

GOLD experience

2ND EDITION

TEACHER'S BOOK

B2+

Pre-Advanced

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Passions

READING

topic: passions
skill: identifying attitude
task: multiple choice

GRAMMAR

present tenses and time expressions
phrasal verbs

VOCABULARY

achievements; idioms; adverb
collocations

LISTENING

topic: adversity in sports
skill: understanding context
task: multiple choice (short texts)

USE OF ENGLISH

key word transformation
multiple-choice cloze

SPEAKING

topic: friends and shared interests
skill: using appropriate tone and
register
task: introductions; social interaction

WRITING

topic: teens and screens
skill: developing an argument
task: essay

SWITCH ON

video: drone trouble
project: odd hobbies

Lead-in SB p7

Refer students to the unit title, *Passions*, and ask students to tell you what their passions are. Conduct a class brainstorm, eliciting as many different passions as possible and writing them on the board. Next, focus students' attention on the photograph and ask them to describe what they see. Elicit language such as *surfing*, *surfboard* and *riding the waves*. Ask the class if anyone has tried surfing before. Read the quotation *I try to do something I love every day* to the class and ask students: *When does something you love become a passion?* Elicit that if you are passionate about something, you are really interested in it and that it is an important part of your life. Nominate a student to read the questions aloud. Organise students into groups and ask them to discuss the questions, before getting the class back together and asking a student from each group to share their answers. If you have time, ask some additional questions: *Why do you think it's important to have a passion? Is passion something you associate with a particular age group? If so, why?*

Possible answers

- 1 I love swimming in the sea and I do it every day – even in winter. In summer, I can just wear a swim suit, but when it's cold and windy then I need a wetsuit and wetsuit boots.
- 2 My sister has a passion for running. She's always training for her next race. If there's a day when she can't go running, she gets really grumpy!
- 3 When I was younger, I was passionate about collecting football stickers – I had hundreds of them. I still like to look at my collection sometimes, but it's not such a big deal to me as it was before.

extra: whole class

Read the title of the unit again and ask students to predict its content. Alternatively, give students one minute to see how many sentences they can make using the word *passion* or words from the same family. When time is up, conduct class feedback by asking students to share their best sentences.

Possible answers

I'm passionate about ... I have a passion for ... He has developed a passion for ... We share a passion for ... She is an actor of great passion.

READING SB pp8-9

To start

Play 'two truths and a lie' with your students. Tell them about three passions you have (one of them should be false), e.g. *I'm passionate about classical music; I have a passion for contemporary dance; One of my passions is vintage motor cars.* Ask students to guess which sentence is a lie. Then ask students to write three sentences about themselves. They should take turns to read their sentences to their partners, who should listen and try to guess the lie. Nominate a few students to report back on what they found out.

Power up

1 Focus students' attention on the photograph and ask them to describe it. Elicit language to describe what the man in the photograph is doing (*he's drumming*). Read the question aloud and focus students' attention on the words in the box. Agree on a class definition of *hobby* and write this on the board, e.g. *A hobby is a pleasurable activity you do in your free time.* Ask students if the activity in the photograph can be described as a hobby. (Yes.) Organise students into pairs and ask them to choose the words which are (and aren't) hobbies. Check that students understand the meaning of *box sets* (this used to mean a series of DVDs in a box, but it can now be used to refer the complete season on online video streaming providers). Conduct class feedback. Ask students to give reasons for their choices and elicit what makes some things a hobby and others not. (A hobby is an activity you enjoy doing in your free time: it often involves a constructive or creative element, so while cooking could be described as a hobby, eating would generally not be described as one.)

Possible answers

hanging out with friends, listening to music, shopping, eating, social networking and watching box sets would not usually be described as hobbies

Read on

2 Ask a volunteer to read the article title and introduction to the class. Give students a minute to discuss their answers to the question with a partner. Then read through the points and ask students to tell you which ones they chose. Encourage students to pinpoint the words which helped them to arrive at their answers.

Possible answers

The article actually includes information about the effects of our hobbies on our brains and ways in which our interests help us learn.

exam tip

3 Read the advice in the exam tip with the class. Elicit the meaning of the writer's *attitude* (the writer's feelings and tone, e.g. anger, surprise, frustration). Focus students' attention on paragraphs B and C. Give them two minutes to answer the questions in the exam tip.

1 yes, *surprising* (Paragraph B); *extraordinary* (Paragraph B); *astounding* (Paragraph C)

2 yes, *undoubtedly* (Paragraph C)

3 The adjectives show the writer's surprise by the impact our passions have on us. The adverb shows the writer's certainty in the reason.

exam task: multiple choice

In the Cambridge exam the paragraphs of the text are neither numbered or lettered. Here they are lettered to facilitate some tasks.

4 e Give students two minutes to read the text and ask them if their predictions for Ex 2 were correct.

If necessary, pre-teach the following words: *renowned*, *anatomist*, *first-edition*, *participants*, *beneficial*. Ask concept questions to check students' understanding, e.g. *If I am renowned, am I well known for doing something or just a famous person?* (well known for doing something); *What is an anatomist expert on?* (anatomy); *If I have a first-edition book, why is it special?* (because it is one of the first books issued of its kind); *If I participate in something, do I join in or stay away from it?* (join in); *If something is beneficial is it good or bad?* (good). Ask students to read the multiple-choice questions and to ask about anything they don't understand. Students should then read the text and answer the multiple-choice questions.

- 1 C (Paragraph B: *releases feel-good hormones into the bloodstream when we do something we love. This in turn gives us drive.*)
- 2 B (Paragraph C: *can help us deal with enormous pain*)
- 3 D (Paragraph D: *ambitious people like him make it their life's work to follow their passions*)
- 4 C (Paragraph E: *You have to do something that has meaning to you*)
- 5 B (Paragraph F: *participants in studies are usually asked to self-report their own emotions*)
- 6 D (Paragraph G: *allowing us to achieve more in a wider range of areas*)

5 Focus students' attention on the definitions. Give students two minutes to find the corresponding words in the article. Collect answers around the class, drilling pronunciation if necessary. Ask students questions to personalise the new vocabulary, e.g. *Sara, do you think you have a lot of drive? Why/Why not? Marco, can you tell us about a time you managed to track something down? Anna, what makes you feel energised?*

- 1 drive (n) 2 genius (n) 3 tracking down (phr v)
- 4 energised (adj)

Sum up

6 Ask students to read the questions. Then organise them into small groups to discuss their ideas. Monitor as students do this, offering support where necessary.

- 1 Our brains release feel-good chemicals that make us happy when we do something we love; this motivates us; successful people follow passions; passions help us relax.
- 2 Overall, the writer's attitude towards the impact of passion on our ability to achieve things is very positive. He/She appears to be disappointed by the lack of evidence to support the idea (Paragraph F: *However, unfortunately...*) but is hopeful one will be made in future (Paragraph G: *techniques are improving as we speak, so hopefully...*)

Speak up

7 Ask a student to read the questions. Organise students into groups and give them a few minutes to discuss their ideas. Circulate, noting down anything which you can use in the end of lesson feedback session. Conduct whole class feedback. Generate as much language as possible and write it on the board.

Possible answers

- 1 My hobbies make me feel relaxed and generally more enthusiastic about life. Even if I am tired after a hard day at school, doing my hobby gives me new energy!
- 2 Yes, I think that hobbies can help you to achieve more in other areas of your life. For example, if my hobby is playing football then the stamina and fitness I develop will help me do well in other sports. Not only that, I'll also develop my skills in teamwork, which is an important part of life in school and in work, too.
- 3 If I could only follow one passion in my life, then it would have to be my passion for playing the clarinet. Learning to play music lifts my spirits, helps me to meet like-minded people and it's so much fun, too. I can't imagine life without it.

extra: fast finishers



Ask students to write down five new words from the text. They should write sentences including the new words. They should then blank out the new word within the sentence and read these to a partner (another fast finisher) who has to supply the missing word.

Fun footer

Focus students' attention on the Fun footer quote. Ask students: *Do you think that you could make a living from your hobby? Would you like your hobby to become your job? What would be the advantages of this? And the disadvantages?*

To finish

Organise students into pairs and ask them to think of a passion (it doesn't need to be something they do, as long as it's something that they know a little about). Tell students that they are going to try and 'sell' their passion to the rest of the class by describing it enthusiastically. Give students a few minutes to prepare their ideas and to rehearse what they are going to say. Monitor, checking that students are providing enough information about their passion, and model enthusiastic sounding intonation where necessary. Ask a few volunteers to describe their chosen passion to the rest of the class. When each pair has had the chance to speak, find out which passions students would most like to try and encourage them to give reasons for their choices.

Presentation tool: Unit 1, Reading
 Workbook / Online Practice: WB pp4-5
 Extra Practice App

GRAMMAR SB p10

To start

Use the start of the lesson to assess students' existing knowledge of the target grammar point. Nominate a student to tell you about his/her hobbies. Find out about a hobby that the student regularly enjoys, is currently doing (perhaps something seasonal), and has done for a longer period of time. Using the student's information, write down three sentences using the present simple, present continuous and present perfect. Include a time expression in the first sentence and elicit the name of the tense (the present simple). Continue with the second and third sentences, asking students to name the tense.

On a different part of the board, elicit time expressions from the students and write them on the board. Then ask students which time expressions go with each sentence. Ask the nominated student to complete each sentence about his/herself with a suitable time expression.

explore grammar

↳ SB p142

1 Explain to students that the time expressions we use depend on what present tense we are using. Tell students about a hobby you enjoy doing, e.g. playing the guitar. Say three sentences about your hobby: one in the present simple, one in the present continuous and one in the present perfect, e.g. *I play the guitar in a band. I'm getting ready to sit a music exam. I've been learning to play a tune by Caracassi.* Elicit which time expressions could be used for each example. Focus students' attention on the sentences in the Student's Book. Ask students if they recognise them (they come from the article on the previous page). Give students a couple of minutes to complete the grammar box with the sentences before conducting class feedback.


The Grammar file covers present tenses with time expressions and phrasal verbs. Get students to read the explanations and complete the exercises. Organise fast finishers into pairs. Ask them to discuss the best ways of organising new phrasal verbs they meet in class. Are they going to do this by topic, or depending on what kind of phrasal verb it is? Ask students to record and organise the phrasal verbs they identify in this unit.

- 1 Every now and then 2 as we speak
 3/4 In recent years; so far

watch out for




Students may struggle with word order, putting the time expressions in the wrong position within a sentence, e.g. *I'm at the moment living in Paris.* Students often choose a time expression which they feel comfortable with and use it all the time. Encourage students to vary the time expressions they use.

- 2**  1.1 Tell students that they are going to listen to eight people in London talking about their interests. Explain that the interviews will feature a range of accents, including both native and non-native speaker accents. Focus students' attention on the questions before playing the recording. Allow them a minute to compare their answers with a partner before conducting class feedback. Ask students: *Have you tried any of these activities? Which hobby do you think sounds the most interesting? Why?*
- Ask students to tell you what they noticed about any of the different accents they heard.

background

Speaker 1 talks about Victorian samplers: these are pieces of embroidery; Speaker 2 mentions Ned Kelly, who was an infamous bush ranger in Australia in the 1800s. He is considered by many to be a folk hero. Speaker 3 refers to *The Great British Bake Off*. This is a very popular TV programme in the UK and in many others too. It's a competition between amateur bakers. A piñata cake is a cake which contains lots of sweets, which fall out when you open the cake. Cake pops are lollipops made of cake.

- Speaker 1** Making crafts i.e. sewing and knitting. Has made things as wedding gifts for friends and knitted her scarf.
- Speaker 2** Pottery. Is exploring different techniques and materials.
- Speaker 3** Acting. Did a theatre tour of Europe when 15.
- Speaker 4** Football. Has become a coach and coaches a girls' team in London.
- Speaker 5** Cheerleading. Has become a coach.
- Speaker 6** Brazilian dance. Used to belly dance.
- Speaker 7** Writing. Has written short stories and has a blog about London.
- Speaker 8** Cooking and baking. Has made a piñata cake, cake pops and a Christmas cake.

- 3**  1.2 Ask students to choose the correct verb form for each sentence. Allow students to compare their answers with a partner before watching or listening and checking their answers. Conduct whole class feedback.

1 'm wearing 2 've been doing 3 've been 4 've been
5 'm actually 6 've put 7 been writing 8 've been doing

game on

Organise students into groups of 4–6 students. Focus students' attention on the sentences and ask them to complete the gaps with true information about their group. Nominate students from each group to read their sentences aloud to the rest of the class. Students need to guess who the sentences refer to.

- 4** Direct students' attention to the words in the box. Check students' understanding of any unfamiliar words by asking concept questions, e.g. *If I gain something do I get something extra or do I lose something?* (get something extra). *If something is transformed, does it stay the same?* (no, it changes). Focus students' attention on the title of the article and ask them to predict what they think it might be about. Give students a minute to read the article. When they have finished, ask them to tell you whether or not their predictions were correct. Then give students two minutes to complete the article with the correct form of the verbs in the box. Collect answers around the class. Ask students if they know anyone with a similar hobby. Do they follow anyone on social media who has an interesting hobby?

- 1 are juggling
2 transforms
3 has done/made/created
4 has done/made/created
5 have been getting
6 shares
7 has picked
8 has gained
9 spends
10 is creating/making/doing

alternative: mixed ability

Stronger students could do this exercise with the explore grammar box covered up. Weaker students can use it for support.

Speak up

- 5** Read the discussion questions with the class. Give them a few minutes to discuss their ideas. Monitor as students do this, offering support where necessary. Note down any good structures you hear students produce as well as any incorrect structures and write them on the board. (These will be used in class feedback.)

Possible answers

- 1 Laura has learned new skills in painting and working with colours. She will also have developed her creative skills and, through sharing her work online, will have learned about social media promotion too.
- 2 Through regular blogging, my writing has improved and I've also improved my photography and filming skills.

Fun footer

Nominate a student to read the footer aloud. Ask students if they have heard of Benjamin Kapelushnik. Do they know of any other teenagers who have turned their passion into profit?

extra: fast finishers

Ask students to look online to see if they can find more Instagram stars with interesting or unusual hobbies. Students should prepare a short presentation about this person's hobby and the skills they have learned from it. Monitor your students to ensure that the material they are looking at is suitable for classroom use.

To finish

Use sentences you collected in Ex 5 to have a grammar auction: explain to students that they are going to have the chance to buy grammatically correct utterances from the previous exercise. They have to decide if the sentence is correct. Organise students into small groups. Give every group an imaginary £500. Nominate one student to be the treasurer and keep track of each group's money, then write the sentences on the board.

Focus students' attention on the sentences, starting with the first one. Do not tell students whether the sentence is correct, but tell students that they can bid for it if they think it is worth having. The group which bids the highest amount gets to keep the sentence. Continue until you have sold all of your sentences. As a class, decide whether the sentences are grammatically correct or not. Award points for each correct sentence – the group with the most correct sentences and the most money left is the winner.


Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p6
Photocopiable activity:	1A
Grammar reference:	SB p142
Audioscript:	SB p178

VOCABULARY SB p11


achievements

To start

Ask students if they know what a 'speed debate' is. (It's a debate where opposing teams make short, concise points in an attempt to win an argument.) Tell students they are going to take part in a speed debate. Write the following sentence on the board: *School is a waste of time: you learn more useful things in your free time.* Organise students into two teams: for and against. Give students a time limit of three minutes to work with a partner within their teams and think of arguments. When time is up, begin the debate. Each student is only allowed to make one point. At the end of the debate, conduct a class vote to establish which side had the best arguments.

- 1**  1.3 Get students to tell you what podcasts (if any) they listen to in their free time and find out if any of your students have ever recorded a podcast. Focus students' attention on the rubric. Play the podcast, twice if necessary. Allow students to compare their answers in small groups before conducting feedback. Ask students to give reasons for their answers to the second question. Collect more arguments to support Max and Katy's point of view, drawing on the personal experience of students wherever possible. Write any new language on the board.

Max argues that you learn from your hobbies and not from school. Katy argues that you get the same things from school, but concludes that you need both.

- 2**  1.4 Focus students' attention on the sentence halves. Allow them a minute to match the halves. Then play the recording so they can check their answers. Collect feedback around the class, modelling correct pronunciation of new vocabulary where necessary.

1 G 2 C 3 H 4 A 5 D 6 B 7 F 8 E

- 3** Read the synonyms around the class. Challenge students to see who can be the first to match the synonyms with the words in bold from Ex 2. Collect feedback around the class.

Create a challenge for more able students by asking them to cover Ex 2 and try to remember the synonyms. Less able students can refer to the words on the page.

accomplish – achieve/reach
 pursuing – following
 flourish – succeed
 challenges – difficult tasks
 fulfil – achieve/reach
 occupy – take up
 talents – abilities
 setbacks – problems

4 Ask students to complete the comments about the podcast with the words in bold from Ex 2. Check answers with the class. Ask students to write their own comment in response to the podcast. These can then be displayed around the walls of the classroom for other students to read.

1 pursue 2 talents 3 accomplish 4 challenge 5 occupy
6 setbacks

5 Write the word **achievement** on the board. Elicit what it means (something you have done successfully and which you are proud of). Tell students about some of your own achievements, for example: *I've learned to speak three languages, I've raised two children, and I can run 20 kilometres.* Ask students to think of an achievement (or two) that they could talk about using the vocabulary on the page. Nominate a confident student to model the activity, and ask them prompting questions where necessary. Students should then work in pairs to talk about their achievements, asking questions where appropriate. Monitor as students do this, offering support where necessary. Ask a student from each pair to report back.

Possible answer

I'm not naturally sporty, and I find many physical activities quite a challenge. However, I knew that I wouldn't be able to flourish academically unless I was fit and healthy, so I decided to take up some sports, beginning with surfing. I did have a few setbacks along the way (it took me ages to learn to balance on the board) but I've worked hard and not given up. I've been amazed by what I've been able to accomplish!

idioms

explore language

6 Ask students to look at the words in bold. Elicit what part of speech these words are (noun, verb, adjective, etc.) Ask students to notice what words these collocate with and to include them in their vocabulary notes. Read the explore language box with the class. Ask students to choose the correct word. Elicit the meaning of *to keep one's cool* (to stay calm in a difficult situation). Ask students: *What helps you to keep your cool?*

keep

watch out for



Students may translate adverb + adjective and adverb + verb collocations directly from their own language.

7 Focus students' attention on the idioms in bold in Ex 4. Ask them to work out what they mean. Encourage students to use the context to help them make informed guesses. Collect ideas around the class before asking students to check their ideas in a dictionary. Conduct class feedback.

have the best of both worlds – benefit from two situations
(pass) with flying colours – with great success
from scratch – from the beginning
go hand in hand – be closely connected
on track – making progress

8 Write the following question on the board: *Are you on track with the homework I gave you last week?* Ask the question around the class (or one relevant to your class). Focus students' attention on the rubric and ask them to write questions using the idioms. Conduct class feedback to check students' questions. Drill pronunciation of the idioms chorally and individually where necessary. Then monitor as students work in pairs to ask and answer the questions. Offer support where necessary.

Possible answers

- 1 Can you keep your cool, even when something irritates you?
- 2 In what situation have you had the best of both worlds?
- 3 Do you usually pass exams with flying colours?
- 4 Would you like to study another language from scratch?
- 5 Are your hobby and your intended career separate or do they go hand in hand?
- 6 Are your studies on track this year?

extra: fast finishers



Write the following questions on the board while students are completing Ex 8. Ask students to complete each question with an idiom from the page. Students ask and answer the questions with a partner, and get as much information from their partner as possible. Nominate a student from each pair to report back.

- 1 *Have you ever passed an exam*?
- 2 *Have you ever managed to have* and get everything you want from a situation?
- 3 *Are your studies* or are you falling behind?
- 4 *Do you think that money and happiness*?
- 5 *When was the last time you had to start something again*?
- 6 *In an emergency, can you*?

- 1 with flying colours
- 2 the best of both worlds
- 3 on track
- 4 go hand in hand
- 5 from scratch
- 6 keep your cool

Speak up

9 Read the question with the class. Organise students into two teams. One team should work together to think of ideas for parents. The other team should think of ideas for schools. Monitor, providing support and helping with ideas where necessary. When students have collected a few ideas, organise them into pairs from opposing teams. Give them a few minutes to discuss. Monitor as students do this, noting down any language which can be used in the class feedback session. Conduct class feedback.

Possible answers

For school: It's the job of the school to teach students skills such as budgeting and cooking. Some parents don't possess important life skills (they can't cook; they're in serious debt; they have no idea how to maintain their own car) and may be unable to teach their children what they need to know.

Also, most working parents just don't have the time to teach their children these skills. If we leave this task to the parents, some students will be left unable to cope with life as adults.

For parents: Of course, parents should be responsible for teaching their children these skills. School is for learning academic skills such as reading and writing. If you can read, then you can easily follow a recipe. If you have a sound understanding of numbers, then you'll be able to budget, even if your parents aren't able to do these things very well. There just isn't time in the school day for subjects which students should be learning at home.

To finish

Ask students to choose three idioms from the unit. They should write only half of the idiom on a piece of paper. In pairs, they should read half of the idiom to their partner, who has to say the other half. Students win a point for each correct answer. The student with the most points at the end of the game is the winner.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p7
Photocopiable activity:	1B
Extend vocabulary:	SB p160
Audioscript:	SB p178
Extra Practice App	

LISTENING

SB p12

To start

Write the following quotes on the board:

It does not do to dwell on dreams and forget to live. (Harry Potter and the Philosopher's Stone, J. K. Rowling)

You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us. And the world will live as one. (Imagine, John Lennon)

Give students a minute to discuss the quotations and their meanings with a partner. Ask students: *Do you recognise either of these quotes? Where do they come from? Which do you agree with? Are there any you disagree with? What do both these quotes have in common? Do you have any favourite quotes about dreams?*

Power up

1 Focus students' attention on the photograph. Elicit the sport that the people are playing (American football). Ask students: *What challenges might a girl face if she wanted to take part in a sport which was traditionally seen as a sport for boys? Do you know anyone who has had to fight to be able to do something they wanted? Ask a student to read the questions. Organise students into pairs and ask them to discuss their ideas. After two minutes open this up into a whole class discussion. Generate as much language as possible and write it on the board.*

Possible answers

- 1 My biggest dream for the future is that I would like to be a pilot and fly planes.
- 2 The main challenges will be that this can be a very competitive area – places at aviation schools are limited. If I want to achieve my dream, I'll need to work really hard at school and get high grades in maths and technical studies.

2 Nominate a student to read the news story. Give students a minute to work in pairs and guess the meaning of the words in bold. Encourage them to use the context of the news story to make an informed guess. Warn students about false friends, and explain that it is always a good idea to check meanings of words. Collect ideas around the class, before asking students to check their definitions in a dictionary. Conduct class feedback. Ask students questions to personalise the vocabulary and aid recall, e.g. *Do you know someone who is gifted? Do you see any obstacles to achieving your goal in life? Have you ever applied for funding?*

- 1 talented
- 2 finally
- 3 admiration for someone's skills or qualities
- 4 something that prevents you from succeeding
- 5 special skills or knowledge
- 6 take part in actions intended to achieve a particular result
- 7 a written request, signed by a lot of people, asking someone in authority to do or change something
- 8 an event where a large group of people meet to protest
- 9 money provided by an organisation for a particular purpose
- 10 accept something that is not exactly what you want

Listen up

exam tip

- 3** Focus students' attention on the exam tip and get them to answer the questions. Conduct class feedback.

Who are the speakers?

Extract 1 = two teammates

Extracts 2/3 = two friends

What topic are they talking about?


Extract 1 = a girl's campaign to allow girls to play football with boys.

Extract 2 = opportunities for Olympic athletes or lack of

Extract 3 = attitudes and feelings to research and its results on sports and child development

What do you expect them to say?

Students' own answers

- 4**  1.5 Tell students that they are going to hear three conversations about sport. After listening, ask students if their ideas from Ex 3 were correct.

exam task: multiple choice: short texts

The conversations in the Cambridge exam will be about different topics, whereas here they are all related to the lesson topic of sport.

- 5**  1.6 Direct students' attention to the questions.

Give them a minute to scan the questions, before playing the recording again. Allow students to check their answers with a partner before conducting whole class feedback.

- 1 C (*It was about the people making the rules treating me in the same way they always tell us to treat each other*)
- 2 A (*You could try to get on TV to highlight the issue there / they'd love a story like this*)
- 3 B (*that's pretty heroic / Their achievements should be celebrated*)
- 4 B (*It makes you question whether it's a level playing field at all*)
- 5 C (*Nothing will change though*)
- 6 C (*I was glad to give it up / I concentrated on my studies and did well there, so I can't complain.*)

Speak up

- 6** Read the discussion questions with the class. Organise students into small groups and ask them to share their ideas. Monitor as students complete this task, offering support where necessary. Bring the class together for whole class feedback.

Possible answers

- 1 I think that gender and background can play a huge role in whether a person is successful or not. For example, girls are constantly presented with images of pretty, slim females in stylish and impractical clothes when they are growing up, while young boys are encouraged to be strong and independent. That probably explains why so few girls choose to study science at school. And, of course, a child from a rich, educated family has a much better start in life than a child who comes from a household where money is tight or a household where the parents are not educated.
- 2 To be successful, a person needs to be positive, hardworking and good with people. They also have to be determined and not too sensitive, as it's important that they can pick themselves up after setbacks and start again from scratch if necessary.
- 3 Yes, I think girls and boys should be allowed to play sports together at school, as co-ed classes are always much more fun and have a far more positive dynamic.
I think girls and boys should play sports separately, as boys are bigger and heavier than girls and many girls would be put off sport by having to compete with boys, as they are understandably worried that they might get hurt.

alternative: mixed ability

For weaker students, the following prompts may help:

Question 1: *Consider opportunities that boys and girls, poor students, richer students, students from different areas of the country have. Are they similar or different?*
Question 2: *Which of these might you need? Creativity, determination, selfishness, generosity, friendliness, a good listener.*
Question 3: *Think about: safety, equality, abilities. Consider different types of sports.*

extra: critical thinking

Read the following quote with the class: *There is only one thing that makes a dream impossible to achieve: the fear of failure.* (*The Alchemist*, by Paulo Coelho)

Ask students to explain this quote and to say whether or not they agree with it. Ask students: *How would you define success?* Get them to discuss their ideas in small groups.

To finish

Ask students to think of a sport they think should be taught at PE lessons in schools, but which schools usually don't offer. Give students a minute to write down some points about why their chosen sport would particularly benefit school students. Encourage students to use at least five words they have learned from Unit 1 in their pitch and ask them to discuss their ideas in small groups. Nominate a few students to present their ideas to the rest of the class.

Refer students to the Workbook exercises on phrasal verbs. Ask students to complete these for homework in preparation for the next lesson.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	WB p8
Audioscript:	SB p178
Extra Practice App	

USE OF ENGLISH 1 SB p13

To start

Tell students about a sport you have tried and which you found difficult, e.g. *I tried kayaking once because I thought it looked good fun. Unfortunately, I just couldn't manage to steer the kayak at all, and I kept banging into the rocks and capsizing. After a very wet and cold hour, I had to accept that this was not the sport for me!* Organise students into small groups. Tell them to think of three or four sports and, for each sport they have thought of, think of some possible difficulties associated with it. When students have had the chance to discuss their ideas, have a whole class discussion.

- 1** Focus students' attention on the summary and ask a volunteer to read it. Ask students if they know any of the phrasal verbs. Then organise students into pairs and ask them to guess the meaning of the phrasal verbs in bold from the context. Conduct class feedback and ask students to record any new words and definitions.

knock down – hit/push someone so they fall to the ground
 end up – be in a situation you didn't plan
 give in – accept you can't win
 live up to – do as well as expected

explore language

↪ SB p142

- 2** Focus students' attention on the explore language box. Ask them to complete the box with phrasal verbs from Ex 1. Allow students to check their answers with a partner before collecting feedback around the class. Elicit more phrasal verbs to fit each category, along with their definitions and example sentences, e.g.

- 1 *He pulled up outside the tennis court.* (Also: *break up, drop by, fall through, show up.*)
- 2 *I was upset because I felt I'd let my coach down.* (Also: *call something off, cheer someone up, put something off.*)
- 3 *At the last club meeting, we touched on the subject of funding.* (Also: *run into, take back, stand for.*)
- 4 *You'll need to catch up with some sleep if you want to feel your best for tomorrow.* (Also: *run out of, get rid of, check up on.*)

- 1 give in
- 2 knock down
- 3 end up
- 4 live up to

watch out for



Many students become disheartened by the sheer amount of phrasal verbs there are to learn. Encourage students to be realistic: through meeting a small number of phrasal verbs in context, learning them and then using them, students will gradually build up competence in this area.

- 3** Get students to look at the photographs. Ask them to describe what they see. Elicit language to describe the sports pictured. Give students one minute to read the article. Ask students to answer the questions in the rubric with a partner. Then conduct whole-class feedback. Encourage students to give reasons for their answers.

Adam Peaty was afraid of water.
 Gary Hunt is afraid of heights.
 Rafael Nadal was afraid of storms.

- 4** Direct students to the phrasal verbs in the box. Ask students to remind you of their meanings and drill pronunciation chorally and individually focusing on word stress. Students should then complete the article with the correct phrasal verbs. Collect answers around the class.

- 1 get over
- 2 took to
- 3 saw (them) through
- 4 ended up
- 5 comes up against
- 6 hold (him) back
- 7 beat off
- 8 came up with

exam task: key word transformation

Sentence transformations in the Cambridge exam will be about a variety of topics / situations and test a variety of grammatical structures or lexical items. Here they are all related to the lesson topic of competition and the lesson focus on phrasal verbs. All the Use of English tasks in the Cambridge exam give an example to help candidates. This is labelled as [0]. The Use of English tasks here and throughout the book do not give examples.

- 5 e** Read the rubric aloud to the students. Ask a volunteer to complete the first sentence as an example, or do this together as a class. Remind students that there are usually two things to change in a transformation. You can explain this with reference to the first question. Allow students to work in pairs to complete this task. Monitor, offering support where necessary. Conduct whole class feedback.

- 1 started out (as) being
- 2 pass up the opportunity to
- 3 (had) pulled out of the competition
- 4 who mess (things) up
- 5 opened up for/to Ben
- 6 came through a challenging match to

extra: fast finishers



Ask students to remember the four different types of phrasal verbs. Ask them to find three new examples of each type of phrasal verbs and write example sentences. They could present their phrasal verbs and definitions to the rest of the class.

Speak up

6 Nominate a student to read the questions aloud. Organise students into small groups to discuss the questions. Monitor as students complete this task, offering support where necessary and noting down any points which you can focus on in the end of lesson feedback. Encourage students to use the phrasal verbs in their answers. Bring the class together for whole class feedback.

Possible answers

- 1 My fear of flying might hold me back in the future as it could prevent me from travelling as much as I would like it. It might also stop me from getting a job with an international company. Perhaps I could try relaxation or visualisation techniques to help me get over it.
- 2 I usually try to see it through, even if I feel like giving in. I suppose I'm quite a determined person.
- 3 It depends. If it's something fun and light hearted I've been competing in, like a game of table football for example, then I'm a good loser. But if it's something more serious, that I've worked hard for, well, then I can take a while to bounce back from defeat!

To finish

Ask students to write down their biggest fear on a piece of paper. Reassure them that this fear will be kept anonymous. Collect their papers in without looking at them. Read out some of the fears to the class and ask students to suggest ways of combatting these fears.

Presentation tool:	Unit 1, Use of English
Workbook / Online Practice:	WB p9
Photocopiable activity:	1C
Grammar reference:	SB p142
Extra Practice App	

USE OF ENGLISH 2 SB p14

To start

Write the following words on the board: *trainspotter, knitter, cheerleader, welder, artist*. Check that students know the meaning of *trainspotter*. Elicit what *stereotype* means (having commonly held perceptions about a particular group of people which may or may not be true). Ask students to work in small groups. Give them a minute to brainstorm stereotypes for each of the different groups of people. Bring the class together for a class feedback session and to compare ideas. Ask students: *Do you think all knitters/cheerleaders/artists, etc. are like this? Are there ever exceptions? What are the dangers in stereotyping people? Is it something we all do?*

Suggested answers

trainspotter: geeky, nerdy, bespectacled, boring, male
knitter: old, female, bespectacled, unfashionable, fussy
cheerleader: slim, female, superficial
welder: male, strong, serious, well-built
artist: poor, fashionable, dreamy, idealistic, sensitive

There are often exceptions to these stereotypes. Stereotyping is something we all do, even though it can lead to us judging people unfairly and inaccurately.


1 Ask students to look at the photograph and tell you what the girl is doing (she's gaming). Elicit the term *gamer*. Ask students: *Do you think she looks like a typical gamer? Why/Why not?* Ask students to read the rubric and brainstorm ideas with a partner. Collect students' stereotypes around the class, and discuss their accuracy, encouraging students to think about gamers they know.

Possible answers

Gamers are often stereotyped as being geeky, nerdy, unpopular, not very good in social situations, physically inactive and unhealthy (because they don't get enough fresh air).

I think these adjectives describe gamers fairly accurately – or at least the gamers I know. Gaming is addictive, and gamers do tend to spend a lot of time alone, locked up in their own worlds.

I think these are misconceptions. It's possible to be a gamer and at the same time be very sociable and active too. Even if gaming is an important part of your life, it doesn't have to be your whole life.

2  1.7 Ask a student to read the instruction to the class. Ask students to note down the misconception which is mentioned in each case. Conduct class feedback: did the gamers mention any of the stereotypes which they discussed in the 'To start' activity?


- Speaker 1** – Only young people play games.
Speaker 2 – Gaming is a waste of time.
Speaker 3 – Gaming is for lazy, stupid people.
Speaker 4 – Gaming is for boys.

1 Passions

USE OF ENGLISH 2 (Continued)

explore language

→ SB p160

- 3**  1.8 Direct students' attention to the explore language box. Ask students why they think it is important to use collocations in English, (it will make you sound more natural and more fluent). Tell students that they are going to listen to the gamers again. This time they are going to listen out for adverbial collocations and complete the sentences. Play the recording, repeating if necessary. Collect students' answers and write them on the board.

1 relatively 2 generally 3 greatly 4 consistently

- 4** Direct students' attention to the quotes. Students should choose the correct adverbs to complete the collocations. Check answers around the class before asking students to tell you which syllable in each collocation has the main stress. Ask students: *Do you see any pattern with this?* (The main stress in these collocations is the main syllable in the adjective or verb that comes after the adverb.) Ask students: *Which point of view do you agree with?* Encourage them to give reasons for their answers.

1 generally (accepted) 4 well (designed)
2 virtually (impossible) 5 closely (modelled)
3 clearly (shows) 6 readily (available)

The main stress in these collocations is the main syllable in the adjective or verb that comes after the adverb.


exam tip

- 5** Read the exam tip with the class. Then ask students to read the blog. Give them a moment to compare their answers to the question with a partner before discussing it as a class. Ask students to tell you whether they agree with the writer's point of view and encourage them to give reasons for their answers. Ask students: *Have people ever had stereotypical ideas about you based on a hobby that you do?*

Stereotypes don't directly affect friendships because people decide if they like someone before they find out what their interests are.

exam task: multiple-choice cloze

All the Use of English tasks in the Cambridge exam give an example to help candidates. This is labelled as [0]. The Use of English tasks here and throughout the book do not give examples.

- 6**  Ask students to read the article again and choose the correct answer to fit each gap.
- 1 D (We use the collocation *no exception* to show that something is the same as everything else in the category which is being spoken about – this agrees with the phrase *assume the same thing* in the next sentence.)
2 B (*Automatically assume* is the collocation we use to describe an assumption which is made without thinking, rather than something we intentionally do.)
3 B (The words *perceived* and *stereotype* collocate to show that us that stereotypes stem from social perceptions. This agrees with the information in the next sentence: most people decide if they like us long before they find out what our interests are.)

- 4 A (We use the collocation *potentially dangerous* to describe something which could possibly be dangerous.)
5 B (*Negatively influence* means having a bad effect on our feelings, behaviour or perceptions.)
6 C (*Highly unlikely* is a collocation which shows that something is very unlikely.)
7 C (When we want to describe how something can influence the kind of person we are we use the collocation *to shape one's character*.)
8 A (*Largely based* means to be more or less founded on something.)

Speak up

- 7** Nominate a student to read the questions. Organise students into pairs to discuss their ideas. Monitor as students complete this task, noting down any points you can raise at the end of the task. Conduct class feedback.

Possible answers

- 1 A lot of people think that my hobby (knitting) is a kind of strange activity for a teenager. Actually, though, there is a really young and vibrant community of knitters online, who share the most amazing and inspirational creations on a daily basis. They're spread all over the world too, so far from being a boring hobby (as many of my friends think) it's actually really exciting!
2 I think that some interests are cool because there's a certain 'look' that goes with it. Surfing has always been cool, for example because there's been a whole surfing style, and people tend to associate surfers with blonde hair, tans and slim figures. I suppose that sporty activities are always going to be a little cooler than ones where you stay indoors!

alternative: mixed ability



Organise students into mixed ability pairs to complete Ex 7. Get the weaker student in each pair to take notes on the discussion and report back, as this will give them a sense of achievement.

Fun footer

Challenge the class to see who can be the first person to correctly answer the question in the footer.

To finish

Ask students to choose five adverbs they have learned in this lesson. Put students into pairs. Ask students to take it in turns to read the words to their partners, who listen and write the words they hear. When students have written down all their words, they can look at the book and check their spelling. Students should award themselves a point for every adverb they've spelled correctly.

Direct students to the Exam file on Speaking Part 1 on page 162 of the Student's Book and ask them to read the information at home, in preparation for the next lesson.

Presentation tool: Unit 1, Use of English 2
Workbook / Online Practice: WB p10
Extend vocabulary: SB p160
Audioscript: SB p179
Extra Practice App

SPEAKING SB p15

To start

Write the heading *My ideal day* on the board. Tell the class about three things that you would do on your ideal day: *On my ideal day, I'd go for a picnic in the park with my family and we'd listen to live jazz music. Then I'd go for a long walk on a beach with my best friend. Then I'd find a nice café and sit and read a book.* Ask students to write down three things that they would do on their ideal day. Collect students' ideas and read them out to the class. The rest of the class has to listen and vote on what they think is the best day.

Power up

1 Focus students' attention on the photograph and ask them to describe what they see. Ask students: *What are they doing? How do you think they are feeling? What does this photograph make you think of?* Direct students' attention to the questions and ask them to match them with the answer prompts. Check answers around the class.

1 B 2 F 3 E 4 A 5 D 6 C

2 Ask a student to read the phrases in the box. Check students understand the meaning of the words and phrases by using concept questions, e.g. *If I'm on the same wavelength as someone, do we get on well?* (Yes.) *Is my second cousin my immediate family?* (No.) *Is my sister my immediate family?* (Yes.) Monitor as students complete this task, offering support where necessary. Allow students time to compare their answers with a partner before conducting whole class feedback.


Possible answers

- 1 hang out with
- 2 immediate family / be on the same wavelength
- 3 determined
- 4 chill out / hang out with
- 5 backpack
- 6 I'm rubbish at / not really my thing


3 Organise students into pairs and refer them to Question 1 in Ex 1. To improve fluency, students could answer the same question three times. The first time they could do it in one minute, the second time in forty seconds and the third time in 30 seconds. Alternatively, students could add one piece of information the first time and then swap partners, answer it again adding two pieces of information and then find a new partner and this time add three pieces of information. Monitor as students complete the task, noting down any issues students are having with the target language to discuss in class feedback.

Possible answer

We tend to hang out in the park quite a lot. Sometimes we'll go to the cinema or play a game of football, but often we just chat and enjoy each other's company.

4  1.9 Ask students to listen and note down their answers. Allow students to check their answers with a partner before conducting whole class feedback.

- Speaker 1** – question 5
Speaker 2 – question 1
Speaker 3 – question 4
Speaker 4 – question 6

5  1.10 Ask students to listen again and choose the correct answer. Conduct class feedback. Ask students to give reasons for each of their choices and accept any reasonable answers. Play the recording again if necessary.

- 1 uninterested (answer is too short and abrupt)
- 2 too formal (language choice is too formal for friendly discussion)
- 3 uninteresting (monotone with no sentence stress or pausing)
- 4 friendly and interested (friendly language, expands answers, uses stress to sound interesting)

exam tip

6 Read the exam tip with the class and ask students to complete it with adjectives from Ex 5.

1 friendly 2 formal 3 interesting


7 Focus students' attention on the audioscript on page 179. Ask students to change the audioscript according to the question. Ask them to write in pencil or rewrite the section in their notebooks. Alternatively, you could photocopy the script for the class. Conduct class feedback. You could ask students to record their rewritten versions on their phones and play them for the class to listen to. Students could listen and comment on which transformation was the most successful.

Possible answers

- 1 I'd probably go to Cairo because I've always wanted to see the Pyramids at Giza. There's so much history there to explore. I'd love to cruise down the Nile on one of those old boats with a beautiful sail. It'd be really exciting and completely different to what I'm used to.
- 2 I tend to hang out with friends outside. We have fun by doing team sports like football or rugby because we're all really competitive and it's what our friendship's based on.
- 3 One where I can spend all day just chilling out at home with my friends, / playing a few games, / listening to music, / that kind of thing. / Doing stuff outdoors isn't really my thing. / I prefer hanging out with a small group of friends / and having a laugh with them.

Speak up

exam task: interview

8  Focus students' attention on the task and organise students into pairs. Monitor as students complete this task, offering encouragement where necessary. Ask students to give and receive feedback with their partners. Next, get them to report back on their findings and nominate a couple of pairs to ask and answer questions for the class.

Get students to record the conversations on their phones. They should then listen to their conversation and decide with their partner on two or three things they could improve upon. They should then repeat the conversation, taking care to address the issues they have identified.

1 Passions

SPEAKING (Continued)

- 1 We tend to hang out at each other's houses. We often order takeaway pizza and watch a film.
- 2 It's crucial because we need to be there to support each other with everyday problems and share in each other's happiness and achievements too.
- 3 I think so because I was really bad at maths last year, and it looked like I was going to fail the end of year exam. I've worked really hard to improve, and now my teacher expects me to pass.
- 4 One where I am with my friends, with no school and great weather. We would probably pack a picnic and go to the beach. Then in the evening, we'd go for a nice meal at a restaurant.
- 5 I'd go to Rio de Janeiro. I'd love to experience the carnival and I'd also like to see all of the famous sights and experience some of the nightlife. My friend went last year and she said it was the most amazing city she'd ever visited.
- 6 I'm not that great because I really need to focus on one thing at a time. For example, I find it really hard to listen to music and study at the same time. I just get carried away by the music and can't concentrate.

Speaking extra

- 9** Keep students in the same pairs as in Ex 8. Organise pairs into groups of fours. Nominate a student to read the quote aloud. Give pairs two minutes to prepare arguments for or against the idea. Monitor, prompting and making suggestions where necessary. Then ask the pairs to argue for and against in their group of four. Conduct class feedback. Ask: *were there more arguments for or against?*

Possible answers

For – You can talk to your friends, they don't judge you; they give you confidence and encouragement; they stop you feeling lonely.

Against – Family are more likely to be there for you as friends come and go; friends can sometimes make you feel bad as you feel you have to compete with them; your studies/work/interests can be the most positive, as these things challenge you and help you achieve goals.

To finish

Ask students to go online to search for quotes about friendship. Give students three minutes to choose a quote about friendship which they like and which they agree with. Ask students to work in small groups to share their quotes. Each group should decide on a favourite quote. Nominate one person from each group to read their group's chosen quote and comment on it. If your school has a 'No tech' policy, ask students to discuss books they've read or films they've seen where there are memorable portrayals of friendship (these can be either positive or negative).

Speaking file

Direct students to the Part 1 Interview section in the Speaking File on page 162 of the Student's Book for further information if you didn't ask them to read it earlier.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p11
Speaking file:	SB p162
Audioscript:	SB p179

WRITING SB pp16–17

To start

Tell students that they are going to conduct a speed survey to find out about the screen habits of their classmates. Ask students to write three questions for the survey. Monitor as students do this, offering support where necessary. Possible questions could include: *How many hours do you spend looking at a screen per day? Do you ever feel that your health is suffering because of the time you spend on the screen? Are there ever any times in the day when you are not on your phone? (for example, mealtimes or just before bed).* Ask students to get up and move around the classroom. Give students a time limit of five minutes to ask questions to as many of their classmates as possible. Conduct class feedback.

Power up

- 1** Focus students' attention on the photograph. Ask them to describe what they see. Read the quote aloud and nominate a student to read the questions. Discuss the questions as a class. Note any new language on the board for students to record.

Possible answers

- 1 I disagree. It's true that young people spend a lot of time online, but this doesn't make them inactive. What about all the fitness apps which encourage young people to be fitter and more active than ever before? / I agree. I think that young people are almost addicted to their screens, and it's hard to be active when you're looking at your phone the whole time.
- 2 It's important for young people to be active, as it makes them healthier and happier. Being physically active will have a beneficial effect on their performance at school, too.
- 3 I think it comes down to the parents more than the school. It's parents who have the final say on what their child does when they come home. But ultimately, it's the responsibility of the child, once they're old enough.

Plan on

- 2** Give students a minute to read the task. Ask students: *Which of the ideas do you agree with?* Ask students to add two more opinions related to each bulleted idea. Collect answers around the class and write them on the board.

Possible answers

- 1 School sports are too competitive. / School sports are compulsory, which isn't very motivational.
- 2 Youth clubs can offer a range of activities outside of school. / Youth clubs don't just offer sports but arts and other things, too.
- 3 Parents should demonstrate by example. / Parents should enforce rules more strictly.

- 3** Focus students' attention on the questions. Give students a minute to skim read the essay. Ask students to tell you which ideas the writer has used. Discuss the questions in the rubric as a class, referring to the essay throughout the discussion. Remind students that they can use the ideas in the notes, but they will need to paraphrase them.

The writer talks about school sports and youth clubs. She uses the ideas of providing a variety of school sports and providing youth clubs. She also includes her own ideas.

- 4 Focus students' attention on the statements. Ask them to complete the task, then collect feedback around the class. Make sure students give reasons or examples for their answers.

- 1 True. The writer has done what has been asked.
- 2 True. Introduction, discuss first idea, discuss second idea, conclusion.
- 3 True. For example, small number of sports offered.
- 4 False. The writer has used some higher level language (e.g. *Offering a wide variety of sports is* (noun phrase); *tempt more people to*; *the former*)
- 5 False. These should be avoided in a formal essay to maintain a formal tone.
- 6 True (e.g. *However*)

- 5 Direct students to the phrases in the box and discuss the questions as a class.

- 1 This is because; As ... the purpose is to ...
- 2 One reason for this is that; This is due to

- 6 Direct students to the highlighted words and phrases in the essay. Ask them to think about their purpose. Elicit what effect the highlighted words have on the essay overall (they make the writer sound less definite about things). As a class, discuss why you might want to achieve this effect in an academic essay. After students have had a minute to do this, tell them to check their ideas by reading the language box. Conduct class feedback.

Academic writers don't want to sound too sure of their opinions, so they use words like these to sound less definite. The words are a modal verb (*may*), an adverb of certainty (*probably*), an adverb of frequency (*often*) and a verb phrase (*tend to*).

explore language

- 7 Ask students to complete the explore language box, then read the text around the class.

- 1 often
- 2 probably
- 3 may
- 4 tend to

watch out for



Students may either avoid using hedging language or use it too often, sounding overly tentative and unsure. Encourage students to aim towards a good balance.

- 8 Focus students' attention on Ex 2 again. Ask students if they notice anything about the tone of the statements (they sound very definite). Students should rewrite the phrases so they sound less definite. Collect answers around the class.

Possible answers

'Only a few sports are offered at school so if teens don't like these, they're likely to be put off doing anything.'
'There tend not to be enough local facilities for young people so they often end up staying at home.'
'Parents don't always limit the time their children spend looking at a screen.'

Write on

- 9 Read the task on page 171 as a class. Organise students into pairs or small groups and give them a time limit of five minutes to brainstorm as many reasons for each idea as they can. Monitor, offering support where necessary. Conduct whole class feedback and write ideas on the board.

Possible ideas

school – ban devices; educate children about negative effects of screen time

parents – stop using devices themselves; encourage children to do other activities as a family

government guidelines – restrict the time they spend watching children's TV; encourage children to go out and do things/make things

- 10 Tell students to stay in the same pairs as for Ex 9 and to join with another pair. Ask pairs to choose one different idea in the notes and argue for it. Monitor as students debate in their groups of four, noting down any particularly effective arguments. Once students have had the chance to evaluate their own performance, nominate a strong group to perform their argument for the rest of the class. Conduct whole-class feedback. Identify with your students what the features of a strong persuasive argument are.

- 11 Focus students' attention on the essay planner. Ask students to complete the plan, referring to the three steps to help them. Monitor students as they write their plan, offering help and support where necessary.

exam task: essay

SB p166

- 12 e Students write their essay. When students have written the first paragraph, encourage them to swap with a partner and get feedback. They should then continue writing. Alternatively, students can complete their essay and Exs 13–15 for homework and the following steps can be completed at the beginning of the next lesson. Students swap essays and provide feedback on their partner's writing. Monitor and help where necessary. Choose a strong essay to project on the IWB if you have one and read this together as a class. Alternatively, read the essay to the class. Ask students to identify why it is a successful piece of writing and get them to suggest any improvements.

Model answer

In the past, children had little access to technology. Today, most homes have several screens including tablets and smartphones, which means young people spend more time looking at a screen and less time being active than ever before. This essay will suggest ways that both schools and parents can help to decrease time spent looking at a screen.

One suggestion is for schools to offer greater education on the effects of using technology, both positive and negative. The purpose of this is to educate young people so they can better understand how to exploit technology without it harming their health. It will hopefully encourage them to spend time away from the screen and be more active.

Another suggestion is for parents to set stricter rules on the use of screens at home and do more to encourage children to pursue other activities. Often, it is not only the children looking at a screen but the parents, too.

If parents made it a rule that, for at least an hour every evening, the whole family spends time doing something active without technology, everyone would benefit. To conclude, both schools and parents can take a role in helping to lower the amount of time that young people spend looking at a screen through education and the setting of rules at home. In my view, it is the parents who are likely to have the greatest impact as they can act as role models for their children from an early age and demonstrate how to use technology in a healthy way.

Improve it

- 13** Ask students to use the checklist to self-assess their work. Ask them to swap essays with a partner and feedback on their essay as well. Encourage constructive criticism between peers.
- 14** Ask students to take time to improve their essay, using their own answers and their partner's answers from Ex 13 to help them.
- 15** Encourage students to read their essay again and correct any errors. Monitor to see how students are getting on with this. Ask questions to help students identify what they need to work on.

extra: critical thinking

Discuss the following questions with your students.

Why are so many health and fitness initiatives always aimed at young people? Are there any other sections of the population which should be targeted? Why? Ask students to think of another age group who should be more active. Get students to discuss what policies could be implemented to address this issue.

To finish

Challenge students to make a list of ideas for parents who want to offer their children an alternative to screen time. Brainstorm a few ideas as a class, e.g. paint a picture, get out into the garden and plant some seeds, visit a sick relative. Brainstorm as many ideas as possible. Ask students to design an attractive poster with the heading 'Ten Great Alternatives to Screen Time' and ten of their favourite suggestions from the brainstorming session. This poster could be distributed among younger pupils in the school/college.

Presentation tool:	Unit 1, Writing
Workbook / Online Practice:	WB p12
Writing file:	SB p166

SWITCH ON SB p18

Drone trouble

- 1** Ask students to look at the photograph and elicit the word *drone*. Ask students whether they have ever operated a drone or if they know of anyone who has. Elicit the advantages of being able to take photos in this way (you can see things from a totally different perspective, you get the view that you would from a plane but without the expense of flying). Ask students to look at the questions and get them to tell you about any teenagers they know who have their own internet channels. Then get students to work with a partner and discuss their ideas about the questions. After a couple of minutes, get a student from each group to report back.
- 2** Ask students if they have ever been to the Natural History Museum in London and if they know what kind of exhibits they might find there. Read the rubric aloud and play the clip. Allow students to check their ideas with a partner before discussing the question as a class.

Possible answer

Stefan thought the museum was particularly beautiful and that by filming it with a drone he could capture its beauty by showing parts of it that are inaccessible on foot. He planned to film the building from the outside then fly the drone inside the building's main hall.

- 3** Ask students to read the question before playing the video again. Discuss ideas as a class. Ask students whether or not they sympathise with Stefan's feelings.

Possible answer

Stefan seemed slightly exasperated and surprised that he had to take a test to be able to use a product that he can easily buy in a shop. He felt that having to take a test took the romance out of using the exciting filming instrument. However, he saw it as a necessary step to take in order use his toy to its full extent.

- 4** Organise students into pairs and get them to discuss the questions. Monitor as students share their ideas, prompting where necessary. Then bring the class together and nominate a few students to share their ideas.

Possible answer

I would love to use a drone to film wildlife that's endangered or hard to find – possibly whales and dolphins swimming in groups from a bird's-eye view. I would use the footage to educate other people about wildlife and put it on a dedicated social media account.

- 5** Ask a student to read the rubric. Ask them to think of something they feel passionately about and to decide if any rules might be broken trying to achieve what they want to achieve. Then put them into groups to discuss their ideas. After a few minutes, open this up into a whole class extension.

Possible answers

I don't think it's a crime to break a few rules to achieve something that you really want to do, so long as you don't intend to cause damage to anyone or anything. For example, some kids in my town practise parkour. They use an empty staircase. Crowds often gather to watch them. No one except themselves is at risk, but the council don't see it that way.

I am a film fanatic and I occasionally watch films online without paying for them. I spend a lot of money on collecting films and going to the cinema so I feel that I give back more to the film industry than most people. I don't feel bad about it, but I wouldn't break rules in a public space since that could invade people's privacy or safety.

I would never break the rules to pursue a personal achievement. There are always ways of getting what you need done – you just have to get the right permission or license. I believe that rules are put in place to keep everyone safe.

extra

Students can explore the topic of drones and what they are used for in more depth. They can produce a vlog post about drones such as that used by Stefan.

Possible topics include:

- 1 What is the current state of play? How are drones being used now? How will they be used in the future? What do you predict?
- 2 What are the problems and hazards of using drones?
- 3 Research via the internet other interesting stories of drone usage.
- 4 Students can choose which landscape or building they would like to film from and why.

Project

- 6 Organise students into pairs and ask them to read the rubric. As a class, brainstorm unusual hobbies which students don't know much about (this will assist students with the first part of the project) then allow pairs to do an internet search to find more information. Set a time limit for each stage of the project, and ask students to report back at the end of each stage. (Steps 1 and 2 could be set as homework). Encourage the students to make their blog pieces as exciting and convincing as possible. They can include pictures if there is time.

Presentation tool:
Switch on videoscript:

Unit 1, Switch on
TB p177

INDEPENDENT LEARNING

SB p18

Self-assessment

- 1 Ask students: *How often do you self-assess your own work? Do you think it's important? Why/Why not?* Brainstorm a few different ways in which you can self-assess (e.g. testing yourself on vocabulary and recording your scores, keeping a learning diary, making regular goals). Ask students to complete the sentences with the words in the box. Collect answers around the class. Then ask students to complete the second part of the task with a partner. Bring the class together to share ideas about self-assessment.

1 improve 2 review 3 regularly, mistakes 4 plan

- 2 Organise students into pairs and ask them to complete the task. Encourage students to add as many strategies as they can think of to each skill. Then conduct class feedback. Ask questions, e.g. *Which of these strategies do you use regularly? Are there any new strategies you could start to use?*

- A Reading, Writing
- B Reading, Writing, Speaking, Listening
- C Grammar
- D Reading, Writing, Speaking, Listening
- E Speaking
- F Grammar, Vocabulary

- 3 Give students a few minutes to work individually to think of ideas and write them down. Then allow them to compare notes with a partner. Conduct class feedback, and encourage students to jot down any particularly good suggestions from their classmates.

UNIT CHECK SB p19

Note on core language: The Unit Check tests phrasal verbs, adverbs collocations and time expressions with present tenses.

extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Challenge students to write a short story using as many of the phrasal verbs as possible.
- Ask students to work in pairs to practise collocations: the first student should provide one word, (e.g. *negatively*) and the second should provide the collocation (*influence*).

Vocabulary

The sentence-type transformation task in Ex 4, unlike the Cambridge exam, focuses on a single topic.

- 1 2 1.11, 1.12
- | | |
|----------------|---------------------------|
| 1 from scratch | 4 accomplish |
| 2 pursue | 5 keep my cool |
| 3 talent | 6 the best of both worlds |
- 3 1 live up to 4 come up with
 2 beat off 5 pass up
 3 pull out of 6 see it through
- 4 1 compromise 5 potentially dangerous
 2 virtually impossible 6 highly likely
 3 genius 7 related to
 4 automatically assume 8 largely based

Review

- 1 1 D 2 B 3 F 4 C 5 A 6 E
- 2 1.13
- | | |
|----------------|-----------------------------------|
| 1 am trying | 5 am concentrating |
| 2 have created | 6 has improved/has been improving |
| 3 take | 7 check |
| 4 have sold | 8 are looking |
- 3 1 come up with a business idea
 2 messed up our presentation
 3 get through it
 4 knocked out
 5 ended up winning
- 4 1 beat (off) stiff competition to
 2 started out by being
 3 a broken string hold him back
 4 ended up not winning
 5 to open up
 6 but lost out

5 **Possible answer**
 At school, I'm part of a young enterprise group. We **came up with** an idea to make biscuits and then sell them at the school coffee morning. None of us had ever made biscuits before, so there was a bit of trial and error: we **messed up** a few batches before **ending up with** a product we were all happy with. The coffee morning was a big success, so I'm glad that we kept going and didn't give in.

GRAMMAR FILE SB p143

- | | |
|-----------------|---------------------|
| 1 1 has been | 4 help |
| 2 has collected | 5 is |
| 3 has spent | 6 has been counting |
- 2 1 are offering 4 have been reading
 2 are, telling 5 has studied
 3 has 6 is
- 3 1 Cara's been at her desk (all day), staring at a university application form (all day),
 2 (Currently) she (currently) wants to study games design.
 3 (For the past few years) She's been at the top of her computer class (for the past few years).
 4 Her parents (continually) complain that she's (continually) staring at a computer screen.
 5 (This week) She's been researching various universities (this week).
 6 She hasn't yet decided which university to apply for but has to decide soon. / She hasn't decided yet which university to apply for but has to decide soon. / She hasn't decided which university to apply for yet but has to decide soon.
- 4 1 bounced back
 2 after my dad
 3 give in
 4 against a few problems
 5 Both options are acceptable.
 6 for you to fit in
 7 away with first prize
 8 Both options are acceptable.
- 5 Type 1: bounce back, give in
 Type 2: pass up, start off
 Type 3: take after, fit in
 Type 4: run up against, walk away with
Fit in can be both type 2 and 3 with a different meaning, i.e. *fit something in your pocket* (type 2); *fit in well at school* (type 3)
- 6 1 mess something up
 2 run up against a problem
 3 come up with solutions
 4 hold you back
 5 see you through
 6 pass up the opportunity / pass the opportunity up
 7 bounce back
 8 give in

Presentation tool:	Unit 1, Unit check
Workbook / Online Practice:	WB p13
Audioscript:	SB p179

VIDEOSCRIPTS

Unit 1

Narrator: Stefan is a YouTuber. Buying a drone has allowed him to pursue two of his great passions together. His passion for flight...

Stefan: I think it just represents freedom, when you're up there...

Narrator: ...and his passion for film and social media. As an experienced YouTuber, he films everything he does with his GoPro.

Stefan: One day we decided to go down to the Natural History Museum which is at this incredibly beautiful building in London and it was just dying to have a drone fly all around it and over it. So, I was a bit audacious, I kind of put my drone down, probably about 10 metres away from the building and then just launched it and before I even kind of had it like 6 foot in the sky I had lots of people around me telling me to, like, land this thing now.

Stefan: I don't think I was allowed to get that shot.

Woman: Put that away please.

Stefan: I'll be... I've got to put this away as well so I'll speak to you guys in a minute. Maybe from prison, I don't know, we'll see. They let me out, I'm not arrested so that's good. Um, apparently you need a license to fly a drone. My plan was to get the drone shot outside and then take the drone inside and film the drone around here and, like, fly the drone up into this.

Stefan: The fact that you can just buy these in a... any shop. I was thinking, well, it can't be that illegal.

Narrator: Stefan got off with a warning and he now needs to take an official test if he wants to use his drone for filming again.

Stefan: To have traffic cones out, and signs and pretty much hard hats. I mean there's no other way that I'm gonna get the shots that I wanna get unless I can jump through all these hoops. So, I... I know it's essential but it does strip the romance out of flying a drone completely.

Narrator: On the day of the test Stefan is very nervous.

Stefan: I'm feeling, um, I feel like a... a disaster basically. If I pass it's gonna be a miracle.

Examiner: I'd like you to fly to the centre location which is the small cone.

Stefan: Stef, man up, come on. I've never been this scared in my life.

Examiner: Okay, and as the sun's come out...

Stefan: No way!

Examiner: Congratulations Stefan –

Stefan: No way!

Examiner: You've passed.

Stefan: No way! Are you serious?

Examiner: Yeah.

Stefan: Can I cuddle you, please? I know you're a military man but I can't even explain how good this feels right now. So to hear him say I passed, now it's just, it's opened up this to me. It's finally opened up the skies. It sounds cheesy but the sky is no longer gonna be the limit.

Unit 2

Narrator: We live in a world made of a kaleidoscope of colours.

They are part of your everyday life and influence everything you do: from what you wear, to what you eat, to how you live. Is the sky really blue? Are the leaves actually green? Is this definitely red? Do people across the world even see the same colours? Northern Namibia. Home to a remarkable tribe, the Himba. The Himba women are famous for covering themselves with ochre, which symbolises the Earth's rich red colour, and blood, which symbolises life. But that's not what has brought Serge Caparos here. He's here because there's something rather special about how the Himba describe the colours they see.

Serge Caparos: What is the... what is the... colour of water?

Man 1: [...]

Man 2: [...]

Interpreter: White.

Serge Caparos: White. For me, you see, where I come from we say the water is blue and the sky is blue, and you say the sky is black, the water is white so we have different words to.. to talk about the same things.

Interpreter: [...]

Narrator: While we have eleven words to describe colour, the Himba have half the amount. They include zoozu which is most dark colours and includes reds, blues, greens and purples; vapa which is mainly white but includes some yellow; borou which includes some greens and blues; and dumbu which includes different greens but also reds and browns. They clearly describe colour differently, but do they see the same way? Serge has been running experiments to find out.

Serge Caparos: OK, now you look at these new twelve squares. One of them, again, has a different colour. Which one?

Narrator: This is what they're looking at. For us, it's quite hard to spot the odd one out.

Serge Caparos: OK, can you point one more time towards the different colour?

Man 3: [...]

Serge Caparos: Very good.

Narrator: But for the Himba it's easy to see the green which is different.

Serge Caparos: So you see in this particular trial, this green patch looks very much like the other ones, at least to me and I think to most other Westerners, whereas for the Himba this is a different colour.

Narrator: The next experiment is trickier for the Himba. In this one they're shown a circle of green squares which includes one blue square. For us, we have separate words for green and blue, but as the Himba have the same word for both, it takes them longer to spot the blue.

Serge Caparos: OK, that was a difficult one for him. The... the difference between the... the... the... the... the two categories of colour is very close to each other. For us it's quite clear the one that is different but for them... They have to... to look very hard.

Narrator: It's an unsettling idea that colours may not really exist. Do you see red in the same way that I do? Is your green the same as mine? The Himba with their five words do, in some ways, see the world slightly differently from us.

WORKBOOK ANSWER KEY

UNIT 1

Reading

- 1 1 admit 2 indie 3 begged 4 sophisticated 5 officially
6 commercial
- 2 1 An advert for a sophisticated indie movie.
2 He decides that he likes mainstream movies rather than indie movies.
- 3 1 B *It was as if the director and producers had sat down one day and asked themselves 'What would Josh want in a film?' Me and this film were meant to find each other that day.*
2 A *When they'd heard I'd already seen it, they'd be forced to say 'Dude, respect!' And they'd never be able to intimidate me with their knowledge of culture again.*
3 D *Keeping up the appearance of being cool was essential, and I wanted to enjoy every moment of my independent existence.*
4 C *I wasn't sure if it was the double shot of caffeine from my yukky bitter coffee that beginning to kick in and give me the shakes, or the sheer awfulness of the script, which had to be the low point of the evening. But this film was dreadful ...*
5 D *I wanted to like cool movies to make myself acceptable to the rest of the world, but that wasn't really me and nobody else cared.*
6 B *I begged her to come and pick me up. It was urgent, I lied. I had to make it sound necessary, didn't I? 'Sure, she said, sounding quite pleased to hear from me. 'We could pick up pizza and blue slurpy on the way home, if you want?' And finally, I was truly where I belonged.*
- 4 1 dreadful 2 it finally clicked 3 monthly allowance
4 It just happened 5 back-to-back 6 CGI
7 the truth was out 8 my ... existence

Grammar

- 1 1 Present simple 2 lose 3 Present continuous
4 'm/am enjoying 5 Present perfect simple and continuous
6 I've/I have won 7 Present perfect simple
8 I've/I have bought 9 Present perfect continuous
10 I've/I have been collecting
- 2 1 for the time being 2 every other year
3 at least once a week 4 still 5 these days
6 over the previous week 7 from time to time 8 any more
- 3 1 does your brother (Sam) do in his
2 long has Sam been interested in 3 is he saving up
4 much has he got so 5 does he sell the 6 Has he sold
- 4 1 seems 2 's/has been working 3 's/has been going
4 hasn't/has not needed 5 's/has not, released
6 's/is breaking 7 means 8 has been helping 9 has opened
10 has
- 5 1 's/has been writing code since
2 's/has been downloading for an/one 3 is always borrowing
4 'm/am not changing clubs for 5 is constantly changing

Vocabulary

1 1 B 2 E 3 C 4 A 5 F 6 D

- 2 1 uses takes up 2 difficulties challenges 3 follow pursue
4 deal with overcome 5 calm your cool 6 up-to-date on track

¹ a	c	c	o	m	⁷ p	l	i	s	h
		² o	c	c	u	p	y		
		³ o	v	e	r	c	o	m	e
		⁴ p	r	e	s	e	n	t	
				⁵ f	u	l	f	i	l
		⁶ t	a	k	e	u	p		

- 4 1 the final straw 2 over the moon 3 cross my mind
4 turn a blind eye to 5 break the ice 6 a piece of cake
7 lost track of 8 take on board
- 5 1 a piece of cake 2 breaking the ice 3 crossed my mind
4 over the moon 5 take it on board 6 the final straw

Listening

- 1 1 brother and sister (the girl mentions Mum not my mum)
2 whether to go along to the new gym club
3 that there will only be girls there
4 they agree to try the new club
- 2 1 B *F: I was kind of hoping we'd get to try out more of the equipment, and I expect a lot more of the trainers. M: It was a bargain, really. ... I'm not here for all that dance stuff. I wanted to use the rings or the bars instead. That's what I came here for.*
2 A *The club out at the stadium has a great reputation for getting people through to the national finals, especially their male team. In fact, they have a special fast-track programme for anyone who has potential, and I bet you'd get picked for the national finals if you trained hard enough.*
3 B *It'd be a good opportunity for you to try out your hand at speaking in public a little more. She's got some great techniques for building your confidence for that and oral communication is going to be essential if you want to get into journalism school.*
4 C *I wish I had another week for this.*
5 C *What made the plot stand out for me was when the main character sends out letters to ten of her high school classmates, and each one triggers a very different response.*
6 B *M: The role they choose to take after makes all the difference. F: That made an impression on me, too. F: I think that all teens can identify with the idea that we're shaped by the surroundings we find ourselves in, and within schools, we all have a duty to be kind to each other. M: I think that the point I took away is that there's always a price for inaction, and we should all step up and take charge.*
- 3 1 reasonably 2 potential 3 second 4 edge 5 took away
6 stand out
- ### Use of English 1
- 1 1 out 2 through 3 up 4 against 5 through 6 in 7 with
8 up
- 2 1 comes up against problems 2 get over it 3 beat off
4 see it through 5 hold it back 6 open up opportunities
- 3 1 see it through to 2 came across them 3 hold back the tears
4 ended up falling 5 got through the test without
6 opened up for

Use of English 2

- 1 **1 A** automatically **B** greatly **C** virtually **D** generally
2 A highly **B** readily **C** largely **D** potentially
 2 **1** fully **2** relatively **3** closely **4** carefully **5** bitterly
6 significantly
 3 **1 C** consistently (adverb + adjective collocation)
2 B based (verb that collocates with the preposition *on*)
3 A closely (adverb + adjective collocation)
4 D give (phrasal verb *to give in to someone*)
5 B relatively (adverb + adjective collocation)
6 A readily (adverb + adjective collocation)
7 C hold (phrasal verb with *back*)
8 A live up to (phrasal verb with *up to*)

Speaking

- 1 **1 D 2 E 3 B 4 A 5 C 6 F**
 2 **1 B 2 C 3 A**
 3 **1** That's an interesting question
2 If I had to pick one, I'd probably have to say
3 I'm not that good at art, but
4 One thing that painting does really well, is that
5 All that culture and stuff isn't my thing, but
6 and it's a great place to hang out with my mates.
 4 **1** Too formal (it's not necessary to refer to the examiner as 'Sir' and an exam isn't the situation to thank someone for inviting you)
2 Too informal (even if you think the question is silly, you should be polite and say that the problem is yours, not the person who asked it)
3 Fine
4 Fine
5 Too formal (*it would be my pleasure to...* is used for doing big favours)
6 Too informal (it's not polite to tell the person you're speaking to that they are stupid)
 5 **1** backpack **2** immediate family **3** chilling out **4** rubbish
5 wavelength **6** determined

Writing

- 1 Student B has best understood the question as they have addressed two of the three issues, as the question asks. It has examples that are directly relevant (Student A Tries to mention all three, but doesn't really have many good ideas or reasons to support any of them. Student C Only addresses one problem and goes off topic.)
 2 **1** There are two potential methods of doing this
2 In fact, it would probably
3 The purpose of schools is clear
4 and there is broad general agreement among experts that
 3 **1** probably **2** often **3** may be **4** may not **5** tends to be
6 possibly will not
 4 Model answer:
 Hobbies and interests do matter in life. Many job application forms provide space for people to describe their interests outside of work and study. For some people, their hobby becomes their life passion. However, hobbies still serve the main purpose of providing relaxation after work, and it is up to the individual to decide how to spend that time.
 Many experts concur that the activities we do in our spare time should support our main goals in life. If a person works as a busy lawyer during the day, or fulfils another demanding job, it is their decision if they want to spend their evenings watching television, or playing games. Otherwise, they may fall victim to the many illnesses that are caused by stress.

On the other hand, most people feel a strong sense of purpose setting ourselves new challenges, and discovering over time that we have the strength to meet those goals. Whether it is helping out at the local community kitchen, winning a photography competition, or building your own gaming pc, all of these activities will help you to feel happier and more confident.

So, in conclusion, I think that it is important that everyone has some challenge and purpose in their life. However, if your work or academic studies are already putting too much pressure on you, it might be better to choose more relaxing activities. Hobbies and interests are one of the few aspects of life that we have complete control over, and no-one should take the choice of what to do away from us.

Unit Check

- 1 **1** 've been learning **2** 've just started **3** 's going
4 've wanted **5** know **6** 'm travelling **7** 've been dreaming
8 just love
 2 **1** being **2** frequently **3** continually **4** occasionally
5 temporarily
 3 **1 F 2 H 3 C 4 B 5 D 6 E 7 A 8 G**
 4 **1** taken up **2** achieve **3** reach **4** fulfil **5** set backs
6 talents
 5 **1** largely **2** automatically **3** negatively **4** potentially
5 highly **6** consistently **7** readily **8** generally
 6 **1** campaign **2** genius **3** obstacles **4** track **5** compromise
6 engage **7** expertise **8** related

UNIT 2

Reading

- 1 Sentences 1, 3 and 4 are true.
 2 **1** challenge, view **2** put, convincing **3** case, point
4 constantly, ideas
 3 **A 3 B 4 C 1 D 2**
 4 All the topics (1-4) are mentioned.
 5 **1** Writer C *In my view, it reinforces a common misconception that there is a link between the condition and creative thinking.*
2 Writer D *I would argue that actively seeking out such people for posts that match their talents by specifying the condition in job adverts feels like a step in the right direction and a very positive form of discrimination.*
3 Writer A *I would acknowledge that many dyslexics still experience disadvantages in education and struggle to reach the grades achieved by their non-dyslexic peers.*
4 Writer A *In my opinion, neither dyslexic workers nor any other group can expect allowances to be made in the workplace for their individual needs.*
 6 **1 B 2 A 3 A 4 B 5 B 6 A**

Grammar


- 1 **1 T 2 F 3 T 4 F 5 T 6 T**
 2 **1** did **2** What **3** had **4** is **5** was **6** no **7** was **8** is
 3 **1** psychologists have discovered is that
2 is this more significant than **3** the police focus on is
4 no way do most witnesses **5** many witnesses have is
6 their brains do is **7** time can we completely trust
8 this means is that the police
 4 **1** What I found as I walked around was
2 What I noticed was there was **3** At no time did I feel
4 Nowhere were there signs **5** What I realised was
6 What I hadn't been aware of was
7 What I hadn't noticed was **8** Never have I felt like

SPEAKING: SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge C1 Advanced candidates need to do in order to achieve a pass in the exam (Solid), or higher grades (Good and Acing it!) in the Speaking paper. The categories are based on the marking criteria for the Cambridge C1 Advanced exam. These tables can be used by teachers when assessing speaking, or by students when peer or self-assessing their performance in speaking tasks. They can also use them to set goals to help them advance their speaking skills.


Part 2: Individual long turn

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
GRAMMATICAL RESOURCE			
Range	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
LEXICAL RESOURCE			
Function	Speculates, compares, contrasts and gives opinions about the photos.	+ Uses a number of different phrases appropriately and accurately e.g. <i>They seem to be .../Both photos show .../While the person in this photo ..., the person in the other .../In my view, this photo ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>They seem to be .../Both photos show .../While the person in this photo ..., the person in the other .../In my view, this photo ...</i>
Range	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the photos including collocations (e.g. <i>make a good impression</i>).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
Accuracy	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly e.g. to emphasise, reformulate, paraphrase. E.g. <i>The boy looks as if he's <u>frustrated</u> about something. I mean, something's clearly <u>not</u> going to plan.</i>	+ Often uses vocabulary flexibly e.g. to emphasise, reformulate, paraphrase. E.g. <i>The boy looks as if he's <u>frustrated</u> about something. I mean, something's clearly <u>not</u> going to plan.</i>
DISCOURSE MANAGEMENT			
Fluency	Can talk about the photo for one minute with little hesitation.	+ Often speaks with ease.	+ Usually speaks with ease.
Relevance	Content is relevant to the photos.	+ The repetition of ideas is minimal.	+ No repetition of ideas.
Development of ideas and organisation	Ideas about the photos are organised clearly and are coherent.	+ Ideas are usually developed e.g. by giving reasons and examples.	+ Ideas are fully developed e.g. by giving reasons and examples.
Cohesion	Uses cohesive devices to connect ideas about the photos (e.g. <i>As well as that, On the other hand</i>), discourse markers (e.g. <i>you know, you see, I mean, anyway</i>), related vocabulary (e.g. <i>I was cycling home when I got a puncture and had to use a pump</i>) and referencing/substitution (e.g. <i>it, this, one</i>).	+ A fair range of language is used.	+ A good range of language is used.
PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
INTERACTIVE COMMUNICATION			
Response	Listens and responds to partner's description of the two photos when prompted by the examiner.	+ Response is often related to their partner's description. E.g. <i>As Ana said .../I'd say that ... which is similar to what Ana mentioned earlier.</i>	+ Response is mostly related to their partner's description. <i>As Ana said .../I'd say that ... which is similar to what Ana mentioned earlier.</i>


Part 3: Collaborative task

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
GRAMMATICAL RESOURCE			
Range	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
LEXICAL RESOURCE			
Function	Expresses and justifies opinions; agrees and disagrees; makes suggestions; speculates.	+ Uses a number of different phrases appropriately and accurately e.g. <i>I'd say that .../I completely agree with you/I'm not sure about that/I'd suggest/It could be that ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>I'd say that .../I completely agree with you/I'm not sure about that/I'd suggest/It could be that ...</i>
Range	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the prompts including collocations (e.g. <i>make a good impression, strong evidence</i>).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
Accuracy	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>	+ Often uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>
DISCOURSE MANAGEMENT			
Fluency	Can give opinions about the prompts for an appropriate length.	+ Often speaks with ease.	+ Usually speaks with ease.
Relevance	Content is relevant to the prompts.	+ The repetition of ideas is minimal.	+ No repetition of ideas.
Development of ideas and organisation	Ideas about the prompts are organised clearly and are coherent.	+ Ideas are usually developed (e.g. by giving reasons and examples.)	+ Ideas are fully developed (e.g. by giving reasons and examples.)
Cohesion	Uses cohesive devices to connect ideas about the prompts (e.g. <i>As well as that, On the other hand</i>), discourse markers (e.g. <i>you know, you see, I mean, anyway</i>), related vocabulary (e.g. <i>Electronic <u>communication</u> is popular these as most people <u>chat</u> or <u>interact</u> online</i>) and referencing/substitution (e.g. <i>it, this, one</i>).	+ A fair range of language is used.	+ A good range of language is used.
PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
INTERACTIVE COMMUNICATION			
Initiation and response	Starts discussion and responds to partner's contributions appropriately which sustains interaction (e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question.)	+ Often interacts with ease.	+ Usually interacts with ease.
Negotiation	Discusses some or all of the prompts and works towards reaching an agreement.	+ Widens the discussion by asking questions.	+ Widens the discussion by asking questions or giving information about other aspects of the prompts.

Part 4: Discussion

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
GRAMMATICAL RESOURCE			
Range	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
Accuracy	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
LEXICAL RESOURCE			
Function	Gives opinions, agrees, disagrees and speculates in answer to the questions.	+ Uses a number of different phrases appropriately and accurately e.g. <i>For me .../I'd say that .../I agree to a point/It might be that ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>For me .../I'd say that .../I agree to a point/It might be that ...</i>
Range	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the questions including collocations (e.g. <i>take the lead in, great strength, a big improvement</i>).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
Accuracy	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>	+ Often uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>
DISCOURSE MANAGEMENT			
Fluency	Can give opinions for a relevant amount of time for the task.	+ Often speaks with ease.	+ Usually speaks with ease.
Relevance	Content is relevant to the question.	+ Contributions are usually coherent and repetition of ideas is minimal.	+ Contributions are consistently coherent and varied, with no repetition of ideas.
Development of ideas and organisation	Ideas in answer to the question are organised clearly and are coherent.	+ Ideas are mostly coherent.	+ Ideas are consistently coherent.
Cohesion	Uses cohesive devices to connect ideas (e.g. <i>As well as that, On the other hand</i>), discourse markers (e.g. <i>you know, you see, I mean, anyway</i>), related vocabulary (e.g. <i>Electronic communication is popular these as most people chat or interact online</i>) and referencing/substitution (e.g. <i>it, this, one</i>).	+ A good range of language is used.	+ A wide range of language is used.
PRONUNCIATION			
Clarity of pronunciation	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
INTERACTIVE COMMUNICATION			
Initiation and response	Starts discussion and responds to partner's contributions appropriately which sustains interaction (e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question).	+ Often interacts with ease.	+ Usually interacts with ease.
Negotiation	Discusses the question and works towards an outcome (e.g. agreement or disagreement).	+ Widens the discussion by asking questions.	+ Widens the discussion by asking questions; needs little support from the examiner.


WRITING: SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge C1 Advanced candidates need to do in order to achieve a pass in the Writing paper (Solid), or higher grades (Good and Acing it!). The categories are based on the marking criteria for the Cambridge C1 Advanced exam. This information can be used by teachers when marking written work, or by students when peer or self-assessing written work. They can also use it to set goals to help them advance their written skills.

Essay

The examples given in this table come from the example Solid, Good and Acing it! essays below.

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
CONTENT			
Task fulfilment	Discusses two of the points, explains which point is more important and why. Argues one point from the beginning or discusses both points and then makes a decision.	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ Very few irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction which introduces the topic. E.g. <i>Children should spend more time in nature.</i>	+ States what the essay will argue or discuss e.g. <i>The following two suggestions might help them to connect better with the outside world.</i>	+ Gives some background information to the topic and states what the essay will discuss e.g. <i>In this essay, I will suggest two ways to persuade young people to spend more time in the natural world.</i>
Conclusion	Ends with a conclusion which restates the main point(s) of the essay and comes to a conclusion about which idea would be more successful. E.g. <i>I believe that school trips would be the most useful.</i>	+ Gives reasons e.g. <i>because not all schools are near a forest so it is more difficult to organise this.</i>	+ Leaves the reader with a new idea to think about. E.g. <i>This love will encourage teenagers to protect our planet in the future.</i>
Tone	Uses neutral language to present opinions and reasons e.g. using passive forms (e.g. <i>can be taught</i>), not using contractions (e.g. They do not go), avoiding informal language (e.g. <i>brilliant</i>), avoiding we/I where possible (e.g. <i>we should understand</i>).	+ Uses some more formal language; tone is often consistent throughout the essay.	+ Uses some more formal language (e.g. <i>gain, result in, ensure</i>); tone is usually consistent throughout the essay.
Conveying ideas	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
ORGANISATION			
Paragraphing	Essay is divided into logical paragraphs.	+ The ideas within each paragraph are ordered logically i.e. topic sentence to introduce the main idea (e.g. <i>Some school subjects could be taught in a forest</i>) followed by supporting ideas (explanation, examples, reasons e.g. <i>These lessons would really benefit young people. Firstly,..</i>).	+ The ideas within each paragraph are ordered logically e.g. topic sentence + supporting ideas; ideas are linked between paragraphs (e.g. <i>In addition to this</i>).
Cohesion	Ideas in paragraphs are linked through the use of linkers (e.g. <i>although</i>), referencing and substitution (e.g. <i>these kinds of lessons</i>).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>There are several benefits of this</i>).
LANGUAGE			
Grammar	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
Vocabulary	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurate e.g. <i>social media, the world around us, school subjects, beneficial</i>	+ Uses some less common vocabulary with some accuracy. (e.g. <i>losing touch with, make an attempt at, highly effective</i>).	+ Uses some less common vocabulary with good accuracy. (e.g. <i>areas of natural beauty, gain more knowledge, a greater connection to</i>).

Essay task

Your class has listened to a radio debate about how to encourage more young people to engage with nature. You have made the notes below:

Ideas for encouraging young people to engage more with nature:

- school trips
- park activities
- lessons in the forest

Some opinions expressed in the debate:

'City schools need to give young people the opportunity to see nature in action.'

'People don't really look at what's around them in the park.'

'Some schools teach all subjects in a forest.'

Write an essay for your teacher discussing two of the ideas in your notes. You **should explain which idea for encouraging young people to engage with nature is more effective, giving reasons** in support of your answer. Write your essay in **220–260** words.

Example answer – Solid

These days young people are all their time on social media. They do not as often go outside as their parents did and play or ride their bikes. Children should spend more time in nature because we should understand the world around us.

If city schools organised trips to the countryside, more city children would be able to enjoy our environment. There are many things to do in woods or on the beach so the children would not be bored. They could climb trees, make camps and so on.

Some schools are called forest schools as they teach lessons outside in the forest. These kinds of lessons help young people to learn about our environment as well as school subjects. I'm not sure you can learn all of this subjects outside although it might be beneficial.

To sum up, school trips and lessons in the forest are a good way to persuade young people that nature is brilliant. I believe that school trips would be the most useful as all schools can organise trips but not all lessons can be taught in a forest.

Examiner comments

Content	Discusses two of the points in the task and says which will be more successful. The ideas aren't always developed e.g. how camping on school trips and forest schools would benefit the children.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic with some background information. It doesn't state what the essay will argue. The conclusion states which idea would be more effective. The tone is generally neutral throughout with just one or two examples of less formal language (e.g. <i>I'm not sure you can/brilliant</i>).
Organisation	The essay is divided into paragraphs. The information in each paragraph could be organised more logically but the ideas are generally linked within paragraphs (e.g. <i>These kinds of lessons/these subjects</i>).
Language	A variety of grammar is generally used accurately (e.g. second conditional, passive, complex sentences, modal verbs). Everyday vocabulary is used appropriately and there are some collocations (e.g. <i>social media, around the world, school subjects</i>), errors are minor and don't affect communication (e.g. <i>are all the time on social media/this subjects/perswade</i>).

Example answer – Good

It is known that young people are spending more time indoors and less time outside than their parents did when they were children. As a result, young people are losing touch with nature. The following two suggestions might help them to connect better with the outside world.

The first idea is city schools. Organised school trips can help young people in cities to spend time in environmental areas. There are lots of things to do there so these trips can be exciting for young people. They could, for example, make an attempt at rock climbing. Rock climbing is good exercise.

Some subjects could be taught in a forest. These lessons would really benefit young people. Firstly, they would learn a subject and secondly they would learn about nature. There are some forest schools that already do this and they have been highly effective to date.

Finally, I believe that school trips would be more significantly successful than forest lessons because not all schools are near a forest so it is more difficult to organise this. All schools can organise school trips, provided they have money for it.

Examiner comments

Content	Discusses two of the points in the task and says which will be more successful. The school trips idea isn't fully developed with irrelevant information about how rock climbing is good exercise.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction states what the essay will argue. The conclusion states which idea would be more successful but it doesn't leave the reader with a new idea to think about. The tone is generally neutral throughout with some formal language (e.g. <i>It is known that/to date</i>).
Organisation	The essay is divided into paragraphs. The information in each paragraph is generally locally organised and the ideas are linked (e.g. <i>Firstly/Secondly/schools that already do this</i>).
Language	A variety of grammar is generally used accurately (e.g. conditionals, passive, complex sentences, modal verbs). Everyday vocabulary is used appropriately and there are some collocations used with accuracy (e.g. <i>losing touch with/highly effective</i>), errors are minor and don't affect communication (e.g. <i>environmental areas/significantly successful/organise this</i>).

Example answer – Acing it!

With the increased development of technology, young people these days spend longer indoors than children of before generations. In this essay, I will suggest two ways to persuade young people to spend more time in the natural world.

Firstly, young people would spend more time with nature if city schools organised trips to areas of natural beauty. There, teenagers could participate on survival activities that help them learn about plants and animals. This would help them to connect to nature more.

In addition to this, some lessons could take place inside forests. Students could use nature to learn subjects such as maths, geography, history. There are several benefits on this: students would be outside in the fresh air, they would learn their usual subjects and they would also gain more knowledge about the environment.


To conclude, school trips and forest lessons could help young people to have a greater connection to the world around them. In my view, forest lessons would result in more useful knowledge and skills and help young people to love nature more. This love will ensure teenagers protect our planet in the future.

Examiner comments

Content	Discusses two of the points in the task, paraphrasing the ideas given there. The ideas are developed well and can be clearly understood by the reader. All the information is relevant.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic with some background information and states what the essay will argue. The conclusion states which idea would be more effective. It also leaves the reader with something to think about (i.e. <i>This love will encourage teenagers to protect our planet in the future</i>). The tone is generally neutral throughout with some formal language used (e.g. <i>gain knowledge, ensure</i>).
Organisation	Essay is divided into paragraphs and each paragraph has a topic statement and then supporting points. Ideas are generally linked within paragraphs and between paragraphs (e.g. <i>In addition to this, This love</i>). There is evidence of organisation phrases (e.g. <i>There are several benefits to this</i> :).
Language	A variety of structures are generally used accurately (e.g. infinitives, second conditional, noun phrases). There is some less common vocabulary used appropriately (e.g. <i>areas of natural beauty, gain more knowledge, a greater connection to</i>), errors are minor and don't affect communication (e.g. <i>before generations/participate on</i>).


Letter/Email

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
CONTENT			
Task fulfilment	Responds accordingly to the information in the email prompt and covers all the points (e.g. <i>I'd love some ideas on what to do over the holidays</i>).	+ Develops the ideas in sound depth (e.g. <i>I'd love some ideas on what to do over the holidays. I get bored really quickly so need to make some plans</i>).	+ Develops the ideas in good depth (e.g. <i>I'd love some ideas on what to do over the holidays. I get bored really quickly so need to make some plans. I know you always try new things so I thought you could help me</i>).
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ Very few irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Opening and closing	Opens and closes the letter appropriately (e.g. <i>Dear Mr Smith/Hi Kerry/Yours sincerely/All the Best</i>) The purpose for writing is made clear (e.g. <i>I am writing to apply for .../I've got some exciting news for you</i>).	As Solid.	As Solid.
Tone	Selects an appropriate tone, depending on the writer's relationship to the reader. Formal letters/emails have a formal tone (e.g. <i>I am writing to give my opinion about ...</i>) Informal letters/emails have an informal tone (e.g. <i>I've got something exciting to tell you</i>).	+ The tone is often consistent throughout the letter/email but there may be some inconsistencies.	+ The tone is mostly consistent throughout the letter/email.
Functions	Uses phrases to convey functions such as complaining, thanking, suggesting (e.g. <i>I would like to make a complaint about .../Thanks so much for your advice/I think you should ...</i>)	+ The phrases are usually used appropriately and accurately.	+ The phrases are mostly used appropriately and accurately.
Conveying ideas	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
ORGANISATION			
Paragraphing	Letter/email is divided into coherent paragraphs.	+ The ideas within each paragraph are often ordered logically (e.g. the main idea) + development of ideas (e.g. explanation, examples, reasons).	+ The ideas within each paragraph are usually ordered logically (e.g. the main idea + development of ideas); one or two ideas are linked across paragraphs to create a coherent letter/email (e.g. <i>As previously stated/As I mentioned earlier ...</i>)
Cohesion	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i>), referencing and substitution (e.g. <i>it, this, one</i>).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One problem is that ... / There are two main reasons for this: it is difficult to find and it is expensive</i>).
LANGUAGE			
Grammar	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
Vocabulary	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurately.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.


Proposal

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
CONTENT			
Task fulfilment	Makes one or more suggestions, depending on the task, and supports them with persuasive reasons and factual information. E.g. <i>The school should introduce an after-school cooking club.</i>	+ Develops the ideas in sound depth. E.g. <i>The school should introduce an after-school cooking club. It will help to teach young people how to cook.</i>	+ Develops the ideas in good depth. E.g. <i>The school should introduce an after-school cooking club. It will help to teach young people how to cook. This is an important life skill.</i>
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction to introduce the topic, state what is being proposed and states the proposal aim. E.g. <i>Several new after-school clubs have been suggested in recent weeks. One suggestion is an after-school cooking club. This proposal will suggest two main reasons why a cooking club would benefit the students at our school.</i>	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
Conclusion and recommendations	Ends with a conclusion which restates what is being proposed and why, and makes further recommendations. E.g. <i>We suggest that an after-school cooking club would benefit the school because it will teach young people important life skills, as well as help them understand more about healthy eating. As mentioned, members could bring their own ingredients to reduce the costs of running the club. The benefits will therefore outweigh the costs involved.</i>	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
Tone	Uses a formal, neutral tone e.g. <i>The purpose of this proposal is to ...</i>	+ The tone is often consistent throughout the proposal but there may be some inconsistencies.	+ The tone is usually consistent throughout the proposal.
Recommending and suggesting	Uses phrases to politely recommend and suggest (e.g. <i>It is highly recommended that ...</i>)	+ The phrases are often used appropriately and accurately.	+ The phrases are usually used appropriately and accurately.
Conveying ideas	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
ORGANISATION			
Heading/sub-headings	Proposal has a heading (e.g. <i>Proposal for a ...</i>) The proposal is divided into sections, with each one sitting beneath a sub-heading (e.g. <i>Benefits, Costs, Things to consider.</i>)	+ The sections and sub-headings are usually appropriate and describe what is in the section.	+ The sections and sub-headings are mostly appropriate and describe what is in the section.
Paragraphing	Within each section, the proposal is divided into coherent paragraphs.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence to introduce the main idea) + supporting points (e.g. explanation, examples, reasons).	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent proposal (e.g. <i>As previously mentioned...</i>)
Cohesion	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i>), referencing and substitution (e.g. <i>it, this, one</i>).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One problem is that ... / There are two main reasons for this: cooking is a life skill and healthy eating is desirable.</i>)
LANGUAGE			
Grammar	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
Vocabulary	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurately.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.


Report

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
CONTENT			
Task fulfilment	Includes all information required in the task (e.g. Say how successful the project has been, why and how it can be more successful in future.)	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Introduction	Starts with an introduction which states the aim of the report and how data was collected. E.g. <i>The purpose of this report is to analyse the success of the school orchestra during the last year. To prepare for the report, questionnaires to sent to all members of the orchestra.</i>	+ Is often organised coherently so the reader understands it.	+ Is usually organised coherently so the reader understands it.
Conclusion and recommendations	Ends with a conclusion which restates which draws conclusions and makes suggestions. E.g. <i>All in all, the orchestra has struggled to attract members over the last year. However, as described above, the existing members feel passionate about the orchestra and enjoy their time playing in it. We therefore suggest that the school use social media to attract more members in order to continue the orchestra over the next year.</i>	+ The conclusions and suggestions are often drawn from the main body of the report. They are mostly organised coherently so the reader understands them.	+ The conclusions and suggestions are usually drawn from the main body of the report so the report is a coherent whole. The reader fully understands them.
Tone	Uses a formal, neutral tone (e.g. <i>This report will evaluate the success of ...</i>)	+ The tone is often consistent throughout the report but there may be some inconsistencies.	+ The tone is usually consistent throughout the report.
Evaluation	Evaluates as well as describes (e.g. benefits, issues, solutions.)	+ The evaluation is often supported with examples and reasons.	+ The evaluation is usually supported with examples and reasons.
Conveying ideas	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
ORGANISATION			
Heading/ sub-headings	Report has a heading (e.g. <i>Report the success of ...</i>) The report is divided into sections, with each section sitting under a sub-heading.	+ The sections and sub-headings are usually appropriate and describe what is in the section.	+ The sections and sub-headings are always appropriate and describe what is in the section.
Paragraphing	Within each section, the report is divided into coherent paragraphs.	+ The ideas within each paragraph are ordered logically e.g. topic sentence to introduce the main idea + supporting points e.g. explanation, examples, reasons.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent report (e.g. <i>As previously stated ...</i>)
Cohesion	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i>), referencing and substitution (e.g. <i>it, this, one</i>).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>The main advantage is that ... / There are two main issues with this: cost and time</i>).
LANGUAGE			
Grammar	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
Vocabulary	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurate.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

Review

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
CONTENT			
Task fulfilment	Includes all information required in the task (e.g. Who was the most interesting character in the book? What made them interesting?)	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
Relevance	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
COMMUNICATIVE ACHIEVEMENT			
Target reader	Ideas are selected with the target reader in mind.	+ Most of the ideas are relevant to the target reader.	+ All of the ideas are relevant to the target reader.
Introduction	Attracts the reader's attention from the start by asking a rhetorical question or making a bold statement (e.g. <i>Who's the most interesting character in your favourite book? I bet it's not the main character, is it? It rarely is.</i>)	+ Is often organised coherently so the reader understands it.	+ Is usually consistently organised coherently so the reader fully understands it.
Evaluation	Evaluates as well as describes, i.e. strengths and weaknesses, giving personal opinions.	+ The evaluation and opinions are often supported with examples and reasons.	+ The evaluation and opinions are usually supported with examples and reasons.
Summary and recommendation	Ends with a summary of the main points of the review and a recommendation (e.g. <i>It might not be the best book ever, but it's definitely worth a read.</i>)	+ The summary and recommendation often draw on the main body of the review. The conclusion is mostly organised coherently so the reader understands it.	+ The summary and recommendation usually draw on the main body of the review. The conclusion is fully organised coherently so the reader understands it.
Tone	Uses an informal tone to engage the reader through a variety of modifiers and adjectives, emphasis and rhetorical questions. (e.g. <i>Verity was by far the most interesting character in the book. Whenever she opened her mouth, something absolutely hilarious came out.</i>)	+ The tone is mostly consistent throughout the report but there may be some inconsistencies.	+ The tone is consistently formal throughout the report.
Conveying ideas	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
ORGANISATION			
Heading	The review has a heading (e.g. <i>And the award for best character goes to ...</i>)	+ The heading is mostly appropriate to the content of the review and attracts the reader's attention.	+ The heading is appropriate to the content of the review and fully attracts the reader's attention.
Paragraphing	The review is organised into paragraphs.	+ The ideas within each paragraph are ordered logically e.g. topic sentence to introduce the main idea + supporting points e.g. explanation, examples, reasons.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent article (e.g. <i>As mentioned earlier, the main character was often a bit indecisive.</i>)
Cohesion	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i>), referencing and substitution (e.g. <i>it, this, one</i>).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One reason for this is that .../The best thing about it was ...</i>).
LANGUAGE			
Grammar	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
Vocabulary	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurately.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

EXAM OVERVIEW

The **Cambridge English Qualifications: C1 Advanced**, is made up of four papers, each testing a different area of ability in English. The **Reading and Use of English** paper is worth 40% of the marks. The **Writing, Listening** and **Speaking** papers are worth 20% each. If a candidate achieves an A grade, they will receive a Certificate in Advanced English stating that they demonstrated ability at Level C2. If a candidate achieves a grade B or C, they will receive the Certificate in Advanced English at Level C1. If a candidate only achieves a B2 level, they may receive a Cambridge English Certificate stating that they demonstrated ability at Level B2.

Paper	Formats	Task focus
Reading and Use of English Eight parts 56 questions 90 minutes	Part 1: Multiple-choice cloze. A text with eight gaps, and four options to choose from for each gap.	Part 1: Use of vocabulary including idioms, fixed phrases, complementation, phrasal verbs.
	Part 2: Open cloze. A text with eight gaps. Candidates write the correct word in each gap.	Part 2: Use of grammar, vocabulary and expressions.
	Part 3: Word formation. A text with eight gaps and a word at the end of the line in which the gap appears. Candidates write the correct form of this word in the gap.	Part 3: Vocabulary, particularly prefixes and suffixes, changes in form and compound words.
	Part 4: Key-word transformations. Candidates rewrite six sentences using a given word, so that they mean the same as the original sentences.	Part 4: Use of grammatical and lexical structures
	Part 5: Multiple choice. A text with six four-option, multiple-choice questions.	Part 5: Identify details, such as opinion, attitude, tone, purpose, main idea, text organisation and features.
	Part 6: Cross-text multiple matching. Four short texts followed by four multiple-matching questions	Part 6: Comparing and contrasting opinions and attitudes across different texts
	Part 7: Gapped text. One long text with six paragraphs missing. Candidates replace paragraphs from a choice of seven.	Part 7: Reading to understand cohesion, coherence, organisation and text structure.
	Part 8: Multiple matching. A text or several short texts with ten multiple-matching questions.	Part 8: Reading to locate specific information, detail, opinion and attitude.
Writing Two tasks carrying equal marks. 90 minutes.	Part 1: Compulsory task. Using given information to write an essay of 220–260 words.	Part 1: Writing an essay with a discursive focus based on two points given in the task.
	Part 2: Producing one piece of writing of 220–260 words, from a letter/email, proposal, review or report.	Part 2: Writing for a specific target reader and context, using appropriate layout and register.
Listening Four tasks 30 questions (around) 40 minutes	Part 1: Multiple-choice questions. Three short dialogues featuring interacting speakers, with two multiple-choice questions (with three options) for each extract.	Part 1: Understanding gist, detail, function, agreement, speaker purpose, feelings, attitude, etc.
	Part 2: Sentence completion. One monologue with eight sentences to complete with a word or short phrase.	Part 2: Locating and recording specific information and stated opinions.
	Part 3: Multiple-choice questions. A conversation between two or more speakers, with six four-option multiple-choice questions.	Part 3: Understanding attitude and opinion.
	Part 4: Multiple matching. A set of five short monologues on a theme. There are two tasks. In both tasks candidates match each monologue to one of eight prompts.	Part 4: Identifying main points, gist, attitude and opinion.
Speaking Four tasks (around) 15 minutes per pair	Part 1: Examiner-led conversation.	Part 1: General interactional and social language
	Part 2: Individual long turn with visual and written prompts. Candidates talk about two pictures from a choice of three.	Part 2: Organising discourse, speculating, comparing, giving opinions.
	Part 3: Two-way collaborative task. Candidates discuss a question with five written prompts for two minutes, then answer a second question on the same topic.	Part 3: Sustaining interaction, expressing and justifying opinions, evaluating and speculating, negotiating towards a decision, etc.
	Part 4: The examiner asks questions for candidates to discuss on issues related to the topic of Part 3.	Part 4: Expressing and justifying ideas and opinions, agreeing and disagreeing, speculating.