right to be able to vote in an election or referendum. It is their future that is at stake and they should have a say in how that develops, whether we are talking about environmental issues or employment laws.

I would like to finish by pointing out that if 16-year-olds are old enough to be employed and pay taxes, they are old enough to help choose the people who decide how to use those taxes. The sooner the age for voting is changed, the better, as far as I am concerned.

Yours faithfully,

Sandra Browne

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10 If time allows, students can read their letters to the class or exchange them with a partner to read. If the latter, remind them to check the grammar, spelling and register of their partner's letter. They should also assess whether the opinion being put forward is clear. At the end, elicit the overall opinion of the class about the topic.

Answers

Students' own answers

11 Ask students to vote on which statement they would like to discuss. Put students into pairs and ask half the pairs to think of three reasons for the statement and the other half to think of three reasons against it. Then, run a class debate with a vote at the end. Alternatively, put students into small groups to discuss the statement. In this case, go round and monitor their discussions, making a note of any interesting ideas. Then finish the discussion with the class by comparing students' ideas and addressing any common errors.

Answers

Students' own answers

Cooler

Put students into small groups and ask them to discuss whether things like films, video games and television programmes should be age-restricted. What about books and podcasts? Tell them to think of reasons for their opinions. Take class feedback.

Extra practice

EXAM TRAINER | pp60–61

For further practice of the skills presented in this lesson for Writing Part 2 Formal email or letter and additional skills and strategies to improve performance in the exam, we recommend students complete Strategies and skills Exs 4–10 on pages 60–61 of the C1 Advanced Exam Trainer. Once completed, they can attempt the Exam task on page 61.

There is a full practice exam included on pages 106–129 of the C1 Advanced Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2 Formal email or letter.

Review | Units 1–8 pp90–91

AIM

- To revise grammar and vocabulary covered in Units 1–8.

Digital resources

- Presentation tool pp90–91

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next lesson.

Answers

1 **1** C **2** D **3** B **4** A **5** C **6** A **7** D **8** C

2 **1** It **2** or **3** rather **4** According **5** is **6** for **7** which **8** will/'ll

3 **1** overestimate **2** irrational **3** noticeable **4** unnecessarily **5** likelihood **6** attentive **7** applicable **8** tendency

4 **1** be under no illusion that the
2 food based on the number of
3 taken Denny's advice I would/could/might have
4 wondered whether/if Katy had researched
5 were being cleaned when it started
6 in case one (of them) has/I have

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SPEAKING SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge Advanced candidates need to do in order to achieve a pass in the exam (Solid), or higher grades (Good and Acing it!) in the Speaking paper. The categories are based on the marking criteria for the Cambridge Advanced exam. These tables can be used by teachers when assessing speaking, or by students when peer- or self-assessing their performance in speaking tasks. They can also use them to set goals to help them advance their speaking skills.

Part 2 Individual long turn

+ = Solid plus whatever is in the *Good* or *Acing It!* box.

	SOLID	GOOD	ACING IT! ✓
GRAMMATICAL RESOURCE			
Range	Uses simple and some complex structures (e.g. relative/noun clauses (e.g. *It looks as if he's someone who enjoys what he does for a living*), contrast of tenses (*They might have just received some good news, or perhaps they're looking forward to something about to happen)*, passive forms (e.g. *The children are being taught about cooking.)*).	+ Uses a good range.	+ Uses a wide range.
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Only minor errors or slips.	+ Only very minor errors or slips.
LEXICAL RESOURCE			
Function	Speculates, compares, contrasts and gives opinions about the photos.	+ Uses a range of phrases appropriately and accurately (e.g. *It looks as if … ; Both photos show … ; While the person in this photo … , the person in the other … ; What strikes me about this photo is that …*).	+ Uses a wide range of phrases appropriately and accurately (e.g. *It looks as if … ; Both photos show … ; While the person in this photo … , the person in the other … ; What strikes me about this photo is that …*).
Range and accuracy	Uses a range of vocabulary appropriately to talk about familiar and unfamiliar topics related to the photos e.g. words, collocations (e.g. *laughing hysterically; a sense of community)*, fixed expressions (e.g. *having a go at something; bear in mind that)*.	+ Uses a good range appropriately.	+ Uses a wide range appropriately.
DISCOURSE MANAGEMENT			
Fluency	Can talk about the photo for an extended stretch with very little hesitation.	+ Often speaks with ease.	+ Consistently speaks with ease.
Relevance and organisation	The content is relevant to the photos and ideas are organised.	+ Content is coherent or varied.	+ Content is coherent and varied.
Cohesion	Uses a range of cohesive devices to connect ideas about the photos (e.g. *Having said that, on top of that, as a result*), discourse markers (e.g. *you know, you see, I mean, anyway*), related vocabulary (e.g. *I was cycling home when I got a puncture and had to use a pump*) and referencing/substitution (e.g. *it, this, one*).	+ Uses a good range.	+ Uses a wide range.

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Speaking success criteria

PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is used to help convey meaning.	+ Pronunciation is used to help convey and make meaning clearer.
INTERACTIVE COMMUNICATION			
Response	Listens and responds to the examiner's question about their partner's two photos.	+ Refers to something their partner said, e.g. *As Ana said …*	+ The response is fully related to their partner's description, e.g. *Ana said … and that's why I'd choose … because I agree with her that …*

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Part 3 Collaborative task

+ = Solid plus whatever is in the *Good* or *Acing It!* box.

	SOLID	GOOD	ACING IT! ✓
GRAMMATICAL RESOURCE			
Range	Uses both simple and complex structures (e.g. relative/noun clauses (e.g. *What you just said was interesting*), contrast of tenses (e.g. *People once wrote letters regularly but they've become redundant)*, passive forms (e.g. *Now, letters are only written in the business world.)*).	+ Uses a good range.	+ Uses a wide range.
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Only minor errors or slips.	+ Only very minor errors or slips.
LEXICAL RESOURCE			
Function	Gives and justifies opinions about the given prompts; speculates, suggests and evaluates.	+ Uses a range of phrases appropriately and accurately (e.g. *As far as I'm concerned; The reason for that is …; it could be that …; The most useful is … because …*).	+ Uses a wide range of phrases appropriately and accurately (e.g. *As far as I'm concerned; The reason for that is …; it could be that …; The most useful is … because …*).
Range	Uses a range of vocabulary appropriately to talk about the prompts, e.g. words, collocations (e.g. *be of central importance; come to an agreement)*, fixed expressions (e.g. *come to mind; so to speak)*.	+ Uses a good range.	+ Uses a wide range.
DISCOURSE MANAGEMENT			
Fluency	Can talk about the prompts for extended stretches with very little hesitation.	+ Often speaks with ease.	+ Consistently speaks with ease.
Relevance and organisation	The content is relevant to the prompts and ideas are organised.	+ Content is coherent or varied.	+ Content is coherent and varied.
Cohesion	Uses cohesive devices to connect ideas about the prompts (e.g. *Having said that, on top of that*), discourse markers (e.g. *you know, you see, I mean*), related vocabulary (e.g. *Public transport is cheap but you have to wait at bus stops*) and referencing/ substitution (e.g. *it, this, one*).	+ A good range of language is used.	+ A wide range of language is used.
PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is used to help convey meaning.	+ Pronunciation is used to help convey meaning and make meaning clearer.
INTERACTIVE COMMUNICATION			
Initiation and response	Starts discussion and responds to partner's contributions appropriately to sustain interaction, e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question.	+ Usually interacts with ease.	+ Consistently interacts with ease.
Negotiation	Discusses some or all of the prompts and negotiates towards an outcome.	+ Widens and develops the interaction.	+ Widens and develops the interaction fully.

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Part 4 Discussion

+ = Solid plus whatever is in the *Good* or *Acing It!* box.

	SOLID	GOOD	ACING IT!
GRAMMATICAL RESOURCE			
Range	Uses both simple and complex structures, e.g. relative/noun clauses (e.g. *Whatever we do on social media, it's in the public domain*), contrast of tenses (*Before messaging apps had been created, everyone used email)*, passive forms (e.g. *The internet was invented as a communication tool*).	+ Uses a good range.	+ Uses a wide range.
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Only minor errors or slips.	+ Only very minor errors or slips.
LEXICAL RESOURCE			
Function	Gives and justifies opinions in response to the questions; speculates, agrees and disagrees.	+ Uses a range of phrases appropriately and accurately (e.g. *As far as I'm concerned; It could be that …*).	+ Uses a wide range of phrases appropriately and accurately (e.g. *As far as I'm concerned; It could be that …*).
Range	Uses a range of vocabulary appropriately to talk about the prompts, e.g. words, collocations (e.g. *be of central importance; come to an agreement)*, fixed expressions (e.g. *come to mind; so to speak)*.	+ Uses a good range.	+ Uses a wide range.
DISCOURSE MANAGEMENT			
Fluency	Talks for an extended stretch with very little hesitation; ideas and opinions are developed and organised.	+ Often speaks with ease.	+ Consistently speaks with ease.
Relevance and organisation	Content is relevant to the discussion.	+ Content is coherent or varied.	+ Content is coherent and varied.
Cohesion	Uses cohesive devices to connect ideas (e.g. *Having said that, on top of that*), discourse markers (e.g. *you know, you see, I mean*), related vocabulary (e.g. *Social media helps people create a network of contacts online*) and referencing/substitution (e.g. *it, this, one*).	+ Uses a good range.	+ Uses a wide range.
PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is used to help convey meaning.	+ Pronunciation is used to help convey meaning and make meaning clearer.
INTERACTIVE COMMUNICATION			
Initiation and response	Starts discussion and responds to partner's contributions appropriately which sustains interaction, e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question.	+ Usually interacts with ease.	+ Consistently interacts with ease.
Negotiation	Discusses the question and negotiates towards an outcome, e.g. agreement or disagreement.	+ Widens and develops the interaction.	+ Widens and develops the interaction fully.

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WRITING SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge Advanced candidates need to do in order to achieve a pass in the Writing paper (Solid), or higher grades (Good and Acing it!). The categories are based on the marking criteria for the Cambridge Advanced exam. This information can be used by teachers when marking written work, or by students when peer- or self-assessing written work. They can also use it to set goals to help them advance their written skills.

Part 1 Essay

The examples given in this table come from the example Solid, Good and Acing it! essays that follow.

+ = Solid plus whatever is in the *Good* or *Acing it!* box.

	SOLID	GOOD	ACING IT!
CONTENT			
Task fulfilment	Discusses two of the points, explains which point is more important and why. The reader is generally informed.	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth. The reader is fully informed.
Relevance	The content is relevant to the question.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction which introduces the topic (e.g. *Leading a healthy lifestyle can be challenging.*).	+ States what the essay will discuss (e.g. *A change in food labelling and healthy eating lessons in schools will persuade people to eat more healthily.*).	+ Gives some background information to the topic and states what the essay will discuss (e.g. *Living a healthy lifestyle when fast food is everywhere is a challenge.; It would be possible to persuade people to eat more healthily by …*).
Conclusion	Ends with a conclusion which states the most important option and the main reason why (e.g. *I believe the lessons will be more effective …*).	+ Summarises both stated options and reasons why (e.g. *To sum up, …*).	+ Leaves the reader with a final, lasting impression (e.g. *Should this be achieved, the cycle of unhealthy eating within families described above would be broken; a vital goal.*).
Tone	Uses formal or neutral language to present opinions and reasons e.g. by avoiding the use of *we/I* through use of the passive (e.g. *a new system is needed)*, not using contractions (e.g. *it is not easy)*, using noun phrases (e.g. *A new system of food labelling could help).*	+ Tone is mostly consistent throughout the essay.	+ Tone is consistent throughout the essay.
Conveying ideas	Conveys straightforward ideas clearly; holds the reader's attention.	+ Conveys some complex ideas clearly.	+ Consistently conveys complex ideas; easily holds the reader's attention.
ORGANISATION			
Paragraphing	The text is organised well into paragraphs which are in turn logically organised.	+ The text is almost a coherent whole, i.e. ideas flow logically from beginning to end.	+ The text is a coherent whole, i.e. ideas flow logically from beginning to end.
Cohesion	Sentences are linked through the use of linkers (e.g. *However*), organisational patterns (e.g. *It is for this reason that*), referencing and substitution (e.g. *All of <u>these</u> things; <u>that</u> system; more likely to do <u>it</u>*).	+ The linking is usually appropriate and accurate.	+ The linking is almost always appropriate and accurate.

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LANGUAGE			
Vocabulary	Uses common and less common vocabulary appropriately (e.g. *lead a longer life; healthy lifestyle; food product; food ingredients; healthier options; healthy diet; change the habits*).	+ Uses it accurately.	+ Uses it effectively and accurately.
Grammar	Uses a range of grammar mostly accurately (e.g. *It is for this reason that a new system is needed; so they understand it better; about what a healthy diet is).*	+ Uses a range of complex grammar mostly accurately and flexibly (e.g. *may claim to be; which can then help; it is far easier to influence);* errors don't affect understanding.	+ Uses a wide range of grammar fully accurately and flexibly (e.g. *which claim to be; Should this be achieved);* errors are related to less common language or are only minor slips.

Essay task

Your class has listened to a debate about ways that encourage people to eat more healthily.
You have made the notes below:

- advertising rules
- food packaging
- education in schools

Some opinions expressed in the discussion:

'It's not always easy to understand food labels.'
'It's hard to know what's in food these days.'
'People could learn how to cook at school.'

Write an essay for your teacher discussing two of the ways to encourage people to eat more healthily in your notes. You should explain which way would be more effective, giving reasons in support of your answers.

Example answer – Solid

In today's society, leading a healthy lifestyle can be challenging. People sit at a desk all day, move around less and do only a bit of exercise. In addition, there is the consumption of fast food, sweets, chocolate and fizzy drinks. All of this such things are bad for your health. A healthy diet is much more desirable because it leads to a better life.

When we see 'low fat' on a food product, the product is not always as healthy as we think. Often it has high amounts of sugar in it. It is for this reason that a new system is needed. A new system of food labelling could help people when they're shopping to make better choices. They will be able to identify food ingredients more easily and choose better.

At the moment, not all children are taught about a healthy diet, because their parents aren't always aware on it themselves. Schools could give young people lessons about healthy eating, so that they know what a healthy diet is and understand it better. It's important to know about a healthy diet.

A new system of food labelling and healthy eating lessons in school may persuade people to have better diets. I believe the lessons will be more effective because it's far easier to change the habits of young people than adults.

Examiner comments	
Content	Discusses two points and says why one would be more effective but the food labelling idea isn't developed fully (what kind of system?) and there's some repetition (*make better choices when shopping/choose better*). Some of the information in the introduction is irrelevant as it does not specifically talk about diet (*People sit at a desk all day/move around less*).
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic but doesn't state what the essay will say. The conclusion states the most important option and a reason why. The tone is usually formal but it is not always consistent (as regards the use of contractions, choice of words, objectivity (e.g. *a bit of, aren't, It's*).
Organisation	The essay is divided into paragraphs but the information within the paragraphs could be organised better. Ideas are generally linked within paragraphs (e.g. *In addition, It is for this reason that, it has high amounts of sugar in it*) but paragraphs themselves aren't linked (e.g. paragraphs 2 and 3) and the conclusion could be introduced more clearly (e.g. *To conclude*).
Language	A range of simple structures and some complex structures (e.g. *what a healthy diet is*); some collocations (e.g. *healthy diet, leading a healthy lifestyle, food labelling, low fat, make better choices*); errors don't affect communication (e.g. *All of this such things, aware on it*).

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Example answer – Acing it!

Healthy eating is desirable as it leads to a longer life. However, in today's society, living a healthy lifestyle is a challenge as people are attracted by less healthy fast food. It would be possible to persuade people to eat more healthily if food labelling laws were changed, and healthy eating lessons were introduced into schools.

A new system of food labelling could ensure consumers makes more informed choices when food shopping. Food products which claim to be low fat, for example, often contain large amount of sugar but a traffic light system on packaging allows consumers to see when a product is healthy (green label) and unhealthy (red label). Such packaging could influence consumers' purchasing habits, and subsequently their eating habits.

In addition to this, schools could deliver healthy eating lessons for primary age children in order to educate them about healthy diets. Currently, some parents are uneducated about this themselves and pass this poor education onto their children. Healthy eating lessons would enable children to grow up with greater awareness of eating healthily.

To conclude, initiatives such as a new food labelling system and heathy eating lessons in schools are likely to result on better educated people who make better choices about the food they eat. It is the opinion of this writer that education in schools would have a greater impact as it is easier to influence the habits of children than the habits of adults. Should this be achieved, the cycle of unhealthy eating described above would be broken; a vital goal.

Examiner comments	
Content	Discusses two points and says why one would be more effective. These ideas are developed well. All the information is relevant to the task.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic, gives background knowledge about the topic and states what the essay will say. The conclusion restates the two ideas, says why they could be effective, says which idea will be most effective and why, and leaves the reader with a lasting impression (breaking the cycle). The tone is formal throughout (as regards the use of objective language (e.g. *It is the opinion of this writer that*), no contractions, passive forms (e.g. *Should this be achieved*) and selection of vocabulary (e.g. *desirable, enable*).
Organisation	The essay is divided into paragraphs and each paragraph has a topic statement and then supporting points. Ideas are linked within paragraphs and also between paragraphs (e.g. *subsequently, Such packaging*).
Language	A wide range of simple structures and complex structures (e.g. *It would be possible to, which claim to be, Should this be achieved*); a range of collocations (e.g. *purchasing habits, poor education, greater impact*). The errors are very minor and don't affect communication (e.g. *large amount of sugar, consumers makes, result on*).

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Part 2 Email or letter

+ = Solid plus whatever is in the *Good* or *Acing it!* box.

	SOLID	GOOD	ACING IT!
CONTENT			
Task fulfilment	Responds accordingly to the information in the email prompt and covers all the points (e.g. *Congratulations on getting into university. It's great news!*).	+ Develops the ideas in sound depth (e.g. *Congratulations on getting into university. It's great news! You'll learn loads and make new friends too.*).	+ Develops the ideas in good depth (e.g. *Congratulations on getting into university. It's great news! You'll learn loads and make new friends too. It might be hard to move away but I'm sure you won't regret going.*).
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Opening and closing	Opens and closes the letter appropriately (e.g. *Dear Mr Smith; Hi Kerry*; *Yours sincerely; All the best*). The purpose for writing is made clear (e.g. *I am writing to apply for …; I've got some exciting news for you*).	As Solid.	As Solid.
Tone	Selects an appropriate tone, depending on the writer's relationship to the reader (e.g. *I wish to complain about a product sold at your store* (formal); *You'll never guess what happened to me last week!* (informal)).	+ The tone is mostly consistent throughout the letter/email but there may be some inconsistencies.	+ The tone is consistent throughout the letter/email.
Functions	Uses phrases to convey functions such as complaining, thanking, suggesting where appropriate (e.g. *I am very concerned about …; Many thanks for the gift you sent; The best thing you can do is …*).	+ The phrases are mostly used appropriately and accurately.	+ The phrases are always used appropriately and accurately.
Conveying ideas	Conveys straightforward ideas clearly; holds the reader's attention.	+ Conveys some complex ideas clearly.	+ Consistently conveys complex ideas; easily holds the reader's attention.
ORGANISATION			
Paragraphing	The text is organised well, e.g. into paragraphs which are in turn logically organised.	+ The text is almost a coherent whole i.e. ideas flow logically from beginning to end.	+ The text is a coherent whole i.e. ideas flow logically from beginning to end.
Cohesion	Sentences are linked through the use of linkers (e.g. *Anyway*, *Mind you*), organisational patterns (e.g. *One such advantage is …*), referencing and substitution (e.g. *it*, *this*, *one*).	+ The linking is mostly appropriate and accurate.	+ The linking is always appropriate and accurate.
LANGUAGE			
Vocabulary	Uses common and less common vocabulary appropriately.	+ Uses it accurately.	+ Uses it effectively and accurately.
Grammar	Uses a range of grammar, mostly accurately.	+ Uses a range of complex grammar, mostly accurately and flexibly; errors don't affect understanding.	+ Uses a wide range of grammar fully accurately and flexibly; errors are related to less common language or are only minor slips.

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Email or letter task

Your town or region has applied to be included in an international database on language learning. You have been asked by the president of the local council to write a letter to the person in charge of the database, explaining why your town or region should be included. You should explain:

- what languages are spoken in your town or region and why they are important.
- what facilities there are for learning these languages.
- what opportunities there are for leisure and cultural activities to help students practise these languages.

Write your letter in 220–260 words in an appropriate style.

Example answer – Solid

Dear Sir or Madam,

I am writing to you to explain the reasons why Azana should be in your language learning database. French is the official language of our town, however Italian is also spoken here. This is because our region is very close to the Italian border and as a consequent has an amount of Italian speakers. Italian is important for our background.

In order to be sure that people speak French and Italian, it is taught from an early age in school. These lessons keep going until we are teenagers. In local government, Italian is used on officiel documents and many of the place names are Italian. You can also see it on billingual signs, so it's possible to learn it just by walking around.

As well as learning Italian, there are activities which refer to our connection with Italy. Several summer events are about historical past times and we celebrate these each year. Our town is also paired with a town just over the border in Italy and twice a year or more a group of people from our town and the twin town meet and share cultural information.

Azana is a wonderfull place which brings together both French and Italian languages and culture. I very much hope that you will consider to include us in your database. I look forward to hearing from you.

Yours faithfully,

Thomas Billier

Examiner comments	
Content	All bullet points are addressed although there are minor omissions – namely, why Italian is important for the town's cultural heritage and how Italian is practised in the summer events. On the whole, however, the reader is informed.
Communicative achievement	The letter is laid out appropriately and is generally formal throughout with no contractions and more formal language selected (e.g. *I look forward to hearing from you, I very much hope).* There are a few inconsistences (e.g. *keep going, it's*) but in general though, the letter holds the reader's attention.
Organisation	The letter is divided into paragraphs. It would be normal to separate the first sentence of the letter from the rest of that paragraph. However, the information is generally organised clearly. It is also linked appropriately but with minor errors (e.g. *As a consequent* and an unclear use of 'it'– *You can also see it on bilingual signs).* The lack of linking in the final sentence makes the ending less effective.
Language	A range of simple structures and some complex structures are used. There are examples of less common vocabulary (e.g. *refer to*). There is occasional poor word choice (e.g. *an amount of*) and some spelling errors (i.e. *officiel, billingual, wonderfull)* but these don't affect communication.

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Example answer – Acing it!

Dear Sir or Madam,

As requested, I am writing to you to provide further information about our town Azana and why it should be included in your language learning database. French is the official language of our town and it is vital for everyday communication. However, as we are significantly close to the Italian border, there are a large number of Italian speakers here too. For that reason, Italian is important for both communication and our cultural heritage.

Both Italian and French are taught from a young age. This is to ensure everyone in the community can communicate and we can also converse when we travel just a short time to Italy. By the time students enter their teenage years, they can usually speak Italian to a good degree. Because of our heritage, Italian is actually used in official documents alongside French, and many signs are in both languages too.

As well as learning Italian, there are annual cultural events that brings in both our French and Italian history. These include a summer festival where our costumes marry French and Italian culture. We also play games from both cultures. In addition to this festival, our town has a twin town in Italy which means that people from both communities meet regularly and speak both languages.

Azana is a fantastic town where language helps us to maintain our history and communicate with each other successfully. I believe its inclusion will benefit your database. I hope you agree and I look forward to hearing from you soon.

Yours faithfully,

Maria Cours

Examiner comments	
Content	All bullet points are addressed, the content is fully relevant to the task and the reader is fully informed.
Communicative achievement	The letter is laid out appropriately with a formal tone which is appropriate throughout. The letter holds the reader's attention with ease.
Organisation	The letter is divided into paragraphs. There are a variety of cohesive devices including linkers and discourse markers (e.g. *As requested, For that reason*) and the use of other organisational devices such as pronouns (e.g. *This is to ensure everyone …*). These are all used well.
Language	A range of simple structures and some complex structures are used (e.g. *By the time students enter their teenage years*). There are examples of less common vocabulary (e.g. *to a good degree, marry French and Italian culture*). There are very minor errors (i.e. *significantly close, events that brings in*) but these don't affect communication.

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Part 2 Proposal

+ = Solid plus whatever is in the *Good* or *Acing it!* box.

	SOLID	GOOD	ACING IT!
CONTENT			
Task fulfilment	Makes one or more suggestions, depending on the task, and supports them with persuasive reasons and factual information (e.g. *An after-school volleyball club will encourage more students to take up sport.*).	+ Develops the ideas in sound depth (e.g. *An after-school volleyball club will encourage more students to take up sport. This will provide them with opportunities to be fit and healthy.*).	+ Develops the ideas in good depth (e.g. *An after-school volleyball club will encourage more students to take up sport. This will provide them with opportunities to be fit and healthy, as well as develop vital life skills such as teamwork and working towards a goal.*).
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction to introduce the topic, state what is being proposed and states the proposal aim (e.g. *There is a significant lack of sports facilities at our school. It has been suggested that a volleyball club will help to solve this issue. This proposal will outline two key reasons why such a club will be beneficial to the school.*).	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
Conclusion and recommendations	Ends with a conclusion which restates what is being proposed and why, and makes further recommendations (e.g. *It is highly recommended that … ; As stated earlier, …*).	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
Tone	Uses a formal, neutral tone (e.g. *The purpose of this proposal is to …*).	+ The tone is mostly consistent throughout the proposal but there may be some inconsistencies.	+ The tone is consistently formal throughout the proposal.
Recommending and suggesting	Uses phrases to politely recommend and suggest (e.g. *It is highly recommended that …*).	+ The phrases are mostly used appropriately and accurately.	+ The phrases are always used appropriately and accurately.
Conveying ideas	Conveys straightforward ideas clearly; holds the reader's attention.	+ Conveys some complex ideas clearly.	+ Consistently conveys complex ideas; easily holds the reader's attention.
ORGANISATION			
Heading/ subheadings	The proposal has a heading (e.g. *Proposal for the creation of a …*). The proposal is divided into sections, with each section sitting under a subheading (e.g. *Benefits, Costs, Things to consider.*).	+ The sections and subheadings are mostly appropriate and describe what is in the section.	+ The sections and subheadings are always appropriate, describe what is in the section and are consistent across the proposal.
Paragraphing	The text is organised well, e.g. into sections/paragraphs which are in turn logically organised.	+ The text is almost a coherent whole i.e. ideas flow logically from beginning to end.	+ The text is a coherent whole i.e. ideas flow logically from beginning to end.
Cohesion	Sentences are linked through the use of formal linkers (e.g. *However, Furthermore)*, organisational patterns (e.g. *The key reasons are as follows. Firstly …*), referencing and substitution (e.g. *it, this, one*).	+ The linking is mostly appropriate and accurate.	+ The linking is always appropriate and accurate.

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LANGUAGE			
Vocabulary	Uses common and less common vocabulary appropriately.	+ Uses it accurately.	+ Uses it effectively and accurately.
Grammar	Uses a range of grammar mostly accurately.	+ Uses a range of complex grammar mostly accurately and flexibly; errors don't affect understanding.	+ Uses a wide range of grammar fully accurately and flexibly; errors are related to less common language or are only minor slips.

Proposal task

Your local council is looking for ways to increase the volume of visitors to the centre of your town or city so that more people make greater use of shops, restaurants, cafés and entertainment facilities there. Submit a proposal for the local council. Suggest how they can bring more people into the town or city, giving reasons and explaining how this will benefit the area.

Write your proposal in 220–260 words.

Example answer – Solid

Introduction

The aim of this proposal is to suggest ways that our town council can persuade more visitors to come to our town. This is vital because more visitors means more money for our businesses.

Parking

One problem in our town is the parking. The only car park is always super busy which means the roads are full of drivers looking for somewhere to park. If the town council built a car park on the edge of town, people would not need to drive into the town centre. They would have a place to park and the roads in the town would be relatively quieter. Parking spaces could go to local residents.

Shopping area

Because the main shopping street sees considerable traffic congestion, the experience for shoppers isn't always very positive. It can be hard to cross the road and the noise from the traffic can create a stressful environment. Visitors do not always stay for long time. If we made this street for pedestrians and cyclists only, it would be a much quieter area.

Conclusion

It is recommended that the town council erect a multi-storey car park just outside the town and lower the number of cars in the town centre to stop the centre from being so busy. This will persuade more visitors to come to the area which is what the local council would like.

Examiner comments	
Content	All points are addressed, although the link between getting visitors to the area and them spending money is mentioned only in the introduction and not developed elsewhere. The point about parking spaces for local residents is irrelevant. The reader is generally informed, however.
Communicative achievement	The proposal is divided into sub-sections with appropriate subheadings which describe the content of those sections. The tone is generally formal but there is the occasion less formal choice (e.g. *super busy*). The proposal holds the reader's attention.
Organisation	The proposal is divided logically into sections and the information in each section is generally organised appropriately. The ideas are generally linked well with the use of reference pronouns in particular (e.g. *This will …*).
Language	A range of simple and complex structures are used. There are examples of less common vocabulary (e.g. *considerable traffic congestion, erect a multi-storey car park*). There are some errors in grammar and vocabulary (i.e. *visitors means, relatively quieter, stay for long time*) but these don't affect communication.

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Example answer – Acing it!

Introduction

The aim of this proposal is to suggest ways that our town council can encourage more visitors to our town. It will suggest an increase in parking facilities and a greater area for pedestrians in the town centre.

Parking

One reason why people in the region avoid entering our town is the lack of parking facilities. Currently, there is only one car park which is almost always full. As well as that, the traffic becomes extremely congested in the town centre when vehicles travel through the town to reach the car park. It is therefore suggested that an additional, significantly larger car park is built on the outskirts of the town and a bus service is provided to bring drivers into the centre. This will make the town more accessible and attractive for visitors.

Pedestrianisation

Currently, only one street is pedestrianised and this is not our main shopping area. Shoppers have to deal with the noise and pollution that traffic brings. It is recommended that the council invest in making the main street pedestrianised so that only shoppers and cyclists are permitted to use it. It will significantly reduce noise pollution and make the experience of shopping more enjoyable. Visitors will then remain in town for longer, using more facilities.

Conclusion

In conclusion, in order to attract more people to our beautiful town, we suggest making the experience more appealing by creating a large car park and making more of the town pedestrianised. Visitors will then have the opportunity to enjoy our facilities in peace and quiet.

Examiner comments	
Content	All points are addressed, the content is fully relevant to the task and the reader is fully informed.
Communicative achievement	The proposal is divided into sub-sections with appropriate headings which are consistent (i.e. one-word subheadings). The tone is formal throughout, and both simple and complex ideas are conveyed effectively while holding the reader's interest.
Organisation	The proposal is divided logically into sections and the information in each section is organised appropriately. The ideas are generally linked well using a range of devices – linkers (e.g. *so*), discourse markers (e.g. *Currently*), other organisational patterns (e.g. *This will make …*).
Language	A range of simple structures and complex structures are used. There are examples of less common vocabulary (e.g. *pedestrianised, in peace and quiet*). There is the occasional high-level structure or punctuation which could be more accurate (i.e. *one car park which is almost always full, It is therefore suggested that an … is built*) but these are minor and don't affect communication.

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Part 2 Report

+ = Solid plus whatever is in the *Good* or *Acing it!* box.

	SOLID	GOOD	ACING IT! ✓
CONTENT			
Task fulfilment	Includes all information required in the task, e.g. 'Say what aims the club has met, how it met them and what you recommend for the future'.	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction which states the aim of the report and how data was collected (e.g. *The aim of this report is to present an analysis of the performance of our club over the last year. In order to prepare for the report, a survey was administered to all students.*).	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
Conclusion and recommendations	Ends with a conclusion which restates, draws conclusions and makes suggestions.	+ The conclusions and suggestions are mostly drawn from the main body of the report. They are mostly organised coherently so the reader understands them.	+ The conclusions and suggestions are fully drawn from the main body of the report so the report is a coherent whole. The reader fully understands them.
Tone	Uses a formal, neutral tone (e.g. *This report is designed to evaluate the performance of …*).	+ The tone is mostly consistent throughout the report but there may be some inconsistencies.	+ The tone is consistently formal throughout the report.
Evaluation	Evaluates as well as describes e.g. benefits, issues, solutions.	+ The evaluation is mostly supported with examples and reasons.	+ The evaluation is fully supported with examples and reasons.
Conveying ideas	Conveys straightforward ideas clearly; holds the reader's attention.	+ Conveys some complex ideas clearly.	+ Consistently conveys complex ideas; easily holds the reader's attention.
ORGANISATION			
Heading/ subheadings	The report has a heading (e.g. *Report evaluating the impact of …; Report on the impact of …*). The report is divided into sections, with each section sitting under a subheading.	+ The sections and subheadings are mostly appropriate and describe what is in the section.	+ The sections and subheadings are always appropriate, describe what is in the section and are consistent across the report.
Paragraphing	The text is organised well, e.g. into paragraphs which are in turn logically organised.	+ The text is almost a coherent whole i.e. ideas flow logically from beginning to end.	+ The text is a coherent whole i.e. ideas flow logically from beginning to end.
Cohesion	Sentences are linked through the use of formal linkers (e.g. *However, Furthermore)*, organisational patterns (e.g. *The key reasons are as follows. Firstly …*), referencing and substitution (e.g. *it*, *this*, *one*).	+ The linking is mostly appropriate and accurate.	+ The linking is always appropriate and accurate.
LANGUAGE			
Vocabulary	Uses common and less common vocabulary appropriately.	+ Uses it accurately.	+ Uses it effectively and accurately.
Grammar	Uses a range of grammar, mostly accurately.	+ Uses a range of complex grammar, mostly accurately and flexibly; errors don't affect understanding.	+ Uses a wide range of grammar fully accurately and flexibly; errors are related to less common language or are only minor slips.

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Report task

Your local council is conducting an enquiry into the volume of visitors to the centre of your town or city with a view to encouraging more people to make greater use of shops, restaurants, cafés and entertainment facilities there. You agree to write a report describing the existing situation, including factors which discourage people from coming to the city centre and recommending ways of attracting more visitors.

Write your report in 220–260 words.

Example answer – Solid

Visitors to our city centre

Introduction

Our city centre is full of wonderful things to enjoy. But not everyone enjoys them. The main aims of this report are to give information about the number of visitors who use facilities in our city centre and to identify reasons why they fail to use them.

The situation now

I interviewed a number of different shoppers and custumers of local shops and cafés in order to gain the information. Less than half of the people I talked to regularly visit the city centre. The people that visit often say their favourite area is Mitchell Mall because it is significantly less busy than Holmes Square.

Why people fail to visit

People who do not visit the city centre regularly had very different views from those people who come often which I found very interesting. They feel that problems with the traffic and the high price of parking stop them from coming. The people who come say the major attractions are the pedestrianised shopping area and outdoor cafés.

Recommendations

To encourage more people to come to our city regularly, the following recomendations are made. Firstly, to create a 'park and ride' car park near the motorway so that visitors can park easily and take a short bus ride into the centre. Secondly, to make this car park free so that drivers are persuaded to go there. Finally, to build a bus lane so that the bus can travel fast from the car park to the city centre.

Examiner comments	
Content	All points are covered and the reader is informed, although the report begins with irrelevant information about the writer's views of the city centre, and the comment about the writer finding the information interesting in the third section is not very appropriate for this kind of report.
Communicative achievement	The report is laid out appropriately with a clear introduction and conclusion in the form of recommendations. The final paragraph could lay information out in bullet points to make the points easier to read. However, they are still clear to follow. The tone is generally consistent. It's neutral rather than formal. It holds the reader's attention.
Organisation	The report is organised appropriately, with linkers used to connect ideas. Articles and relative pronouns (e.g. *The people who …*) help with this in particular.
Language	There are examples of simple and complex structures in this report. There are examples of less common vocabulary such as collocations (e.g. *The main aims, high price*). There are also a few small errors or poor word choices (e.g. *gain the information*) although these don't affect communication.

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Example answer – Acing it!

Visitors to our city centre

Introduction

The principal aims of this report are to provide an overview of the volume of visitors using services in our city centre and to identify factors which deter people from using them. The final section makes recommendations as to how the situation could be improved.

Current situation

I conducted interviews with a random selection of shoppers and customers in local restaurants and cafés. Fewer than half visited the city centre regularly. Among those who did make frequent use of the facilities, most cited the pedestrianised Holmes Square as their favourite area. Smaller numbers enjoyed shopping or dining around Mitchell Mall, with several people say they found the traffic noise uncomfortable.

Factors preventing greater use of city-centre services

There was a clear division between those who regularly visited the city centre and those who did so infrequently. The latter cited traffic congestion and pollution along with inflated prices for goods as deterrents. For those who frequently came into town on the other hand the pedestrianised area and the outdoor cafés were a major attraction.

Recommendations

Clearly, more could be done to attract people to our city centre. I would make the following recommendations:

- Extend the pedestrianised area to include the streets surrounding Holmes Square so as to capitalise on what is already an attractive area.
- Encourage shops, cafés and restaurants to offer discounts to regular customers.
- Maintain access to the pedestrianised areas for cyclists.

This final recommendation will encourage those who cycle currently into town to continue to do so, while reducing noise and pollution from motor traffic.

Examiner comments	
Content	All points are addressed, the content is fully relevant to the task and the reader is fully informed.
Communicative achievement	The report is organised appropriately into sub-sections with appropriate headings. Bullet points are used to list ideas. Simple and complex ideas are conveyed well using a formal tone which is maintained throughout. The reader's interest is held with ease.
Organisation	The report is organised logically throughout the report. The ideas are linked well, with some examples of higher level linking (e.g. *so as to, those who did so*).
Language	A wide range of simple structures and complex structures are used. There are many examples of less common vocabulary (e.g. *deter people from, a random selection of*). There are a few very small errors which don't affect communication including a lack of punctuation (i.e. around *on the other hand*).

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Part 2 Review

+ = Solid plus whatever is in the *Good* or *Acing it!* box.

	SOLID	GOOD	ACING IT! ✓
CONTENT			
Task fulfilment	Includes all information required in the task, e.g. What did you learn from the film? Did it help you to understand the reasons for the main characters' actions?	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Target reader	Ideas are selected with the target reader in mind.	+ Most of the ideas are relevant to the target reader.	+ All of the ideas are relevant to the target reader.
Introduction	Attracts the reader's attention from the start by asking a rhetorical question or making a bold statement (e.g. *What's the greatest love story ever told?; The greatest love story ever told is not the one you think it is.*).	+ Is mostly organised coherently so the reader understands it.	+ Is consistently organised coherently so the reader fully understands it.
Evaluation	Evaluates as well as describes, i.e. strengths and weaknesses, giving personal opinions.	+ The evaluation and opinions are mostly supported with examples and reasons.	+ The evaluation and opinions are fully supported with examples and reasons.
Summary and recommendation	Ends with a summary of the main points of the review and a recommendation (e.g. *This is the best film I've ever seen. Make sure you don't miss it.*).	+ The summary and recommendation mostly draw on the main body of the review. The conclusion is mostly organised coherently so the reader understands it.	+ The summary and recommendation fully draw on the main body of the review. The conclusion is fully organised coherently so the reader understands it.
Tone	Uses an informal tone to engage the reader through a variety of modifiers and adjectives, emphasis and rhetorical questions (e.g. *The main character's motivations were totally unclear. The impact was that we didn't care about her and yet it's vital that we care about the lead, isn't it?*).	+ The tone is mostly consistent throughout the review but there may be some inconsistencies.	+ The tone is consistently informal throughout the review.
Conveying ideas	Conveys straightforward ideas clearly; holds the reader's attention.	+ Conveys some complex ideas clearly.	+ Consistently conveys complex ideas; easily holds the reader's attention.
ORGANISATION			
Heading	The review has a heading.	+ The heading is mostly appropriate to the content of the review and attracts the reader's attention.	+ The heading is fully appropriate to the content of the review and fully attracts the reader's attention.
Paragraphing	The text is organised well, e.g. into paragraphs which are in turn logically organised.	+ The text is almost a coherent whole i.e. ideas flow logically from beginning to end.	+ The text is a coherent whole i.e. ideas flow logically from beginning to end.
Cohesion	Sentences are linked through the use of informal linkers (e.g. *What's more)*, organisational patterns (e.g. *Can you guess why that is? It's because …)* referencing and substitution (e.g. *it*, *this*, *one*).	+ The linking is mostly appropriate and accurate.	+ The linking is always appropriate and accurate.

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LANGUAGE			
Vocabulary	Uses common and less common vocabulary appropriately.	+ Uses it accurately.	+ Uses it effectively and accurately.
Grammar	Uses a range of grammar mostly accurately.	+ Uses a range of complex grammar mostly accurately and flexibly; errors don't affect understanding.	+ Uses a wide range of grammar fully accurately and flexibly; errors are related to less common language or are only minor slips.

Review task

The editor of your college English language magazine has asked you to write a review of two films you have seen recently, saying why one of the films is likely to be of particular relevance and interest to students at the college and why you believe the other is not worth watching.

Write your review in 220–260 words in an appropriate style.

Example answer – Solid

End-of-course film night: my recommendations

I have seen two films that I consider as possible choices for our end-of-term film night: 'Life before Life' and 'No More Midnight'. I enjoyed watching them both, but only one of them is right for our end-of-term film night.

'Life before Life' has many positive aspects but it is not the best film for our particular purposes. It has had rave reviews, partly because it stars Edwin Kamashila and the director, Sam Pickering. The trouble is that the film is extremely slow for a group of students at the end of the academic year. I worry that the film would cause many students to sleep with the discussions of the main characters.

On the other hand, 'No More Midnight', was thrilling from start to finish. The cast are not as well known as Kamashila, but they do a great job anyway. There's a lot of excitement and action throughout the film, but there is humour too. This makes the film both gripping and extremely entertaining.

I am a big fan of Pickering's films and I liked 'Life before Life' but 'No More Midnight' was much more enjoyable. If we want students relaxing and forgetting about exam, this is the film we should watch. Let's keep 'Life before Life' for the beginning of next semester.

Examiner comments	
Content	The points are addressed and the information is relevant to the task. The ideas are mostly developed, but the opinion of the main characters' conversations in 'Life before Life' could be explained further.
Communicative achievement	The style is fairly consistent although the use of contractions is probably not necessary. The reader's interest is held although the introduction and final sentence could be more engaging.
Organisation	The information is organised into paragraphs and information within the paragraphs is organised appropriately. The ideas are linked sufficiently with linking words and the use of pronoun references.
Language	There are examples of complex structures (e.g. *If we want students relaxing …*) and less common vocabulary (e.g. *had rave reviews*) although there is not a particularly wide range. The accuracy is generally good with a few minor errors that do not affect communication (e.g. *want students relaxing and forgetting about exam*).

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Example answer – Acing it!

End-of-course film night: my recommendations

Which would you prefer: a predictable comedy or a challenging thriller? That sums up two films that I've seen recently: 'Star Spies' and 'Sounds of the Night'. While both have merits, I suggest that only one would be suitable for our end-of-course film night.

'Star Spies' is a so-called sci-fi comedy which charts the adventures of a bunch of misfits as they travel across the galaxy. Their mission is to go undercover and spy on various planet governments. While the film made me laugh out loud sometimes, much of the humour was silly and childish. The story was predictable too, with little to keep my attention.

'Sounds of the Night' on the other hand, had me on the edge of my seat from start to finish. It's a much more serious tale of two children on the streets of an anonymous city when they search for their mum over the period of one night. We follow them as they experience and try to escape from various dangers. The fact that this tale is based on real events makes for an even more gripping experience.

Of course, some students will be keen to watch something mindless to celebrate the end of their exams, but I'd say that 'Sounds of the Night' is more likely to engage all kinds of people, and despite its sombre nature, there is at least a positive ending. It might not be as funny as 'Star Spies', but it's certainly more thrilling and I found the time flew by in a flash.

Examiner comments	
Content	The content fully informs the reader and is relevant to the task. There's no irrelevant information and no omissions.
Communicative achievement	The review has an appropriate tone which is consistent throughout. The introduction poses a question which gets the reader's attention and that attention is then held easily until the end.
Organisation	The review is organised into paragraphs with the information organised within each paragraph logically. Sentences and ideas within sentences are linked using a variety of features (e.g. *While both, much of the humour, on the other hand*).
Language	A wide range of structures are used and there is evidence of a wide range of less common vocabulary too (e.g. *mindless, sombre nature, edge of my seat, chart the adventures*). There are a few small errors in vocabulary or grammar which do not affect communication (i.e. the use of *sometimes* in paragraph 2, *planet government* instead of *planetary government*).

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Cambridge Assessment English

Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Advanced Reading and Use of English Candidate Answer

Part 1

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change using an eraser.

Parts 1, 5, 6, 7 and 8:
Mark ONE letter for each question.
For example, if you think A is the right answer to the question, mark your answer sheet like this:

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.

For parts 2 and 3, write one letter in each box.

Part 2

		Do not write below here
9		9 1 0 ○ ○
10		10 1 0 ○ ○
11		11 1 0 ○ ○
12		12 1 0 ○ ○
13		13 1 0 ○ ○
14		14 1 0 ○ ○
15		15 1 0 ○ ○
16		16 1 0 ○ ○

Continues over

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Part 3

		Do not write below here
17		17 1 0 ○ ○
18		18 1 0 ○ ○
19		19 1 0 ○ ○
20		20 1 0 ○ ○
21		21 1 0 ○ ○
22		22 1 0 ○ ○
23		23 1 0 ○ ○
24		24 1 0 ○ ○

Part 4

		Do not write below here
25		25 2 1 0 ○ ○ ○
26		26 2 1 0 ○ ○ ○
27		27 2 1 0 ○ ○ ○
28		28 2 1 0 ○ ○ ○
29		29 2 1 0 ○ ○ ○
30		30 2 1 0 ○ ○ ○

Part 5

	A	B	C	D
31	○	○	○	○
32	○	○	○	○
33	○	○	○	○
34	○	○	○	○
35	○	○	○	○
36	○	○	○	○

Part 6

	A	B	C	D
37	○	○	○	○
38	○	○	○	○
39	○	○	○	○
40	○	○	○	○

Part 7

	A	B	C	D	E	F	G
41	○	○	○	○	○	○	○
42	○	○	○	○	○	○	○
43	○	○	○	○	○	○	○
44	○	○	○	○	○	○	○
45	○	○	○	○	○	○	○
46	○	○	○	○	○	○	○

Part 8

	A	B	C	D	E	F
47	○	○	○	○	○	○
48	○	○	○	○	○	○
49	○	○	○	○	○	○
50	○	○	○	○	○	○
51	○	○	○	○	○	○
52	○	○	○	○	○	○
53	○	○	○	○	○	○
54	○	○	○	○	○	○
55	○	○	○	○	○	○
56	○	○	○	○	○	○

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Answer Sheet Page 2

Part One Answer

You must write within the grey lines.

8000003

Answer Sheet Page 1

Part One Answer

You must write within the grey lines.

8000002

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Cambridge Assessment English

Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Candidate Signature

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Advanced Listening Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you want to change using an eraser.

Parts 1, 3 and **4:**
Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:

0 ● A B C

Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:

0 N U M B E R 1 2

Turn this sheet over to start

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Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write below here

7	7 1	0
8	8 1	0
9	9 1	0
10	10 1	0
11	11 1	0
12	12 1	0
13	13 1	0
14	14 1	0

Part 3

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Part 4

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H

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Cambridge Assessment English

Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
		Assessment Date	

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Advanced Speaking Mark Sheet

Date of test:

Month: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○

Day: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20 ○ 21 ○ 22 ○ 23 ○ 24 ○ 25 ○ 26 ○ 27 ○ 28 ○ 29 ○ 30 ○ 31 ○

Marks Awarded:

Grammatical Resource	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○
Lexical Resource	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○
Discourse Management	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○
Pronunciation	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○
Interactive Communication	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○
Global Achievement	0 ○	1.0 ○	1.5 ○	2.0 ○	2.5 ○	3.0 ○	3.5 ○	4.0 ○	4.5 ○	5.0 ○

Test materials used:

Part 2 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○

Part 3 21 ○ 22 ○ 23 ○ 24 ○ 25 ○ 26 ○ 27 ○ 28 ○

Assessor's number

Test Format

Examiners:Candidates

2 : 2 ○

2 : 3 ○

Number of 2nd Candidate

Interlocutor's number

Number of 3rd Candidate

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