



C1

ADVANCED

FORMULA

FOR EXAM SUCCESS

TEACHER'S BOOK

with Presentation Tool, Digital Resources and App



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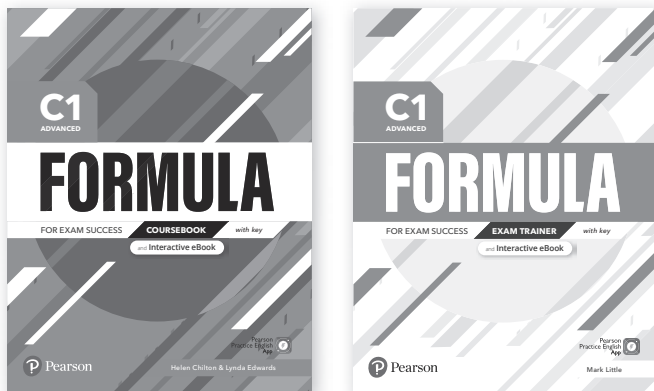
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INTRODUCTION

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.

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.

READING AND USE OF ENGLISH - Part 7 Gapped text

EXAM BOOST

1 Complete Exam file SECTION A on page 14.

2 Read the article about the Rule of Three, ignoring the gaps and discuss what might be included in the missing paragraphs.

EXAM TASK

1 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A-C the one which fits each gap. There is one extra paragraph which you do not need to use.

2 Public speakers like this can take advantage of the Rule of Three in several ways. I usually like to give a presentation to my colleagues and, heading advice, I focused on three main messages only, with three supporting points for each. I worked. And a gapped look in the room!

3 Some people like, with an additional fourth, to stick to three. I've seen a presentation on the importance of safety. The speaker had to remember more than three items and I think it was clear they weren't all equal. I've had to give longer lists, but I can't take a full list of information.

4 Apparently, there is an extremely good reason for this and it's clear to me why we grow words, sentences or ideas into lists of three. They have a powerful impact on multiple aspects of our lives including how we approach persuasion, how we react to advertising and how we interact with others on a daily basis.

5 An example I saw when I was recently talking about the introduction of closed-door offices. I showed it. These mean that employees benefit from increased privacy, better conditions for concentration and space for effecting the opportunity to show as long and loudly at their PCs as they wish. I got my length and kept my audience with others on a daily basis.

6 With this in mind I decided to note down sets of three in advertisements I came across during my morning commute. In just one hour I was exposed to a whole range of subtle messages - on TV, on social media and on public transport. And without thinking, I've just done that very thing myself.

7 I also affects drama. What is a traditional theatre play made of? Three acts. In children's books there often has to be three challenges or events, three animals and so on. There's even a saying that the great of three are nearly everywhere.

8 Theology is another area where three is a significant number, and going beyond three elements can also affect everyday conversation. I will learn to be a list of three, and even anticipate a list of three to complete the pattern. However, if we add more items, they are likely to interrupt. Or they give you a list.

THREE RULES OK?

"Stop, Look, Listen." It's the age-old mantra about crossing roads taught to generations of children by parents, teachers and safety campaigners around the world. Imagine instead, if you will, that the mantra was "Stop, Listen, Listen, Think, and Listen." Would it be such a successful phrase? Would it lead to fewer mistakes? Probably not, but why?

1 If you look at the structure of my last sentence, you can see an example of what is called the Rule of Three, and it's related to the way our brains instinctively search for patterns, these being the easiest number necessary to form one. It's a combination of beauty and rhythm, and as the story begins "once there were three" - anything in a set of three is perfect. Our short-term memories can process and retain chunks of three easily, and this can be used to influence our buying decisions.

2 Weaving them all through my new 'rule of three' mind frame became clear that the product claims were grouped closely to achieve maximum persuasive effect. This strategy will take your brain back, keep your energy focused and can be woven on the go. Take one of the lists, six words to work or add to your pocket book. These promises, three situations, three linguistic tools to the brain and it's a lot to remember.

3 Another interesting reason that our brains shy away from too much information goes back a long way to our ancestors had to make life a death choice in dangerous situations. Their survival was dependent on making the right choice, and an overload of options could have resulted in decision paralysis. Three choices was the maximum our brains could deal with. And so the pattern developed.

4 Weaving them all through my new 'rule of three' mind frame became clear that the product claims were grouped closely to achieve maximum persuasive effect. This strategy will take your brain back, keep your energy focused and can be woven on the go. Take one of the lists, six words to work or add to your pocket book. These promises, three situations, three linguistic tools to the brain and it's a lot to remember.

5 Something else I also use in talks is humor, and today this also often follows the Rule of Three. Comedians traditionally set up a punch line by using two elements to build expectation and then break this expectation with a third. If presenters do the same and offer something surprising as the third element, they'll get a reaction, and the message will be remembered.

6 It's definitely the magic number, and its effect is felt from the cradle. Can you imagine a first grade where the words are grouped two words, and not three? It just wouldn't be right, would it? Now, we know why.

Speaking or writing

1 Answer the questions.

1 Discuss the questions in pairs. Would the prospect of giving a talk to a large group concern you? Why? Why not? How would you prepare?

2 Choose a topic you've discussed in class or at work recently. Plan a short presentation on the topic, using the advice on structure and using the rule of three. Using your notes, give your talk to your partner or in small groups.

2 Write an email to a friend who is worried about giving a presentation in class or at work. Tell her or him about the advice you have just read and give some advice about preparing the presentation.

EXAM TRAINER (pp. 37-3) (p. 1) (p. 1) 29

READING AND USE OF ENGLISH - Part 7 Gapped text

ABOUT THE TASK

• In Reading and Use of English Part 7 you read one long text which has gaps in it.

• The missing paragraphs fit these gaps are written below the text, but not in the correct order.

• There is also a seventh paragraph which does not fit any of the gaps in the text - this is called a distractor.

Each question has two or three ideas.

TEST

Practice task

1 Read an extract from an article about the rules of good behavior in restaurants. The paragraphs have been removed from the extract. Choose from the paragraphs A-C the one which fits each gap. There is one extra paragraph which you do not need to use.

The new rules of dining out

The modern restaurant scene is more casual and more relaxed than ever before. Dining etiquette is no longer a thing. But in this newly democratic scene there are still rules in which we can believe for the good not just of our fellow diners, but also restaurant staff and the rest of the world.

With most restaurants facing tough trading conditions, non-profitable and those that are barely profitable may make the difference between profit and loss. Broad customer needs to cancel, emptying the restaurant now as early as possible if it can reduce the table is a sure way to do too much to do.

1 Many restaurants are facing to do that but that has led to the rise of a new dining etiquette. As Helen Davis, manager of the Happy Frog Restaurant, says: "It's been a great discovery. The no-shows dropped immediately. Reservations have to be made well in advance. There's been a lot of talk about another issue close to both staff and customers' health: tipping. There must be a clear, honest and open system so that everyone involved knows what the rules are." She says.

2 Customers are meanwhile advised to tip however they wish. It should be noted that there is no need to do anything to understand the motivation of a business every time they are out. Perhaps the sooner others follow one restaurant's policy of respecting staff wages and discouraging tips, the better.

TEACH

Strategies and skills

Using content clues

1 To decide whether a sentence fits the gap, you need to understand how a long text is organized. Ways of linking sections of text include the use of processes, ideas and other discourse markers, paragraphs in relevant paragraphs and the addition of examples and other means of argument on ideas.

2 Look at the bold phrases in the second part of each extract (1-4) below. Match them with the words or ideas they refer back to in the previous sentence.

3 Read the text and underline the words or ideas which refer back to the previous sentence.

4 Write one word or phrase in the extracts again.

5 Complete the notes.

6 Complete the notes.

TEST

1 You have to decide which of the seven paragraphs fits each of the gaps.

2 To do this, you need to understand the flow of a text, and understand how sentences refer back to earlier ideas in the paragraph or text, and forward to ideas which follow.

3 Each question has two or three ideas.

1 The need for one or more not only from ancient customs concerning restaurant owners keeping the money accounts for anyone on credit cards, but also from reports that some workers on a restaurant are taking for the 100 percent in each order to avoid sharing it.

2 While this is all correct, there's a much back within the restaurant trade of the need to bring in new suggestions to protect both staff and customer interests. Where this has become a reality, issues such as those would become one.

3 However, many are being to provide own **basic courtesy**, leading increasingly to restaurants offering a more relaxed and less formal atmosphere. This is a change that is to be welcomed, but it is not a change that is to be welcomed, if it is not a change that is to be welcomed.

How do you do?

1 Choose an answer.

2 Find phrases **a** and **b** in missing paragraphs A-C. Match them with the words and ideas they refer back to in the paragraphs they follow in the article.

3 The need for one?

4 Find phrases **a** and **b** in the article. Match them with the words and ideas they refer back to in the missing paragraph they follow.

5 "Having to do"

6 The motivations of a business?

1 After four hours' waiting in torrential rain, I wouldn't have been worse if I'd found there was a table. I submitted myself never to return on an expedition like this again. But I **unintentionally will** stand to have the cake brought during any difficult moment while I'm away.

2 There were so many of the huge cakes making their way through the forest that I took extreme vigilance on my part to avoid tripping on them. **This careful consideration**, however, was not reciprocated and I could not help but slip on my shoe and ankle the moment I stopped walking.

3 Hank's description of the team as a creative watering hole in the centre of a large desert seemed particularly harsh to the surrounding villages. **Many of them**, in fact, were home to local studies and there was even the odd gallery here and there.

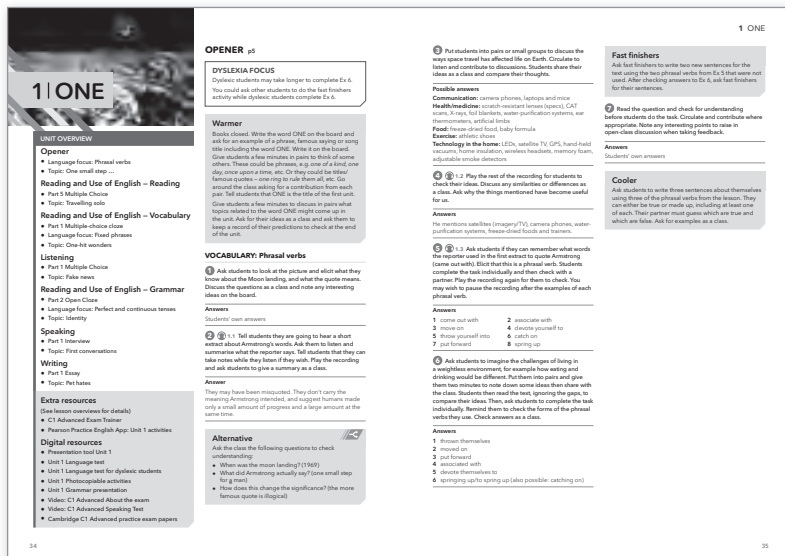
4 The scientists have been programming the robots to carry out a range of domestic tasks in order to demonstrate how adaptable and useful they can be. At least, one **equipped maintains a kitchen and brush to clean up a broken plate**.

5 It's fairly safe to say that most people have little idea of which direction they're facing when placed in unfamiliar surroundings. Building whether it's north, south, east or west would be little more than a guess. People in certain societies, however, instinctively know their orientation in relation to the **poles of the compass**, even in rooms without windows.

6 At the time of construction, the theatre was considered a masterpiece of modernist architecture. It is thought such a futuristic building would never date. Clearly, we see the world through different eyes these days, **so the style no longer lives up to its name**.

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.



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.

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.

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 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 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What are they?

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

forward into on to up with with

1 come into _____
2 associate _____
3 move _____
4 show yourself _____
5 describe yourself _____
6 watch _____
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 _____ into protecting our planet, many are 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 _____ from wondering about how to build structures and transport systems into space, to thinking about actual life in space. How would things like creative projects work without gravity? The Space Exploration Initiative _____ 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 _____ 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 _____ the invention of new materials and techniques. New cultures and ways of doing things would undoubtedly start _____ 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?

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 BOOST p10

EXAM FILE p11

1 Complete the travel survey. Then discuss your answers.

WHEN PLANNING YOUR HOLIDAY, HOW IMPORTANT IS:

1 the weather of the destination? 1 2 3 4 5

2 having the opportunity to visit a new country? 1 2 3 4 5

2 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? I was supposed to go to a college friend's house to be a bridesmaid for her wedding and end up with the two of us travelling in her car. I wasn't happy at the time, but I 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 brought someone for a meal, he'd insist on a restaurant. He'd go to go to a pricey cafe. We didn't quite come to blows but I was done – and I couldn't wait for the trip to end. I really wish 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.

Task: The text above is a comment on a travel website and would never have passed any type of implication.

Implication: Customers might get angry if they eat there.

Task: Unfortunately, I disagreed with the negative customer comments. I assumed the writers had to be 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 TASK

1 Read the article again. For questions 1-4, 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 friend's decision about their planned holiday?

A reluctant to go without her friends
B annoyed by their change of attitude
C disapprove of their concerns about the proposed holiday
D representative 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 uses the phrase '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 irrational fear of going
B had regrets about her decision to go on this trip.
C was concerned about the views of other passengers.
D caught the wrong connection at one airport.

5 The writer uses the example of being 'stung by text' to:

A warn people against travelling solo in certain countries.
B describe an unpleasant occurrence when travelling.
C show how she has profited from experience.
D indicate why people should speak other languages.

6 What points is the writer making in the final paragraph?

A Travellers need to be aware of their responsibility.
B Travelling solo is more rewarding than in organised groups.
C Unusual travel experiences are the most satisfying.
D People who travel alone have changed for the better.

Speaking or writing

- 1 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?

Writing the library for a solo travel experience of seven days to your country or city. Give:

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

GO ON. GO SOLO.

It was brave at first, born of a desire to put my friends back up on a regret. I don't believe there was any real intention of following through on my decision, but there again, perhaps I was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of love and energy had gone into discussing how best to go from our hard-earned holiday, and I thought it was settled. The time of our last holiday 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 long travelling companion got cold feet. Making the Great Wall of China had been a challenge which I was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a break island. I couldn't believe it. My friend said, "I'm sorry. Well, I'll be on my own. And I feel."

I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-if's' crowded in the more I thought about it. However, my friends convinced that I would back down and a sweet sense of relief combined to bring me determination to see it through. And determined, was, although I was a little nervous, I was also feeling as if I could possibly have enjoyed it. 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.

With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or performance of friends, and became more adventurous. Inevitably there have been the mistakes, getting along by my drivers when I don't know the language well, having to ditch half my clothes because I couldn't carry my backpack and more. But I learnt from them. About staying safe, about reading people and knowing how to trust. And knowing that the only person you can really rely on is yourself. There's 100 ways someone here to lift your luggage. And yes, there might be a few operators who address the grating but the moments with you on your journey. But don't let this repeat the freedom and the independence, and there's a cost! I am now a seasoned solo traveller. The signs that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or people who are people with no friends, there are many other options out there. I have operated on my own for the past year and offer a wide range of holidays for the individual traveller, from group tours in the Arctic to group luxury holidays in the Caribbean.

I am very glad that my show of bravado didn't end in being just a show. I had only seen my eyes learning more about myself and I hope that some of you reading this might be encouraged to do it. I am.

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 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.

Practice task

1 Read the first two paragraphs of the article about noise pollution. Then highlight the key information 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 that it is usually affected by noise pollution that 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 is easy to identify the organisations which cause it.
D There is a lot of direct scientific proof of the problem.

How did you do?

3 Check your answers.

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

1 For A, the writer mentions ways in which animals and humans are affected by noise pollution. Do they suggest which group is affected more seriously?

2 For C, the writer refers to the different ways in which animals and humans are affected by noise pollution or to how?

3 For D, does the writer refer to the different ways in which animals and humans are affected by noise pollution or to how?

4 For D, does the writer mention both animals and humans to make a point about how noise pollution has increased and spread?

Look at the four highlighted sections in paragraph 2 of the article.

1 Match each highlighted section (1-4) with the option a returns to (A-D) in Ex 1 question 2.

2 Which of the sections captures the meaning of the highlighted text accurately?

3 Why does the writer mention?

ONE SPECIES, A LOT OF NOISE

The world is a far noisier place than it once was. It takes a little longer on a daily long-term observation to find a level of peace that once existed almost everywhere. Inevitably, humans are responsible for the burning of global volumes, which is creating stress in the natural world.

Sheep, roosters, and deer, and deer such as birds, and the predators that feed on both have been known to flee to avoid domestic farms. Thus, shepherds not just the distribution of wildlife in many areas, but also the ability of entire ecosystems. Although people may seem to have become increasingly aware of the consequences of noise pollution, there's a well-documented public health crisis coming for us. Noise, elevated blood pressure 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 a well-documented public health crisis, it's not as sexy as climate change. It's not as sexy as climate change. It's not as sexy as climate change. It's not as sexy as climate change.

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.)

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze EXAM FILE p.3

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 1.5 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 finished it off _____ my expectations.

3 I was _____ 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 It's _____ 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 as young!

EXAM BOOST p.2

2 Complete Exam file SECTION A on page 2.

EXAM TASK

3 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-novel wonders. They (0) _____ everyone's attention with a best-seller about sex and shoot to literary fame. Like *The Great Gatsby* by F. Scott Fitzgerald, for example. Having (1) _____ their expectations, many are either bonded by their success or struck by writer's block. (2) _____ that the public are expecting a follow-up to (3) _____ their previous work. The perceived pressure can result in writers feeling (4) _____ 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 (5) _____ their ambition to become a published author. (6) _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not (7) _____ to spending their lives writing. And then there are writers who just (8) _____ to produce something that (9) _____ with a new trend or philosophy. Timing can be everything, but one thing's for certain: the reasons for being a one-hit wonder are as individual as the authors - and writers - themselves.

Speaking or writing

3 Go to page 92 for these exercises.

EXAM BOOST p.2

2 Complete Exam file SECTION A on page 2.

EXAM TRAINER p.7 pp. 1-2

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.

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.

1 I've got a cold _____ of course.

2 In any _____ situation.

3 In _____ of _____.

4 In a _____.

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's 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 careful / reflected / regretful / upset

4 broadly accepted / attached / interpreted / similar

5 strongly attached / available / implied / opposed

6 heavily built / guarded / involved / offhand

7 finely balanced / crafted / controversial / tuned

SECTION C

Physical 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 Jenne _____ 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

Similar worded words

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

1 sympathy / empathy _____ 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.

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.

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

NUMBER OF QUESTIONS: 8 (with 8 options) (10 minutes total)

TASK: Short-answer test

SCORING: 1 mark per question

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

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

LISTENING - Part 1 Multiple choice EXAM FILE p.29

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 Fools' Day

A helps us deal with unrelaxed 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 impact 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 BOOST p.28

3 Complete Exam file SECTION A on page 28.

EXAM TRAINER pp.71-72

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.

WRITING - Part 1 Essay

EXAM FILE p10
VOCABULARY FILE pp114-115
WRITING FILE p130

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

INTRODUCTION

MAIN PARAGRAPH 1
Let's consider constant connectivity. Whether packs 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 life. While the ability to get immediate feedback or answers to questions can be important, people also need space to develop in a quiet, reflective, calm, and unproductive in the long term.

MAIN PARAGRAPH 2
Another concern is the frustration caused by the daily commute. With increased pressure on both road and public transport systems, delays and traffic jams are inevitable. Going to work also 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 takes pleasure 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 go no more details of what you will include in the main paragraphs, or your final decision.

Main paragraphs These should develop the outline by explaining 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 as in the same words. It should be balanced, but still clearly your point of view, giving a reason for your final decision.

Things that concern many people about:

- constant connectivity
- commuting
- not taking

Some options expressed in the discussion:

- You can never get away from work these days.
- Staying in traffic jams is so frustrating!
- Never knowing when you're working is really irritating!

Write an essay discussing two of the concerns in your notes. You should explain which concern is the most serious, giving reasons to support 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.

UNIT 1 VOCABULARY FILE

WORDLIST

Associated verbs associated with back down catch on come out with decide (yourself) to fall for (someone) follow through on move on (with) pay someone back for put (yourself) forward for put forward read up on spring up take (someone) in throw (yourself) into	Nouns brussels camouflage fingerpost jeopardy modest practical joke primeval segment signage (someone's) take on (something) spring up take (someone) in throw (yourself) into	Adjectives + prepositions incapable of regardless of Verb + noun collocations know your determination decide a theory exceed (your) expectations play a joke on pose a threat to realise an ambition release tension seasoned traveller	Fixed phrases a step too far all things considered at the forefront be inclined to capture the public's attention come no closer about get stuck feet get stuck for words get along by in retrospect in the same breath be alone out of your comfort zone play on ignorance sell the tongue while I'm on the subject
---	--	--	---

PRACTICE

1 Complete the sentences with the correct form of verbs from the wordlist.

- I was _____ with his life now, after being off sick for a while.
- I totally _____ for this.
- I've had a _____ reflection story my classmate told me and felt really angry!
- I've been _____ on British history and it's really interesting.
- Who put talk in my coffee? I'll _____ you!
- For that when I fell out _____!
- I don't think the technology _____ on until it's more affordable.
- Our brand is _____ with luxury.
- I'm _____ with this really funny joke the other day - we couldn't stop laughing!
- Sam's thinking about _____ himself _____ for president.
- _____ of the chess club.

2 Replace the phrases in bold with the correct form of these phrase verbs.

- I've really **put a bit of effort and energy** into my new job - I love it.
- The team have **gone a bit of time and talent** into the project and we've made great progress.
- Mike **exceeded** the sales of holding a talent contest and everyone thought it would be a success.
- New restaurants are **appearing all over** the town now it's becoming more prominent.
- It's OK making promises but **you need to own them** too.
- Jenny never **admits to being wrong** in an argument. It's really frustrating.
- I was **completely deceived** by the guy's story and gave him my last ten pounds.

3 **11VF** Listen and decide what noun from the wordlist is described by each person.

1	4	7
2	5	8
3	6	

Match the adjectives in the wordlist with their definitions.

- believing in an unfair or dishonest way
- devious or able to be believed or trusted
- worried or nervous about something you are going to do
- made to be used for only a short time when nothing else is available
- frightening in a way that makes you less confident
- tending to disagree with what other people tell you
- giving someone more control over their own life or situation
- likely to make someone believe something that is not true

Complete the text with verb + noun collocations from the wordlist.

I'm not a particularly _____, but I have been on a few holidays abroad with family and friends. Holidays are the perfect opportunity to relax, unwind and _____ that's built up over months of work or study. I'm not what you might call a spontaneous, and I tend to choose organised package holidays that don't _____ to my difficulties. Travelling solo would be my worst nightmare. So, it may come as a bit of a surprise to you that recently I've gone on a holiday without dragging anyone else along to accompany me. It involved going a bit to take camp on Mount Everest. I actually _____ my own _____ and not only managed to make the journey without too much of a struggle, but I made some great friends. So, it's really _____ to me. _____ it's really _____ to me. _____ it's really _____ to me. _____ it's really _____ to me.

Complete the sentences with the correct form of useful phrases from the wordlist.

- I'm having second thoughts about moving to the USA. It's a bit scary and I've _____ I'd much rather do something safer instead.
- I just do not know what to say. I'm completely _____ to my difficulties.
- That taxi driver charged me an absolute fortune. I've never _____ by him.
- _____ about this.

12VF Listen again and repeat the words, using the correct stress. Then write one more word or phrase from the word list which has the same word stress as the patterns below.

0 ambition _____ 5 transfer _____
1 studied _____ 6 tension _____
2 incapable _____ 7 determination _____
3 responsible _____ 8 theory _____
4 expectation _____

VOCABULARY BOOST

Complete the verbs with these prepositions. Which verb + preposition are separable?

1 Readers of the town objected _____ the plan for a new motorway nearby.
2 I'm sorry but I've no idea what you're hiding _____ me.
3 Junior politicians should abstain _____ their duties so that the can get a bit to set up her bar.
4 We've committed _____ as guarantors for our daughter, so that she can get a loan to set up her bar.
5 I pride myself _____ meeting words.
6 The council have imposed a ban _____ people riding bicycles through the park.
7 I've no idea how Nicola inferred _____ that wrong end of the stick.

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.

WRITING FILE

Part 1 Essay

EXAMPLE QUESTION
Unit 1 pp12-13, Unit 6 pp64-67

Idea for making communities more aware of environmental issues

- easy recycling system
- clean-up groups
- leaflets

Read the task carefully. Be careful to include all the information in the task and use the Exam help to check your work.

EXAM HELP

- Revised others' opinions used as support.
- Add reasons to support your opinions and examples to justify your arguments.
- Use linking expressions to connect ideas within and across paragraphs.
- Try and make your conclusion persuasive.

OVER TO YOU
Now write your own answer to the task, including everything required in the task and use the Exam help to check your work.

USEFUL LANGUAGE

Introduction
Many people today think _____
 Nowadays there is a problem with _____
 It could be said that _____

Presenting an argument
For this reason, _____
 As a result, _____
 This is due to _____
 On the other hand, _____
 According to _____
 To conclude _____

Conclusion
I am in favour of _____
 Overall, _____
 It seems to me that _____

EXAM ANSWER

Everyone is very concerned about the environment nowadays, but not everyone considers the environment as a daily basis. In fact, sometimes it is quite the opposite, so we need to look at how we can get everyone actively involved with environmental issues. I think we can try and make a case for people to contribute to helping improve their environment. Firstly, I believe it would be a good idea to create very straightforward leaflets with some clear and simple advice that everyone can follow. These could be dropped directly into people's homes in this way, local residents will definitely see them and may even, for example, keep the leaflet in their kitchen as a checklist to follow.

Another immediate way to involve communities would be to set up 'clean-up' groups. These groups could not only do occasional cleanups of neglected areas and parks but members could also train to become mentors who go into schools and make students aware of how they can help.

Overall, I would suggest that having clean-up groups may be the most effective route to involving people more widely in environmental issues because it is very active and so likely to encourage young people's involvement. And these people will be the next generation who will be responsible for the environment, so to train them is vital.

There is also 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.

PRACTICE TASKS

READING AND USE OF ENGLISH - PART 1

1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

BUILDING ON MARS

If NASA's proposed 2020 mission to Mars becomes a reality, astronauts will (0) _____ need to base. All things (1) _____ transporting building materials 225 million kilometres across space would not only be impractical, but also extremely expensive, too. So, how could living spaces possibly be created on the Red Planet?

For those who may be (2) _____ of the idea, it isn't actually as much of a (3) _____ into science fiction as it sounds. Mars has an abundance of regolith, a layer of crushed rock found throughout the solar system. It's easily available, but scientists have (4) _____ difficulties in developing technology that can build a together successfully. Doing so would make it more (5) _____ to 3D printing, the proposed building technique that would be carried out by robots.

What also (6) _____ a challenge is creating a material that allows structures to stand the heat of fire. The most likely contender is a concrete-like substance, similar to conventional construction materials used on Earth. Though the (7) _____ hasn't occurred yet, scientists are on their way to creating such materials, so life on Mars may not actually (8) _____ too far ahead.

2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

HOW TO MAKE THE MOST OF YOUR 'STAYCATION'

If you are (0) _____ NOT travelling this summer, you might want to consider a staycation instead: a week or two staying at home (1) _____ no contact from work or college. It might sound boring (2) _____, it's not for (3) _____, it's you can have a 'real holiday' in your own home and don't need to spend a penny (4) _____ you want to.

The most crucial aspect of any holiday is getting some quality rest and relaxation. You can't completely switch off when your phone's ringing every ten seconds, (5) _____ why not unplug and unplug? Catch up on those novels that have kept (6) _____ put for one side, or start that craft project you've been planning but never quite got round to.

Once refreshed, go out and about. Explore (8) _____ to things you haven't done before, find a new walking route or discover a new place to hang out. Have a break from anyone who gets (9) _____ your nerves and seek out (10) _____ company you enjoy. You may never leave home again!

READING AND USE OF ENGLISH - PART 2

1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Why we shouldn't regret decisions

There's a better to regret things we've done than things we haven't. While you may be in (0) _____ about that, there are arguments in support of the idea that we shouldn't regret decisions we make at all. This may be in (1) _____ interests, as regret is an emotion which can cause a great deal of unpleasant psychological (2) _____. This mental torment can prevent us from (3) _____ with our lives, as we get caught in the 'if only' trap.

As certain points in our lives, we seem to be (4) _____ of deciding what to do for the best (5) _____, as we may come to the 'right' conclusion, the path is there's no way of knowing the (6) _____ of an option until we try it. This is where we should be kinder to ourselves: we make choices based on information available at the time, and that's why we shouldn't regret decisions, (7) _____ of how things turn out. Relying ourselves from regret is perhaps one of the most (8) _____ things we can do for ourselves.

A. a minds B. heads C. thoughts D. opinions
 1. a highest B. fit C. largest D. best
 2. a discomfort B. disadvantage C. disorder D. disability
 3. a going about B. moving on C. coming along D. getting up
 4. a unable B. ineffective C. incapable D. unfit
 5. a start B. urge C. pursue D. strive
 6. a outcome B. finding C. product D. conclusion
 7. a non-accepting B. otherwise C. regardless D. nevertheless
 8. a persuasion B. empowering C. fearful D. convincing

REVIEW | UNITS 1-2

READING AND USE OF ENGLISH - PART 1

1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

The secret languages of twins

Secret languages have (0) _____, DENY
 been around for as long as humans themselves, with some speakers deliberately playing on the (1) _____, IGNORE
 their confidence. Secret languages between twins are different, developing early in childhood. From their first (2) _____, many twins begin to develop a language that only they understand. It may seem (3) _____, BUT
 that toddlers communicate in a language different from the (4) _____, LOGIC
 (5) _____ they're receiving isn't the result of two languages being with a mispronunciation of the language(s) they hear. It's a natural consequence of the way twins develop psychologically and linguistically at the same rate.

There is no deliberate attempt to (6) _____ LEAD
 progress as twins grow up, after all. But because twins understand each other when their parents don't, through direct communication, this can cause (8) _____ SET
 (8) _____ in language development, though their mother tongues while continuing to use their secret language between themselves, occasionally even into adulthood.

A double act (9) _____ who perform as a comedy duo, a who perform as a comedy duo in the UK and USA, their main partner (8) _____ on either side of a screen. Many (10) _____ for their entire working lives, forming a bond which each other and establishing themselves as a mainstay of TV entertainment. Traditionally, one of the performers is the 'straight' man - or woman - who sets up the jokes for the 'comic', but there are other variations (6) _____ new definitions.

Why has this perhaps odd-sounding form of comedy become so successful? Maybe because we see two good mates having a laugh together, and it reminds us of our own friendships. (8) _____ the reason, the double act, it seems, is here to stay.

READING AND USE OF ENGLISH - PART 2

2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Double acts

While (0) _____ Laurel and Hardy, French and Saunders and Act and One got in common even (1) _____, you haven't the farthest idea who they are, the clue lies (2) _____ the pairing of names that are - or were - 'double acts'.

A double act (3) _____ who perform as a comedy duo, a who perform as a comedy duo in the UK and USA, their main partner (8) _____ on either side of a screen. Many (10) _____ for their entire working lives, forming a bond which each other and establishing themselves as a mainstay of TV entertainment. Traditionally, one of the performers is the 'straight' man - or woman - who sets up the jokes for the 'comic', but there are other variations (6) _____ new definitions.

Why has this perhaps odd-sounding form of comedy become so successful? Maybe because we see two good mates having a laugh together, and it reminds us of our own friendships. (8) _____ the reason, the double act, it seems, is here to stay.

READING AND USE OF ENGLISH - PART 3

3 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The secret languages of twins

Secret languages have (0) _____, DENY
 been around for as long as humans themselves, with some speakers deliberately playing on the (1) _____, IGNORE
 their confidence. Secret languages between twins are different, developing early in childhood. From their first (2) _____, many twins begin to develop a language that only they understand. It may seem (3) _____, BUT
 that toddlers communicate in a language different from the (4) _____, LOGIC
 (5) _____ they're receiving isn't the result of two languages being with a mispronunciation of the language(s) they hear. It's a natural consequence of the way twins develop psychologically and linguistically at the same rate.

There is no deliberate attempt to (6) _____ LEAD
 progress as twins grow up, after all. But because twins understand each other when their parents don't, through direct communication, this can cause (8) _____ SET
 (8) _____ in language development, though their mother tongues while continuing to use their secret language between themselves, occasionally even into adulthood.

READING AND USE OF ENGLISH - PART 4

4 Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and six words, including the word given.

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.
 HAD
 How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 We really need to determine the cause of this heating trap!
 BOTOM
 We really need to _____ causing this heating trap!

2 We discussed at length how to approach the problem of things being held down in the office.
 DISCUSSION
 We _____ how to approach the problem of things being held down in the office.

3 Our parents appreciated the time and effort that we put into organising their party.
 OF
 Our parents _____ the time and effort that we put into organising their party.

4 We hope that customers' enjoyment of our products will continue for many years to come.
 STILL
 We hope that our products _____ by our customers for many years to come.

5 There was some miscommunication surrounding the rescheduling of the event.
 ABOUT
 We _____ the rescheduling of the event.

6 I did far better than I expected in my exams this year.
 MY
 I _____ in my exams this year.

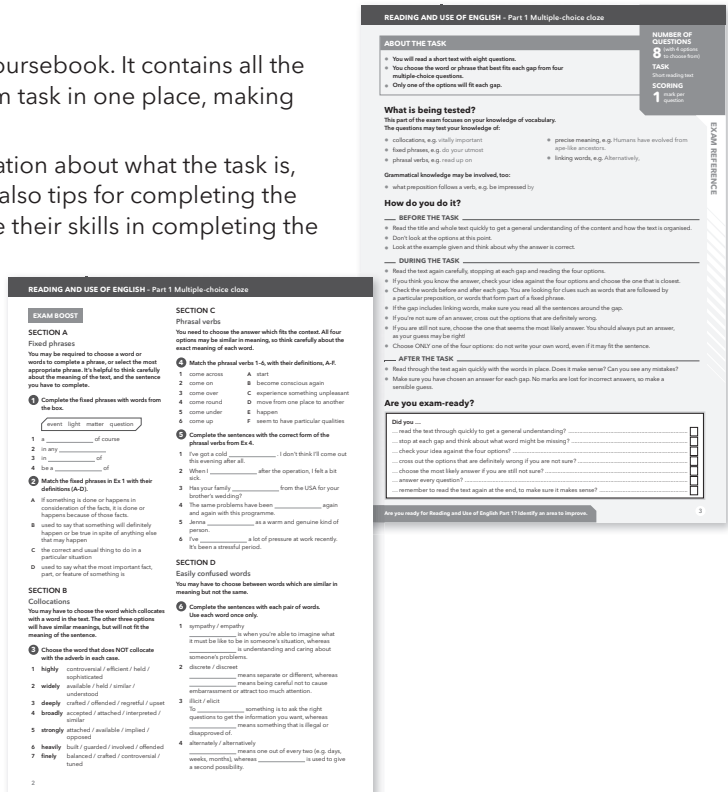
HOW TO USE THE EXAM FILE

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.



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?

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.



➤ 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.

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.

Practice task

1 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 audiobook for Ex 1 question 1. Match each highlighted part with the topic of one of the options (A-C) in question 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. It's too early to tell whether it's as good as other ways of developing their understanding, but 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.

- 4b Read the audiobook 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. ¹What took me aback was the passion it generated throughout the group. ²I half expected it not to work as a whole-class activity, as ³I 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. ⁴Which suggests it's a powerful vehicle for getting across the things we want to teach.

- 4b Which highlighted part of the audiobook 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?



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 audiobook 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 audiobook 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?

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.

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).

- '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
- '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
- '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
- '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
- '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
- '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
- '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
- '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

4 104 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.

- A frustrated B insecure C protective
- A respectful B impatient C astonished
- A content B bitter C self-conscious
- A determined B desperate C dissatisfied
- A eager B irritated C realistic
- A stubborn B arrogant C suspicious
- A sympathetic B unsure C enthusiastic
- A doubtful B concerned C impatient

SPEAKING BOOST

Discuss or answer.

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



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?

- 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.
- 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.
- 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.
- 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.
- 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.
- 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

105 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.

- 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
- 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.

- 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.
- 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.

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

TEST

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.

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)



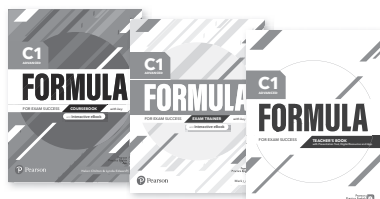
Exam-focused
Exam Trainer
20–30 hours



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

HOW TO USE *FORMULA* FOR AROUND 30 HOURS

EXAM FOCUSED Around 30 hours

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

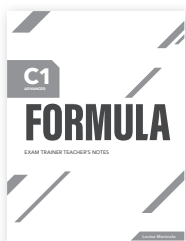
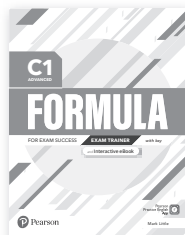
FORMULA C1 ADVANCED Exam Trainer and Interactive eBook are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a Test, Teach, Test approach to exam preparation for each part of the exam.

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.

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) _____ 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 part, _____ predators, capable of _____.

How did you do?

- 1 Which answer is the correct one?
- 2 Which answer is the correct one?
- 3 Which answer is the correct one?
- 4 Which answer is the correct one?
- 5 Which answer is the correct one?

3 Read the first paragraph of the example text.

4 Which answer is the correct one?

5 Look at the notice above and choose the correct answer for each gap.

- *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

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 of naturally go together. Many collocations are fixed phrases. It is important to know them.

1 She told her daughter to _____.

2 _____ to get a deal with a publisher.

3 _____ to get a deal with a publisher.

4 _____ to get a deal with a publisher.

5 _____ to get a deal with a publisher.

6 _____ to get a deal with a publisher.

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

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

1 _____

2 _____

3 _____

4 _____

Example teaching scenario

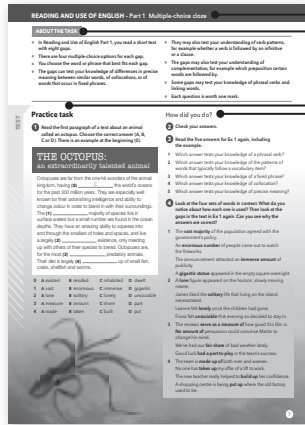
Depending on the number of classes within the 30-hour course, you could provide single skill or multiple skill lessons. For example, you may have 15 × 2-hour classes.

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.

Create your own Formula

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.

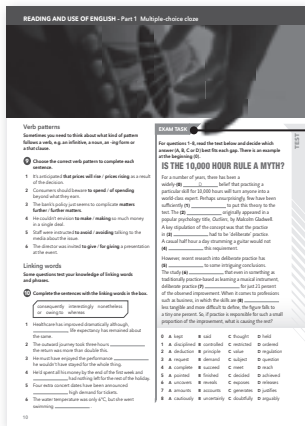
Students carry out the Practice task and try the reduced length task to become familiar with the task type.

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.

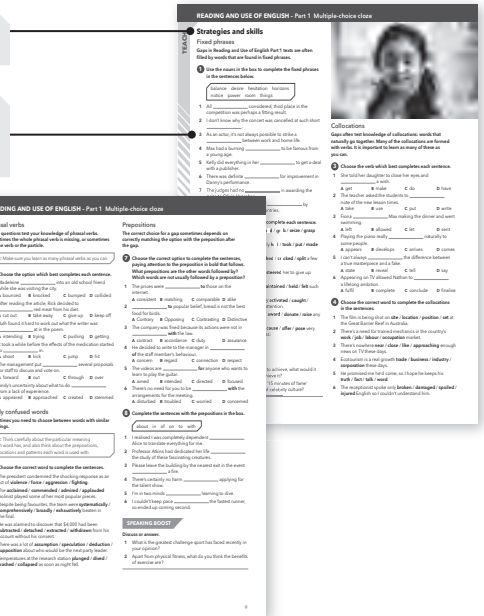
Students carry out the Strategies and skills activities.

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.*

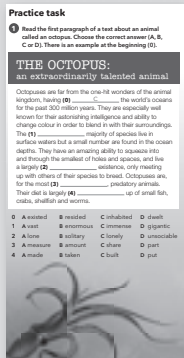


Less time

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

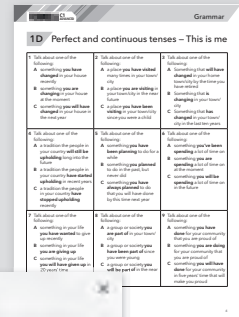
Need something extra or a change of pace

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



Why not try?

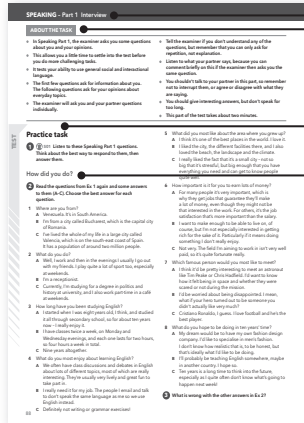
A photocopying activity from the Digital resources.



Quick homework
Pearson Practice English App activities.



SPEAKING – Part 1 Interview (1 hour)

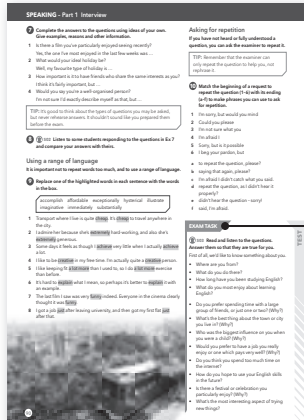


Use the Exam Trainer Presentation tool for each page.

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

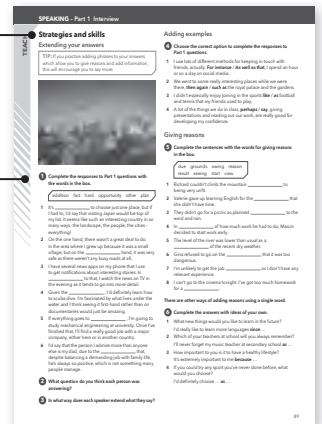
Students carry out the Practice task and get familiar with the types of questions asked in the interview.

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.*

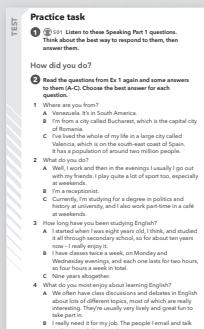


Less time

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

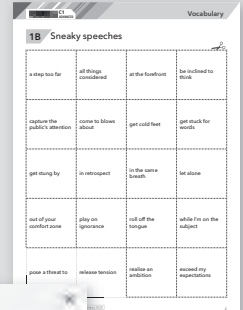
Need something extra or a change of pace

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



Why not try?

A photocopyable activity from the Digital resources.



Quick homework
Pearson Practice English App grammar activity.



HOW TO USE *FORMULA* FOR AROUND 50 HOURS

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

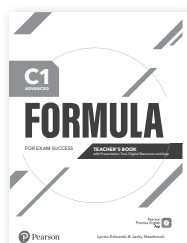
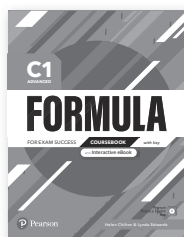
Use the **Coursebook** in class

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:

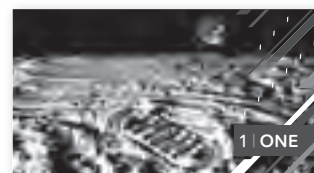
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention 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.

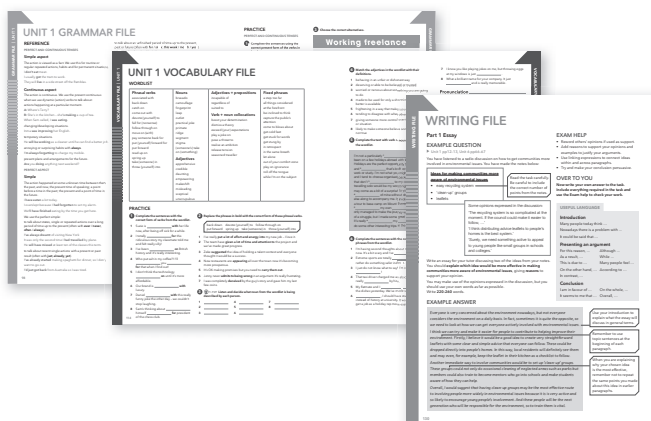
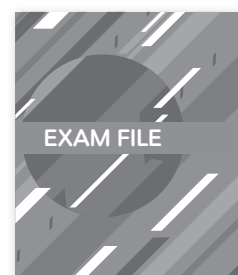
- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



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.

UNIT OPENER (15 mins)

VOCABULARY: Phrasal verbs

1. You will need a long test which is followed by six multiple-choice questions. Each question has four options to choose from. The questions focus on the same order as the information in the text. Other questions ask about a larger 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.

What is being tested?

- 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 specific expressions or phrases, or the meaning of a word
- the writer's purpose in part or all of the text
- something that is implied or not clear other than stated
- some features of text organisation, such as reference or comparison

How do you do it?

BEFORE THE TASK

- Read the current section, as well as what type of text it is and what it's about.
- Read the title and what 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. Read the paragraphs in the text for each question refers to.
- Read the paragraphs you've identified again to make 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 they may not refer to some words in the text and the options, so 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, have a second look - you can go back to it later. If you are still not sure, identify the option that is 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...
 ...need to read about 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 paragraphs carefully to find the information you need?
 ...choose the option that is closest to the meaning?
 ...answer all the questions, even if you are not sure of the answers?

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 need a long test which is followed by six multiple-choice questions. Each question has four options to choose from.
- The questions focus on the same order as the information in the text.
- Other questions ask about a larger 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.

What is being tested?

- 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 specific expressions or phrases, or the meaning of a word
- the writer's purpose in part or all of the text
- something that is implied or not clear other than stated
- some features of text organisation, such as reference or comparison

How do you do it?

BEFORE THE TASK

- Read the current section, as well as what type of text it is and what it's about.
- Read the title and what 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. Read the paragraphs in the text for each question refers to.
- Read the paragraphs you've identified again to make 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 they may not refer to some words in the text and the options, so 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, have a second look - you can go back to it later. If you are still not sure, identify the option that is 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...
 ...need to read about 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 paragraphs carefully to find the information you need?
 ...choose the option that is closest to the meaning?
 ...answer all the questions, even if you are not sure of the answers?

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.

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.

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.

READING AND USE OF ENGLISH – Part 5 Multiple-choice

EXAM BOOST 210

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 hurting 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 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?

Create your own Formula

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

Speaking or writing

1 Discuss the questions.

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

2 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 brave at first, born of a desire to put my friends' backs up in respect, 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 thought I 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. Making the Great Wall of China had proved a bit of a 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 groan. 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 isolation 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 sofas, 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, or cash 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 find 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? What I'm going to regret the whole thing? The happy truth is that I had the kind of the 'Waking the Dead' 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 secured 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. Incidentally there have been the mistakes getting along by last 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 times you end up on your own in the moments with you on your return. But pitch all this against the freedom and the independence, and there it is contrast!

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 any targets for the extortionists. And although the more adventurous might choose to organise their own travel through guides, 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 sunrise breaks in the Caribbean.

I am very glad that my show of bravado didn't end in being 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 it some.

EXAM TRAINER 2025 E1

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.*



Less time

Ask students to complete the exam task at home.

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 paragraphs?
 - 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.

Need something extra or a change of pace

A photocopyable activity from the Digital resources.

Why not try?

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

Quick diagnostic test

Section 1: Multiple choice

1. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

2. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

3. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

4. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

5. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

6. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

7. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

8. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

9. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

10. The reporter announced that the accident had occurred in the city.

A. in the city B. in the town C. in the village D. in the country

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.

HOW TO USE *FORMULA* FOR AROUND 80 HOURS

EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

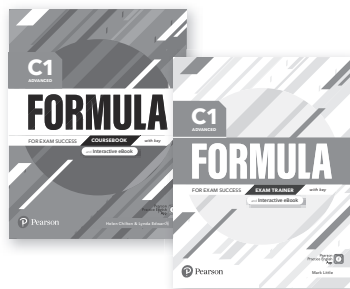
Use the **Coursebook** in class and the **Exam Trainer** for homework

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

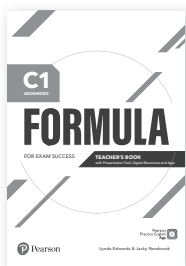
Students

- 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:

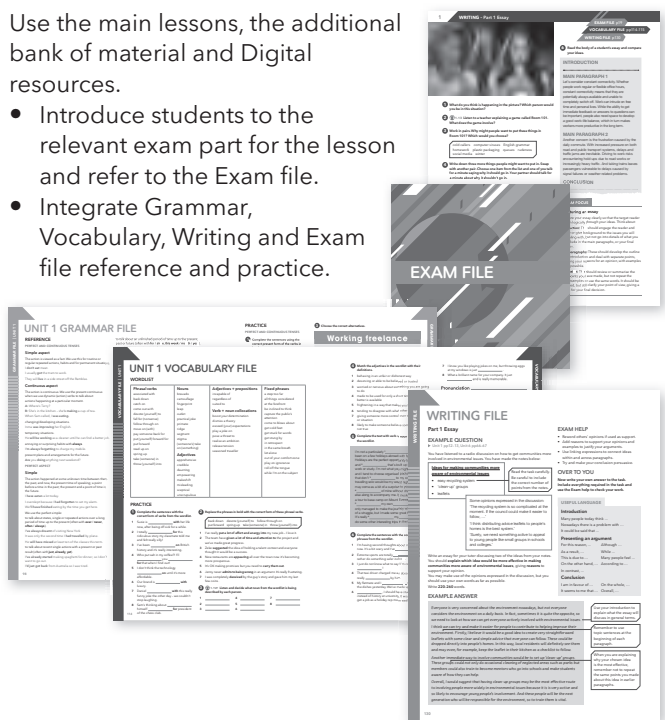
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention 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.

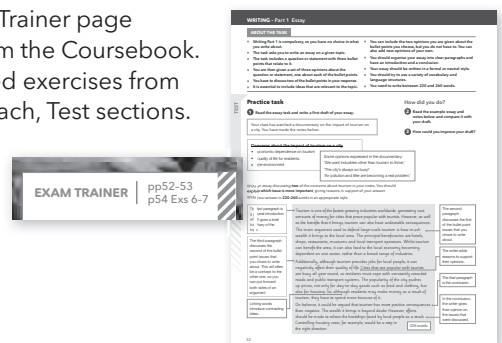
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



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.

WRITING – Part 1 Essay (90 mins)

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 (go) 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 vein right now ...	3 ...to get fit ...	4 ... (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 ...for the holiday house in Crete.	11 ...by this time next week – hopefully relaxing in the sun!	12 ...for my boss by next week.

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

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 discussion 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

Approximate
TASK
Writing discussion essay (20-25) min
SCORING
Mark the student writing paper

What is being tested?

The main purpose of this 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 cover 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 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 compares what you have written and clarifies your point of view.

AFTER THE TASK

Read through the essay again and make sure that:

- it is relevant and logical, uses formal or semi-formal language, and check for any mistakes.
- you have done everything the task requires and explained 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 tense?
- check for mistakes in grammar, spelling and punctuation?
- write the correct number of words?

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.

WRITING – Part 1 Essay

EXAM FILE PDF
VOCABULARY FILE pp116-119
WRITING FILE p120

1 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 life. While the ability to get immediate feedback is assumed to contribute to the report, 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 isolation caused by the daily commute. With increased pressure on both rail and public transport systems, delays and traffic jams are inevitable. Doing to work risks encountering high costs due to road works or overcrowding buses/trains. And taking taxis leaves passengers vulnerable to delays caused by signal failures or weather-related problems.

CONCLUSION

EXAM FOCUS

Structuring an essay
Structuring an essay clearly so that the target reader takes logically through your ideas. Think about the introduction. This should engage the reader and outline or give background to the issues you will be dealing with, but not go into detail of what you will include in the main paragraphs of your final decision.

Main paragraphs: These should develop the outline in the introduction and deal with the two 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 as in the same words. It should be balanced, but will clarify your point of view, giving a reason for your final decision.

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

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

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

• cold calls • computer viruses • English grammar resources • games packaging • queues • routers • social media • water

4 Write down three more things people might want to put in. Swap with another pair. Choose one from the list and one of your 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 that concern many people. You have made the notes below.

Things that concern many people about working life today:

- constant connectivity
- commuting
- not taking

Some opinions expressed in the discussion:
"You can never get away from work these days."
"Staying in traffic jams is so irritating."
"These things always end up being 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.

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

WRITING – Part 1 Essay

1 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. It's not there a great choice of where to make their home. But what about the downside?

Conclusions

C For one, the more serious concern is the intrusion of constant connectivity on people's work-life balance. Whereas commuting can be virtually painless, systems can be improved with treatment, and journey time can be staggered to spread the congestion. Constant connectivity on the other hand, seems to have become widely accepted as part of the working day and needs to be addressed and treated by those in authority before it damages 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 tiring, less and needs a lot of time, but overall, it's constant connectivity that is most concerning.

EXAM BOOST

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

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:
"Money is the best to support you whatever you need them."
"You shouldn't get yourself if you fit and healthy."
"If you haven't got enough money, you won't fit the bill."

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.

2 Write your essay in 220-260 words, remembering the advice from the Exam focus.

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

EXAM TRAINER | pp12-13
p14 Exam file

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

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.'

WRITING - Part 1 Essay

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

Introduction

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

For me, the most serious concern is the erosion of constant connectivity on people's work-life balance. Whereas commuting can be virtually forgotten, systems can be improved with investments, and journey times can be kept to a minimum. 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. So, in conclusion, I think constant connectivity is the worst issue because people can't switch off and the more they don't have a good work-life balance, which is very important. Commuting is work every day can be handled, so, and seems a bit of a no-brainer, but overall, it's constant connectivity that's most concerning.

EXAM TASK

1 Read the essay task and choose which two points to write about. Note down ideas to include for the different paragraphs. Compare your choices and ideas with your partner. You have learned to write a discussion about factors that people think are important for a happy life.

What is important for a happy life?

- good level of health and fitness
- money

Some opinions expressed in the discussion: 'Friends are those who 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.

2 Write your essay in 220–300 words, remembering the advice from the Exam focus.

EXAM BOOST #11

Complete Exam file SECTION A on page 115.

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.

WRITING FILE

Part 1 Essay

EXAMPLE QUESTION

Unit 1 pp12–13, Unit 2 pp68–69

You have learned to do a radio discussion on how to get communities more involved in environmental issues. You have made the notes below.

Ideas for making communities more aware of environmental issues

- only recycling system
- 'clean-up' groups
- bulletins

Read the text carefully. Be careful to include the correct number of points from the notes.

Some opinions expressed in the discussion: 'The recycling system is so complicated at the moment, if the council could make it easier to follow...'. 'I think distributing advice leaflets to people's homes is the best option.' 'Surely, we need something active to appeal to young people like small groups in schools and colleges.'

Write an essay for your tutor discussing two of the ideas from your notes. You should explain which idea would be more effective in making communities more aware of environmental issues, giving reasons to support your answer. You may make use of the opinions expressed in the discussion, but you should use your own words as far as possible. Write 220–300 words.

EXAM ANSWER

Everyone is very concerned about the environment nowadays, but not everyone considers the environment on a daily basis. In fact, sometimes it is quite the opposite, so we need to look at how we can get everyone actively involved with environmental issues. I think we can try and make it easier for people to contribute to helping improve their environment. Firstly, I believe it would be a good idea to create very straightforward leaflets with some clear and simple advice that everyone can follow. These leaflets should be distributed directly into people's homes. In this way, local residents will definitely see them and may even, for example, keep the leaflet on their kitchen as a decision-making guide. Another immediately easy to make contribution would be to set up clean-up groups. These groups could not only do occasional cleaning of neglected areas such as parks but members could also try to become mentors who go into schools and make students aware of how they can help. Overall, I would suggest that having clean-up groups may be the most effective route to making people more widely in environmental issues because it is very practical and so likely to encourage young people's involvement. And these people will be the next generation who will be responsible for the environment, so to train them is vital.

EXAM HELP

- Reasoned opinions if used as support
- Add reasons to support your opinions and examples to justify your arguments.
- Use linking expressions to connect ideas within and across paragraphs.
- Try and make your conclusion persuasive.

OVER TO YOU

Now write your own answer to the task, including everything required in the task and use the Exam help to check your work.

USEFUL LANGUAGE

Introduction

Many people today think... Nowadays there is a problem with... It could be said that... **Presenting an argument**

For this reason... Although... As a result... What... This is due to... On the other hand... According to... In contrast... **Conclusion**

I am in favour of... On the whole... It seems to me that... Overall...

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.

UNIT 1 VOCABULARY FILE

WORDLIST

Phrasal verbs	Nouns	Adjectives + prepositions	Fixed phrases
associated with back down catch on decide (yourself) to follow through on move on (verb) pay someone back for put (yourself) forward for put forward read up on spring up take (someone) into	brandish canonage fingerpost heap nucleus practical joke pretence ridge segment tease a threat to take (someone) into read up on spring up take (someone) into	inexplicable regardless of suited to Verb + noun collocations based your determination dramas + therapy exceed (your) expectations play a role in pose a threat to realise an ambition release tension seasoned traveller	a step too far all things considered at the forefront be inclined to think capture the public's attention come to blows about get cold feet get stuck for words get stung by in retrospect in the same breath let alone out of your comfort zone play on ignorance roll off the tongue white flag to the subject

ADJECTIVES

approachable
available
dazzling
empowering
marketable
misleading
negotiable
unpredictable

PRACTICE

1 Complete the sentences with the correct form of the word in the box.

1. I was very nervous at first, but after being off sick for a while, I finally **got my confidence** about my chemistry class and felt really fit!

2. I've been **in** on British history and it's really interesting.

3. Who put such a **ridiculous** idea forward for that when I said 'no'?

4. I don't think the technology **is** on our end of it's more affordable.

5. Our brand is **well** known.

6. I was **in** with my classmate when he said 'I'm not going to do that'.

7. Daniel **is** with his really funny joke the other day – we couldn't stop laughing!

8. Spent thinking about **myself** for president of the chess club.

2 Replace the phrases in bold with the correct form of these phrasal verbs.

back down decide (yourself) to follow through on put forward spring up take (someone) into

1. I've really **put a lot of effort and energy** into my new job – I love it.

2. The team have **given a lot of time and attention** to the project and we've made great progress.

3. Julie **suggested** the idea of holding a talent contest and everyone thought it would be a success.

4. New restaurants are **appearing** all over the town now it's becoming more progressive.

5. It's OK making promises but you need to **realise them** too.

6. Jerry never **admits to being angry** in an argument, he really humours.

7. I was **completely deceived** by the guy's story and gave him my last ten euros.

3 Write a list of ten adjectives and decide what noun from the wordlist is being described by each person.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____ 10. _____

7 Match the adjectives in the wordlist with their definitions.

1. **behaving in an unfair or dishonest way**

2. **clearing or able to be believed or trusted**

3. **worried or nervous about something you are going to do**

4. **made to be used for only a short time when nothing better is available**

5. **lightening in a way that makes you less confident**

6. **ending to disagree with what other people tell you**

7. **giving someone more control over their work or situation**

8. **shows no real interest in something that is not true**

9. **Complete the text with verb + noun collocations from the wordlist.**

I'm not a particularly _____ person, but I have been on a few holidays abroad with family and friends. Holidays are the perfect opportunity to relax, unwind and _____, but I think I've had up your mouth of work or study. I'm not what you might call adventurous, and I tend to choose organized holiday packages that don't _____ to my confidence. Handling such a big holiday is not my thing. So, I may come as a bit of a surprise to you that I recently _____ of time without dragging myself along along to accompany me. If I had my pick, I'd like to base camp on Mount Everest. I actually _____ my own _____ and not only managed to make the journey without too much of a struggle, but I made some great friends, too. It's really _____ for me to do some other interesting thing in the future, too.

8 Complete the sentences with the correct form of useful phrases from the wordlist.

1. I'm heading straight about moving to the USA now. It's a bit scary and I've _____ I'd much rather do something safer indoors.

2. Extreme sports are steadily _____ and I just do not know what to say! I'm completely _____.

3. That taxi driver charged me an absolute fortune. I've really _____ to him.

4. My father and I _____ who should clean the dishes yesterday. We made up our minds though.

5. _____ I should have studied tourism instead of history at university. It would have helped me get a job as a holiday rep more easily.

6. _____ my own _____ and not only managed to make the journey without too much of a struggle, but I made some great friends, too. It's really _____ for me to do some other interesting thing in the future, too.

9 Match the word stress patterns to the words in the box. Write the number of the word in the box next to the word.

1. **ambition** _____ 5. **traveller** _____

2. **suited** _____ 6. **intention** _____

3. **inexplicable** _____ 7. **determination** _____

4. **expectation** _____ 8. **therapy** _____

10 Listen again and repeat the words, using the correct word stress. Then write one more word or phrase from the word list which has the same word stress as the pattern below.

1. **on** _____ 4. **code** _____

2. **also** _____ 5. **other** _____

3. **one** _____ 6. **could** _____

VOCABULARY BOOST

1 Complete the verbs with these prepositions. Which verb + preposition are repeated?

at from on

1. Residents of the town **objected** _____ the city council's plan to build a new shopping centre.

2. I'm sorry but I've not seen what you're **holding** _____.

3. Our daughter is so that she can get a job to see what she's really into.

4. Junior politicians should **abandon** _____ of criticizing the government.

5. We've **convinced** _____ to act as guest speakers at our business.

6. I **pledge** _____ making work deadlines, no matter how challenging it is to do so.

7. The crowd have **laughed** _____ at the comedian's people riding bicycles through the park.

8. I've no idea how Nicola **inferred** all that _____ from what I said. She's got the wrong end of the stick.

9. What are you **peering** _____ through the window? The neighbours will think you're spying on them!

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.

Practice task

1. Read the text and underline the main ideas. Write a short summary of the text.

2. Read the text and underline the main ideas. Write a short summary of the text.

3. Read the text and underline the main ideas. Write a short summary of the text.

EXAM BOOST

SECTION A

1 Read the text and underline the main ideas. Write a short summary of the text.

2 Read the text and underline the main ideas. Write a short summary of the text.

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100 Read the text and underline the main ideas. Write a short summary of the text.

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.

HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

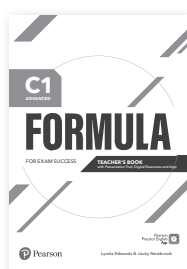
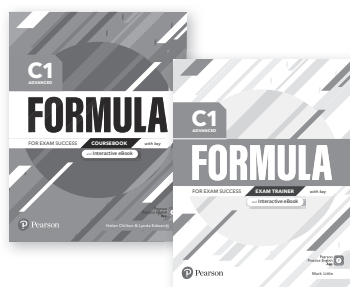
Use the **Coursebook** in class and the **Exam Trainer** for homework

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:

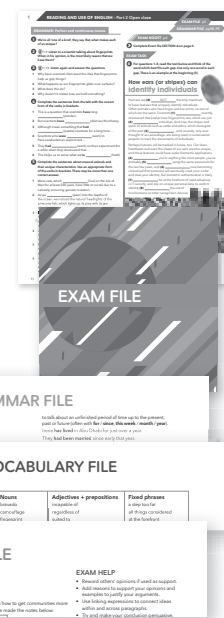
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention 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.

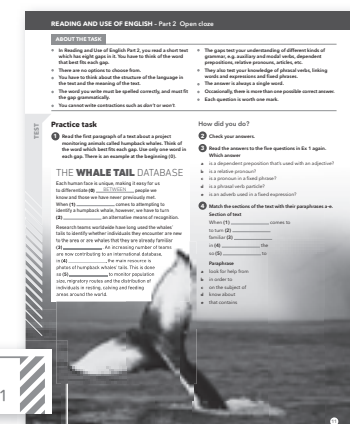
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.
- Integrate photocopiable activities, grammar presentations, videos or unit/progress/practice tests as required.
- Use initial *Test*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



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 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.

READING AND USE OF ENGLISH – Part 2 Open cloze

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

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 need 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.

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) _____ 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 (3) _____ 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 repository of photos of humpback whale tails. This is done (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

- is a dependent preposition that's used with an adjective?
- is a relative pronoun?
- is a pronoun in a fixed phrase?
- is a phrasal verb particle?
- 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 turn (2) _____ familiar (3) _____ in (4) _____ the so (5) _____ to

Paraphrase

- look for help from
- in order to
- on the subject of
- know about
- 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.

READING AND USE OF ENGLISH – Part 2 Open cloze

GRAMMAR: Perfect and continuous tenses

EXAM BOOST p.5

EXAM TASK

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

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

3 Listen again and answer the questions.

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

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

- This is a question that scientists have long (dismiss) this theory.
- But scientists have _____ (dismiss) this theory.
- Although it was something that had _____ (fascinate) scientists for a long time ...
- Scientists who were _____ (work) in Paris conducted an experiment ...
- They had _____ (level) on their experiment for a while when they discovered that ...
- 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.

- More 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.
- As we _____ (lead) to the depths of the ocean, we noticed the natural 'headlights' of the pinecone fish, which lights up its prey with its jaw when hunting.
- 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!
- Lady sea dragon fish _____ (evade) capture by predators for centuries by their camouflaged form that looks just like seaweed.
- Fran _____ (test, finish) photographing a horned lizard when it suddenly equipted at her from its eyes – one of the stranger traits of this particular animal!
- 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 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, as 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 zebras, which zoologists of the past (3) _____ used recently, only wear 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, handprints and even the shape of our ears are also unique, and these features could have wider biometric applications. (4) _____ have been using the same passwords for the last few years, and (5) _____ have become concerned that someone will eventually crack your 'locker' 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

9 Go to page 92 for these exercises.

EXAM TRAINER p11 p12 & 1

1 READING AND USE OF ENGLISH – Part 2 Open cloze

GRAMMAR: Perfect and continuous tenses

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

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

3 Listen again and answer the questions.

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

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

- This is a question that scientists **have** long (ponder).
- But scientists **have** (dismiss) this theory.
- Although it was something that **had** (behold) scientists for a long time ...
- Scientists who **were** (work) in Paris conducted an experiment.
- They **had** (work) on their experiment for a while when they discovered that ...
- The help is to sense what we're (hold).

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

- Marmoset cats, which (live) on the lake of Man for at least 200 years, have DNA or no tell tale to a naturally occurring genetic mutation.
- As we (dive) into the depths of the ocean, we noticed the natural 'headlights' of the pineapple fish, which lights up its prey with its jaw when hunting.
- (Sit) in the mountains of Central Asia for months before it finally spotted a snow leopard – unlike other large cats, they can't roar, so you'd never hear one approaching.
- Leafy sea dragon fish (evade) capture by predators for centuries with their camouflaged form that looks just like seaweed.
- Fran (exit) finally photographing a horned lizard when it suddenly appeared at her from its eyes – one of the stranger traits of this particular animal.
- Diagnosed (leaf) will know it can mimic a lot of other sea creatures as a defence mechanism but it's no idea what their ...

EXAM BOOST p4

Complete Exam File SECTION A on page 4.

EXAM TASK

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, not to mention (1) _____, which were first discovered that babies have fingerprints, too, which were put (2) _____ individual. And now, the stripes and spots of animals such as cattle and zebras, which zoologists of the past (3) _____, will scarcely 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, handprints and even the shape of our ears are also unique, and these features could have wider forensic applications. (4) _____, you're anything like most people, you've probably (5) _____ using the same passwords for the last few years, and (6) _____ more becoming concerned that someone is eventually 'steal your 'nails' and steal your identity. But biometric authentication is likely (7) _____ in at the forefront of digital advances in IT security, and rely on unique personal data to confirm identity (8) _____ or other recognition devices.

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.

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.
- The team has _____ monitoring the group of whales for several years.
 - The waters there _____ believed to be where female whales give birth to their young.
 - The extent to which the whales' habits _____ been altered by human activity is unclear.
 - So what reason _____ researchers give for the whales returning to the area each year?
 - After _____ photographed, the whale's tail is uploaded to the database.
 - The database _____ been added to by research teams from all around the world.

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.

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) _____ 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 whale's tail to identify whether individuals they encounter are new to the area or are whales that they are already familiar with. An increasing number of teams are now contributing to an international database.

The main reason is (3) _____ of humpback whales' tails. This is done (4) _____ to monitor population migratory routes and the distribution of individuals in resting, calving and feeding to around the world.

How did you do?

2 Read the answers to the five questions in Ex 1 again. Which answer:

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

3 Match the sections of the text with their paragraphs a–e.

Section of text

When (1) _____ comes to

to turn (2) _____

Number (3) _____ the

is (4) _____ the

is (5) _____ to

Paragraph

- look for help from
- in order to
- on the subject of
- know about
- that contains

Building block 4 DIGITAL RESOURCES

Before class

Exam Trainer Test section on p11.

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

You may need to complete a verb form, such as an auxiliary verb used to form a particular tense. Think carefully about the time references in the text as a whole, which will help you determine which word you need.

1 Complete the sentences with an appropriate auxiliary verb or verb.

- I _____ expecting a phone call any minute now. Can I get back to you later?
- Joan _____ never met anyone quite like Stephanie before and was intrigued to find out more.
- They _____ to the doctor's all afternoon.
- Jose _____ all afternoon of the day.
- Sara _____ hours before!

UNIT 1 GRAMMAR FILE

Perfect and continuous tenses

EXAM BOOST

SECTION A

Perfect and continuous tenses – This is the

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.

Why not try?

A photocopyable activity from the Digital resources.

Quick homework

Pearson Practice English App Unit 1 activities.

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.

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

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.

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 3 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 pp14–115 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:

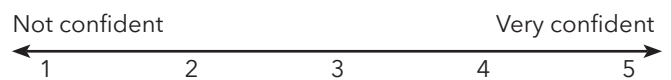
- The Vocabulary file at the back of the Coursebook which includes a wordlist for each unit
- The Writing and Grammar files at the back of the Coursebook
- The Exam file with an Exam reference and an Exam boost page for every exam task
- The Exam Trainer

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.



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 to work on
- An area of progress
- 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.

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.

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.



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)

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.

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!')

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.

1 ONE

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.

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.

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.

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.


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.

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.

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 | |

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.

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

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.

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.

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.

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 | | | | | | |