



C1
ADVANCED

FORMULA

EXAM TRAINER TEACHER'S NOTES



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First published 2021

ISBN: 978-1-292-37670-7

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What is *Formula*?

Formula is a brand-new exam preparation course from Pearson that provides teachers and learners with unrivalled flexibility in exam training. The course offers complete and extensive preparation for the Cambridge B1 Preliminary, B2 First and C1 Advanced exams. The course comprises two core print components: the Coursebook and the Exam Trainer. These can be used as stand-alone components, or together, depending on the learning environment.

The *Formula* C1 Advanced Exam Trainer

The **Formula C1 Advanced Exam Trainer** is specially designed to maximise your students' chances of success in the Cambridge C1 Advanced examination. As its title suggests, the Exam Trainer is designed to provide intensive and focussed exam training.

The Exam Trainer can work either as a standalone component or in combination with the Coursebook. Its structure follows the Cambridge C1 Advanced exam, working systematically through each Paper and Part, from Reading and Use of English to Speaking. Each Paper is introduced with a detailed overview of the exam task format, followed by a Test, Teach, Test approach to improve understanding and performance:

TEST: A mini 'practice task' that reflects the Cambridge C1 Advanced exam task for that Paper with a 'How did you do?' reflection activity. This helps learners familiarise themselves with the task type and quickly highlights any obvious focus for improving performance.

TEACH: An extensive series of explanations, tips and targetted tasks to practise the strategies and skills for improving performance in the exam. The skills are organised in priority order, so students with little time know which sections to prioritise to make the most progress.

TEST: A full-length, authentic-style exam task to put the exam training to the test, with a full, 'smart' answer key.

At the back of the Exam Trainer there is also a full, authentic Cambridge C1 Advanced exam, with accompanying audio. We advise that this exam is taken under exam conditions when the training phase is complete.

All audio for the Exam Trainer is available via the Pearson Practice English App. The access code for the App can be found on the inside cover of the Exam Trainer and within the Digital resources. The audio is available for download so you can save it to your device to listen offline.

How to use the *Formula* C1 Advanced Exam Trainer in class

If you are using the **C1 Advanced Exam Trainer** as the main component in your exam preparation class, then we recommend that your students have already completed a C1 Advanced level general English course and/or are already at C1 Advanced level.

If you are using the **Trainer** as your main class component, you can use the Presentation Tool to deliver your classes. These teacher's notes have been written to help bring the content to life in a classroom environment. The notes to each exam part provide:

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

There are different ways that you can teach from the **Exam Trainer** depending on the overall length of your exam preparation course and how much class contact time you have available. If you have longer courses (40–60 hours), you might decide to work through each complete exam part from the **Exam Trainer** in class. For shorter courses (20–40 hours), you could set the Test sections (the Practice task and the final Exam task) as homework and choose to concentrate on the Teach section, which comprises the Strategies and skills exercises, in the classroom.

In addition, to help you navigate these notes, we have placed anything which is 'extra' and goes beyond the core content of the **Exam Trainer** on a grey tinted background.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze
- How did you do?
- Topic: The octopus: an extraordinarily talented animal

TEACH Strategies and skills

- Fixed phrases
- Collocations
- Phrasal verbs
- Easily confused words
- Prepositions
- Verb patterns
- Linking words

TEST Exam task

- READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze
- Topic: Is the 10,000 hour rule a myth?

Extra resources

Digital resources

- Exam Trainer presentation tool pp7-10
- Video: About C1 Advanced: Overview
- Video: About C1 Advanced: Use of English
- Video: About C1 Advanced: Reading and Use of English Part 1
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Students may find the multiple-choice exam tasks on pages 7 and 10 challenging, especially since the options are separate from the text. It may be helpful to photocopy the options so that students can see them next to the text itself rather than underneath. Otherwise, you could consider redesigning the task to create a 'choose the correct word in the sentence' activity so that the options form part of the text itself.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 7 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests and the strategies and skills required to complete it successfully.

Warmer

Marvellous creatures

Write the word *Octopus* on the board and ask students to discuss what they know about the animal in small groups. Following this, explain that you will dictate six sentences which students, in pairs, should write down. Students must discuss and decide if these are true or false before switching with another pair to compare. Before providing the answers, give students two minutes to scan the text on octopuses on page 7 to check (ignoring the gaps). The winning team(s) is the one with the most correct answers.

Sentences to dictate:

Octopuses are extremely smart. (True)

Octopuses can camouflage themselves by altering their colour to their environment. (True)

All octopuses live at the bottom of the ocean for safety. (False, only a small number are found there.)

Octopuses socialise together when looking for food. (False, they only meet up to breed.)

Octopuses prefer to live alone. (True)

Octopuses are herbivores. (False, they eat small fish, crabs, shellfish and worms.)

ABOUT THE TASK Exam Trainer p7

Tell students they are going to read about Reading and Use of English Part 1 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section points at the top of page 7 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 How many questions are there in this exam part? (eight)
- 2 How many options are given for each gap? (four)
- 3 What kind of grammar/vocabulary might you be tested on? (the meaning of similar words, collocation, fixed phrases, verb patterns, complementation (e.g. dependant prepositions), phrasal verbs, linking words)
- 4 How many marks are you awarded for each correct answer? (one)

Practice task Exam Trainer p7

- 1 Explain to students that this is a shorter version of the real exam task, in which there are eight gaps. Ask students to briefly describe to each other what the text on octopuses is about. Explain to students that it is important to skim texts (read them quickly) before attempting to complete the task in order to get a general understanding of what the text is about. Ask students to read the text on page 7 again, paying attention to what comes before and after the gaps, and choose the correct words to complete the text.

How did you do?

2 Put students into pairs to compare and justify their answers before giving whole class feedback. Write the answers on the board.

Answers

1 A 2 B 3 D 4 A

3 Tell students to look at the areas being tested (1–5). Before matching these to the answers in Ex 1, elicit an example of each language point from the students. Give students time to check in pairs before getting feedback from the class.

Answers

- 1 4 ('made up of' has a similar meaning to 'consists of'.)
- 2 0 (All the words have similar meanings but 'exist', 'reside' and 'dwell' are all followed by 'in', so 'inhabit' is the only word which fits here.)
- 3 3 ('for the most part' means 'usually' or 'mainly'.)
- 4 1 (All four options have similar meanings but 'vast' is the only which collocates with 'majority'.)
- 5 2 (All four options have similar meanings, but only 'solitary' is correct.)

4 Focus students' attention on the example answer (0) in the text in Ex 1. Explain that *inhabited* is the only possible answer because *to exist* is not a synonym of *to live* and does not make sense in the context of *the world's ocean*, and we *reside/dwell in* a place (the preposition is necessary). Put students into groups of four. Assign each student in the group one of the sets (1–4). Ask students to explain to the rest of their group how each word or phrase in bold is used. Give students some time to prepare their explanations first. Then, ask them to discuss why only one option is possible for each gap in Ex 1. Monitor the task closely and once completed, elicit some ideas and write them on the board.

Answers

- 1 Each of the words is used because they collocate most naturally with the following word in the sentence: 'vast majority', 'enormous number', 'immense amount', 'gigantic statue'.
- 2 Each of the words has a slightly different meaning, which the four sentences in this set help to illustrate.
- 3 Each sentence contains a word from question 3 of the Practice task used in a fixed phrase.
- 4 Each sentence contains a phrasal verb with 'up' using verbs from the options for question 4 in Ex 1.

Extra

Encourage students to create a list of new language in their notebooks to learn and remember. It's a good idea to do this following each of the Strategies and skills sections.

Strategies and skills Exam Trainer p8

Fixed phrases

Ask students to close their books. Write the following gapped sentence on the board: *It will ____ as no surprise that fixed phrases are one of the lexical items tested in this part of the exam.* Underneath that, write the following options: *go, come, be, appear.* Elicit the missing word from the class (*come*).

1 Ask students to read the sentences and complete the fixed phrases. Tell students to check answers in pairs and discuss the meaning of the phrases before feeding back to the whole class.

Answers

- 1 things ('all things considered' means that you take the whole situation into account)
- 2 notice ('at short notice' means that something happens with very little warning)
- 3 balance ('strike a balance' means you have the right amount of two or more things)
- 4 desire ('a burning desire' means a very strong need or urge to do something)
- 5 power ('doing everything in your power' means you do all you can do to achieve something)
- 6 room ('room for improvement' means something needs to get better)
- 7 hesitation ('have no hesitation' means that a decision or choice is very easy to make)
- 8 horizons ('expand your horizons' means to try new things or approaches)

2 Put students into pairs. Ask them to discuss and choose the correct answers to complete the sentences before writing the answers on the board.

Answers

- 1 grasp ('grasp the complexities' means you understand the deeper meaning of something)
- 2 took ('take their toll' means to affect something, usually in a negative way)
- 3 cracked ('crack a joke' means to tell a joke)
- 4 drove ('drive someone to do something' means to force someone)
- 5 held ('hold an opinion' means you have an opinion about something)
- 6 caught ('catch someone's attention' means to interest them)
- 7 present (if something presents difficulties, it creates problems)
- 8 pose ('pose a threat or a danger' means to potentially cause a problem)

Extra

Ask students in pairs to choose five of the fixed phrases from Exs 1 and 2 and write some 'tell me about' statements for their classmates. Write one example on the board for reference: *Tell me about a newspaper article which has caught your attention recently.* Once completed, ask students to switch pairs and to discuss the statements. Monitor closely and take notes for content and language feedback.

SPEAKING BOOST

1 If there's one goal you'd want to achieve, what would it be? What would you do to achieve it?

With the students, create a list on the board of possible goals for the future. Put students into small groups and ask them to discuss the most important goals and what they have been doing/need to do in order to achieve them. Get feedback from the class.

2 What do you think the phrase '15 minutes of fame' means? What's your opinion of celebrity culture?

Write the following quote on the board and tell the class where it comes from: *In the future, everyone will be world-famous for 15 minutes.* (This appeared in the programme for a 1968 exhibition of the artist Andy Warhol's work at the Moderna Museet in Stockholm, Sweden.) Put students into pairs and ask them to discuss the questions and whether they believe celebrity culture is a good or bad thing. Get some ideas from the class.

SPEAKING BOOST

Extension

Put students into pairs and ask them to make a list of things/qualities one needs in order to become famous. You could feed in ideas such as: *luck, hard work, talent, patience, confidence, persistence.* Merge two pairs to make a group of four. Ask students to negotiate with each other and decide which are the most and the least important.

Collocations

Write the word *collocation* on the board and elicit the meaning. Tell students that collocations are words which are regularly found together; they are often tested in this part of the exam. Add the following sentence to the board: *It is very recommended that you make a list of all new collocations for future study.* Put students into pairs and ask them to identify the unnatural collocation in the sentence and provide a more suitable choice of word (*very recommended* should be *highly/strongly recommended*.)

3 Ask students to choose the verb that is missing from each sentence. Tell students to then write a list of the correct collocations from sentences 1–6 in their notebooks in an example sentence for future study. Allow students time to compare their sentences in pairs and monitor closely.

Answers

- 1 B ('make a wish' means to think of something you'd really like to happen)
- 2 A ('take note of' means to remember or pay attention to something)
- 3 A ('leave someone doing something' means to continue doing something while you do something else)
- 4 D ('come naturally' means you're good at something right from the beginning)
- 5 C ('tell the difference' means you know which one is which)
- 6 A ('fulfil an ambition' means to achieve it)

4 In the same pairs, tell students to choose the correct collocations in sentences 1–6. Put pairs into small groups to compare and justify answers before feeding back to the whole class. Once completed, ask students to highlight the collocations in the sentences and, in their notebooks, record these in a new context. Use sentence 1 as an example: *The director decided to shoot the scene on location for authenticity.*

Answers

- 1 location ('on location' means it's being filmed in a particular place and not in a studio)
- 2 labour ('the labour market' is the jobs that are available in an area or country. 'Job market' is an acceptable alternative, but is more informal.)
- 3 near ('nowhere near' means it's a long way from something or somewhere)
- 4 industry (a 'growth industry' is a sector that's becoming very popular)
- 5 word ('keep your word' means you do what you say you'll do)
- 6 broken ('broken English', or any other language, means you don't speak it very well)

Phrasal verbs

5 Write the following sentence on the board: *The musician was blown away by the positive reaction he received on the new album.* Ask students to identify the phrasal verb and to work out the meaning. Explain that context is crucial when working out/recording the meaning of phrasal verbs. Put students into pairs and ask them to complete the questions. Where appropriate, ask students to tell each other the meanings of the other phrasal verb options. Check answers as a class. Focus students' attention on the TIP and emphasise the importance of recording new phrasal verbs.

Answers

- 1 C ('bump into' means to meet by accident)
- 2 A ('cut out' means to stop having something in your diet or doing something in your routine)
- 3 D ('get at' means to show what something really means)
- 4 B ('kick in' means to start to be effective or to happen)
- 5 A ('put forward' means to suggest something or ask for opinions about it)
- 6 D ('stem from' means where something comes from)

Alternative

Write sentences 1–6 with gaps on small cards with the correct missing verb on the back. Put students into pairs and give each pair a set of cards. Ask students to read the sentences and work out the missing word from context. When ready, they can check if they are correct by turning over the cards. This can be repeated a number of times until they can recall the whole phrasal verb.

Extra

Put students into groups of three and give each group a set of four phrasal verbs in context. Ask students to write a clear definition for each phrasal verb (they can look these up in a dictionary if necessary). Once finished, ask students to write three more 'false' definitions for each phrasal verb, so there are four options for each verb. Provide students with an example, but don't tell them which is the correct definition yet: *The man was very ill, but he pulled through.*

- A to take one's medication
- B to get better after a serious illness
- C to stay at home despite a serious illness
- D to suddenly recover from an illness

Give students up to five minutes to write the false definitions. When finished, refer students back to the example above and ask the groups to choose which they think is the correct answer (B). The groups of three then take turns to read one of their phrasal verbs in context and the four definitions. The other groups write down which they think is the correct definition. The winning team is the one with the most correct answers at the end of the game.

Easily confused words

6 Go through the TIP with the class. Write sentence 1 on the board with the four options. Ask students to eliminate the option they are most certain is not correct (*fighting* may be the most obvious since the *act of fighting* refers more to the activity/sport). Ask students to discuss in small groups the core differences in meaning of the other options before choosing an answer. Once completed, ask students to follow the same process with sentences 2–6. Elicit the answers from the students and ask them to justify their choices.

Answers

- 1 aggression (An 'act of aggression' is angry or violent behaviour towards someone or something.)
- 2 acclaimed (Someone who is 'acclaimed' is praised by a lot of people.)
- 3 comprehensively (If a team is beaten 'comprehensively', it means they were easily beaten.)
- 4 withdrawn (To 'withdraw' means to take money out of an account.)
- 5 speculation ('speculation' is when people guess, often with others, without knowing for sure)
- 6 plunged (To 'plunge' means to fall suddenly and dramatically, often in relation to temperature.)

Prepositions

Ask students to close their books. Write the following gapped sentence on the board: *Regardless ____ your level, when attempting this type of exam task, you should always read up to and beyond the gap.* Underneath that, write the following options: *to, in, of, at*. Elicit the correct missing word from the class (*of*). Explain to students that dependent prepositions commonly appear in the options in this part and it is important to learn new vocabulary as a chunk of language rather than at word level (i.e. learn *regardless of* rather than just *regardless*).

7 Ask students to look at the options below each sentence before attempting to complete the gaps. Students should consider what preposition (if any) follows each option, e.g. *consistent with, comparable to*, etc.

Answers

- 1 C – comparable (This is usually followed by the preposition 'to'; 'consistent' + 'with'; 'matching' + 'with', or no preposition; 'alike' + no preposition.)
- 2 A – Contrary (This is usually followed by the preposition 'to'; none of the other words usually take prepositions.)
- 3 B – accordance (This is usually preceded by the preposition 'in' and followed by; 'with'; 'contract' + 'with' (but the wrong word in this context); 'duty' + 'to'; 'assurance' + no preposition.)
- 4 D – respect (You can use 'in respect of' or 'with respect to'; concern + 'with' or 'about'; 'regard' + 'to'; 'connection' + 'with'.)
- 5 B – intended (This is usually followed by the preposition 'for'; 'aimed' + 'at'; 'directed' + 'at'; 'focused' + 'on'.)
- 6 D – concerned (This is usually followed by the preposition 'with'; 'disturbed' + 'by'; 'troubled' + 'by'; 'worried' + 'about'.)

8 Ask students to highlight the word/phrase before each gap and try to guess the missing preposition. Following this, tell them to look at the options in the box, match them with the gaps, and see if their original guesses were correct.

Answers

- 1 on (You are 'dependent on' somebody or something.)
- 2 to (You 'dedicate something to' somebody or something.)
- 3 of (You use 'in the event' with the preposition 'of'.)
- 4 in (You use the phrase 'no harm in' + verb + -ing to mean that it's a good idea to do something.)
- 5 about (If you are 'in two minds about' doing something, you can't decide whether to do it or not.)
- 6 with (If you 'keep pace with' someone, it means you run, walk or drive at the same speed.)

SPEAKING BOOST

1 What is the greatest challenge sport has faced recently in your opinion?

Put students into small groups to answer the question and tell them to rank the challenges they come up with from most to least challenging. Once finished, put students into different groups to compare ideas.

2 Apart from physical fitness, what do you think the benefits of exercise are?

Elicit whether students exercise regularly. Put students into pairs to make a list of benefits and then decide which type of exercise would be best for each benefit. Ask students whether they have tried these forms of exercise.

SPEAKING BOOST

Extension

Ask students to imagine they work for a gym and want to promote exercise to children at secondary school. Put students into small groups and ask them to prepare a short presentation. Following the presentations in class, groups should vote on the most convincing.

Verb patterns

Ask students to close their books. Dictate the following sentence to the students and ask them what is wrong with it: *Sometimes students find it difficult recognising what language feature is being tested.* Elicit the answer from the students (*find it difficult recognising* should be *find it difficult to recognise*) and ask them what kind of error this is (*wrong verb pattern*). Explain that verb patterns are commonly tested in this part of the exam.

9 Students work alone to choose the correct answer before comparing with a partner. Monitor closely. During feedback, write the headings below on the board and ask students to write the patterns from sentences 1–6 in the correct column in their notebooks: ... + *that* + *clause*; ... (+ *preposition*) + *-ing*; ... + *to* + *infinitive*. Explain that sentence 3 does not fit into any of these patterns.

Answers

- 1 that prices will rise ('anticipate' is usually followed by a 'that' clause)
- 2 of spending ('beware' is usually followed by 'of' + verb + -ing)
- 3 matters further ('complicate' is usually followed by a noun)
- 4 making ('envison' is often followed by verb + -ing or a noun)
- 5 to avoid ('instructed' is always followed by an infinitive or negative infinitive, e.g. 'not to talk to')
- 6 to give ('invited' is usually followed by an infinitive)

Linking words

Ask students to close their books. Write the following linking words/phrases on the board: *nonetheless, hence, furthermore, on the whole*. Explain to students that all linking words or phrases have a function. Elicit the functions and write them next to the linker in a different colour (*nonetheless* = to contradict/contrast, *hence* = to show result/cause and effect, *furthermore* = to add information, *on the whole* = to generalise).

10 Ask students to look at the linking words in the box. Put students into pairs and tell them to describe the function of these linking words to each other. Then, in the same pairs, ask students to complete the gaps before checking answers as a class.

Answers

- 1 interestingly (This linking word is used to add interesting information.)
- 2 whereas ('whereas' is used to contrast two pieces of information in two clauses)
- 3 or ('or' is used here to give a reason why something must be the case)
- 4 consequently ('consequently' is used to show a result of something)
- 5 owing to ('owing to' is used to explain a reason for something happening)
- 6 nonetheless ('nonetheless' is used to show how one thing happened despite something else)

EXAM TASK

Exam Trainer p10

This exam task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is correct, as a class.

Answers

- 0 D (a 'widely held belief' is something that most people assume is true)
- 1 A (if someone is 'disciplined', they have a lot of self-control)
- 2 B (a 'principle' is an idea or rule, often one which explains how something works)
- 3 D (the phrase 'in question' refers you to a particular example of what is being discussed)
- 4 C (if something 'meets a requirement', it is good enough for a particular need)
- 5 A (if something 'points to' a conclusion, it shows that something it likely to be true)
- 6 B (if you 'reveal' something, you show it, perhaps for the first time)
- 7 B ('accounts for' has a similar meaning to is 'responsible for')
- 8 D (if something is 'arguably' true, you think it is but others may disagree)

Cooler

Ask students the meaning of *small talk* and together, brainstorm some typical topics you might discuss with a new acquaintance on a long train journey. Some examples you could contribute are travel, work, the landscape, etc. Put students into pairs and give each pair six small blank cards. Ask students in secret to write one verb/adjective/noun + preposition pattern on each card from the Prepositions section of this part of the Exam Trainer. Once completed, put two pairs together to make groups of four. Tell students to roleplay a chat on the train with new acquaintances. The aim of the game is to use the words on their own cards naturally in the conversation. Let the conversation continue for 5–8 minutes. The winning pair is the one which uses the most cards during the conversation.

Extra Practice

For further practice, complete Reading and Use of English Part 1 of the Practice exam paper on p106 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 2 Open cloze
- How did you do?
- Topic: The whale tail database

TEACH Strategies and skills

- Perfect and continuous tenses
- Conjunctions
- Conditional forms
- Future tenses
- Relative clauses
- Comparative forms
- Reference words and impersonal structures
- Phrasal verbs, prepositions and fixed phrases.

TEST Exam task

- READING AND USE OF ENGLISH – Part 2 Open cloze
- Topic: The world's remotest hotel?

Extra resources

Digital resources

- Exam Trainer presentation tool pp11–15
- Video: About C1 Advanced: Reading and Use of English Part 2
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Students may find the use of meta language and grammatical terminology difficult in this unit. In the Strategies and skills sections, use the introductions provided with the whole class in order to make clear the language context.

BEFORE YOU START

Read through the Exam part overview box above and the About the task bullet section on page 11 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Names or faces?

Write the following questions on the board and put students into pairs to discuss them.

- *Are you better at remembering people's names or people's faces?*
- *Why do you think this?*
- *Have you ever had a difficult experience because of this?*

Following the discussion, get feedback from the class.

ABOUT THE TASK Exam Trainer p11

Tell students they are going to read about Reading and Use of English Part 2 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 11 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 *How many questions are there in this exam part?* (eight)
- 2 *How many options are given for each gap?* (none)
- 3 *How many words can you write in each gap?* (one)
- 4 *Can you use contractions?* (no)
- 5 *What kind of grammar/vocabulary might you be tested on?* (grammar: auxiliary verbs and modal verbs, dependant prepositions, relative pronouns, articles, etc.; vocabulary: phrasal verbs, fixed phrases, linking words, expressions)
- 6 *How many marks are you awarded for each correct answer?* (one)

Practice task Exam Trainer p11

- 1 Explain to students that this is a shorter version of the real exam task, in which there are eight gaps. Write the word 'skimming' on the board and ask students if they can recall the meaning (*to read a text quickly for general meaning*). Give students a couple of minutes to skim the text in order to find out what the whale tail database is. Once finished, students can briefly discuss their findings in pairs before feeding back to the whole class. Elicit from the students that the whale tail database is set of photos of whale's tails, recorded in order to recognise them in different parts of the world (as the whales migrate). Ask students to read the text again and complete the gaps, reading up to and beyond the missing words.

How did you do?

- 2 Put students into pairs to compare and justify their answers before checking answers as a class. Write the answers on the board.

Answers

1 it 2 to 3 with 4 which 5 as

- 3 Using the first question as an example, elicit an example of a dependant preposition (e.g. *depend on*). Put students into pairs and ask them to look at a–e. Ask them to discuss what these grammatical/lexical items are, giving examples if possible. Monitor closely before clarifying on the board. In the same pairs, ask students to look at the gapped text in Ex 1 again and match a–e to the answers. Check answers as a class.

Answers

a 3 b 4 c 1 d 2 e 5

- 4 Erase the answers to Ex 1 from the board. Ask students to look at gapped phrases 1–5 and from memory complete the gaps. In pairs, students then match the paraphrases (a–e) with the sections, using the text in Ex 1 for context.

Answers

1 c 2 a 3 d 4 e 5 b

Extra

Ask students to invent a sentence for phrases 1–5 in Ex 4. Tell them to use the paraphrases (a–e) to help. Provide an example first: *I wasn't familiar with the new software system the IT department had introduced.*

Strategies and skills Exam Trainer p12

Perfect and continuous tenses

Ask students to close their books. Write the following gapped sentences on the board: *Before ____ used officially, newly written exams ____ tested by control groups. By the time they end up on your exam desk, exam papers ____ been tried and tested numerous times. Why ____ you think this ____ done?* Put students into pairs and ask them to complete the gaps with one word in each gap. Once completed, elicit the answers to the board (*being, are, have, do, is*). Ask students what tenses these sentences/questions are in (*present*) and whether they are active/passive (*all passive except the auxiliary 'do' in the question*). Elicit the fact that all the missing words are auxiliary verbs and explain that in this exam part, when testing tenses, it's the grammatical words which are often omitted.

1 Ask students to read and complete the gaps with one word before comparing their answers in pairs. Ask students to tell each other what kind of word is missing and why it takes that form (e.g. 1 *been* = auxiliary verb *be* in the past participle because the sentence uses the present perfect continuous). Encourage students to make a list of present tenses in their notebooks and highlight the auxiliary verbs used in each tense, both in the active and passive voice.

Answers

- 1 been (present perfect continuous)
- 2 are (present simple passive)
- 3 have (present perfect passive)
- 4 do, did (present simple interrogative or past simple interrogative)
- 5 being (-ing form is used following 'after' and 'before')
- 6 has (present perfect passive)

Conjunctions

Focus students' attention on the TIP and explain that conjunctions or parts of them are commonly omitted in this part of the exam.

2 Put students into pairs. Ask them to look at questions a–d and list any conjunctions they know with these functions (e.g. *However, Although, Despite, Moreover, In addition, since, because, due to*, etc.). Ask students to read gapped sentences 1–7 and match them to the functions in questions a–d. Check answers as a class.

Answers

- a 1, 2, 4
- b 3
- c 5, 7
- d 6

3 Write the conjunction *despite* on the board and elicit from students its function (*contrast*). Tell students that they must also pay attention to the form or verb patterns that follow the conjunctions. Elicit that the conjunction *despite* is followed by *the fact + clause*, or (*object*) -ing. In the same pairs, ask students to discuss the meaning (function) of the conjunctions in the box and the verb patterns that follow them. Once completed, tell them to complete the gaps in Ex 2. Nominate students to read the answers to the class and write them on the board. Ask students to make a note of any errors they made with conjunctions and the verb patterns that follow them.

Answers

- | | | | |
|------------|----------|---------------|-----------|
| 1 Although | 2 Far | 3 addition | 4 despite |
| 5 provided | 6 whilst | 7 considering | |

SPEAKING BOOST

1 Does art imitate life, or life imitate art?

Elicit which types of arts students are most interested in and why. Write these on the board (e.g. photography, music, dance, etc.). Put students into pairs and ask them to discuss the question. Tell them to decide whether their opinions differ depending on the art form. Get some feedback from the students.

2 'Writing is the most important human invention of all time.' To what extent do you agree with this argument?

On the board, create a list with the students of some of the biggest benefits of writing and why it is so important. Put students into small groups and ask them to discuss the question and to provide reasons for their arguments. Elicit some ideas from the students during feedback, including ideas for some other important inventions.

SPEAKING BOOST

Extension

Put students into pairs and ask them to think of any other inventions they think are as important or more important than writing. Tell students to create a short survey from which they can determine the views of their friends/family when it comes to important inventions. Ask students to present their surveys to the class and/or, if they have managed to carry out their surveys, to present their findings to the rest of the class.

Conditional forms

Ask students to close their books. Give them a few minutes to try to recall as many conditional structures as they can remember. Write these sentences on the board: *I wish the teacher ____ speak more slowly. If I hadn't studied this last weekend, I ____ be lost now!* Elicit the missing words (*would, would*) and what kind of structures these are (*wish + would, mixed conditional*). Tell students that conditional and *wish* structures are often tested in this exam part, but it is usually the grammatical words (auxiliary verbs, verb *to be*) that are omitted. Ask students to look back at the lists of conditionals they have made and indicate what the auxiliary verbs are in each structure.

READING AND USE OF ENGLISH – Part 2 Open cloze

4 Ask students to complete the exercise individually and then check their answers in pairs. Tell students to identify the type of conditional/wish structure being tested. Get feedback from the class. Encourage students to make a list of all conditional and wish structures in their notebooks and highlight the auxiliary verbs used.

Answers

- 1 C (This is a 'mixed' conditional, a mix of second and third conditionals.)
- 2 C (This is an example of a third conditional.)
- 3 A (This is an example of a third conditional with an inversion.)
- 4 B (This is an example of a third conditional.)
- 5 C (This is an example of a first conditional with 'unless'.)
- 6 A (This is an example of a second conditional.)
- 7 C (This is an example of a first conditional with 'if'.)
- 8 B (This is an example of a third conditional with 'have' as both the main verb and the auxiliary verb in the 'if' clause.)

Extra

Ask students to draw a timeline on the board and choose an important life-changing event from their past.

Give the example, *finished my PhD*, and write it on a timeline. Now ask students to think of at least five or six other events which occurred in the past or ones they are planning in the future. Ask them to write the events on their timelines. Give the following examples and write them on a timeline on the board: *moved to Mexico, started work as a lecturer at the university, get married, publish a book*.

finished my PhD started work get married
|-----|-----|-----|-----|
| moved to Mexico | NOW | publish a book

Tell students you want them to consider an alternative reality. Give this example: *If I hadn't moved to Mexico, I wouldn't be getting married next year because I wouldn't have met my husband. If I hadn't finished my PhD, I wouldn't be working at the university now*, etc. Put students into pairs and ask them to describe their alternative reality to their partners. Put them into new pairs and ask them to retell their original partner's events.

Future tenses

Dictate these sentences to students.

- a *I will have been travelling for about six months when Tom joins me.*
- b *They will have gone off by the time you eat them!*
- c *She will be working.*
- d *The package is being collected at 8 o'clock.*

Put students into small groups and ask them to:

- 1 decide what tense the sentences are in
- 2 highlight all the auxiliary verbs in the sentences
- 3 decide if they are active or passive.

Once completed, elicit the answers (a future perfect continuous – *will have been* – active; b future perfect simple – *will have* – active; c future continuous – *will be* – active; d present continuous – *is being* – passive).

5 Ask students to read sentences 1–6 and decide what verb forms should be used. Students should then choose the correct option. Ask students to highlight the auxiliary verbs in each sentence. Clarify any errors when going through the answers as a class.

Answers

- | | |
|-----------------------------|---------------------|
| 1 will be sailing | 2 will have to |
| 3 will have been travelling | 4 will be able |
| 5 will be witnessed | 6 will have started |

6 Ask students to complete each gap with one word, paying attention to tenses and auxiliary verbs. Check answers as a class. Encourage students to make a list of future tenses in their notebooks and highlight the auxiliary verbs used in each tense.

Answers

- 1 be (future simple passive)
- 2 being (passive with the *-ing* form used following 'after' and 'before')
- 3 have (future perfect)
- 4 be (future continuous)
- 5 have (future form of 'have to')
- 6 been (future perfect continuous)

SPEAKING BOOST

1 How important will sustainability be in 2050?

Elicit the meaning of *sustainability* (*the ability to continue without causing damage to the environment*). Ask students in pairs to think of some ways as a society we can be more sustainable and then answer the question. Encourage students to tell you whether there are certain areas of life which require us to be more sustainable than others.

2 What do think 'There is no planet B' means?

Write the phrase *There is no planet B* on the board and ask students if they have seen this before and where. Put students into pairs to discuss the meaning and whether they think it is an effective slogan or not.

SPEAKING BOOST

Extension

In small groups, tell students to imagine they work for an environmental charity that is designing a new campaign for next year. Ask them to think about what they could include in the campaign, including events they could organise, slogans and advertisement to encourage more people to join the cause. Ask students to present their ideas to each other in groups.

Relative clauses

Write the following sentence on the board: *They've just noticed that the house where they used to live has been knocked down*. Ask students to identify the relative clause (*where they used to live*). Ask students which noun the relative clause is giving more information about (*the house*). Tell them that relative pronouns are regularly omitted in this part of the exam. Focus students on the TIP and elicit which relative pronoun is used for a location, (*where*) person (*who/that*), thing (*which/that*), etc.

READING AND USE OF ENGLISH – Part 2 Open cloze

7 Put students into small groups and ask them to discuss how they know a relative pronoun is missing in the sentences. Check answers as a class.

Answers

In most cases, the word before each gap is a noun or pronoun, and after the gap there is another clause: a relative clause.

8 Students complete the gaps individually. Ask them to highlight the relative clauses and circle the nouns being defined. Check answers as a class. Encourage students to make a list of relative pronouns (and in what context they are used) as well as the quantifiers sometimes found with them (e.g. *most of whom*, *none of which*, etc.) in their notebooks.

Answers

- 1 which (because 'The city' is a thing)
- 2 whose (because the boat belonged to the captain)
- 3 whom (because the object of the first clause are people)
- 4 who (because the instructor is a person)
- 5 which (because 'my glasses' are a thing)
- 6 where (because 'the school' is a place)

Comparative forms

Ask students to close their books. Write these words on the board: *easily Tom best is the school athlete at*. Ask students to put the words in order to create a sentence (*Tom is easily the best athlete at school*) and ask them what kind of structure this is. Tell students that comparative/superlative structures are often tested in this exam part, but rarely in their simple form.

9 Put students into pairs and ask them to match the sentence halves. Ask students to describe the meaning of the highlighted words and find the words in the sentences they are commonly collocated with. Provide the strong collocation *a great deal* as an example. Write the answers on the board.

Answers

- 1 e ('at the very least' = a minimum requirement)
- 2 a ('comparatively little' + uncountable noun = 'not much')
- 3 d ('a great deal more' + noun = 'a lot more')
- 4 b ('such a long time' = a very long time)
- 5 f ('nowhere near + as ... as' + subject and verb)
- 6 c ('one of' the (world's/country's/etc.) + 'most' + (adverb) + adjective)

Alternative

Create sets of the half sentences on cards for students to match in pairs. The numbered and lettered halves should be on different coloured cards. Highlight the collocations in the sentences, not just the word likely to be omitted. Once the cards have been matched, ask students to decide which word in the highlighted collocations is more likely to be omitted in the exam task. Get feedback from the class and check understanding of the phrases.

10 Ask students to complete the gaps with a word from the box. Once completed, put them into pairs to check answers. Ask students to highlight any collocations before giving feedback to the class (e.g. *more likely*, *rather than*, *by far*). Encourage students to make a list of these comparative phrases/structures in their notebook for future reference.

Answers

- 1 more ('more likely' + verb)
- 2 rather ('rather than' + -ing form)
- 3 far ('by far' + superlative)
- 4 neither (X couldn't do something + and neither could Y means that Y *also* couldn't do the thing)
- 5 except ('except for' + noun or pronoun)
- 6 so ('and so is X' = X is too)
- 7 no ('there's no question' = definitely)
- 8 to ('comparable' + 'to')

Extra

Focus students' attention on some of the comparative structures/collocations covered in the previous section and write them on the board for reference. Tell students that they are going to do a survey of the class to see who is the most adventurous. Put students into small groups and ask them to write five *have you/would you ever* questions. For example, *Have you ever been near a dangerous animal? Would you?* Once completed, ask students to mingle and ask each other their questions, expanding and asking additional questions to get more information. Let this continue for about 10 minutes. Students should take notes throughout. When finished, put students back into the same groups. Ask students to compare each other's responses in order to decide who is the most adventurous. Encourage students to use some of the comparative phrases on the board. Monitor in order to provide some content and language feedback. Hold a class vote on the most adventurous person at the end of the activity.

Reference words and impersonal structures

Ask students to close their books. Dictate these sentences to the students and then write them on the board: *When I spoke to him in January, the director assured me he would not cut salaries. That was not the company's policy. However, since then, there have been numerous cuts and it doesn't look like they are going to stop*. Ask students to highlight the referencing words in the paragraph in one colour and mark with an arrow the word to which they refer. E.g. *him* = *the director*. Write the answers on the board (*he* = *the director*, *that* = *cutting salaries*, *there* = dummy subject, *it* = dummy *it*, *they* = *the cuts*). Ask students to turn over their papers. Delete the referencing words from the sentences and then ask students to recall what they are.

11 Focus students' attention on the TIP and explain that to complete the gaps, they must look at the whole sentence and beyond. Tell students to read and complete the sentences. In the case of referencing words, ask students to circle the words they refer to. Check answers as a class.

Answers

- 1 what (impersonal structure)
- 2 There (impersonal subject pronoun)
- 3 It (impersonal structure)
- 4 that (impersonal structure)
- 5 it (impersonal structure)
- 6 there (impersonal subject pronoun)

Phrasal verbs, prepositions, and fixed phrases

Write this sentence on the board: *My car broke ____ on the way home.* Elicit from the students the missing word (*down*) and ask what type of verb this is. Explain that the particles in phrasal verbs are often omitted in this exam part.

12 Ask students to complete the gaps before comparing their answers with a partner. Write the answers to the gaps on the board. Go through the TIP with the class and encourage students to record new phrasal verbs in their notebooks.

Answers

- | | | | |
|--------|-------|-----------|------------|
| 1 into | 2 out | 3 against | 4 of |
| 5 back | 6 on | 7 off | 8 together |

13 Ask students to match the definitions with the verbs and phrases in Ex 12 in pairs. Ask students to add any of the new phrasal verbs and fixed phrases to their list in their notebooks.

Answers

- a 3 ('to come up against something' means to have to deal with a problem or difficulty)
- b 8 ('to put something together' means to prepare a plan or document)
- c 5 ('to get back to someone' means to contact them at some point in the future)
- d 2 ('to check something out' means to examine it carefully to get more information)
- e 7 ('to lay someone off' means to sack them so they lose their job.)
- f 1 ('to bump into someone' means to meet them by accident)
- g 6 ('to insist on something' means to make sure that something happens, even if others are against the idea)
- h 4 (to 'dispose of' something means to throw it away)

Alternative

Create a set of cards for groups of four. On cards of one colour, write the sentences with the phrasal verbs highlighted in bold. On cards of a different colour, write the definitions. Give a full set of cards to each group and ask them to place them all face-down on the table. Students take turns to turn over one colour and then the other in order to find a match. Next, students read out the definitions to each other in order to recall the phrasal verb with the same meaning.

14 Put students into small groups and ask them to complete each gap with one word. Ask students to highlight the expressions in full. Check answers as a class. Encourage students to record these expressions in their notebooks.

Answers

- 1 to ('all down to' means the same as 'because of')
- 2 once ('once and for all' means the same as 'permanently')
- 3 After ('After all' is used to add evidence that shows what you just said is true)
- 4 whether ('whether or not' is used to show that something will happen regardless of what you do)
- 5 put (If you 'put yourself in someone's shoes', it means to see an issue from their point of view)
- 6 without ('without a doubt' means something is definitely true)
- 7 no ('to come as no surprise' means that something is what you would expect)
- 8 but ('no other choice but to' means there's only one possible course of action)

EXAM TASK

Exam Trainer p15

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is correct, a class.

Answers

- 0 of ('in excess of' means the same as 'more than')
- 1 no ('no easy task' is a fixed expression meaning that something is difficult or time-consuming)
- 2 with ('equipped' takes the dependent preposition 'with')
- 3 a ('as a rule' means that something is generally true)
- 4 within/in (The expression 'within sight' or 'in sight' means you can see it.)
- 5 in (The phrasal verb 'settle' in means to become comfortable in a place where you're staying or working.)
- 6 on ('on offer' means the same as 'available')
- 7 which ('of which' is a relative pronoun that refers back to the plural noun 'ingredients')
- 8 been (part of a present perfect passive construction)

Cooler

Elicit the strategies and skills covered in this part of the Exam Trainer. Put students into pairs and ask them to invent example sentences using language from each strategy. Once finished, give students sets of coloured blank cards. Ask students to write half of each sentence on cards of one colour and the other half on another. Part of the collocation, expression or structure should be on one card and the other part on another. Students then swap cards and match the sentence halves.

Extra practice

For further practice, complete Reading and Use of English Part 2 of the Practice exam paper on p107 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 3
Word formation
- How did you do?
- Topic: The science of memory

TEACH Strategies and skills

- Prefixes
- Suffixes
- Internal word changes
- Compounding

TEST Exam task

- READING AND USE OF ENGLISH – Part 3
Word formation
- Topic: The importance of krill

Extra resources

Digital resources

- Exam Trainer presentation tool pp16-19
- Video: About C1 Advanced: Reading and Use of English Part 3
- Pearson Practice English App – Formula C1 Advanced

DYSLEXIA FOCUS

Students may find the structure of this exam task difficult as the words in bold are not written directly next to the gap. Encourage students to use a ruler as a guide while reading. If necessary, give students the text without the words in bold first to read.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 16 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

My memory

Write the questions below on the board. Put students into pairs and ask them to discuss. Get feedback from the class.

- *Do you consider yourself to have a good or a bad memory?*
- *Do you have a good long-/short-term memory?*
- *Do you know of any strategies to improve memory?*

ABOUT THE TASK Exam Trainer p16

Tell students they are going to read about Reading and Use of English Part 3 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 16 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *How many questions are there in this exam part?* (eight)
- 2 *Does this exam part test grammar or vocabulary?* (vocabulary)
- 3 *What do you need to do with the words at the end of the lines?* (change the form so it fits correctly into the gapped sentence)
- 4 *What are some of the typical things you might be tested on?* (prefixes, suffixes, internal changes to words, compound words, plural nouns)
- 5 *How many marks are you awarded for each correct answer?* (one)

Practice task Exam Trainer p16

- 1 Explain to students that this is a shorter version of the real exam task, in which there are eight gaps. Write these three text summaries on the board:

- a *how and where we store memories,*
- b *why we lose certain memories,*
- c *how and from where memories are recalled.*

Ask students to skim the text and choose the most appropriate summary (a). Focus students' attention on the example answer (0) in the text. Highlight the noun *answer* to show that the missing word must be an adjective. Tell students that from the context, they should work out that the word is a synonym of *easy to understand* and not related to the adverb *forward*. Now ask students to read the text again and complete the gaps with an appropriate form of the words in bold. Explain to students that they should be careful with spelling as words must be written in the correct form.

How did you do?

- 2 Put students into pairs to compare and justify their answers before giving whole class feedback. Write the answers on the board.

Answers

- 0 straightforward (This has a similar meaning to 'simple' or 'easy' in this context.)
- 1 significant (This adjective has a similar meaning to 'important'.)
- 2 extraordinary (This adjective has a similar meaning to 'amazing'.)
- 3 findings (This plural noun has a similar meaning to 'results' or 'conclusions'.)
- 4 conversion (This noun means to change from one form to another.)

3 Bring students' attention to the example answer (0) again in Ex 1. Ask students to look at the list of tested areas mentioned in the About the task exercise and decide which area *straightforward* falls under (*compound adjective*). Ask students to match a–d with the answers from Ex 1 (including the example answer). Get feedback from the class and write the answers on the board.

Answers

a 2 b 0 c 1 d 3, 4

Strategies and skills Exam Trainer p17

Prefixes

Ask students to close their books. Write these words on the board: a *pleasantry/pleasantness*. Elicit what word family they belong to (*nouns*) and their meanings (a *polite remark to make people feel comfortable/the quality of being friendly and easy to like*). Ask students for the adjective form of this word (*pleasant*) and the negative (*unpleasant*). Explain that *un-* is a negative prefix. Knowledge of prefixes is commonly tested in this exam part.

1 Read through the TIP with the class. Put students into pairs and ask them to complete the table. Explain that it is good practice to record all forms of a new word (noun, adjective, etc.) in their notebooks as is shown in the table. Tell students to highlight the prefixes. Get whole class feedback and elicit any general guidelines for adding negative prefixes. For example, *il-* is always followed by the letter *l*; *im-* is followed by the letters *m* or *p*; *dis-*, *un-* and *non-* can be followed by either a vowel or consonant; *in-* can be followed by a vowel (not *i* or *u*) or a consonant; *ir-* is followed by *r*.

Answers

1 normality	2 abnormal	3 logical
4 illogical	5 satisfaction	6 dissatisfied/unsatisfied
7 maturity/maturation	8 immature	
9 relevance	10 irrelevant	

Alternative

Create sets of domino cards with the positive adjectives on the left and the negative prefixes on the right. The dominos will look like this: Domino 1: *acceptable – ab*, Domino 2: *normal – in*, Domino 3: *active – il*, Domino 4: *logical – dis*, Domino 5: *satisfied – im*, Domino 6 – *mature – ir*, Domino 7: *relevant – un*.

Put students into pairs and ask them to create a domino chain with the cards. Once finished, elicit the noun and verb forms of the words from students.

Extra

Ask students to add at least two more adjectives which take the following negative prefixes: *im-* (e.g. *impractical, impatient*); *un-* (e.g. *unimaginative, unreal*); *in-* (e.g. *inaccurate, inactive*); *il-* (e.g. *illegal, illicit*); *dis-* (e.g. *disinterested, disengaged*); *ir-* (e.g. *irregular, irresistible*). Explain that *ab-* is not a common prefix.

2 Explain to students that not all prefixes are negative. Write the verb *do* on the board. Ask students what prefix we can add to change the meaning to 'do again' (*redo*). Now put students into pairs again and ask them to complete the gaps by adding a prefix to match the meaning in brackets. Write the answers on the board. Focus students' on *redo* again and elicit that *re* = repeat an action. Ask students to write the meaning of the other prefixes next to their answers. Encourage students to create a section in their notebooks with lists of words and their prefixes.

Answers

- consequence (The prefix 'con-' changes the meaning but not to an opposite.)
- misbehave (The prefix 'mis-' changes the meaning to something done badly or incorrectly.)
- overconfident (The prefix 'over-' changes the meaning to 'too + adjective'.)
- autobiographical (The prefix 'auto-' means it relates to yourself.)
- interactive (The prefix 'inter-' means 'between'.)
- reconsider (The prefix 're-' means do something again.)

SPEAKING BOOST

1 What's your most vivid memory?

Ask students to think back to their clearest memory. Before speaking, give them time to make notes on:

- where they were
- who they were with
- what happened
- why it was so memorable
- if they remember how they felt
- whether they think they remember correctly or not.

Once finished, ask students to mingle and share their memories. Monitor and take notes in order to provide feedback. Finally, ask the class to discuss in groups whether they believe our memories can misrepresent real events.

2 What do you want the most memorable thing about you to be?

Give students a few minutes to think and make notes on some of the most positive parts of their personalities or their biggest achievements. You could give an example first, e.g. *I'm very generous with my time*. Put students into small groups to discuss these and ask follow-up questions.

SPEAKING BOOST

Extension

Elicit the type of qualities students look for in a good friend or colleague. Give students time to think of someone close to them. They should make notes on some memories of shared events if possible. Ask students to imagine that this person has decided to live abroad and you need to make a speech about them at their leaving party. Allow students time to write a short speech. Put students into groups and ask them to deliver their speeches to each other. Students comment on which friend they would most like to meet and why.

Suffixes

Ask students to close their books and in pairs, make a list of any noun suffixes they may already know. Give *-ment* (as in *accomplishment*) as an example. Get feedback and write good examples on the board.

3 Go through the TIP with the class. Put students into pairs and ask them to decide if the words in the box are adjectives or verbs. Students then complete the table by changing these words into nouns using the suffixes. Elicit the answers and ask for more examples to add to the list. Encourage students to make a list of these suffixes with examples in their notebooks.

Answers

- 1 -ity: capability, sensitivity
- 2 -ship: leadership
- 3 -ce: competence, innocence
- 4 -y: jealousy
- 5 -al: disapproval
- 6 -ness: nervousness, rudeness, selfishness, willingness
- 7 -tion: cancellation, consumption, reception
- 8 -ance: allowance, annoyance
- 9 -ment: assignment
- 10 -cy: deficiency, competency

4 Write this example on the board and ask students what type of word is missing (a *noun*): *The ____ spent many weeks in hospital. PATIENCE.* Elicit from the students that the missing word is a person and ask them for the correct answer (*patient*). Put students into pairs and tell them to write a person noun for examples 1–10. Check answers as a class. In the same pairs, ask students to highlight the suffixes used to make the person nouns and write them with the suffixes highlighted in their notebooks.

Answers

- | | | |
|-------------------|-------------------|-----------------|
| 1 archaeologist | 2 adviser/advisor | 3 professional |
| 4 technician | 5 ambassador | 6 consultant |
| 7 fisherman/woman | 8 novelist | 9 civil servant |
| 10 surgeon | | |

Extra

Ask students to add more nouns to describe people to the list under the suffix headings in their notebooks. Elicit any related nouns, e.g. *librarian* – *library*.

Write the word *scene* on the board and ask students what the adjective of this noun is (*scenic*). Highlight the suffix *-ic*. Tell students that adjectives are often formed from nouns and verbs.

5 Focus students on the words in the box. Ask students to complete the gaps with an adjective formed from one of the verbs or nouns in the box. Focus students on the TIP and remind them that words must be spelled correctly in this part of the exam. Tell them to highlight any of the key spelling changes in the answers. Give students time to check answers in pairs and highlight the suffixes before checking answers as a class.

Answers

- 1 reputable (This collocates well with 'company'.)
- 2 administrative (This collocates well with 'error'.)
- 3 changeable (This means that something changes a lot in a short time.)
- 4 diplomatic (This means that you are careful not to offend anyone or hurt their feelings.)
- 5 edible (This means that you can eat it safely.)
- 6 exhaustive (This means it's very complete and includes everything.)
- 7 idealistic (This means that you have very clear ideas about how to achieve things you believe in.)
- 8 persuasive (This means that you are good at persuading people to agree with you or do what you want.)

6 Tell students to close their books. Put them into small groups and ask them to list as many adjective suffixes as possible with examples. Tell students to open their books again and compare their lists to the suffixes in the table. Ask them to form adjectives from the words in the box, ensuring there are two in each column.

Answers

- ive: aggressive, constructive, responsive, substantive
- ous: courageous, spacious
- ing: convincing, refreshing
- ial: confidential, spatial, substantial
- worthy: newsworthy, trustworthy
- able: comparable, variable
- al: occasional, statistical
- ible: responsible, terrible

7 In the same groups, ask students to add more examples to each column with their root words (base forms) in brackets. Get feedback from the class.

Extra

Put students into pairs and ask them to decide which suffix is used to form adjectives from the following nouns. Explain that they may need to change the spelling of the root words. Students should complete the table together before you check answers as a class.

1 skill	
2 tolerance	
3 therapy	
4 psychology	
5 magnet	
6 obligation	
7 problem	
8 rest	

Answers

- | | | |
|-----------------|----------------------|---------------|
| 1 skilful | 2 tolerable/tolerant | 3 therapeutic |
| 4 psychological | 5 magnetic | 6 obligatory |
| 7 problematic | 8 restful | |

READING AND USE OF ENGLISH – Part 3 Word formation

Write these sentences on the board:

- 1 *He dances with grace.*
- 2 *He is a ____ dancer,*
- 3 *He dances ____.*

Elicit what type of word *grace* is (a noun) and what words are missing from sentences 2 and 3 (an adjective and an adverb). Ask students to complete sentence 2 (*graceful*). Ask the students what the most common adverb suffix is (-ly) and then complete sentence 3 (*gracefully*). Read through the TIP with students and explain that when forming an adverb from a verb or noun form, it's a good idea to, as an intermediate stage, change the word to an adjective first. Elicit an example of this from the students: *happiness* – *happy* – *happily*. It may be worth mentioning two other adverb suffixes with examples: *-ward* (*homeward*), *-wise* (*clockwise*).

8 Tell students to read the sentences and identify what type of word is missing. Following this, ask them to complete the sentences using the words in capitals. Remind students to consider any other changes they may need to make, e.g. positive/negative meaning, whether the word requires a prefix or a suffix. Elicit the answers and clarify any errors.

Answers

- 1 satisfactorily (The adverb is needed here because it describes the verb 'explain'.)
- 2 uncomfortable (The adjective is needed here as it's describing the noun 'silence'.)
- 3 dishonestly (The adverb is needed here because it describes the verb 'obtain'.)
- 4 jointly (The adverb is needed here because it describes the verb 'award'.)
- 5 realistic (The adjective is needed here as it's describing the noun 'models'.)
- 6 noticeably (The adverb is needed here because it describes an adjective 'quieter'.)
- 7 officially (The adverb is needed here because it describes the verb 'open'.)
- 8 technologically (The adverb is needed here because it describes an adjective 'advanced'.)

9 Read through the TIP and elicit some of the different verb forms students may need to use, e.g. a present/past participle, an infinitive. Write these on the board. Put students into pairs. Ask them to look at the words in bold and think of the infinitive verb form. Then, tell students to read the sentences to analyse the verb form needed. Focus students on the list of forms written on the board to help. Check answers as a class and highlight the tenses.

Answers

- 1 acknowledging (You have to use the -ing form in this sentence.)
- 2 differentiate (This means to tell the difference between things.)
- 3 evaluate (This means to comment on the good and bad things about something.)
- 4 imprisoned (This means to put in prison, and it's a passive so you need the past participle.)
- 5 lengthening (This means to get longer.)
- 6 simplified (This means to make something simpler.)

SPEAKING BOOST

1 Who is the luckiest person you know?

Ask students to clarify the definition of a lucky person in small groups and then answer the question above. Tell students to compare the lucky people they discussed and decide who is the luckiest and why. Get feedback from the class.

2 What's the difference between luck and privilege?

Write the word *privilege* on the board and ask for the meaning (a special advantage that is given only to one person or a group of people). Make a list on the board of examples of privilege, e.g. social class. Tell students to answer the question above and also decide why these privileges exist and how they can be confused with luck. For example, a person brought up in a middle-class family has access to a good education and consequently gets a good job later.

SPEAKING BOOST

Extension

Tell students to pick one of the lucky people they talked about. In pairs, ask students to imagine they are journalists, who are going to interview the person. Give students time to write interview questions before doing the roleplay. Monitor closely in order to give some language and content feedback.

Internal word changes

Ask students to close their books. Write this gapped sentence on the board: *The student always took a lot of ____ in his work. PROUD.* Ask students what type of word is missing (a noun) and then what the noun of *proud* is (*pride*). Focus students' attention on the changes in the root word.

10 Put students into pairs. Ask them to read the gapped sentences and discuss the type of words missing (adjective, nouns, etc.). Elicit what clues in the sentences allow them to guess the missing word type. For example, in question 1, the gap should be an adjective since it is preceded by *It is not* and is followed by *to + infinitive*.

Answers

- 1 adjective (suggested by use of 'It is not ...' before the gap)
- 2 adjective (suggested by 'more' before the gap)
- 3 verb (because of 'to' before the gap)
- 4 adjective (because of 'wasn't very' before the gap)
- 5 noun (suggested by the adjective 'conventional' just before the gap)
- 6 adjective (suggested by the noun 'changes' after the gap)

11 Ask students to fill in the gaps in Ex 10 with the correct words. Once finished, tell students to compare answers in pairs. Check answers and ask students to create a list of spelling changes in their notebooks.

Answers

- 1 advisable (The 'c' changes to 's' and the 'e' disappears when you add the suffix '-able'.)
- 2 destructive (This is the adjective.)
- 3 clarify (This is the verb.)
- 4 decisive (This is the adjective of the verb 'decide'.)
- 5 wisdom (This is the noun.)
- 6 minimal (This is the adjective from the noun 'minimum'.)

12 Write *create + ive* on the board next to the following gapped sentence: *She has always been very ____*. Elicit that the missing word is an adjective, but to form this, you must first make internal changes to the noun before adding the suffix. Ask students for the correct answer (*creative*) and write it on the board. Ask students to do the same for 1–6. Check answers as a class and elicit what internal changes have been made. Focus students' attention on the TIP and encourage them to record new vocabulary in their notebooks in word groups.

Answers

- 1 believable (The final 'e' disappears when adding a suffix which begins with a vowel.)
- 2 controlling (The final 'l' doubles when adding '-ing'.)
- 3 luxurious (The final 'y' changes to i when adding '-ous'.)
- 4 pleasurable (The final 'e' disappears when adding a suffix which begins with a vowel.)
- 5 disastrous ('-er' at the end of the noun changes to just '-r'.)
- 6 repetitive (The final 'a' of 'repeat' disappears when forming the adjective.)

Extra

Tell students they are going to talk about their past experiences. Put students into small groups of four and give them each a number (1–4). Tell students that you are going to write a question on the board and then give them 30 seconds to think before starting to talk. Student 1 in the group talks first and must continue until 60 seconds is up. If student 1 stops too soon, student 2 must continue and answer the question. If s/he stops, it moves to student 3, etc. Check the time in order to stop students talking after 60 seconds. With question 2 on the board, student 2 starts talking first, with question 3, student 3 starts, and so on.

The questions to write on the board are:

- 1 *Talk about a time you were unconfident about a task, but did well anyway.*
- 2 *Talk about a time you were jealous.*
- 3 *Talk about a time you were a good representative for someone/something.*
- 4 *Talk about a time you finished the day exhausted and why.*

Compounding

Write this word on the board and elicit what word family it belongs to: *straightforward*. Elicit that this is an example of a compound adjective. Elicit the definition of a compound word (*one word made from two separate ones*). Explain to students that these can be difficult as they take three different forms: two words together; two words with a hyphen; two separate words.

13 Ask students to look at the two sets of words and match them to make a compound word. Put students into pairs and ask them to clarify the meaning of each compound word. Get feedback from the class and elicit these are all one word (without hyphens).

Answers

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

14 Ask students to use the compound words from Ex 13 in the sentences. Check answers as a class.

Answers

- | | | |
|--------------|----------------|--------------|
| 1 widespread | 2 eye-catching | 3 waterproof |
| 4 background | 5 supernatural | 6 alongside |

15 Ask students to quickly read the text, ignoring the gaps. Put students into pairs and ask them to read the text again and decide what type of word is missing (adjective, noun, etc.). Finally, students should complete the gaps with a compound word formed from the words in capitals. Write the answers on the board.

Answers

- | | | |
|------------------|------------|---------------|
| 1 groundbreaking | 2 setbacks | 3 time-saving |
| 4 undergo | 5 meantime | 6 whatsoever |

EXAM TASK

Exam Trainer p19

This could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is the correct answer, as a class.

Answers

- 0 length (This is the noun of the adjective 'long'.)
- 1 insignificant (This is the adjective formed from the verb 'signify', and it needs to be negative in this sentence.)
- 2 organisms (This noun has a similar meaning to 'creatures'.)
- 3 worldwide (This adverb means 'all around the world'.)
- 4 intriguingly (This adverb has a similar meaning to 'interestingly' here.)
- 5 visible (This adjective means it's possible to see something.)
- 6 critical (This adjective means 'vital' or 'extremely important'.)
- 7 dramatically (This adverb means 'a lot'.)
- 8 dependent (If something is dependent on something else, it needs it to survive.)

Cooler

Write the following words on the board: *agree, appear, correct, honest, interest, known, mature, patient, satisfied, sense*.

Put students into small groups. Students take turns to say a word from the board. The other students in the group race to say a sentence using a different form of that word. If the sentence is correct, they win a point. Play continues until all the words have been used.

Extra practice

For further practice, complete Reading and Use of English Part 3 of the Practice exam paper on p108 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 4
Key word transformation
- How did you do?

TEACH Strategies and skills

- Passive forms
- Reported speech
- Comparative forms
- Verb and noun phrases
- Clause patterns
- Collocations and fixed phrases

TEST Exam task

- READING AND USE OF ENGLISH – Part 4
Key word transformation

Extra resources

Digital resources

- Exam Trainer presentation tool pp20-23
- Video: About C1 Advanced: Reading and Use of English Part 4
- Pearson Practice English App – Formula C1 Advanced

DYSLEXIA FOCUS

As this type of exam task can be challenging for students, it may be useful to give them more time to complete it. Consider colour coding sections of the original sentences and the gapped one below to show which parts of the sentences are similar in meaning.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 20 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Same or different?

Dictate these sentences for students to write down:

'It's your fault we are in trouble with mum and dad,' Ray told Laura.

Ray disapproved of Laura getting them in trouble with their mum and dad.

Give students some time to check their sentence with a partner. Ask students whether the second sentence has the same or different meaning as the first (*slightly different*). Ask students to rewrite the underlined section of the transformation using the word *blamed* (*Ray blamed Laura for getting them in trouble with their mum and dad.*).

ABOUT THE TASK Exam Trainer p20

Tell students they are going to read about Reading and Use of English Part 4 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 20 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 How many pairs of sentences are there in this exam part? (six)
- 2 How many words can you use in each gap? (between three and six; contractions count as two words)
- 3 Can you come up with all the words yourself? (No. You must use the word in capitals.)
- 4 Does this part test your knowledge of lexis or grammar? (both)
- 5 How many elements of the first sentence are changed in the second? (two)
- 6 How many marks are you awarded for each correct answer? (two)

Practice task Exam Trainer p20

- 1 Explain that this is a shorter version of the real exam task, in which there are six pairs of sentences. Write the example on the board. Elicit the key words in the first sentence and highlight them: *It took several weeks for Emily to persuade Huang to join her on the bike trip.* Now focus on at the second sentence and cross out the important words which are covered: *Huang _____ Emily on her bike trip after several weeks.* Elicit from the students that the words missing in the second sentence are *persuade* and *join*. Bearing this in mind, ask students in pairs to complete the gap using the word in capitals so it has the same meaning. Ask them to then follow the same process with sentences 2–4.

How did you do?

- 2 Elicit the answers and clarify any errors. Ask students whether the exam technique above helped them to identify the changes needed in the second sentence or not.

Answers

- 1 was (finally) talked into joining (If you 'talk someone into' doing something, it has a similar meaning to 'persuade'.)
- 2 warning about the risks of cycling (The noun of 'warn' is 'warning' and the noun of 'risky' is 'risk'.)
- 3 gave a clear explanation about/of (The noun of 'explain' is 'explanation' which collocates with the verb 'give'.)
- 4 hadn't/had not been for Hannah's (This structure is commonly tested in Part 4.)

3 Ask students to read a–h. Explain are all changes commonly included in this exam part. Focus their attention on sentence 1 from Ex 1 again. Elicit which two elements were changed in this example (b, c). Students match the other elements to the sentences in Ex 1. Tell students to check in pairs before giving checking answers as a class.

Answers

- a 3
- b 1
- c 1, 4
- d 2
- e 1 – to create a passive form
- f 2, 3 – The noun of the verb 'warn' is 'warning'; the noun of the verb 'explain' is 'explanation'.
- g 1 – 'to join' becomes 'joining'
- h 2 – The plural noun of the adjective 'risky' is 'risks'.

TEACH Strategies and skills Exam Trainer p21

Passive forms

Ask students to look at sentence 1 from Ex 1 of the Practice task again. Elicit that the first sentence is active while the second is passive. Explain to students that this is common in this part of the exam. Read through the TIP and elicit the difference between a normal passive structure and a passive impersonal structure.

1 Put students into pairs. Ask them to look at the first sentence in each pair and highlight the main verb. Tell students to write the tense used at the side of the sentence. Once completed, ask students to complete the transformations before checking in pairs. Write the answers on the board and highlight the passive structures.

Answers

- 1 is being repaired (the present continuous passive)
- 2 had (all) been finished (the past perfect passive)
- 3 has been cleaned (the present perfect passive)
- 4 being taught (Verbs which are normally followed by gerunds take the -ing form of 'to be'.)
- 5 had to be rescued (this is an infinitive passive form)
- 6 may be lowered (Modal verbs take the bare infinitive (without 'to') to form a passive.)
- 7 would have been fed (This is a third conditional passive form.)
- 8 he was being ignored (the past continuous passive)

Extra

Tell students that they work for an agency that sells weekend breaks for busy people. The idea is that everything is taken care of by the company and all the guest needs to do is relax! Put students into pairs and ask them to write a marketing email to potential clients in order to encourage them to buy a weekend away. Provide these prompts on the board as a guide, but encourage students to think of more.

- *You will be picked up ...*
- *Your meals will be ...*
- *Your room is cleaned, etc. ...*
- *You won't be ...*
- *The activities are organised ...*
- *You should be ...*

Once completed, ask students to pass their email to another pair. After a couple of minutes, ask students to pass them on again and read another email. Once all students have read all emails, ask them in their pairs to choose which trip they would most like to go on.

SPEAKING BOOST

1 Are you a team player or do you prefer working independently?

Elicit whether students' work/study requires them to work independently or in groups and why. Ask students in pairs to discuss the question and give reasons for their answers. Get some whole class feedback.

2 What does 'Two's company, three's a crowd' mean? In which situations would you agree with this phrase?

Elicit the meaning of this saying. Ask students to list different situations in which they would prefer to be: alone in a small group; in a large group. Once finished, ask students to mingle and discuss their lists with each other. Get feedback on opinions and whether students agree with each other and with the phrase, and why.

SPEAKING BOOST

Extension

Put students into small groups. Ask them to come up with a questionnaire of six questions (similar to the multiple-choice ones you find in magazines) which determine if the reader is a team-player or not. The group should also create an answer key with a description of the reader's personality and preference for work. E.g. *Mostly As: You love working in teams!*, etc. Once finished, ask the groups to swap and complete each other's questionnaires.

Reported speech

Write this short conversation on the board: *'You should really dye your hair blonde. It would look great,' said the hairdresser. 'OK! Let's do it!' replied Jan.* Ask students which reporting verb they could use if reporting this interaction to someone else (*convinced*). Elicit from the students that the verb pattern following this reporting verb is *convince + someone + to + infinitive*. Put students into pairs and ask them to rewrite the interaction using *convinced* in reported speech (*The hairdresser convinced Jan to dye her hair blonde.*).

READING AND USE OF ENGLISH – Part 4 Key word transformation

2 Ask students to complete the second sentence in each pair with the same meaning, using the words in capitals. Put students into pairs to check answers and ask them to identify the two elements they were required to change.

Answers

- 1 had been having his lunch (The past continuous changes to past perfect continuous.)
- 2 hadn't/had not meant to be (The past simple changes to the past perfect.)
- 3 I was going to finish writing (The present continuous changes to the past continuous.)
- 4 would be more straightforward than we (Future with 'will' changes to 'would'.)
- 5 when it would be possible to ('can' here changes to 'it would be possible'.)
- 6 have been better if I had / to have included

Extra

Write these reporting verbs on the board: *convinced, denied, accused, threatened, suggested, advised, forbid, demanded, urged, proposed*. Put students into small groups and give each group three or four verbs each. (If you have a smaller class, you will need to give more verbs to each group. With a larger class, you may repeat certain verbs.) Ask students to invent a short dialogue/interaction in direct speech to represent each reporting verb. Once completed, collect all the sentences. Now ask students to draw a bingo grid card with six squares and write six reporting verbs from the board on it. Students should not choose the reporting verbs they were given previously. At random, read out some of the interactions written by the students. Students listen and decide which reporting verb could be used to report this interaction. If students have this reporting verb, they should cross it off on their bingo card. The student to complete their bingo card first is the winner. Once finished, put students back into their original groups and give them one of the other groups' interactions. Ask students to rewrite this using a reporting verb. Monitor closely and give some feedback at the end.

Comparative forms

Ask students to close their books. Write these sentences on the board:

- 1 *My old family home was smaller than I had remembered.*
- 2 *The job paid as much as my old one.*
- 3 *The new language teacher was the best they had had so far.*

Elicit that these are all comparative/superlative structures. Explain that the basics of these structures are rarely tested at this level, but it is common to test a range of modifying adverbs. Write these modifiers on the board and put students into pairs. Ask students which sentences they could be used in: *a great deal* (1), *nearly* (2), *far* (1), *much* (1) *at least three times* (1, 2), *by far* (3), *just* (2), *so much* (1), *easily* (2, 3), *quite a lot* (1). Get feedback from the students.

3 Ask students to read the gapped sentences and identify what type of comparative structure it is (... *than*, ... *as*, superlative, *the more ... the more*). Then, ask students to complete sentences 1–6 with one of the options. Tell students to check answers in pairs and highlight the modifying adverbs in one colour and the comparative structure in another. Check answers as a class.

Answers

- 1 A 2 C 3 C 4 A

Alternative

Create sets of cards with the sentences from Ex 3 on each card. Make some of the examples correct and others incorrect. Put students into small groups and give each group a set of cards. Students should take turns to read the sentence to their groups and decide if they think it is correct or not. If incorrect, they should try to correct it in their notebooks and highlight where the error is. Check answers as a class.

4 Put students into pairs and ask them to highlight the comparative structures in the first sentence of each pair. Tell them to circle any modifiers used. Then, ask students to choose the most appropriate option in the second sentence while checking that the comparative structure and modifier used matches in meaning.

Answers

- 1 wasn't anywhere near as long (because the person expected it to last much longer)
- 2 such a small amount of (because 'such a' emphasises the amount of something)
- 3 as good as (because people imagine the past was better than it was in reality)
- 4 more speedily than (because it was faster than ever before)

Verb and noun phrases

5 Read through the TIP with the class. Put students into pairs and ask them to look at the gapped phrases (1–8). Ask them to think of any phrases they know with the same meaning. Explain that these could be phrases that look very different (but have similar meanings) or could be phrases in which verb phrases are transformed into nouns or adverbial phrases. Then, tell students to complete the gapped phrases with words from the box and compare them to the ideas they discussed earlier. Check answers as a class.

Answers

- | | | | |
|------------|-----------|-----------|----------|
| 1 a hand | 2 get in | 3 raise | 4 quite |
| 5 faith in | 6 hang of | 7 go into | 8 take a |

READING AND USE OF ENGLISH – Part 4 Key word transformation

6 Ask students to close their books and write these examples on the board:

- 1 He **accused** her of cheating. MADE;
- 2 He _____ that she had cheated.

Elicit from the students that in sentence 1, *accused* is a verb in the past simple. Explain that in sentence 2, we must use a different verb phrase, with *made*. Therefore, what follows *made* is a noun (*accusation*). Ask students to complete the gap in sentence 2 (*made an accusation*). Put students into pairs and ask them to look at the words in bold in Ex 2. Tell students to write any varying forms of these words they know. Do the first one as an example with the class on the board (*descriptive, description, etc.*). Then ask students to complete the gaps using a form of the word in bold and the key word in capital letters. Ask students to make a note of any phrases in their notebooks for future reference/study.

Answers

- 1 give a clear description (the noun of 'describe')
- 2 take into consideration (the noun of 'consider')
- 3 a common assumption (the noun of 'assume')
- 4 very little acceptance (the noun of 'accept')
- 5 virtually no affordable/cheap (the adjective of 'afford')
- 6 highly imaginative (the adjective of 'imagination')

SPEAKING BOOST

- 1** What are some of the most famous symbols you can think of?

Show students some pictures of famous symbols (e.g. the Red Cross/Crescent) and elicit what they represent. Put students into groups and ask them to make a list of the five most famous symbols they can think of. Following this, ask students to mingle to compare their lists to see if they agree or not.

- 2** Why do you think symbols are so important?

Ask students to think about the Red Cross/Crescent symbol again and elicit why it is important that people recognise it. Put students back into the same groups and ask them to discuss question 2. Tell students to refer to the symbols on their lists from question 1 and discuss which are the most important.

SPEAKING BOOST

Ask students to pick a famous symbol and for homework, investigate the history of how it was created and for what reason. In the following class, students should give a short presentation during which their classmates will have the opportunity to ask questions.

Extension

Clause patterns

Read through the introductory sentence with the students and the four examples of clause patterns. Put students into pairs and ask them to think of an example sentence for each. Get feedback from the class.

- 7** Ask students to read each sentence and identify which of the four clause patterns in the box is used. Tell students to compare answers in pairs and then, together, complete the gaps with one word. Write the answers on the board and highlight the clause patterns, e.g. *Volunteers did the best they could to clean up ...* (best + pronoun + could).

Answers

- 1 could 2 If/When 3 Should 4 Pay

- 8** Ask students in pairs to read the sentences and decide which of the four clause patterns is necessary. Once finished, tell students to complete the sentence with the same meaning, using the word in capital letters. Students should then check their answers in pairs.

Answers

- 1 the best you/one can hope / all you/one can hope / all that can be hoped
- 2 should there be
- 3 if listened to / if you listen to it
- 4 and they will tell you / and you will know

Collocations and fixed phrases

- 9** Using the technique of crossing out parts of the original sentence covered in the Practice task at the beginning of this unit, ask students to complete the second sentence so it has the same meaning. Encourage students to make a note of any new collocations or phrases in their notebooks. Check answers as a class.

Answers

- 1 any difference ('it doesn't make any difference to me' means you're not bothered if something happens)
- 2 accustomed to ('become accustomed to' has a similar meaning to 'get used to')
- 3 behind the times ('behind the times' has a similar meaning to 'old-fashioned')
- 4 felt compelled (If you 'feel compelled' to do something it means you feel like you have to do it.)
- 5 dedicated himself (If you 'dedicate yourself to something,' it means you put all your energy into it.)
- 6 dependent upon (If something is 'dependent upon' something else, it means it is related directly to it. If a person is dependent on someone else, it means they rely on them totally.)
- 7 no harm in (If there's 'no harm in doing something,' it means there are no disadvantages in doing it.)
- 8 in two minds (If someone is 'in two minds' about something, it means they can't decide whether they should do it or not.)

EXAM TASK

Exam Trainer p23

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is the correct answer, as a class.

Answers

(Each answer has been divided into two parts using a vertical line. | You receive one mark for each correct part, so two marks for a completely correct response.)

- 0 has been reopened | in the light (You need to use a present perfect passive and the fixed phrase 'in the light of'.)
- 1 regardless of | the objections ('regardless of' has a similar meaning to 'despite and you need to change the verb 'object' to the plural noun 'objections'.)
- 2 haven't/have not (got) / don't have/do not have | a clue how (If you 'don't have a clue', it means you really don't know something.)
- 3 came (completely) | out of the blue (If something 'comes out of the blue', it is a complete surprise.)
- 4 inclined to believe/think (that) | there would (If you are 'inclined to believe something', it means you have an opinion about it, but not a strong opinion.)
- 5 took the liberty | of booking (If you 'take the liberty of doing something', it means you do it without asking for the permission or approval of anyone else involved.)
- 6 mind at rest | by phoning (her) (If you 'put someone's mind at rest', it means you say or do something to stop them worrying.)

Cooler

Put students into pairs and ask them to look back through the exercises completed in this part of the Exam Trainer. Ask them to create their own key word transformation question, like the ones in the Exam task. Monitor and help, if necessary. Once completed, ask students to swap their questions with a different pair and complete them.

Extra practice

For further practice, complete Reading and Use of English Part 4 of the Practice exam paper on p109 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 5 Multiple choice
- How did you do?
- Topic: Noise pollution

TEACH Strategies and skills

- Understanding inference and implication
- Understanding purpose and attitude
- Matching meaning
- Using context to guess the meanings of unknown words
- Understanding text organisation features

TEST Exam task

- READING AND USE OF ENGLISH – Part 5 Multiple choice
- Topic: The beauty of pauses

Extra resources

Digital resources

- Exam Trainer presentation tool pp24-31
- Video: About C1 Advanced: Reading
- Video: About C1 Advanced: Reading and Use of English Part 5
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

The paragraphs in this exam part are quite dense, which could be challenging for students. It may be useful to give the students the text without questions so that they can familiarise themselves with it before completing the task under exam conditions. You could also consider colour coding full sentences with different highlighters so that students know where one sentence finishes and another starts.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 24 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Noise, noise, noise

Write the statements below on the board. Put students into small groups and ask them to say whether they are true for them or not. Encourage discussion through follow-up questions. Monitor closely and take notes to provide feedback. During whole class feedback, ask students to summarise whether more people agree or disagree with the statements.

- *I couldn't live in the countryside. For me, the noisier, the better.*
- *There is nothing worse than a noisy neighbour.*
- *Crying babies don't bother me, but someone practising the violin day and night drives me up the wall.*
- *The world was so much quieter when I was a kid.*
- *I love the sound of nature. It's just a shame I don't get to hear it so much over all the noise pollution these days.*

ABOUT THE TASK Exam Trainer p24

Tell students they are going to read about Reading and Use of English Part 5 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 24 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *How many questions are there in this exam part? (six)*
- 2 *How many options are given? (four)*
- 3 *What kinds of reading skills are tested? (The general meaning of the text and paragraphs, the writer's attitude and opinion, implied meaning, understanding of unfamiliar words, comparisons and referencing words.)*
- 4 *How many marks are you awarded for each correct answer? (two)*

Practice task Exam Trainer p24

- 1 Explain to students that this is a shorter version of the real exam task, in which there are six questions. Ask students to quickly read the two paragraphs on noise pollution and, in the margin, write a few words to summarise the general meaning of each. Ask students to compare in pairs before getting feedback from the class. Explain to students it is important to do this before attempting to answer the questions. Then ask students to read the two questions and highlight the key words. Tell students to read the text again and choose the correct answers from the four options.

How did you do?

- 2 Put students into pairs to compare and justify their answers. Get feedback from the class, but do not provide students with the correct answers yet.

Answers

- 1 C 2 A

3 Ask students to look at the options in question 1 of Ex 1 again. Focus students' attention on the verbs used in the options and ask students to compare the meaning (e.g. *suggest, contrast, illustrate*, etc.). Once finished, tell students to look at questions 1–4 and discuss them together. Write the answers on the board.

Answers

- 1 There doesn't appear to be any comparison or ranking of how seriously each group is affected.
- 2 The writer lists them.
- 3 to show that noise pollution affects all living things
- 4 No.

4 Ask students to look at the options for question 2 in Ex 1. Then match them with the four highlighted sections in the text. Ask students to discuss which of the options matches in meaning exactly and why the others don't. Check answers as a class and write them on the board.

Answers

- a 1 D 2 C 3 A 4 B
- b Option A matches 3 exactly (the writer asks this rhetorical question to suggest that people feel powerless over noise pollution because it's such a huge problem.)
- c Option D does not match 1 exactly (because the writer suggests that denial would be one explanation for people not talking about noise pollution, but that this is unlikely.) Option C does not match 2 exactly (because the writer says that everyone causes it, not just business and industry.) Option B does not match 4 exactly (because the writer says that everyone from government to individuals is responsible for noise pollution, and doesn't state that governments do little to make people aware of it.)

1 Put students into pairs. Ask them to read the texts first, without the options, and discuss what they can infer. Once completed, ask them to read the texts again alone and choose the correct answers. Students compare in pairs before checking answers as a class.

Answers

- 1 C is correct. Phil is normally overly talkative in meetings, but goes quiet when the subject of budget overspending is raised, thereby suggesting that Phil has something to do with it.
A There's no indication of this.
B The writer is not suggesting this.
D There's no suggestion that Phil's team do all the work.
- 2 A is correct. There's no chance of the writer having a picnic on the sun so this is also true of the likelihood of a sequel to *The First Kick* appearing.
B A sequel hasn't yet been written.
C Heywood is not currently writing a sequel.
D The writer is not suggesting this.
- 3 B is correct. The writer says she could never imagine going for a coffee, as friends do, with the tour guide.
A There's no suggestion of this in the paragraph.
C There's no suggestion of this in the paragraph.
D The tour guide directed interesting information to a few of them, but there's no reference to a shared interest.
- 4 D is correct. The writer suggests that lack of action (doing nothing to bring about equality) gives a clearer picture of what the president really thinks than what he says.
A There's no suggestion that lack of time is the problem.
B The focus is on what the president failed to do, not his staff.
C There's no suggestion of this in the paragraph.

Strategies and skills Exam Trainer p25

Understanding inference and implication

Ask students to close their books. Write the following on the board: *When we talk about new vaccines, we don't mean something that's been developed in the last month, the last year, or usually even the last five years.* Explain that we often have to read between the lines and infer meaning from a text. Put students in pairs and give them a few minutes to discuss what the writer is inferring (e.g. *vaccines take many years to develop*).

Extra

Explain to students that when inferring meaning from a text, we use a combination of clues provided by the writer and our background knowledge based on our experiences. Put students into pairs and give them each a photo. There should be no headlines or captions to the photos. Ask students to infer what the photo is showing (using their background knowledge). After a few minutes, students should swap the photos and repeat the task. Monitor closely in order to give feedback.

SPEAKING BOOST

1 Would you ever eat in a restaurant by yourself? Why / Why not?

Elicit on what occasions people might find themselves eating alone in a restaurant. Write ideas on the board. Put students into pairs and ask them to discuss the question listed. Get feedback from the class.

2 If a solo traveller visited your country or region, what would you recommend they do?

Tell students they are going to represent their country/region in a tourism fair. Divide the class into A/B groups. Student As are the representatives of their regions/countries and the student Bs are planning a solo trip. Ask student As to mingle and ask questions to student Bs about their country/region. At the end of the activity, put students into groups to discuss which places they would be interested in visiting and why.

SPEAKING BOOST

Extension

Ask students to create a leaflet to market their countries or regions. Students could try to direct their marketing at different types of people: individual travellers, families, cultural travellers, travellers interested in outdoor activities, etc.). In the following class, tell students to read each other's leaflets and ask/answer any additional questions. If all students are from the same region/country, tell them to choose which city or area best represents where they live.

Understanding purpose and attitude

Ask students to close their books. Read the following sentences to the students: *I saw Maria in the park the other day. Yet again, she didn't stop going on and on about how amazing her children are compared to everyone else's.*

Explain that we often have to identify purpose and opinion/attitude in texts. Put students into pairs and give them a few minutes to discuss what the speakers' attitude or opinion is here (e.g. frustration, annoyance).

2 Students read the texts and consider the writer's feelings/opinions. Ask them to read the texts again and discuss the questions with a partner. Get feedback from the class and tell them to justify their answers using sections of the text.

Answers

- 1 By Madison's anecdotes – the reviewer says that the book isn't short of fascinating anecdotes but is thin on the ground (there aren't enough) in discussing drawbacks.
- 2 No – the writer finds the ruins fascinating while his fellow travellers seem to be using it as a photo opportunity to impress friends back home.
- 3 A dismissive way – the writer says that all the methods that came before the current one and all those to come in the future give the same benefits so are therefore not 'revolutionary' at all.
- 4 The writer is surprised by the richness that human voices give a composition – the writer uses the phrase 'What I could never have been prepared for' to signify surprise.

3 Ask students to look at the opinions or attitudes before reading the texts to ensure they understand the differences in meaning. Put students into small groups to give examples to illustrate the meanings. Then, ask students to read the texts individually and choose from the correct options. Encourage students to highlight the parts of the text which provide them with the answer. Ask for justifications of answers when going through the answers as a class.

Answers

- 1 C – The reviewer became exasperated (irritated or annoyed) with the author's style after reading fewer than two pages.
- 2 A – The writer says that the team members felt they could follow the team leader anywhere without any problem 'coming to pass' (happening), so they trust her.
- 3 C – The writer's choice of vocabulary ('unique') and the fact that he/she seems impressed by the organisation's approach tell us that he/she admires them.
- 4 A – The writer's use of the quote and the phrase 'must have taken great comfort' shows understanding of how the research team must have felt.

Alternative

Put students into pairs and give them the texts from Ex 3 without the options. Ask students to discuss the meaning of each text and what they think the writer's opinion/attitude is. Once completed, provide students with the options to choose from. Following class feedback, ask students to compare the correct answer with their original ideas.

SPEAKING BOOST

1 Describe your ideal city. What five facilities would you prioritise?

Elicit some facilities, e.g. sports centres, etc., and write these on the board. Write *an ideal city* on the board and elicit the meaning. Put students into pairs and ask them to discuss what this would be like. Ask them to choose five facilities to prioritise. During feedback, ask each group to briefly describe their cities to the class and then vote on where they would all prefer to live.

2 Which would you prefer to visit or live in: a traditional or smart city?

Put students into small groups and ask them to make lists of the advantages and disadvantages of living in these two types of city. Once finished, ask them to choose which they would prefer to live in or visit and why. Using the ideas discussed in pairs, tell students to mingle and defend their choice with clear reasons. Get feedback from the class.

SPEAKING BOOST

Extension

Ask students to research an example of a smart city for homework and prepare a presentation that they can give to the rest of the class.

Matching meaning

Explain that students have to read the text very carefully to match the exact meaning to the correct answer. Read through the TIP with students and explain the importance of focusing on the text itself rather than letting external knowledge and experiences influence their answers. Stress that if it isn't in the text, it isn't the correct answer.

- 4** Ask students to read the texts quickly to understand the general meaning and make notes in the margin. Tell students to then highlight the key words in statements A–D before deciding if they are true or false. Once completed, tell students to discuss their answers in pairs before writing the answers on the board.

Answers

- 1 A False – There is no indication of this in the text.
B True – The rhetorical question shows the writer's surprise.
C False – The writer is describing being in bed in a cabin, and doesn't mention the landscape.
D True – The writer suggests this in the description of their reaction to the cold and in the rhetorical question which follows.
- 2 A False – There's no indication that Great-Aunt Caroline is rude to the writer.
B False – The writer isn't taken into Caroline's office.
C True – She radiates authority yet doesn't say a word.
D True – They feel like they did when in trouble with the headteacher at school.
- 3 A False – This could have happened if a plan had been in place, but it wasn't.
B False – Not everywhere in the country was the centre of the steel industry.
C True – Had a plan been worked out, the negative consequences might have been avoided ('it might have been a very different story').
D False – The steel industry 'never recovered' to what it had been previously, but we don't know that there's none left.
- 4 A True – The paragraph says that the idea of living underground is 'developing quite a following' (people who like them or are interested in them).
B False – No disagreement is mentioned, only that different architects have different approaches.
C False – Some architects design the buildings using modern architecture as a starting point, but no mention is made of the facilities in the homes.
D False – There probably are many different reasons, but these are not referred to in the text.

- 5** Tell students to skim the text for general meaning. Elicit a summary during feedback. Put students into small groups to answer the questions.

Answers

- 1 It's responsible for collecting data about boats hitting whales, and it has recently released some of this data.
- 2 A breakdown of the types of vessels most often involved in a collision with whales.
- 3 We don't know which vessels because they are not identified. However, whalewatching vessels was involved in the most collisions where the vessel was identified.
- 4 Because they are there to allow people to admire the whales and inadvertently end up hurting them.

- 6** Read through the TIP with the class. Tell students to read the question and highlight the key words in the four options. Write the following questions on the board and ask students to consider them when choosing the correct option.

- 1 Do any of the statements include information not mentioned in the text?
- 2 Do any of the statements talk about data not discussed in the report?
- 3 Do any of the statements express the opposite opinion of what the report actually found?

Once finished, write the correct answers on the board and explain that the others are distractors.

Answers

- 6 B is correct. In the final two sentences, the writer suggests that the whale-watching industry may have interpreted the data in such a way as to lessen the blame attached to whale-watching boats.
A The accuracy of the numbers is not questioned, just the interpretation of these statistics.
C There is no indication whether the figures are close to what was expected or not.
D This may be the case, but it is not stated or suggested in the paragraph.

Using context to guess the meanings of unknown words

Ask students to close their books. Write this sentence on the board: *Tim was frantically searching for his passport when Claire arrived to take him to the airport.* Ask students to guess the meaning of the word *frantically* in pairs. Ask students whether doing something *frantically* is the same as *calmly* or the opposite (*the opposite*). How do they know?

- 7** Write the unknown words from the texts on the board and ask students if they know the meaning of any of them. Put students into pairs. Ask them to read the short texts and answer the questions below. Check answers as a class.

Answers

- 1 weak – He's likely to feel weak after an illness and he goes on to get his strength back, showing he must have felt weak.
- 2 unpleasant – Alicia knew she was 'in trouble' from the way the guards treated her.
- 3 quickly – If he's looking through it in an anxious way because of the turbulent flight, he's likely to be doing so quickly and not really reading any of the articles.
- 4 a long time – As the festival the writer is witnessing is unlike the short-lived ones in his or her own country, it's likely the celebrations he or she's describing go on for a long time.
- 5 less – Because the players are more exhausted than the coach expected, he's likely to give them less training for a few days.
- 6 negative – It's given at the end of a list of things that were wrong with the hotel.

Extra

Create sets of cards with the phrases and definitions 1–4 below. Put students into groups of four and give each group member a card. Explain to students that they are going to roleplay a get together with friends. Each group member will tell an anecdote and must include the words on their card in context. Allow students five minutes to plan their anecdote alone. Then, students take turns to tell their stories. Following each story, the students read the phrase on their card (but not the definition) and the other group members must guess the meaning. Monitor closely to give feedback.

- 1 to snap at someone: to suddenly become unable to control a strong feeling, especially anger, and talk sharply to someone
- 2 to have a bee in your bonnet: to keep talking about something again and again because you think it is important
- 3 feeble: weak and without energy
- 4 to stand up for someone: to defend someone

Understanding text organisation features

Ask students to close their books. Write these sentences on the board: *I really hate theme parks and have done since I was a child. Even so, I always seem to end up on a rollercoaster at some point once a year, cursing my family for dragging me on it.* Highlight *even so* in the sentence and ask what the meaning is (*although it is true*). Ask students what it refers to in the text (a *rollercoaster*). Explain to students that they often have to identify referencing in texts.

- 8 Ask students to read texts 1 and 2 and the questions and options below each one. They should highlight the sections of text which refer to each of the A–D options. Students choose the correct option for questions 1 and 2. Check answers as a class.

Answers

- 1 B ('this image' refers to all of the negative behaviours that are used to stereotype teenagers. A is not correct as the image in question is a negative one, whereas 'loving' is positive. C is not correct as 'this image' refers to teenagers, not parents. D is not correct as 'this image' refers to teenagers, not neighbours.)
- 2 C (This refers to the time after the advisor had seen the photos, and was still refusing to accept their mistake. A is not correct as it refers to a time long after the writer received the laptop. B is not correct as there's a refusal to admit responsibility at the beginning of the call, but 'Even then' does not refer to this. D is not correct as it refers to one time during the call, not the whole call.)

- 9 Put students into pairs and ask them to read Text 1. Tell students to read question 1 below and match the options with the highlighted sections of the text. Ask students to discuss which option matches a highlighted section exactly and why the others do not. Following this, ask students to read Text 2 for general meaning. Then ask for ideas from students about the question and the options. Following this, tell them to identify which option has the exact meaning to the text. Check answers as a class. Then go through the TIP and ask students to bear this in mind when they do the exam task later.

Answers

- a 1 A
- b 1 C 2 B 3 D 4 A
- c A (Because *Amelia* is part of a current trend for style over substance.)
- d B is incorrect as the production quality is 'faultless'. C is incorrect as it looks different 'on the surface' but the story is 'worryingly familiar'. D is incorrect as the cast are all experienced ('seasoned') actors.
- e C (A once socially unacceptable song is now played at supermarkets and no one notices, so public acceptance has broadened. The final sentence of the paragraph rules out Option A. Option B is incorrect because no comment is made in the paragraph of how music affects people's state of mind. Option D is incorrect because the writer makes no comment about how the song sounded to him.)

- 10 Tell students they are often required to identify comparisons in texts. Put students in pairs and ask them to skim read the two texts. Using questions 1–3, tell students to choose the correct options (A–D) for the texts. Write the answers on the board.

Answers

- a D (Reading enjoys similar social status to classical music, yet fewer teenagers perhaps want to do it than the other activities listed.)
- b A is incorrect as there is no comparison drawn between classical music and typical teenage activities in general. B is incorrect as playing computer games is seen to hold a much lower status than classical music. C is incorrect as using social media is seen to hold a much lower status than classical music.
- c B (Chlöe says that Venus proves global warming happens in reality, which climate change sceptics cannot deny. A is incorrect as Chlöe doesn't believe that Earth will follow the worst-case scenario of Venus. C is incorrect as Chlöe is not using the comparison with Venus to list any characteristics – only one (very high temperature) is actually mentioned. D is incorrect as there's no indication that Chlöe is using the comparison to show gratitude.)

EXAM TASK

Exam Trainer p30

This could be done under exam conditions in class or can be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is the correct answer, as a class.

Answers

- 1 B (The irony is that we can hold phones in our hands but it's the phones that are actually holding us in their grasp, metaphorically. A is incorrect as the mobile phones are not mentioned in relation to efficiency. C is incorrect as the phones are not used to show how relationships between people have changed. D is incorrect as phones are not used to make a comparison between humans and machines.)
- 2 D (The writer says that always doing things is something that people should aspire to and those that do have the 'moral high ground', so this is the motivation. A is incorrect as people's commitment to family and friends is mentioned as a symptom of busyness, not a motivation for it. B is implied as being necessary but is not mentioned as the motivation. C may be a reason why people are so busy but is not the motivation for it.)
- 3 C (The writer describes how he came to realise the true nature of pauses by speaking to lots of people over a period of time. A is incorrect as there are no ways in which he benefits in daily life mentioned. B is incorrect as the other people are exemplifying their use of pauses, not defining them. D is incorrect as the views of other people seem to agree rather than contrast.)
- 4 A (His visitors appear to solve their problems because of being able to pause more at his home than in their normal daily lives. B is mentioned, but it's not what the sentence emphasises. C is incorrect as it's not people's perception of time that changes but having more opportunities to pause. D is incorrect as the paragraph suggests that it's having more opportunities to pause which strengthens the effect.)
- 5 D (The writer suggests in the final sentence that most people have opted to go down the 'time is money' route rather than for the spiritual benefits that pausing brings. A is incorrect as the writer suggests there's a tension between doing and pausing, but doesn't mention any drawbacks to pausing. B is incorrect as the writer doesn't suggest the need to pause is misunderstood, but that people choose not to. C is incorrect as the writer suggests that people who pause more will benefit more but not that some get more from pausing than others.)
- 6 A (The writer suggests throughout the paragraph that it's people's perception of time that needs to be changed ('Letting go of the idea ...'; 'Instead of setting life ...'). B is incorrect as the writer says that how enjoyable an activity is alters our relative experience of time, but doesn't suggest we should do more fun things. C is incorrect as there is a lot of analysis of people's experience of time in the paragraph but the writer doesn't make this suggestion. D is incorrect as the writer is arguing that we shouldn't do this – we should rather change the way we think about time.)

Cooler

Write the phrases below on the board. Explain to students that you want them to give their opinions on these different ideas, but should avoid giving their opinions directly. Put students into pairs and ask them to take turns to speak. The student listening should try to guess the speaker's opinion and write it down. The student with the most correct/closest guesses is the winner. Monitor closely and give some feedback after the activity.

- 1 *Global warming*
- 2 *Flying on planes*
- 3 *Computers taking people's jobs*
- 4 *The average working week in your country*

Extra practice

For further practice, complete Reading and Use of English Part 5 of the Practice exam paper on p110 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 6
Cross-text multiple matching
- How did you do?
- Topic: *The Global Game*

TEACH Strategies and skills

- Identifying contrasting opinion
- Identifying similar opinions
- Identifying paraphrases and synonyms

TEST Exam task

- READING AND USE OF ENGLISH Part 6 –
Cross-text multiple matching
- Topic: The power of the media

Extra resources

Digital resources

- Exam Trainer presentation tool pp32–37
- Video: About C1 Advanced: Reading and Use of English Part 6
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Students may find this exam task challenging due to the dense paragraphs and the need to look at different texts multiple times. It may be helpful to give students the texts beforehand (without the questions) to read at home. Ask students to read the paragraphs and make a short summary to refer to when completing the exam task. If students find this extremely challenging, consider colour coding the paragraphs by idea (topic sentence, idea 1, idea 2, etc.).

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 32 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Books and book reviews

Write these questions on the board and ask students to discuss them in small groups. Monitor closely and get some feedback from the class after the activity.

- *Do you enjoy reading?*
- *What types of books are you most interested in?*
- *Do you prefer fiction or non-fiction? Why?*
- *Do you ever consult book reviews before reading a new book?*
- *What do you expect to see in these reviews?*

ABOUT THE TASK Exam Trainer p32

Tell students they are going to read about Reading and Use of English Part 6 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 32 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the class:

- 1 *How many questions are there in this exam part?* (four)
- 2 *How many texts are there?* (four)
- 3 *How are all the texts related?* (The texts have a central topic on which the writers give their opinions.)
- 4 *How many issues does the writer give his/her opinion on in the texts?* (three or four)
- 5 *What kind of opinions do you need to identify in the texts?* (Shared or contrasting opinions. You must decide if the writers' opinions are the same or different.)
- 6 *Which reading skills do you need to use to complete this task successfully?* (skimming and scanning)
- 7 *How many marks are you awarded for each correct answer?* (two)

Practice task Exam Trainer p32

1 Explain to students that this is a shorter version of the real exam task, where there are four questions. Elicit from the students the answer to question 6 again from the About the task exercise (*skimming and scanning*). Tell students it is important to skim the four texts for a general understanding before attempting to answer the questions. Give students a few minutes to skim the texts and make brief notes in the margins. Ask students to concentrate on the writers' opinions and whether they are positive or negative and why. Put students into pairs to compare their notes. Now ask students to scan the texts alone and answer the questions.

How did you do?

2 Put students into pairs to compare and justify their answers. Do not confirm or clarify the answers yet.

Answers

- 1 A (Reviewer D says that the author of the book avoids writing about the complexity of the situations in different regions, so it lacks depth; Reviewer A says that the author's treatment of the situations borders on the superficial, so it lacks depth.)
- 2 C (Reviewers A, B and D all say they were surprised by some of the choices of region; Reviewer C says that they didn't find any regions they weren't expecting to read about.)

3 Explain that one of the issues on which the writers give their opinion is Campbell's depth of analysis. Ask students to read the texts and highlight the writers' comments on this topic. Once completed, tell students to focus on text D and decide if the comments they have highlighted are positive or negative. Then ask them to do the same with texts A–C before deciding which is similar to text D. Check answers as a class. Write the answers to question 1 on the board.

Answers

- 1 A 'the treatment of the current situation in each region, and the influence that global superpowers have or are seeking to have there, borders on the superficial at times'
- B 'Not only that, I discovered revelation after revelation in her detailed exploration of each of the regions, and the decisions that led up to their current state of unrest.'
- C 'The blurb on the back of Campbell's book makes the rather extravagant promise that never before has a book of this type examined global geopolitics so comprehensively. The majority of books that make such claims often then spectacularly fail to live up to them, but this is definitely not the case with *The Global Game*.'
- D 'it wasn't always possible to come away from many, if any, of the chapters with a good understanding of the actual circumstances there. Campbell appears to have avoided tackling much of the complexity that one needs to fully comprehend any region.'
- 2 negative (Reviewer D says that Campbell has avoided tackling the complexity needed to understand what's going on in a region.)
- 3 A (because reviewer A says that the author's treatment of the situations 'borders on the superficial', so it lacks depth.)

4 Explain that the second issue on which the writers give their opinion is the choice of regions included in the book. Put students in pairs and ask them to find the sections and make notes about this in the table. Tell students to compare their notes in order to choose the correct answer. Check the answers as a class and write the answers on the board.

Answers

- 1 A 'There's everywhere you'd expect to be included in such a book and plenty of surprises too'
- B 'Had I been asked to name the twelve most significant areas of political tension around the globe, my list would have included perhaps six of those selected by Campbell. I would never have predicted the others she's included'
- C 'I can't help wondering whether Campbell was adventurous enough when making the decisions about where to write about. It would have upped the interest levels considerably had I come across at least a few chapters on somewhere I wasn't expecting to read about'
- D 'What I was pleasantly taken aback by, however, was the inclusion of sections dealing with the situations in parts of the world where I didn't even know tensions existed'

- 2 Reviewer A – 'everywhere you'd expect plus plenty of surprises'
Reviewer B – 'would never have predicted many of those that Campbell chose' therefore surprised
Reviewer C – 'would have been more interesting if there were chapters about unexpected places' – not surprised
Reviewer D – 'taken aback (surprised) by sections about places that reviewer didn't even know had tensions'
- 3 Reviewers A, B and D are all surprised by some of the places chosen for the book.
- 4 Reviewer C has a different opinion to the others.

Strategies and skills Exam Trainer p33

Identifying contrasting opinions

Ask students to close their books. Write the following sentence on the board: *While the US is commonly referred to as the world's biggest superpower, the growth in manufacturing and, thus, the economy in China is certainly contradictory to this belief.* Elicit the writer's opinion in the sentence (*the US is not the world's biggest superpower*) and the contrasting opinion she/he presents (*the US is the world's biggest superpower*). Explain to students that in this exam part, the writers of the texts often put forward one opinion to then contrast it with their own.

1 Ask students to read the short texts. Tell them to identify the writer's opinion and then choose the correct option below. Ask students to check their answers in pairs and discuss the contrasting opinion presented, too. Check answers as a class and clarify any errors.

Answers

- 1 C (The writer thinks the opposite to most people, who believe there should be less.)
- 2 B (The writer thinks those who told him Kinsella was original haven't read many other books.)
- 3 A (The writer doesn't go along (agree) with the opinion that art should be universal.)
- 4 C (The writer says that replacement materials may even be more harmful than plastic.)
- 5 A (The writer questions the evidence that's provided to say standards are falling.)
- 6 B (The writer says that the effects of the policy are not what the government had in mind.)

2 Put students into pairs. Ask them to read the short texts again and identify the phrases that allowed them to choose the correct answer. Students highlight the language of contradiction and the sections that helped them identify the answer in the texts.

Answers

- 1 'I'm of the opposite opinion entirely.'
- 2 'I'm not sure how many other authors those who told me this had read, but it can't have been many.'
- 3 'I've never gone along with the opinion'
- 4 'but may ultimately end up being counterproductive'
- 5 'yet the majority of evidence ... is subjective'
- 6 'which are perhaps not what the government had in mind'

Extra

Write the topics below on the board. Give students a few minutes to pick one of the topics and then write a paragraph with their ideas. Ask students to present their ideas by contrasting two opinions: their own and another. Use this as an example: *Even though I was brought up to believe going to university is the only path available to teenagers post-school age, as an educator myself now, I realise this can be harmful for certain teenagers. Monitor closely and give language/content feedback.*

- Students' ability and performance based on exam results at school
- Advertisement on television aimed at young children
- The high cost of private education
- The move towards a technological classroom

SPEAKING BOOST

1 Do you think modern life makes decision-making easier or more challenging? Why?

Ask students to list examples of when modern life makes decision-making easier or more difficult. For example, *easier: online libraries for better choice and easier access and studying; more difficult: fake news on social media is difficult to identify*. Once finished, tell members of the groups to mingle and share their ideas. Get feedback from the class and hold a vote on the question.

2 How would you approach making a life-changing decision?

Ask students to imagine they have been offered two jobs – one abroad and the other in the local area. The better job (more money, better prospects) is the one abroad. Put students into small groups to discuss the question in relation to this potential situation. How would they make this decision? During feedback, write some of the students' comments on the board.

SPEAKING BOOST

Extension

Ask students to role-play a conversation between the person who has been offered the jobs in the activity for question 2 and his/her best friend. Give students some time to prepare what they will say and what questions the friend may ask. Once finished, swap pairs and tell students to repeat the discussion, but in the opposite role.

Identifying similar opinions

Ask students to close their books. Write the following sentences on the board.

- 1 *Limiting screen-time is about as counterproductive as it gets for youngsters growing up in such a technological age.*
- 2 *While the draw of technological devices for the younger generation isn't in dispute, the amount of time wasted on them is of a greater concern.*

Elicit from the students whether the two writers have the same or different opinions (*different*).

- 3 Ask students to read the two opinions for each question and decide if they are similar or different. Encourage students to make notes on the varying opinions in. Elicit answers and write them on the board.

Answers

- 1 similar (both say that people who want to be writers mistakenly think they have a natural talent)
- 2 different (A thinks archaeology is a waste of time; B thinks it's a useful field of study)
- 3 similar (both say that business must consider climate change when making decisions)
- 4 different (A thinks it's better to avoid big events and spend the money directly on public amenities; B thinks events leave a good legacy of facilities for the public)
- 5 similar (both think that school inspections should be as rigorous as ever)

Alternative

Put students into pairs. Give opinion A sentences to one student and opinion B sentences to the other. Students read their opinions to each other and they then decide if they are similar or different.

Extra

Ask students to write a third statement for each pair, giving their own opinion. Ask students to share their sentences with a partner who should say whether they agree or disagree.

- 4 Put students into A/B pairs. Ask each student A to read the Anna Calcedo text and each student B to read the Stephen Tenby text. Give students a few minutes to skim the texts. Ask students to briefly tell each other what their texts are about. Now ask each student A to read sentences 1–5 and decide if they are true or false. Students B should do the same with sentences 6–10. Encourage students to highlight where they find the answers in the text. Do not give the answers yet.

Answers

- 1 False (She says the people who want to ban them are in a minority.)
- 2 False (She says she understands people's motivations for wanting them banned.)
- 3 True (She gives the example of tennis causing more deaths and injuries than extreme sports.)
- 4 False (She says she has warmed to them after trying one of them out.)
- 5 True (She says that the progress would be reversed if extreme sports are banned.)
- 6 True (He says that they are pointless.)
- 7 False (He says that given the right incentives, people could be persuaded.)
- 8 True (He says that they already exist or are in the latter (later) stages of development.)
- 9 False (He uses this as an example of a safe extreme sport that's real, not virtual.)
- 10 True (He says that computing power available today will make them possible.)

5 In the same pairs, ask students to look at the statements and decide whether the authors would agree/disagree with them. Tell students to justify their answers with sections of the text. Check answers as a class.

Answers

- 1 Calcedo: disagree (She thinks that actual, safer or virtual versions are fine.)
Tenby: disagree (He thinks that safer and virtual versions are OK.)
- 2 Calcedo: agree (She thinks that they make the sports as safe as they can be.)
Tenby: disagree (He thinks whether they exist or not, too many people will be killed.)
- 3 Calcedo: agree (She has changed her opinion of them since trying one out.)
Tenby: agree (He thinks people should use them rather than doing the real thing.)
- 4 Calcedo: disagree (She opposes a ban on extreme sports, so would also oppose one on other sports.)
Tenby: disagree (He appears to have an issue with extreme sports, not conventional ones.)

SPEAKING BOOST

1 How do you think people feel when they do extreme sports?

Put students into small groups and ask them to list as many extreme sports as possible in two minutes. Then ask them to go through the list and discuss how they think people feel when they are doing those extreme sports and whether they would do them.

Ask each group to share one extreme sport they feel positively about and another they feel negatively about with the rest of the class.

2 Who's the most empathetic person you know? Why?

Write the word *empathy* on the board and elicit the meaning (*the ability to understand other people's feelings and problems*). Ask students to think about a person they would like to talk about. Give students some time to write notes and plan what they are going to say. Write the following questions on the board for students to consider:

- 1 Who is the person? What relationship do they have to you?
- 2 Why do you think they are empathetic?
- 3 Think of an example of when you have observed the person being empathetic.
- 4 Is this part of their personality or something they have learned?
- 5 What do they do for a job?

Put students into pairs to answer the question and describe the people. Listen carefully and give some content and language feedback.

SPEAKING BOOST

Extension

Put students into different pairs and ask them to make a list of five more personality traits which they consider to be important. Once their lists are complete, they should share these with another pair. Ask students to discuss the personality traits and to rank them from the most to least important. Ask students to consider where empathy fits in their ranking. Tell students to justify their answers with their opinions.

Identifying paraphrases and synonyms

Ask students to close their books. Write the following words in context on the board and ask students to consider a synonym or an appropriate paraphrase (the phrases in brackets are some options for you to feed in): *The boss is very laid-back (mellow, easy-going), I'm available if you need help (at one's disposal, free, ready and willing), The employee was sacked (let go, dismissed, fired, given his marching orders, asked to leave).* Explain to students that they often have to recognise paraphrases or synonyms used within the different texts in this exam part.

6 Ask students to highlight the words/paraphrases (1–8 and a–h) in the texts in Ex 4. Then, tell them to match the different authors' words/synonyms with each other. Check answers as a class and elicit any other synonyms/paraphrases that could be used. Ask students to read the TIP and remind them that distractors are commonly used throughout the exam.

Answers

- 1 e (To 'abolish' means to prevent people from doing something.)
- 2 h (A 'regulation' means the same as a standard in the context of these texts.)
- 3 a (A 'prototype' is an early version of something.)
- 4 f (A 'governing body' is synonymous with an 'official organisation' in these texts.)
- 5 c ('sustain injuries' is synonymous with 'end up hurt'.)
- 6 g ('electronic equivalent' is synonymous with 'virtual reality simulation' in these texts.)
- 7 b ('supervise' means the same as oversee.)
- 8 d ('implement' means the same as put into place.)

7 Put students into pairs. Ask them to read the phrases and consider as many synonyms for the words and expressions in bold as possible. Once finished, put two pairs together to make a group of four. Ask students to add any other examples they may have missed.

Possible answers

- 1 organisation, corporation, company, multinational, enterprise, establishment
- 2 green, ecological, eco-friendly
- 3 effects, consequences, results, upshot, outcomes
- 4 decreasing, lessening, cutting, lowering, bringing down
- 5 massively, immensely, hugely, a great deal, very much, enormously, greatly
- 6 negligible, insignificant, very little, almost no
- 7 difficult, testing, taxing, tough, trying, demanding
- 8 development, growth, improvement, advancement

Extra

Ask students to look at the texts from the Practice task (*The Global Game*) again. Tell them to choose four words from the texts. Ask students to make a list of as many synonyms/paraphrases for the words as possible. Put students into pairs. Ask them to take turns to read out the words in context from *The Global Game* text. If the partner can think of one of the synonyms/paraphrases on the original student's list, they win a point. The student with the most points at the end is the winner.

EXAM TASK

Exam Trainer p36

This could be done under exam conditions in class or can be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is the correct answer, as a class.

Answers

- 1 D (Reviewers A, B and C all think that Grahame discusses the media in a confident way. Reviewer D says Grahame doesn't seem to believe his own arguments in most of the book.)
- 2 C (Reviewer B says that Grahame provides some fresh insights into the topic. Reviewer C says that Grahame comments perceptively on the topic.)
- 3 B (Reviewer D says that it's frightening how much control newspapers have. Reviewer B says that their power has dangerous consequences.)
- 4 D (Reviewer B says that Grahame doesn't back up his comments on this issue with convincing evidence. Reviewer D says that his conclusions about the issue are hard to have faith in.)

Cooler

Ask students to think about their opinions on the following topics for a few minutes and to make notes.

- *the best city to live in*
- *the most difficult job*
- *the most important invention ever created*
- *the most valuable item to cherish*

Put students into pairs and ask them to briefly discuss each topic. They should take notes while listening. Put students into new pairs and ask them to paraphrase/summarise what their original partner said about each topic and whether they agree or disagree.

Extra practice

For further practice, complete Reading and Use of English Part 6 of the Practice exam paper on p112 in the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 7
Gapped text
- How did you do?
- Topic: The new rules of dining out

TEACH Strategies and skills

- Using content clues
- Understanding the structure of a text

TEST Exam task

- READING AND USE OF ENGLISH – Part 7
Gapped text
- Topic: The rise and rise of cycling

Extra resources

Digital resources

- Exam Trainer presentation tool pp38–43
- Video: About C1 Advanced: Reading and Use of English Part 7
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Any type of matching or ordering task can be extremely challenging for students. It may be useful to give students the exam-task texts (with the gaps) before the lesson in order to become familiar with them. Encourage students to write notes in the margins next to each paragraph, summarising the topics discussed.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 38 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Restaurant etiquette

Write the title *Restaurant Etiquette* on the board with the following topics below.

- Reservations
- Dress code
- Ordering
- Tipping
- Eating times

Put students into small groups and ask them to discuss the etiquette of these things when dining out in their countries. If all students are from the same country, ask them to consider other places they have visited. Monitor closely and get feedback from the class.

ABOUT THE TASK Exam Trainer p38

Tell students they are going to read about Reading and Use of English Part 7 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 38 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 How many texts are there in this exam part? (one)
- 2 How many gaps are there in the text? (six)
- 3 How many paragraph options are provided to fill the gaps? (seven)
- 4 What do you need to understand about the text to choose the correct paragraphs for the gaps? (The flow of the text (coherence) and the referencing (cohesion).)
- 5 How many marks are you awarded for each correct answer? (two)

Practice task Exam Trainer p38

1 Explain that this is a shorter version of the real exam task, in which there are six gaps. Ask students to read the text quickly and decide which of the two areas from the warmer are discussed in more detail (*reservations and tipping*). While reading, encourage students to make brief notes in the margin about the main topics covered in each paragraph. Then ask students to read the three missing paragraphs, also making notes about the content, before choosing which option best fits each gap.

How did you do?

2 Put students into pairs to compare and justify their answers before checking the answers as a class. Write the answers on the board.

Answers

1 C 2 A

3 Ask students to read the text and correct paragraph options. Focus students' attention on the bold phrases in A and C and ask them to highlight the words *this* and *one*. Explain that these words refer to something already mentioned in the previous paragraphs. Ask students to highlight what the bold phrases reference. Write the answers on the board.

Answers

- a 'this basic courtesy' at the beginning of paragraph C refers back to customers phoning restaurants to cancel bookings at the end of the paragraph before.
- b 'The need for one' refers back to Helen's comment about creating 'a clear, honest and open system' for tipping, mentioned in the paragraph before.

4 Explain that referencing clues in the missing paragraphs can help them choose the correct answer for a gap, but that they should also pay attention to such clues in the main text. This means reading the paragraph before and after the gap carefully to highlight any references. Ask students to read again and highlight the section of the text that phrases a and b refer to. Check answers as a class and ask for justification of answers.

Answers

- a 'having to ask' refers back to 'demanding credit card details' in missing paragraph C
- b 'the machinations of a business' refers back to whether businesses and waiters are being honest about what happens to tips in missing paragraph A.

2 Explain that ideas can belong to any of the categories in a–e. Refer students back to the bold phrases in the texts in Ex 1 and ask them to decide which refer to a–e. Write the answers on the board.

Answers

- a 6 ('modernist architecture')
- b 3 ('surrounding villages')
- c 5 ('north, south, east or west')
- d 2 ('careful consideration')
- e 1 ('going on an expedition'); 4 ('domestic tasks')

3 Put students into pairs. Ask them to read the extracts quickly and give a brief overview of the general meaning. Ask students to look at the two sentences (A and B) for each extract and highlight any referencing words (linkers, pronouns, demonstratives, etc.). Explain that they should also analyse the content to ensure it logically leads on from the first sentence. Tell students to choose the correct answer and highlight what these words refer to in the opening sentences. Check answers as a class and write the answers on the board.

Answers

- 1 A – The text has a cynical attitude to businesses' reasons for appearing to be environmentally friendly. Also, B does not mirror this cynical tone.
- 2 B – 'one' and 'the next' refer to Kinsella's novels.
- 3 A – 'It' refers to the routine, and the content matches the content of the preceding sentence, both giving the idea of a very flexible routine.
- 4 A – The point made in A refers back to the behaviour of the animal described in the previous sentence.

Strategies and skills Exam Trainer p39

Using content clues

Explain to students that as well as looking at referencing clues in the texts, it is important to firstly consider content (if only to eliminate potential paragraphs before looking at the language in more detail). Making notes on the content next to the paragraphs while reading can help with this.

1 Ask students to read the six examples and make notes on the general content. Then, write the following cohesive and cohesion techniques on the board and explain that they are all devices used by writers to link one paragraph to another: *use of pronouns, use of linkers or discourse markers, use of paraphrasing in adjacent paragraphs, use of examples and other methods to expand upon ideas*. Ask students to reread the texts and highlight what the bold sections refer to in the previous paragraphs before checking answers as a class. Go through the TIP with students so they are clear that referencing clues can refer to whole ideas, not just single words.

Answers

- 1 'I undoubtedly will' refers back to 'come on an expedition again.'
- 2 'This careful consideration' refers back to the writer's attempts to not step on the crabs.
- 3 'Many of them' refers back to 'the surrounding villages'
- 4 'manipulates a dustpan and brush to clean up a broken plate' refers back to 'domestic tasks'
- 5 'the points of the compass' refers back to 'north, south, east or west'
- 6 'the style no longer lives up to its name' refers back to 'modernist architecture'

Extra

Ask students to look at the techniques written on the board and choose which is used in each example in Ex 1. Give students time to discuss in pairs before whole class feedback.

Answers

- 1 linker *but* to expand/contrast the idea; 2 paraphrase;
- 3 pronoun; 4 example; 5 paraphrase; 6 paraphrase

Alternative

Copy and paste, or write, all the main sentences from questions 1–4 on coloured cards (green, for example). Hand one of them out to four members of the class. Do the same with the A/B sentences, but using a different colour (e.g. pink). Shuffle these and then hand them out at random to the other students in the class. Ask all students with the A/B (pink cards) to stand up. Tell students with the main sentences (green) to mingle and talk to as many students as possible in order to find their 'partner'. Students should read their sentences aloud and decide if they match. Explain that there is only one correct answer for each main sentence. Once completed, get feedback from the class and show the correct answers on the board. Ask students to highlight why they believe these are the correct options. For smaller classes, students may have more than one A/B sentence. For larger classes, split the class into two to complete the activity and create two sets of the activity.

SPEAKING BOOST

1 How do you feel about public speaking in English? How would you prepare?

Ask students if they have ever had to speak in public and how they felt about it. Elicit from the students in which situations they may need to speak publicly in English and write these on the board. Following this, tell them to imagine they work for an English-speaking company and must prepare for a speech at a conference with a colleague. Put students into pairs to roleplay and answer question 1. Monitor and write down any of the ideas they discuss when feeding back to the class after the task.

2 Do you tend to follow the rules or are you rebellious?

Write the word *rules* on the board and ask students to think in pairs about in what contexts we are required to follow rules. Feed in ideas, such as *at school, at work, in general (laws)* during whole class feedback. Ask students what we mean by being *rebellious*. Put students into small groups and tell them to discuss question 2. Explain that they should give reasons for their answers. Switch groups and ask students to feed back on what they found out about their previous group members. Get feedback from the class and elicit who is the most rebellious in the group.

SPEAKING BOOST

Extension

Tell students to imagine they host an online forum for a local community blog on which residents to the area can write about local events, issues, etc. Explain that they should come up with a list of rules for users of the forum. Put students into small groups to discuss and write the rules. Once finished, tell students to share their rules with another group who should then talk about whether they would follow these rules or not (and why). Monitor closely and elicit some ideas from the class after the activity.

Understanding the structure of a text

4 Ask students to skim the text for general meaning and then elicit what they found. Tell students to read the missing paragraphs (A–F) and, in the margin, note the main topic being discussed in each. Read through the TIP with the class. Then, ask students to look at the text again, reading up to and beyond the first gap. Based on content first, ask students to identify any of the missing paragraphs which discuss the same topic. Within these paragraphs, ask students to identify any referencing words and whether they match anything mentioned in the paragraph previous to or after the gap. Tell students to choose the most appropriate option. Following the same method, ask students to complete the other gaps. Check answers as a class and ask for justifications of answers.

Answers

- 1 D (This option refers back by saying state education provides access to art subjects for poorer children. The following sentence also refers back to drama and music in D with 'them'.)
- 2 A (The argument mentioned in A refers back to the debate in the previous paragraph. The sentence following A refers back to things that are of great concern, mentioned in A, and adds another concern with 'As is'.)

- 3 F ('As a result of this' refers back to it being difficult to becoming a professional artist. The paragraph after F refers back to teaching in F as 'this profession'.)
- 4 B (This is an example of what is stated in the sentence before the gap. The sentence after the gap refers back to the film industry example.)
- 5 C (This expands on and explains why some of the prices paid for art are ridiculous.)
- 6 E (This gives one example of a source of creativity, and the text following the gap gives another.)

Alternative

Give students a completed version of the text, cut into paragraphs. Ask them to read the paragraphs and try to put the text back in order.

5 Explain to students that follow-on paragraphs can have various functions, as described in 1–4. Ask students to match the questions with the missing paragraphs from Ex 4. Check answers as a class.

Answers

- 1 C (It explains why some of the prices paid for art are ridiculous.)
- 2 B (This gives an example of public interest in a form of art growing as funding is reduced.)
- 3 D (This reaches a conclusion based on an opinion about access to the performing arts in the previous paragraph.); F (This reaches a conclusion based on information about becoming a professional artist in the previous paragraph.)
- 4 A (This states one of the author's worries about art lessons disappearing before a second is mentioned in the following paragraph.); E (This gives an example of a source of creativity mentioned in the previous paragraph.)

6 Ask students to skim sentences 1–6. Following this, tell them to read sentences A–F and highlight any referencing words, including linkers. Elicit whether the second sentences appear to be contrasting or not. Ask students to match the two sets of sentences, underlining the section of the first sentence referenced in the second. Check answers as a class.

Answers

- 1 D (Both are similar ideas about doing just one job.)
- 2 A (A is a contrasting idea about automation.)
- 3 F (F is a contrasting idea about relationships between employers and employees.)
- 4 C (This is a similar idea supporting the information in 4.)
- 5 E (This gives a similar supportive idea for working from home mentioned in 5.)
- 6 B (This gives a contrasting idea about the need to raise the retirement age.)

Extra

Ask students to read sentences 1–6 again. Tell them to invent a follow-up sentence which either contrasts or gives a similar opinion and write these in a random order on a piece of paper. Students swap sentences and match their partner's sentences with 1–6.

7 Ask students to close their books and write the following on the board: *Supermarket discounts and special on-sale items seem to be nothing more than a marketing strategy and food prices are rising by the year. ____ low-income families often struggle to feed themselves for the month.* Elicit whether the second sentence shows result, reason, or provides an example to support an idea (it shows result). Ask students to complete the gap with an appropriate phrase (*as a result, consequently*, etc.). Go through the TIP with the class. Then ask students to open their books and read examples 1–6. Tell them to pay attention to the function of the second sentence, which they should identify in order to choose the correct answer. Get feedback from the class.

Answers

- 1 Although this may be true (Because the following idea contrasts with the preceding one.)
- 2 This explains why (What follows is an example of the body clock changes that happen in adolescence.)
- 3 Doing so (What follows is a result of what is mentioned in the first sentence.)
- 4 A perhaps unexpected result of this is (What follows is a result, not an example.)
- 5 What's already become obvious (What follows in an observation of dolphin behaviour not a reason for why the research is in its early stages.)
- 6 I would therefore propose that (What follows is a proposal not an explanation.)

SPEAKING BOOST

1 Describe the plot from the most recent book you read or film you saw.

Put students into small groups. Ask each one to think about a film or book they've seen/read recently and describe the plot. Encourage students to ask follow-up questions and then vote on which they think is the most interesting. During whole class feedback, each group should describe the book/film they voted on.

2 How would you define a good story?

Put students into small groups. Ask them to create a list of the different elements of a good story, e.g. plot, characters, setting, writing. Elicit ideas from the groups and write these on the board. Following this, put students back into the same groups and ask them to discuss and then order these elements from the most to least important. Organise students into new groups to give them the opportunity to compare ideas before whole-class feedback.

SPEAKING BOOST

Extension

Put students into pairs and ask them to create some interview questions about people's favourite books. There should be at least six questions. For homework, tell students to interview friends or family members and make notes on their answers. In the next class, put students into small groups to discuss their interviews. Once completed, encourage students to choose which of the books described they would most like to read. Get feedback from the whole class.

EXAM TASK

Exam Trainer p42

This could be done under exam conditions in class or can be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers and the reasons why each one is the correct answer as a class.

Answers

- 1 E ('This record-breaking development' refers back to the world's biggest bike park in the previous paragraph.)
- 2 A ('Her sentiments' refer back to what Stientje Van Veldhoven hopes about making better use of cycling to combat congestion, poor air quality, etc. in the previous paragraph.)
- 3 G (The 'however' refers back to, and contrasts with, the statistics for the Netherlands as a whole in the previous paragraph.)
- 4 C ('this strategy' refers back to investment in public transport, etc. in the previous paragraph.)
- 5 F ('These days' contrasts with the final sentence of the previous sentence, which is a historical example.)
- 6 B ('This bold claim' described in B refers back to the statement about the developing cycling infrastructure being one of the most impactful things a city can do, at the end of the previous paragraph.)

Cooler

Ask students if they agree with the initiatives discussed in the Exam task text or not. Divide the class into groups and give each group a set of cards, each with one of the sentences below on them. Ask the students to take a card and read it aloud to their group, after which they should debate whether they agree or disagree. After a few minutes, tell them to stop, take another card and discuss what is on it. Monitor and take notes during the debates in order to give feedback.

- *Electric scooters are a hazard and should be banned.*
- *All vehicles, except taxis and delivery lorries, should be banned from city centres.*
- *Cyclists are a danger on the roads.*
- *The government should invest more in public transport.*

Extra practice

For further practice, complete Reading and Use of English Part 7 of the Practice exam paper on p114 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- READING AND USE OF ENGLISH – Part 8 Multiple matching
- How did you do?
- Topic: A rare benefit of climate change

TEACH Strategies and skills

- Identifying paraphrase
- Avoiding distraction
- Understanding implication

TEST Exam task

- READING AND USE OF ENGLISH – Part 8 Multiple matching
- How did you do?
- Topic: Getting your first novel published

Extra resources

Digital resources

- Exam Trainer presentation tool pp44-51
- Video: About C1 Advanced: Reading and Use of English Part 8
- Pearson Practice English App – Formula C1 Advanced

DYSLEXIA FOCUS

As paragraphs in this section can be dense, it may be useful to allow students time to read and make notes on the texts before completing them under exam conditions. You could also consider colour coding the individual texts to help identification and differentiation rather than just using the letters provided.

BEFORE YOU START

Read through the Exam part overview box above and the About the task bullet points on page 44 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Discussing climate change

Write the title of the Practice task text on the board. Put students into small groups to predict what the text could be about. Can they think of any possible advantages to climate change? Get some feedback and write students' ideas on the board.

ABOUT THE TASK: Exam Trainer p44

Tell students they are going to read about Reading and Use of English Part 8 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 44 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 How many sections is the text in this part usually divided into? (between four and six)
- 2 How many questions are there? (ten)
- 3 What is the task? (Matching questions or statements to sections of a text)
- 4 What might the statements or questions be about? (Detailed information or the writers' attitudes or opinions)
- 5 How many marks are you awarded for each correct answer? (two)

Practice task Exam Trainer p44

1 Explain to students that this is a shorter version of the real exam task, in which there are ten questions. Ask students to think about the predictions they made in the warmer. Tell them to skim the text to check if these were accurate and to get a general idea of what the text is about. Following this, ask students to read questions a–e and highlight the key words. Tell students to read the texts and write A or B, depending on where they find the information.

How did you do?

2 Put students into pairs to compare and justify their answers before checking answers as a class. Write the answers on the board.

Answers

- a B ('Ideal conditions at Mavericks include light winds from the north')
- b A ('these variations in weather patterns are bad news for many')
- c B ('As when practising their sport in any location, surfers at Mavericks should proceed with caution')
- d A ('El Niño is a naturally occurring weather cycle which can affect climatic conditions both on local and a global scale.')
- e B ('the rapid alteration which brings about these perfect conditions for surfing can suddenly vary just as swiftly in the opposite sense')

3 Ask students to look at the two highlighted sections of text A. Ask students to underline the key words in the sentences. Tell students to look for similar, synonymous/paraphrased words or phrases in one of the questions in Ex 1. Ask students which key words or phrases gave them the answer (*global* in the text, *all around the world* in question d; *bad news for many* in the text, *aren't welcomed by the majority of people* in question b).

Answers

- 1 d (Because the cause is El Niño, and it can affect conditions globally.)
- 2 b (Because the changes in weather pattern are the effects of climate change and are bad news for almost everyone else apart from surfers in California, who are a small minority.)

READING AND USE OF ENGLISH – Part 8 Multiple matching

4 Put students into pairs and ask them to consider the process they used to find the answers in Ex 3. Tell them to discuss statements 1–3 and choose the correct options.

Answers

- 1 don't use 2 a larger chunk 3 the context

5 Explain to students that it is important to highlight the sections of the text where they find the answers and mark them with the question number. Ask students to look at questions a, c, and e in Ex 1 again and elicit which key words they originally highlighted when completing the task. Ask students to highlight the sections of text B where they found the answers. As in Ex 3, tell students to circle or highlight the key synonymous words/paraphrasing that match the questions with the language in the text.

Answers

- a 'Ideal conditions at Mavericks include light winds from the north, ...'
c 'As when practising their sport in any location, surfers at Mavericks should proceed with caution ...'
e '... the rapid alteration which brings about these perfect conditions for surfing can suddenly vary equally swiftly in the opposite sense.'

6 Put students in the same pairs to discuss questions 1–3. Check answers as a class.

Answers

- 1 No
2 The writer advises that surfers should proceed with caution wherever they go surfing, suggesting it's a risky activity everywhere.
3 'rapid alteration'; 'suddenly vary just as swiftly'; 'opposite sense'

1 Tell students to read the TIP box and summarise as a class the advice given about distractors. Ask students to read the questions and highlight the key words. Give them a few minutes to consider how these words could be paraphrased using synonyms/rewording. Then, tell students to read paraphrases a–h and match them with the questions. Ask students to compare answers in pairs before checking answers as a class.

Answers

- 1 f ('makes a comparison' matches with 'bears a vague resemblance to', and 'other work' matches with 'previous titles'.)
2 d ('he appears to have spent little time finding factual support for the claims he makes' is critical of how much research the author has done.)
3 a ('I found little I could argue against' demonstrates agreement.)
4 h (The reviewer says that he can't understand why Tierney included chapters on sport and television, suggesting that they are strange choices.)
5 b ('chosen contexts from around the globe' illustrates the book's wide geographical scope.)
6 g ('influenced by the work of other people' matches with 'owes a particular debt to two of the twentieth century's most perceptive political commentators'.)
7 e ('equally good at' matches with 'skills might be put to just as effective use' and 'other topics' matches with 'social justice or capitalism'.)
8 c ('sequence of the chapters' matches with 'the order in which the sections appear'.)

2 Ask students to look at the words they highlighted in the questions in Ex 1, then to find the equivalents which gave them the answers in paraphrases a–h.

Answers

- a I found little I could argue against when it came to Tierney's contentions regarding political bias in the media.
b It's admirable that Tierney has chosen contexts from around the globe to illustrate his points, rather than sticking close to home.
c There's little apparent logic to the order in which the sections appear. I can only assume he chose this by drawing them out of a hat.
d While Tierney undoubtedly writes beautifully, he appears to have spent little time finding factual support for the claims he makes.
e Perhaps Tierney's authorial skills might be put to just as effective use in creating works on social justice or capitalism.
f Although it bears a vague resemblance to Tierney's previous titles, he has made great progress as a writer, stylistically.
g I feel that Tierney's book owes a particular debt to two of the twentieth century's most perceptive political commentators.
h I'm sure that Tierney had a motive for choosing to write chapters on sport and television. What this was is quite beyond me.

TEACH Strategies and skills Exam Trainer p45

Identifying paraphrase

Ask students to close their books. Explain that the wording in the questions and the texts is rarely the same. Therefore, it is important that they recognise paraphrases. Write this sentence on the board for students to copy: *The housework is done faster if everyone helps.* Put students into pairs and ask them to highlight the key words (*housework, done faster, everyone, helps*). Tell students to consider ways they could paraphrase this sentence using different structures, vocabulary, phrases, etc. Monitor and get some feedback. Use this example to highlight how the key words from the original sentence have been paraphrased: *When the family lend a hand, the jobs around the home aren't as time-consuming.*

Alternative

To appeal to more kinaesthetic learners and/or dyslexic students, the questions and paraphrases could be written on separate cards which students then match physically. You would need to create two sets of cards – one with questions 1–8 from Ex 1 and the other with paraphrases a–h. You could highlight the matching phrases on the cards or ask students to do this after they have made the matches.

- 3** Put students into A/B pairs. Ask them to read their corresponding texts (Student A reads text A; Student B reads B) for general meaning. Give them five minutes to make notes on the key facts discussed by the writers. Once finished, tell students to describe their texts to their partner, using their notes to help them. Ask students to discuss if there are any key similarities or differences between the information given in the two texts. Then, tell students to quickly read the other text to check if the information given by their partner was correct. Following this, ask students to complete questions 1–3, highlighting where they find the answers in the text. Check answers as a class and write the answers on the board.

Answers

- 1 A – 'There's a lot to be said for following your own instincts when you're doing this.' (This relates to choosing the right employees at interview).
B – 'You'll soon know which road you're on if you trust your instincts.' (This relates to knowing whether your business is going to succeed or fail).
- 2 B – Because it's about knowing whether a business is succeeding or not.
- 3 a – A ('Had I followed my own advice, my first business venture would never have failed.');
- b – B ('Build in time for other more pleasurable out-of-work activities too.');
- c – A ('If I'm not convinced that it's written by someone who has actually done it and succeeded, I tend to ignore it.');
- d – A ('I would estimate that I've employed four staff I'd rather have not bothered with for every one that really knew what they were doing.');
- e – B ('The biggest mistake people make at the beginning is assuming that their business will be flourishing within a few weeks of opening.')

Extra

Using another example Part 8 exam test, cut up the text into four parts (A–D). Put students into groups of four and give each student a part. Ask students to read the parts quickly for general meaning (three minutes maximum) and feed back to their group. Students should conclude that all four parts are on the same topic. Ask students to read their parts again and make notes about the key points. Tell students to take turns describing their parts to the group, but they should not use the exact words from their part (they should paraphrase their notes). While listening, the other students should take notes and ask follow-up questions if they need to. Once all the members of the groups have described their parts, provide the questions from the exam task and ask students to answer them together. Monitor closely and give feedback after the task.

- 4** Give students three minutes to skim the texts for general meaning. Elicit that both texts are about making money for charities in different ways. Ask students to read the texts again and identify the three things both people discuss in them (*how and why they chose the event; how they went about collecting donations and their feelings on this; how they feel about the experience afterwards*).

Now, ask students to read questions 1–4 and give them time to look at the texts to find the answers. Ask students to check their answers in pairs and justify their answers before checking as a class.

Answers

- 1 A – Doing something really eye-catching; Doing something that involved risk.
B – Doing something that involved endurance.
- 2 A – Doing something that involved risk.
- 3 a – B; b – A; c – B; d – B; e – A
- 4 a – 'I work in sales, so I'm used to persuading people to part with their money'
b – 'I'm an introvert so the prospect of pressuring people for money was quite alarming, but I soon developed what was almost like a script, which somehow gave me more confidence'
c – 'a climate change charity'
d – 'I'm also a very keen cyclist and had wanted to undertake something like that for years but could never really justify taking that much time out'
e – 'It's a bit of a paradox in a way, as I'm absolutely over the moon that it's done, yet I have this nagging desire to go and do it all over again.'

SPEAKING BOOST

- 1 What would you give up or dare to do to help combat climate change?**

Elicit what students know about climate change. Put them into groups. Ask them to make a list of some of the things we do/use in our everyday lives which may contribute to climate change. Then ask them to discuss these in relation to question 1. Get some feedback from the groups.

- 2 Why do you think there are so many climate change deniers despite the scientific evidence?**

Ask students what a climate change denier is and whether they know of anyone with this opinion. Put students into pairs to answer question 2. Once finished, explain that they have been given the role of convincing a group of deniers that climate change does exist. Tell them to prepare their arguments and then present them to the class.

SPEAKING BOOST

Extension

In different groups, ask students to design a campaign to help combat climate change which involves participants making one big life sacrifice. Once complete, the groups present their ideas to the class and they decide which would be: the most effective; the most difficult to do; something they would consider doing in the future.

Avoiding distraction

Write the words *skimming* and *scanning* on the board and elicit the meanings (*skimming* = *reading a text quickly for the general overall meaning*; *scanning* = *reading a text quickly for a specific piece of information*). Focus students' attention on the TIP. Explain to students that when looking for specific information, it is not necessary to read the text carefully (this will take too much time in the exam, with ten questions).

5 Tell students to read the text quickly before eliciting what it is about (*an interview experience*). Ask students to complete 1–4 alone. Give students a time limit of a few minutes to do this. Students should then check in pairs before you check the answers as a class.

Answers

- 1 'The chair of the panel commended me on how I'd done.'
- 2 The writer wasn't sure if the praise was genuine or not.
- 3 'I guess that's the downside of setting yourself such high expectations.'
- 4 The writer says that their high expectations led to them feeling disappointed about their performance in the interview.

6 Read the TIP with the class to remind them of distractors. Ask students to skim the text for general meaning and then compare their findings in pairs (*a description of an experience in an archaeological dig*). Once finished, ask students to scan the text alone and answer questions 1–4. Put students into pairs to check/clarify answers. Elicit if it was necessary to read the whole text to answer the questions or not.

Answers

- 1 'More senior researchers then set about piecing together the fragments into more complete items, both electronically and in reality.'
- 2 Senior researchers put the objects back together in real life and also on the computer.
- 3 'The size of the building and the nature of what we were finding in it meant it was unlikely to be anything other than a home to the wealthiest and most important residents of the city.'
- 4 What the researchers found in the building and how big it was showed that it belonged to someone really rich and important.

7 Elicit from the students the method they have been using to complete this task type so far: *skimming for general meaning, making notes in the margins based on content, highlighting key words in the questions to look for paraphrases in the texts*. Ask students to follow this method in order to answer questions 1–6. Tell students to check answers in pairs and justify their answers before writing the answers on the board.

Answers

- 1 C ('Our parents used to joke that there was an invisible piece of string joining us together.')
- 2 B ('Crossing that field had felt like a major expedition when I was eight.')
- 3 A ('I've reached that point in my own life when I find myself reflecting on my childhood a great deal. Perhaps the birth of my first child had acted as a trigger for my thinking back.')
- 4 B ('escaping the attention of the farmer, usually unsuccessfully')
- 5 C ('They had a model railway that I had spent hours admiring.')
- 6 A ('I wondered if any of them still lived there, and whether I'd have the courage to knock on the doors to find out.')

Understanding implication

Ask students to close their books. Write these sentences on the board: *The weather was terrible, the food diabolical and the music isn't worth mentioning. Overall, a birthday to remember!* Ask students to read the sentences and discuss what they can infer (*she didn't enjoy her birthday*).

8 Ask students to read texts 1–6 without the options. Put them into small groups and ask them to discuss what they can infer from the texts. Ask students to read the questions alone and see if any match their ideas. Tell students to read the texts again and choose the correct answers. Get feedback from the class.

Answers

- 1 C (They are smiling a lot because warmer weather has arrived.)
- 2 A (The writer thought it was close to land because it looks as though it is on a map. A six-day journey there changed her mind about this.)
- 3 B (The writer was willing the video to go viral, so was disappointed when it didn't.)
- 4 C (The writer suddenly realises that their decision has made them financially insecure.)
- 5 C (If someone goes red, they could be angry. If someone counts slowly to ten, they are likely trying to calm themselves down.)
- 6 A (The writer suggests that human survival is as dependent on colour as that of animals.)

Extra

Ask students to choose one of the incorrect options from the six questions in Ex 8. Tell them to write a new paragraph to infer the meaning of the option. Write the example below on the board first.

Question 5B

The ticket inspector walked frantically up and down the aisles, checking the windows and picking up rubbish in a desperate attempt to hide the fact the cleaners hadn't been in between services.

EXAM TASK

Exam Trainer p50

This could be done under exam conditions in class or can be set as homework. If students do this under timed conditions, allow them 10–12 minutes. Go through the answers, and the reasons why each one is the correct answer, as a class.

Answers

- 1 C (Writer C says that they'd heard that one of the main reasons publishers turn books down is that things move too slowly.)
- 2 A (Writer A says that being rejected is an inevitable part of the process of finding a publisher for everyone.)
- 3 E (Writer E says that the central figure in the novel has to create their own destiny and not be someone who just goes along with events and things that happen to them.)
- 4 D (Writer D says that they thought about self-publishing but not knowing anyone whose novel had become successful by doing so was what put them off.)
- 5 B (Writer B says different publishing houses focus on particular genres so writers should carefully research who is most likely to publish the type of book they've written.)
- 6 C (Writer C says that they met a literary agent at a party, who pointed out the necessity of including a covering letter with the manuscript, after which they got a publishing deal.)
- 7 D (Writer D says that it's important for writers to be true to their own way of writing rather than adapting it to appear like someone else's simply to get into print.)
- 8 B (Writer B says that at least one aspect of a novel – plot, characters, context, style – must provide something totally original.)
- 9 E (Writer E says that having someone they weren't particularly close to who would read and critically appraise their work as they wrote it was key.)
- 10 A (Writer A says that publishers who haven't got a best-selling author contracted to them are more careful with risk as they have little spare cash to play with.)

Cooler

Put students into pairs and ask them to discuss the questions below. Monitor closely and get feedback from the class after the activity.

- 1 *Would you ever consider writing a book?*
- 2 *If you ever wrote a book, what would it be about? What type of book would it be and why?*
- 3 *If you were to write a book, the advice of which writer (A–E from the exam task) would you use and why?*

Extra practice

For further practice, complete Reading and Use of English Part 8 of the Practice exam paper on p116 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- WRITING – Part 1 Essay
- How did you do?
- Topic: Concerns about the impact of tourism on a city

TEACH Strategies and skills

- Structuring an essay
- Complex sentences
- Using formal language
- Impersonal sentences

TEST Exam task

- WRITING – Part 1 Essay
- Topic: Ways to improve people's health throughout the country

Extra resources

Digital resources

- Exam Trainer presentation tool pp52-55
- Video: About C1 Advanced: Writing
- Video: About C1 Advanced: Writing Part 1
- Pearson Practice English App – *Formula C1 Advanced*
- Writing success criteria

DYSLEXIA FOCUS

The strategies and skills covered in this unit should help students a lot. However, it is common for dyslexic students to write in a stream of run-on sentences which may not always appear organised. Provide students with the example answer on p48, with the components of each paragraph in a different colour (e.g. red for the topic sentence; green for an example; yellow for a result or reason). This will help highlight how paragraphs can be clearly organised.

BEFORE YOU START

Read through the Exam part overview box above and the About the task bullet points on page 52 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including the task, what it tests and the strategies/skills required to successfully complete it.

Warmer

Discussing tourism

Tell students you have recently read an article about the importance of sustainable, meaningful and respectful tourism. Put students into small groups and ask them to consider what they think this might be (*travelling with respect for local people, the economy and environment*). Ask students to discuss whether it's really possible for tourism to be like this and whether they try and travel responsibly (and if not, why). Monitor closely and get some whole-class feedback.

ABOUT THE TASK Exam Trainer p52

Tell students they are going to read about Writing Part 1 of the Cambridge C1 Advanced exam. Give them one minute to read the About the task section at the top of page 52 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *Is this section compulsory?* (Yes)
- 2 *What genre of writing do you have to write in this part?* (an essay)
- 3 *What information are you given as part of the task question?* (three bullet points relating to the question and three sets of opinions)
- 4 *Do you have to discuss all the bullet points in your writing?* (No. You have to discuss two of the three bullet points.)
- 5 *Do you have to use the opinions provided?* (No. You can use opinions of your own if you prefer.)
- 6 *What kind of register should be used?* (a formal or neutral tone)
- 7 *What is the word count?* (220–260 words)

Practice task Exam Trainer p52

1 This task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 45 minutes. If done at home, ensure they bring it to the following class. Before setting the task, ask students to read the list of concerns and the opinions and add any opinions of their own in pairs. Explain that the students cannot add their own concerns. Get feedback from the class.

How did you do?

2 Explain to students that there a number of different essay types, but in this exam part, a compare and contrast or an argumentative essay are the most common. Elicit from the students the difference (*the former presents both sides of an argument and compares/contrasts them; the latter intends to persuade the reader to accept point of view*). Ask students which type of essay they wrote in the Practice task. Tell them to read the model task quickly and decide which type of essay it is (*compare and contrast*). Bring students' attention to the labelled features/notes of the example essay and ask them to compare the example with their own essay.

3 Write the checklist below on the board. Then ask students to answer the questions about their own essay. Put students into pairs and, using the labelled example and the checklist, ask them to consider and discuss how their own essays could be improved.

- *Do you include a clear introduction in the first paragraph?*
- *Is the rest of your essay divided into clear paragraphs?*
- *Does your draft include ideas about two of the issues in the bullet points?*
- *Is each issue discussed in a separate paragraph?*
- *Do you give reasons when discussing the two issues?*
- *Does the essay have a clear conclusion?*
- *Does it include your overall opinions about the issues you discussed?*
- *Do you use linkers to add ideas and contrast?*
- *Do you use any formal language?*

Strategies and skills Exam Trainer p53

Structuring an essay

Ask students why they think it is important to have a well-structured essay and what they think we mean by that (a *clear introduction*, etc.).

1 Elicit from the students the label/note from the example essay on page 52 for an introduction and what one should consist of (a *brief summary of the topic*). Explain that they should not include specific details or express opinions in an introduction. Ask students to read the exam task and the example introductions (A–C). Put students into small groups and ask them to discuss the following questions in order to choose which is the best.

- 1 Do all the examples have a topic sentence that introduces the topic of the essay? (Yes)
- 2 Do any give very specific information? (Yes, A and B)
- 3 Which example outlines the issue, but does not talk specifically about the opinions which will be discussed later in the essay? (C – the best option)

Answers

C – It gives a general introduction to the topic and sets the scene for the discussion which follows. (Introduction A does not really address the topic in the task, and doesn't give an overall introduction to what the essay will be about. It gives reasons, which should really be in the following paragraphs. Introduction B includes opinions, which should really be in the following paragraphs or conclusion.)

2 Ask students to look at the exam task in Ex 1 again and decide which two bullet points and opinions they would choose to write about in the exam and why. Get feedback from the class. Then read through the TIP.

Extra

Ask students to write their own introduction to this essay. Place them around the room when finished for all students to mingle and read. Give feedback after the task.

3 Ask students to read the example essay. Then ask them to briefly discuss with a partner the main content of each paragraph. Ask students to read the example essay again to find examples of 1–4 and highlight them. Elicit answers from the students and focus their attention on where in the essay these features can be found (e.g. linking words and expressions to introduce paragraphs 2, 3 and the conclusion; opinions are implicitly given in paragraphs 2–3, but more directly in the conclusion; reasons are given in paragraphs 2–3).

Answers

- 1 As; so; Therefore; First of all; In contrast; While; As; especially; In summary; therefore; However; even if
- 2 'should be given'; 'if funding were increased'; 'should be targeted'
- 3 'many countries move away from manufacturing towards more service-based industries'; 'The proportion of national income related to business has increased considerably'; 'art and other cultural activities have grown little in terms of what they offer to the country'; 'the sector has grown little'
- 4 'it would be ideal if funding were increased for every course currently on offer at universities around the country'; 'any additional financial support should be targeted towards thriving vocational sectors'; 'The programmes of study that obtain more funding should be the ones which best meet the country's needs.'

Extra

Before answering the questions in Ex 3, cut the essay up into paragraphs and ask students to reorder it according to their knowledge of structuring an essay. Check the order with the class.

4 Ask students why they believe features 1–4 from Ex 3 are so important. Get feedback from the class.

Answers

- 1 to create a sense of flow throughout the text and to give it structure so that it's easy for the reader to follow
- 2 to add to the formality and impersonal tone of the essay
- 3 This is asked for in the task and they are essential for supporting any argument.
- 4 This is asked for in the task and is essential in an argument essay, especially in the conclusion.

5 Ask students to read the statements and choose the correct answers.

Answers

- 1 formal (e.g. 'let us consider', 'would appear to be a sensible strategy')
- 2 no (e.g. 'let us', 'that is')
- 3 serious (e.g. 'In summary, therefore')
- 4 an academic (The essay is to be written as part of your course and its purpose is to discuss the statement in a balanced and formal way.)

WRITING – Part 1 Essay

Extra

Put students into small groups and ask them to start creating a crib sheet to add to as they learn about writing an essay. Tell them to divide this into *CONTENT* and *LANGUAGE* and include such features as:

- 1 structuring an essay;
- 2 structuring and developing paragraphs;
- 3 writing effective introductions;
- 4 some important language features to include in essays (e.g. the passive voice, using your voice through language, tone and register).

Monitor closely and aid where necessary. Ask students to compare their crib sheets with another pair once finished.

Write the following functions on the board: *contrasting, adding extra information, giving an example, showing reason, showing result*. Put students into pairs and ask them to think of as many linking words and expressions as possible that can be used with these functions. Give *However* as an example of contrasting.

6 Go through the TIP with the class. Write the following example on the board and underline the linker: As well as *she is an advocate for women, she is an ambassador for many children's charities*. Ask students to read the sentence and identify and correct the error (*As well as being ...*). Elicit whether the error is one of meaning or form (*the latter*). Explain to students that as well as learning the use of linkers, we need to know how to use them in a sentence and the verb patterns required.

Ask students to read the sentences and choose the correct answers. Ask students to compare answers in pairs and then write the answers on the board.

Answers

- 1 Although (This is used to introduce a contrasting idea or ideas.)
- 2 in addition to (This is used to add information. If it's followed by a verb, use the *-ing* form.)
- 3 Therefore (This is used to introduce a consequence of what you have said previously.)
- 4 even though (This is used to link an idea and an unexpected result.)
- 5 Despite (This is used to introduce an idea that will be contrasted in the following clause.)
- 6 Furthermore (This is used to add another point to one you've already made.)

Extra

Write a list of sentences using the linkers in Ex 6, some with errors. Put students into pairs and ask them to decide whether they think each sentence is correct or not. They should not correct any of the sentences at this point. Once completed, as a whole class, give each pair an imaginary \$100 and auction off the sentences. The aim is for each pair to 'buy' as many correct sentences as possible. The pair at the end with the most correct sentences bought is the winner. Following the activity, ask students to correct all the incorrect sentences.

7 Read through the introductory sentence. Ask students to match the linkers to functions a–d. Once finished, ask students if they know any other linkers they could add to the lists. Nominate students to provide answers to the class.

Answers

- a 5, 6, 12
- b 1, 3, 10, 11, 13
- c 4, 8, 9
- d 2, 7, 14

Complex sentences

Ask students to close their books. Write the following sentences on the board: *Martin studied hard. He passed the exam*. Elicit that these are two independent clauses. Elicit the meaning of a complex sentence (*one with a dependent and independent clause*). Tell students to change the two independent clauses into one long sentence with a dependent + independent structure (e.g. *As Martin studied hard, he passed the exam.*) and explain that their use of complex structures will affect the grade they receive in the writing part of the exam.

8 Ask students to read the independent sentences and create a complex sentences using the words in brackets or any other linkers they can think of to help. Tell students to check in pairs, paying attention to form, before getting whole class feedback.

Answers

- 1 since it
- 2 due to them not
- 3 rather than (it)
- 4 despite the fact that they are
- 5 because of having
- 6 without extensive investment

Using formal language

9 Ask students to recall the appropriate register required for an essay (*formal/neutral*). Tell them to read sentences 1–8 and decide if these use formal or informal language. Ask students to highlight the parts of the sentences that are too informal (both in structure and vocabulary). Do question 1 on the board as an example: We need to think about what might happen. Then, ask students to read the formal equivalents below and match them to the sentences 1–8. Tell students to check in pairs and focus their attention on the TIP at the top of page 55. Elicit from the students what is meant by 'formal words, phrases and structures' (*use of passive/impersonal structures, use of longer noun phrases, etc.*).

Answers

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

Alternative

Ask students to read informal sentences 1–8 from Ex 9. Tell them to highlight the sections of the sentences that are too informal for an essay. Following this, ask students to rewrite the sentences using more formal language. When finished, show the formal sentences (a–h) to compare with their own.

Impersonal sentences

Ask students if it is appropriate to use the first person in this genre (*no*) and elicit how this might be avoided (*using passive and impersonal structures*).

10 Write the following sentence on the board: *I think that breakfast is the most important meal of the day and most people agree.* Elicit from the students how they could express this opinion in a more impersonal way (e.g. *Breakfast is widely believed to be the most important meal of the day.*). Ask students to use the words in the box to complete sentences 1–5 in an appropriate formal style.

Answers

- 1 the majority of people
- 2 considered to be
- 3 is one proposal
- 4 others have been
- 5 is a fairly widespread phenomenon

Extra

Ask students to rewrite a second draft of their essay from the Practice task on page 52 of the Exam Trainer using the strategies and skills covered in this unit. Once completed, ask students to swap their essays with a partner and ask for/provide feedback. You could give students a checklist to use when doing this.

EXAM TASK

Exam Trainer p55

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 45 minutes. Once completed, you could ask students to give each other feedback before providing your own comments.

Guidance for marking Writing Part 1 can be found in the Writing success criteria in the Digital resources.

Example answer

The topic of health and fitness is one that is never far from people's minds. Even if they are not actively seeking to improve their own health, they are often considering ways of becoming healthier. Despite this, national levels of health and fitness remain relatively poor.

Habits are formed at an early age, and living healthily is no exception to this. It is therefore essential that children are exposed to good examples of healthy living from an early age. While many argue that it should be parents who educate their offspring on the means of achieving a healthy lifestyle, too often these days, both parents have busy jobs and little free time in which to prepare healthy food and ensure plenty of physical exercise for their children. Allowing schools to take on this role, therefore, would be a productive step. Regular sessions on the theoretical aspects of healthy living plus compulsory practical physical education classes would go a long way to improving the nation's health.

The creation of more sports centres and gyms has also regularly been proposed as a solution. All too often, people join a gym or sports centre with the best of intentions, meaning to go regularly in the long term. However, people find it difficult to maintain their motivation and soon their attendance becomes less regular and they often stop completely soon after.

In conclusion, a national education strategy targeted at school children of all ages which seeks to promote healthy living in all its forms would be the most effective means of changing people's ingrained unhealthy habits, thereby improving the health of the whole nation.

Cooler

Elicit three more ways in which people's health could be improved and write all six ideas (including those from the Exam task) on the board. Put students into pairs and set up a Speaking Part 3 task. On the board, write the question: *How effectively would these initiatives improve health in a country?* Ask students to discuss and give their opinions in pairs for around two minutes and then decide upon the most effective measure. Monitor closely and give feedback to the class.

Extra practice

For further practice, complete Writing Part 1 of the Practice exam paper on p118 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- WRITING – Part 2 Proposal
- How did you do?
- Topic: Activities for World Environmental Day

TEACH Strategies and skills

- Using persuasive language
- Writing effective introductions
- Writing effective conclusions

TEST Exam task

- WRITING – Part 2 Proposal
- Topic: Events for the cycling club

Extra resources

Digital resources

- Exam Trainer presentation tool pp56-58
- Video: About C1 Advanced: Writing Part 2
- Pearson Practice English App – *Formula C1 Advanced*
- Writing success criteria

DYSLEXIA FOCUS

It may be useful to give students more time to think about and plan their proposals in depth before attempting to write them under exam conditions. If the organisation of ideas is particularly challenging, consider giving students extra help in organising their ideas within the paragraphs. This can be done orally as a discussion task.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 56 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including the task, what it tests, and the strategies/skills required for successful writing.

Warmer

Events in my area

Ask students to think about some events which occur in their towns or cities every year. Put students into small groups and ask them to discuss the following questions.

- *What does the event celebrate?*
- *What kinds of activities are there?*
- *Is it popular?*
- *Who organises the event?*

Once students have discussed the questions in groups, ask them to decide which event they would be most interested in going to and why.

ABOUT THE TASK Exam Trainer p56

Tell students they will read about Writing Part 2 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 56 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *Is it compulsory to write a proposal?* (No. You must choose one writing from three options, one of which may be a proposal.)
- 2 *What do you need to write about?* (offer solutions to a problem or put forward ideas for a project)
- 3 *What kind of register should be used?* (semi-formal/formal)
- 4 *What is given to you in the question?* (the details of what you are writing about, including to whom it is for)
- 5 *What kind of language do you need to use in a proposal?* (persuasive language)
- 6 *How can you organise the proposal?* (into sections and paragraphs with headings)
- 7 *What is the word count?* (220-260 words)

Practice task Exam Trainer p56

- 1 This task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 45 minutes. If done at home, ensure they bring it to the following class. Before setting the task, ask students to read the task carefully and highlight to whom the proposal should be written, and what they need to include in the writing. Put students into pairs and ask them to discuss this.

How did you do?

- 2 Ask students to look at the example proposal and elicit if the paragraph headings are similar to those used in their proposals or not (they should be as they reflect the three areas to discuss in the task). Write or project the questions below onto the board. Explain that the questions suggest some basic principles of writing a proposal. Put students into pairs and ask them to discuss the questions together about the example. Nominate students to provide some feedback to the whole class.

- 1 *Does the proposal use formal, semi-formal or informal language? Why?*
- 2 *Does the proposal include responses to all the points in the task?*
- 3 *Does the proposal have appropriate conventions for identifying the different sections?*
- 4 *Does the proposal have an appropriate introduction and conclusion?*
- 5 *Is the proposal divided into paragraphs appropriately?*
- 6 *Does the proposal use linkers to connect ideas together?*

Ask students to then read the example proposal again and highlight any similarities/differences with their own version of the task. Tell them to discuss some of these as a class.

WRITING – Part 2 Proposal

3 Explain to students that the numbered points in the list include some of the key language, content and organisational features that should be included in an effective proposal. Ask students to match 1–10 to the boxes in the example proposal. Write the answers on the board and ask students to take notes.

Answers

- 1 'The event will benefit not only local people ...'
- 2 'The proposal will include ...'
- 3 'I am convinced that this would be the best possible ...'
- 4 '... united against the dangers faced by our beautiful world'
- 5 '... which would be done via social media and a poster campaign ...'
- 6 'I would therefore like to propose organising ...'
- 7 'The proposed activity'
- 8 The aim of this proposal is ...'
- 9 'I would urge you to consider this proposal favourably ...'
- 10 'A concert or similar idea, whilst a good idea in principle, ...'

4 Tell students to use the questions written on the board in Ex 2 to analyse their work from Ex 1 and then compare their findings with a partner. They should also refer to the language points in Ex 3. Elicit ideas from students and ask what changes or improvements they would make to their own work having read the example proposal.

Extra

Ask students to make a second draft of their proposal from the Practice task using the key principles outlined in the questions/bullet points in Exs 2 and 3. Provide written feedback and tell students to make a final third draft if necessary.

2 Ask students to read the paragraph and decide whether an adjective or adverb is missing from each gap. Get some feedback from the class. Tell students to highlight the words that the missing adjective/adverb modifies and in pairs think of potentially persuasive collocations. Use the first gap as an example: *stunning/spectacular/impressive wildflower garden.* Join two pairs together to make a group of four to discuss the options for the gaps. Tell them to decide which answers are the most persuasive and write them in the gaps provided. Focus students' attention on the TIP which warns students against being repetitive in their choice of language.

Suggested answers

- 1 beautiful/delightful/charming
- 2 highly/extremely
- 3 positive/beneficial
- 4 attractive/eye-catching/appealing
- 5 very/enormously/tremendously
- 6 important/helpful/valuable
- 7 crucial/essential/vital

Alternative

Rather than having a gapped text, give students a version of the paragraph with no/little persuasive language. Ask students to highlight sections of the text where the use of adjectives/adverbs could make the language more persuasive. Tell them to write a new version of the paragraph in pairs.

3 Ask students to tell you the purpose of a conclusion in a proposal (to *persuade the reader to consider his/her ideas or recommendations*). Tell students to consider ways in which they could express this (e.g. *I would passionately urge you to consider this proposal favourably*). Then, ask students to look at the sentences and decide what type of word is missing from each gap (e.g. a noun/adjective). Tell students to choose the correct word from the box and compare answers with a partner. Write the answers on the board.

Answers

- 1 advise (This is a polite way of pushing someone to do something.)
- 2 benefit (A persuasive way of saying how good something is.)
- 3 grateful (This helps to show how much the decision means to you.)
- 4 certain (You can also use 'convinced' or 'sure' instead of 'certain'.)
- 5 doubt (This tells the reader you really believe in your proposal.)
- 6 agree (Inviting the reader to agree with you is a good way of persuading them.)
- 7 advantages (Having many advantages makes the ideas sound very impressive!)
- 8 evidence (Supporting your proposal with evidence is a good way of persuading people.)

Strategies and skills Exam Trainer p57

Using persuasive language

Remind students that they should use persuasive language in a proposal and elicit why they think this is (*to get the reader to go along with any ideas/recommendations*). Dictate the following sentence to students and ask them to highlight any persuasive language: *I truly believe that this important event will be an overwhelming success, which will be genuinely beneficial to all those living in this remarkable town.* Elicit from students that the writer in this example has used emotive adjectives and adverbs to persuade the reader.

1 Ask students to quickly read the paragraph and decide what the writer is trying to persuade the reader to do. Ask students to read the paragraph again in more detail and highlight any persuasive adjectives or adverbs. Put students into pairs to compare answers and consider what other adjectives/adverbs could have been used instead (e.g. *It is my heartfelt/profound belief that ...*).

Answers

Although this unique building requires a substantial amount of work, it is my sincere belief that investing in it will be immensely beneficial to the town. Even in its current state of disrepair, it is a much-loved landmark that will undoubtedly be transformed into a potentially lucrative centre of attraction if it were restored.

WRITING – Part 2 Proposal

Extra

Explain to students that it's a good idea to memorise some of the sentences from Ex 3 to use in their own writing. Encourage students to keep a record of useful sentences or phrases in a vocabulary notebook. You could put students into pairs to discuss how they could organise these notebooks.

- 4 Put students into pairs and ask them to read the sentences. Firstly, tell them to think about what adjectives/adverbs they can add/modify to make the sentences more appealing. Get feedback from the class after the task.

Suggested answers

- 1 I am sure that you will be able to see the many benefits that my ideas will bring.
- 2 Many thanks for taking the time to consider my detailed proposals.
- 3 Nothing would benefit the town more than new and improved sports facilities.
- 4 An interesting idea that would have many potential benefits is organising an exchange with students from another country.
- 5 What could be more engaging and entertaining for young people than having a sports day?
- 6 The obvious place for international students to visit is the museum, which will give them a much greater understanding of the city.

- 5 Ask students to read the additional ways of using persuasive language and, in pairs, discuss their meanings and think of examples. Tell them to then match two examples (a–j) to each strategy. Check the answers as a class.

Answers

- 1 c, f (Both use numbers or amounts that are greater than in reality.)
- 2 a, g (Both use rhetorical questions to help the reader arrive at a conclusion.)
- 3 d, j (Both use repetition to force a point home.)
- 4 b, i (Both use emotive language.)
- 5 e, h (Both use inclusive language, which encourages the reader to agree.)

Writing effective introductions

Ask students to recall what should be included in an effective introduction to a proposal and write these on the board (1 the reason for the proposal; 2 a summary of the points which will be discussed in the proposal).

- 6 Based on the discussion above, tell students to choose whether the statements are true or false. Ask for justifications for their answers during class feedback.

Answers

- 1 True (This is the point of an introduction.)
- 2 False (It usually needs to be longer than this.)
- 3 False (The details come in the main body of the proposal.)
- 4 True (The opinions should come in the main body of the proposal.)
- 5 False (It may give one brief reason for submitting a proposal but never several.)

- 7 Ask students to read through the task in the box then highlight the purpose of the proposal and the three things they must write about. Tell students to read the example paragraphs without the gapped sentences below first and discuss briefly in pairs if they believe they are effective introductions or not (and why). Once finished, ask students to look at the A/B sentences and complete the gaps. Elicit the answers to the board and then read the TIP aloud to the class. Clarify with the students that contractions should be avoided when writing formal proposals.

Suggested answers

- 1 A – too informal; B – opinion
- 2 A – short; B – task/instructions
- 3 A – letter; B – detail

Extra

Ask students to rewrite an effective introduction to this exam task, using the information from Ex 6 and the A/B comments from Ex 7.

Writing effective conclusions

- 8 Elicit from the students what information should be included in an effective conclusion to a proposal (a summary of the points covered in the proposal; a justification of why your proposal should be chosen). Tell students to read the three example conclusions and choose the correct word(s) in bold. During feedback, elicit how many sentences there are in each conclusion (two): in the first, the writer asks the reader to consider his/her proposal (refer students back to the phrases to do this in Ex 3); in the second, the reader summarises the content of the proposal with a memorable ending.

Answers

- 1 strongly (This collocates well with 'recommend'.)
- 2 Doing ('Doing so' is used to avoid the repetition of 'accept my proposals'.)
- 3 therefore (Because what follows is a consequence of what came before.)
- 4 wholeheartedly (This has a similar meaning to 'passionately' or 'completely' but collocates with 'recommend'.)
- 5 appreciate (This has a similar meaning to 'like' and 'value'.)
- 6 to come ('for years to come' means a long time into the future.)
- 7 reason (A 'reason to believe' means some sort of evidence to arrive at a conclusion or belief.)
- 8 course (A 'course of action' is a series of things that someone can do.)
- 9 to lead to (If something 'leads to' something else, it means it is a consequence of it.)

WRITING – Part 2 Proposal

EXAM TASK

Exam Trainer p58

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 45 minutes. Once completed, you could ask students to give peer feedback before receiving teacher comments.

Guidance for marking Writing Part 2 can be found in the Writing success criteria in the Digital resources

Example answer

Introduction

The aim of this proposal is to recommend an event that will attract as many new members to our cycling club as possible. It will outline the details of the event and explain why it would be likely to encourage new members to join.

Details of the event

To me, the best way of attracting someone to participate in a sport is to see people doing that sport and enjoying themselves as a result. With this in mind, I would strongly suggest that the club holds a fancy-dress cycle ride through the town centre during the busiest period of the weekend. After riding around a set route for half an hour or so, we could then stop and explain to people there why we are doing it, taking details of anyone looking to join the club as we did so.

Why it would attract new members

Most people join cycling clubs not to take part in races, but to go on interesting and enjoyable rides with other members. I think, therefore, that a race would not be the best approach but a fun event such as a fancy-dress ride would really grab people's attention. Seeing a hundred cyclists going past wearing silly costumes is sure to distract even the most serious shopper and would appeal as much to children as it would to adults.

Conclusion

I would urge you to seriously consider this highly original proposal, as I am confident that this will provide the best possible means for attracting new members to our wonderful club.

Cooler

Divide the class into teams of three and nominate one member of each team to sit with their backs to the board. Write one of the phrases items below on the board. The other team members must describe the phrase without using the exact words they can see. Explain they can use synonyms or paraphrases and/or describe where in the proposal the phrase might be found. They can also describe the words one-by-one if that helps. Once one team guesses correctly, change the student who can see the board. The team at the end of the game with the most correct guesses is the winner.

Phrases for the board:

- *The aim of the proposal ...*
- *I would passionately urge you ...*
- *We would be extremely grateful ...*

Extra practice

For further practice, complete Writing Part 2 (question 4) of the Practice exam paper on p119 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- WRITING – Part 2 Email or letter
- How did you do?
- Topic: A big event in your town

TEACH Strategies and skills

- Using correct register
- Using formal language
- Common expressions used in formal language

TEST Exam task

- WRITING – Part 2 Email or letter
- Topic: An expedition to the Amazon rainforest

Extra resources

Digital resources

- Exam Trainer presentation tool pp59-61
- Video: About C1 Advanced: Writing Part 2
- Pearson Practice English App – *Formula C1 Advanced*
- Writing success criteria

DYSLEXIA FOCUS

Organising ideas over the whole email/letter and also within the paragraphs may be challenging for students. It might be useful to plan the writing tasks with students in detail orally before writing, encouraging them to talk about the content of the task in a logical order. You could also do some process writing activities with students, starting at paragraph level, so that students are not overwhelmed by the whole task.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 59 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including the task, what it tests, and the strategies/skills required for successful writing.

Warmer

Keeping in touch

Put students into small groups of three or four and ask them to discuss the following questions.

- How do you keep in touch with friends and family who do not live nearby?
- How often are you in contact with them?
- What are some of the other reasons you use email or letter writing?
- Which means of communication do you prefer and why?

Monitor closely and get some feedback after the discussion.

ABOUT THE TASK Exam Trainer p59

Tell students they are going to read about Writing Part 2 (Email or letter) of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 59 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 *Is it compulsory to write an email or letter?* (No. You must choose one writing from three options, one of which may be a letter or email.)
- 2 *Are the emails or letters in this part formal or informal?* (They could be either, depending on the task.)
- 3 *How is the task presented?* (In the task, you usually have to respond to an email or an advertisement. There are questions to answer within these.)
- 4 *To whom might you need to write?* (a friend, a colleague, a potential employer, a college principal, a magazine editor, etc.)
- 5 *What type of letter or email could it be?* (e.g. an informal email or a formal letter of application)
- 6 *What is the word count?* (220–260 words)

Practice task Exam Trainer p59

- 1 This task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 45 minutes. If done at home, ensure they bring it to the following class. Before setting the task, ask students to read the question carefully and highlight the key information that needs to be included.

How did you do?

- 2 Ask students to read both their own and the example letter. Tell them to compare the structure of the letters (are they similar or different?), the organisation of ideas and the content. During feedback, elicit from students any key features of the informal letter they have noted in their comparison. Write or show the questions below onto the board. Explain to the students that the questions indicate some basic principles of writing a letter or email which they should ask themselves when checking their writing. Ask students to read the example letter again and answer the questions, highlighting examples in order to justify their answers.

- 1 *Does the letter use formal, semi-formal or informal language? Why?*
- 2 *Does the letter include responses to all of Rick's points?*
- 3 *Does the letter have appropriate conventions for opening and closing?*
- 4 *Does the letter have an appropriate introduction and conclusion?*
- 5 *Is the letter divided into paragraphs appropriately?*
- 6 *Does the letter use linkers to connect ideas together?*

3 Ask students to read the numbered points and explain that these are language/organisational features of an informal letter. Tell students to match 1–9 to the sections in the example letter and write the numbers in the correct boxes.

Answers

- 1 'Even if sport isn't really your thing ...'
- 2 'It's great to hear from you.'
- 3 'I think the best sporting event you could take them to ...'
- 4 'It's best to see the race in the mountains.'
- 5 'The cyclists pass more slowly going uphill'
- 6 'Hi Rick', 'All the best'
- 7 'There really isn't any sporting event that's more French ...'
- 8 'I hope that's helpful. Would it be OK if I came with you?'
- 9 'How are you and your family?'

4 Tell students to use the questions shown on the board for Ex 2 to analyse their work and then compare their findings with a partner. They should also refer to the points from Ex 3. Elicit ideas from the students and ask what changes or improvements they would make to their own work having read an example letter.

Strategies and skills Exam Trainer p60

Using correct register

Ask students what register they may be required in the emails or letters and elicit that it could be informal, semi-formal, or formal, depending on who they are writing to and for what purpose. Ask students in what context they may have to write in these three styles (e.g. *informal: to a friend; semi-formal: to a colleague; formal: to an employer*).

1 Write the following functions on the board: *apologising, showing surprise, showing optimism, greeting someone*. Elicit from students what expressions they might use with a friend for these functions and whether they would use the same ones if they were communicating with an employer. Ask students to read the phrases in the box and write them in the table. During feedback, elicit some of the key differences between the styles. For example, informal writing uses contractions, more informal punctuation (exclamation marks, emojis, etc.), ellipsis, idiomatic language and imperatives. The more formal the tone, the more complex are the sentences; they have a more distant tone.

Answers

informal: I couldn't believe it!; I'm really sorry@; Good to see you.; Look on the bright side.

semi-formal: It was hard to believe.; I would really like to apologise; It was very nice to see you.; There's positive as well as negative.

formal: I found it somewhat difficult to believe.; I can only apologise for the mistake.; It was a great pleasure to meet you.; There is every reason to be optimistic.

Extra

Elicit some other functions: e.g. *inviting, recommending, suggesting, advising, showing excitement, showing disappointment, etc.*

Put students into pairs and ask them to choose four of the functions. They should then write three sentences (formal, semi-formal, and informal) for each function. Once complete, ask the students to share their sentences with another pair, who should then put the phrases into the three columns in the table in Ex 1.

2 Ask students to read the sentences and decide what the functions are. Using sentence 1 as an example, elicit that the function is to turn down an invitation. Ask students how they change this if writing to a friend (e.g. *I'm so sorry, but I can't make to the gallery opening next Friday.*). Ask students to rewrite the other examples in an informal style. Get feedback from the class.

Suggested answers

- 1 I'm really sorry but I can't come.
- 2 Can we meet and have a chat about the problem?
- 3 I've got lots of experience of managing people.
- 4 Can I come to your school soon to watch a class?
- 5 Can you please send a price list as soon as possible?
- 6 Thanks for coming to the sports centre opening.

3 Ask students to look at the informal sentences and decide on the functions. Remind students that the more formal the tone, the more we tend to distance ourselves from the reader. For example, rather than asking direct questions, we use indirect questions. Tell students to rewrite the sentences for a formal context. Ask students to check answers in pairs and then nominate class members to read some of their answers aloud to the class.

Suggested answers

- 1 I would be grateful if you could repair the broken computer as promptly as possible.
- 2 It has been some time since I was fortunate enough to visit your city.
- 3 I am writing to complain about this morning's 8.20 service to London, which was delayed by an hour.
- 4 I was extremely sorry to hear that you have been unwell and wish you a rapid and full recovery.
- 5 It has come to my attention that you are regularly late for work. Would it be possible for you to provide an explanation for this?
- 6 It is with great regret that I must inform you that I am unable to attend your wedding.

Alternative

Write the sentences from Exs 2 and 3 on separate cards with an alternative formal or informal version on the back. Put students into small groups and deal the cards out equally. Tell students to take turns to read one of the sentences from the card (either the formal or informal version) to the group. The other students should try to change the sentence so that it has the opposite tone and then compare it with the example on the card.

WRITING – Part 2 Email or letter

Using formal language

Elicit from the students in what contexts they write formal emails or letters. Write some examples on the board, e.g. applying for a job, requesting information from a company, a letter of complaint, etc.

4 Ask students to read the task and then elicit what type of letter/email they need to write (*a job application*). Tell students to read the task again carefully and highlight to whom they need to address the letter; the key information they need to include. Write the answers on the board (*Ms Angela Holmes; Job preference, experience on the job, qualities*). Tell students to write a first draft of the email and give them a maximum of 45 minutes to do this.

5 Ask students to use the checklist to review their writing and make any changes if necessary.

Alternative

Use this opportunity for students to give each other some feedback. Ask students to read the checklist then swap their writing with a partner. Tell them to make notes on a separate piece of paper using the points in Ex 5.

6 Ask students to read the text and quickly elicit that there are elements of the writing that are inappropriate for this task type, and/or the writer has not fully completed the task. Using the checklist from Ex 5, ask students to read the text again and decide which of the statements (1–7) the writer fails to achieve.

Answers

The writer has failed to:

- 1 start the email with a formal greeting.
- 4 write a short final paragraph to conclude the email.
- 5 use an appropriate way of ending a formal email.
- 6 use formal language throughout the email.

7 Tell students to look at the opening greeting in the text from Ex 6 and elicit that the style is inappropriate for a formal email. Explain that there are another four examples of informal writing in the text and ask students to highlight them. Give students the chance to check their answers in pairs before going through them as a class.

Answers

Hi Angela,
I've done lots of outdoor stuff, like climbing, hiking, mountain biking, canoeing and running.
I'd be brilliant at this ...
All the best,
Marek

8 Focus students' attention on the informal phrases from Ex 7 and ask them to consider the function (e.g. *Hi Angela* = *greeting*; *I've done lots of outdoor stuff* = *providing information on a past experience*). Put students into pairs and tell them to rewrite the five phrases in a formal style. Ask students to read some examples aloud during feedback. Read through the TIP and focus students' attention on the inappropriate use of contractions in formal writing.

Possible answers

Dear Ms Holmes,
I have a lot of experience of many different outdoor pastimes, including climbing, hiking, mountain biking, canoeing and running.
I think I would be the perfect person to take this role at your summer camp ...
Yours sincerely,
Marek Balinski

9 Explain to students that having responded to the three questions in the task, it is important to finish the email with a closing paragraph. This was missing from the text in Ex 6. Tell students to read the paragraph and complete the sentences with the missing words from the box. During feedback, explain that it is a good idea to memorise the paragraph as it is quite a generic way to close any letters of application.

Answers

- 1 hearing ('I look forward to hearing from you' is a common phrase in the final paragraph of a letter in which you're expecting a response.)
- 2 convenience (Be careful to avoid any expression meaning 'soon' (unless it's a complaint) as this sounds like you're rushing or putting pressure on the recipient.)
- 3 Should ('Should' is used in the same way as if here, but sounds a little more formal.)
- 4 respect ('in respect of' is a formal way of saying 'about'.)
- 5 hesitate ('Should you require any further information, please do not hesitate to contact me' is a useful, formal way to end letters of application.)

Extra

Ask students to write a second draft of their letter of application using the strategies and tips they have studied so far.

Common expressions used in formal language

Write the following on the board: *Keep in touch and write back soon!* Elicit from the students if they would expect to see this in a formal or informal email/letter (*informal*). Ask students how they would write this in the context of a letter of application, as in Ex 6 (e.g. *I look forward to hearing back from you at your earliest convenience.*).

- 10** Tell students to read the informal expressions and match them to the more formal versions. Write the answers on the board.

Answers

- 1 e (Use 'Yours faithfully' if you don't know the name of the person (when your letter begins with 'Dear Sir/Madam'). Use 'Yours sincerely' when you do know their name.)
- 2 g (The first paragraph usually explains why you are writing.)
- 3 a (This is a useful expression to learn for letters/emails of application.)
- 4 c (This is a useful expression to use if you are replying to an email or letter, if you replace 'email' with 'letter'.)
- 5 b (A useful expression if you have to apologise formally.)
- 6 d (A useful expression if you have to arrange to meet someone.)
- 7 f (This is a useful phrase in letters/emails of application to refer somebody to your CV.)

EXAM TASK

Exam Trainer p62

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 45 minutes. Once completed, you could ask students to give each other feedback before you give your feedback.

Guidance for marking Writing Part 2 can be found in the Writing success criteria in the Digital resources.

Example answer

Dear Ms Jarvis,

I am writing to you to apply for the position of volunteer on the Amazon rainforest expedition, advertised recently on the Research4U website.

I am a nineteen-year-old student who is currently on a gap year between school and university. I wish to make the most of this time, and going on such an expedition would be an excellent way of achieving this. I will be studying biology and ecology at university, so this expedition matches my academic interests perfectly. My ultimate aim is to become a professional ecologist, working in areas such as the Amazon rainforest to help to preserve the delicate ecosystems there. I am someone who thrives on being in isolated places, surrounded by nature in its purest form. I regularly spend time in forests in my own country, so know I can cope well with being in this environment. Another of my strengths is the ability to work effectively in a team. I am keen to do whatever is necessary in order to meet the objectives of the group. I am also patient, an essential quality for anyone involved in observing and researching the natural world.

The main benefit I would gain on the expedition is experience in a field that I have wanted to be part of for several years. I would also hope to develop an increased understanding of how ecosystems in such an environment function, and lasting professional friendships with other team members.

I look forward to hearing from you at your earliest convenience.

Yours sincerely,
Yasmin Underhill

Cooler

Put students into small groups and tell them they work for Research4U, the company looking for volunteers for the Amazon expedition. Give each group four letters of application written by other class members and ask them to discuss the potential candidates in detail. Tell them they must choose one volunteer from the four to go on the trip. During feedback, ask for justification for their choice.

Extra practice

For further practice, complete Writing Part 2 (question 4) of the Practice Exam paper 1 in the Digital resources.

EXAM PART OVERVIEW

TEST Practice task

- WRITING – Part 2 Review
- How did you do?
- Topic: A great TV drama

TEACH Strategies and skills

- Using descriptive and dramatic language
- Engaging the reader
- Structuring a review
- Using adjectives that indicate opinion

TEST Exam task

- WRITING – Part 2 Review
- Topic: Visiting museums

Extra resources

Digital resources

- Exam Trainer presentation tool pp62-66
- Video: About C1 Advanced: Writing Part 2
- Pearson Practice English App – *Formula C1 Advanced*
- Writing success criteria

DYSLEXIA FOCUS

The explicit coverage of skills and strategies required to write a successful review should help students. However, dyslexic students may need more guidance at sentence and paragraph level. If students find it challenging to organise their ideas through the whole review, it may be useful to provide them with a content 'roadmap' – a detailed map of what information could be included in each paragraph. It would also be a good idea to give the students the exam task to consider before the lesson.

BEFORE YOU START

Read through the Exam part overview box above and the About the task sections on page 62 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including the task, what it tests and the strategies/skills required for successful writing.

Warmer

Free time and watching TV

Put students into small groups. Tell them you will read out a number of questions and they should discuss each one briefly in their groups until you ask them to stop and read out the next. Monitor closely and ask for some comments from the students during feedback.

- *Are you a home bird or do you prefer to spend your evenings outside?*
- *How much television do you watch? What do you watch on TV?*
- *Do you agree with the opinion that the TV industry has become as, or more, important than the film industry?*
- *What are you watching at the moment?*

ABOUT THE TASK Exam Trainer p62

Tell students they will read about Writing Part 2 (Review) of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 62 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 *Is it compulsory to write a review?* (No. You must choose one writing task from three options, one of which may be a review.)
- 2 *What is the purpose of a review?* (to describe, give opinions, and make recommendations)
- 3 *As well as the topic of the review, what else are you given in the question?* (some ideas to write about or questions to discuss)
- 4 *What information should you include in the introduction and the conclusion?* (Introduction: the subject of the review; Conclusion: the reasons why you would or would not recommend it)
- 5 *What kind of register should be used?* (informal/semi-formal)
- 6 *What is the word count?* (220–260 words)

Practice task Exam Trainer p62

- 1 This task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 45 minutes. If done at home, ensure they bring it to the following class. Before setting the task, elicit how many questions they need to answer and how many paragraphs they will write (*in this case, there are two questions, and four paragraphs would be effective*). Put students into pairs and ask them to discuss the questions.

How did you do?

- 2 Ask students to read both their own and the example review. Tell them to compare the structure of the reviews (are they similar or different?), the organisation of ideas and the content. During feedback, elicit from students any key features of a review they have noted in their comparison. Write or project the questions below onto the board. Explain to students that the questions indicate some basic principles of writing a review which they should ask themselves when proofreading their writing. Ask students to read the example review again and answer the questions, highlighting examples in order to justify their answers.

- 1 *Does the review describe the series so that readers would understand what it's about?*
- 2 *Are all the questions answered in the task?*
- 3 *Does the review include an introduction and a conclusion?*
- 4 *Is the review divided into clear paragraphs?*
- 5 *Are linkers used to connect ideas?*
- 6 *Has repetition been avoided and are devices such as rhetorical questions used?*
- 7 *Have reasons or details to support opinions been given?*
- 8 *Does the review include a clear recommendation to help readers decide whether to watch the series?*

3 Explain that the numbered points show some features of an effective review. Ask students to read and match the features with the sections of the example review and write the corresponding numbers in the boxes. Write the answers on the board for clarification.

Answers

- 1 'I would highly recommend *Village Life* to ...'
- 2 'What's especially enjoyable about the series ...'
- 3 '... as it always keeps the viewer (and Rachel!) guessing as to what will happen next.'
- 4 '*Village Life*'
- 5 'Who can resist a good TV drama?'
- 6 'However,'
- 7 'The central character is a policewoman called ...'
- 8 'My favourite is ...'

4 Tell students to use the questions written on the board in Ex 2 to analyse their own reviews and then compare their findings with a partner. They should also refer to the language points from Ex 3. Elicit ideas from the students and ask what changes or improvements they would make to their own writings having read an example review.

Extra

Ask students to look at the numbered features in Ex 3 again and try to match them with sections of their reviews from the Practice task. Ask students to add/modify their reviews based on the questions which were added to the board in Ex 2. Collect the new reviews and provide students with some written feedback, focusing on these points.

Strategies and skills Exam Trainer p63

Using descriptive and dramatic language

Ask students to close their books. Read out the title of this strategy (*Using descriptive and dramatic language*) and elicit what is meant by it. Read through the introductory paragraph and the TIP with the students and explain that the use of this type of language can be effective in expressing their opinions and making the review more engaging for the reader.

1 Ask students to read the sentences and the options below. Elicit that the descriptive/dramatic language usually refers to adverb + adjective collocations. Tell students to read the sentences again and choose the most appropriate option. Ask students to compare their answers in pairs and then elicit these onto the board for clarification. During feedback, explain that they should also consider collocation when choosing appropriate descriptive language for their writing.

Answers

- 1 B (a more descriptive way to say 'funny')
- 2 C (a more descriptive way to say 'scary')
- 3 A (a more descriptive way to say 'interested in')
- 4 A (a more descriptive adverb to use)
- 5 C (a more descriptive way to say 'moved into')
- 6 B (a more descriptive way to say 'emotional')
- 7 A (a more descriptive way to say 'not much')
- 8 C (a more descriptive way to say 'a bit boring')

Alternative

Rather than giving students the options to choose from, give students complete versions of the sentences, but with less dramatic/appropriate language. Ask students to underline the parts of the sentences that could be more descriptive or dramatic and write a better alternative. Following this, provide the examples given in Ex 1 for students to compare.

2 Dictate these words to the students: *taxi rank, all-inclusive, half-hearted, long-lasting, haircut, washing machine*. Elicit from the students what these words and phrases have in common (*they are all made from two words*) and which are adjectives or nouns. Bring students' attention to the fact there are three forms of compound words: two separate words; two words which are hyphenated; two words together to make one. Ask students to match words 1–8 with a–h. When finished, put students into pairs and ask them to decide if they are nouns or adjectives (*record-breaker, tear-jerker and time-saver are nouns; the rest are adjectives*), and which form they take (*they are all hyphenated*). During feedback, write the full compound word on the board and ask for definitions. Elicit in which type of review these adjectives or nouns could be used (e.g. *thought-provoking* to describe the plot in a book/film).

Answers

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

3 Tell students to write the words from Ex 2 in the gaps. Elicit from the students what nouns these adjectives are collocated with in the examples. Encourage students to make a list of these collocations in their notebooks and consider any other nouns they may describe.

Answers

- 1 'thought-provoking' (this means it makes people think deeply about something)
- 2 'sun-baked' (this means hot and dry)
- 3 'record-breaker' (this means better at something than anyone or anything else)
- 4 'absent-minded' (this means forgetful and perhaps not very conscious of your surroundings)
- 5 tear-jerker (something that's very sad.)
- 6 time-saver (something that saves you time.)
- 7 kind-hearted (someone who is 'kind-hearted' is a good person)
- 8 mean-spirited (if you are 'mean-spirited', it means you are hard and uncaring)

Alternative

Ask students to make up their own contexts for the words in Ex 2 and create gapped sentences for another student to complete.

WRITING – Part 2 Review

4 Read and compare the two examples from the introductory information before Ex 4 about using exaggerated language. Elicit that the language used is very informal and personal. Ask students to look at sentence 1 and elicit some examples of exaggerated language. Give students this example to help: *This app has changed my life. No one should have to live without it!* Put students into pairs and ask them to write exaggerated versions of sentences 1–6.

Suggested answers

- 1 All things considered, this is a must-have app that I'd recommend every single reader get hold of.
- 2 So unless you're unfortunate enough to have no other available entertainment, I'd seriously avoid seeing this film.
- 3 I must have attended at least a hundred concerts in my life, some of which were exceptional, but this one was superior to even the best of them.
- 4 The town seems to have forgotten that holiday resorts are supposed to provide exciting activities and entertainment for visitors.
- 5 I had very high expectations of the acting in the play but these were exceeded by every single member of the cast.
- 6 No other restaurant in the area comes close to matching the outstanding quality of its food.

Engaging the reader

5 Ask students to recall the purposes or functions of a review, as outlined in the About the task section. Elicit that they are required to *describe, give opinions, give examples and make recommendations*. Ask students to read the review quickly for gist and elicit a possible title (e.g. *A night out*). Ask students to read the review again and match the numbered sections to one of the functions; they can be used more than once. Ask the students for the answers and write them on the board. Underline the functions *giving an introductory summary* and *recommending* and elicit that these appear in the introduction and conclusion respectively.

Answers

- 1 b (uses personalisation and a rhetorical question)
- 2 e (near the beginning of the review)
- 3 a (where the play is set)
- 4 d (of one of the central character's 'adventures')
- 5 c (one reason why it's funny)
- 6 c (the writer's opinion)
- 7 f (why the writer chose the script as the best feature of the play)
- 8 a/f (about the writer of the play and her work)
- 9 g (who should go and see the play)
- 10 f (about how much readers might enjoy the play)

6 Remind students that a clear recommendation is needed in the conclusion to a review. Ask students to look at the phrases and choose the correct word in bold. Check the answers as a class and explain that many of these are strong collocations.

Answers

- 1 would ('I would recommend' is often used in recommendations.)
- 2 strongly ('strongly advise' is a common collocation in recommendations.)
- 3 undoubtedly ('should undoubtedly' is a common collocation in recommendations.)
- 4 wholeheartedly ('wholeheartedly recommend' is a common collocation in strong recommendations.)
- 5 Unless ('Unless' means the same as 'except if'.)
- 6 regret ('regret' means to feel bad about doing or not doing something.)

Extra

Write the first two sentences from Ex 6 on the board. Elicit from the students the basic 'stem' or 'skeleton' of the phrase which they could imitate in other reviews (e.g. *I would definitely recommend this book to anyone who likes serious crime fiction; I strongly advise anyone with an interest in classical music to listen to this album.*). Ask students to do the same with the other examples and encourage them to record the phrases and remember them.

Structuring a review

7 Read the introductory sentence to the students and elicit that each question in the task should be covered in a different paragraph. Ask students to read the short paragraphs (1–6) without the options first and in pairs, briefly summarise the main idea. Tell students to then choose the best option from below and compare to their original ideas. Get feedback from the class.

Answers

- 1 A (The reviewer uses 'in-depth' and 'backs up all of the arguments ... with detailed, reliable data' to say this.)
- 2 B (The reviewer is commenting on how believable the characters are, not on the quality of the acting.)
- 3 A (The reviewer is writing about the colour in the café, not how it was built.)
- 4 A (The reviewer is critical of the narrow range of paintings in the exhibition.)
- 5 B (The reviewer praises how large an area can be explored in the game.)
- 6 B (The reviewer is critical of how dull most biographies are but thinks *Inside Billy Frost* is not like this.)

WRITING – Part 2 Review

8 Elicit from the students what a *gadget* is (a *small, useful and cleverly designed tool or machine*) and ask for some examples. Tell students to read the task and focus their attention on the three questions. Ask students to read the example review quickly first and then to complete it with the words in the box. Elicit the answers and write them on the board.

Answers

- 1 Sound ('Sound' is used here to mean 'seem'.)
- 2 However (This links two contrasting ideas.)
- 3 As well as (This is used to link additions to a list.)
- 4 could (This is used to say that it's possible.)
- 5 issue (A useful general word with a similar meaning to 'problem'.)
- 6 occasionally (To show it doesn't happen often.)
- 7 literally (This is fashionable word used to emphasise a point or idea.)
- 8 If (This is a conditional sentence with 'if'.)

9 Remind students that each paragraph should have one main idea and purpose. Elicit what we mean by purpose and ask for some examples, e.g. to contrast an idea, to summarise, to make a recommendation. Ask students to read the example review in Ex 8 again in more detail and complete the table. Tell students to compare their ideas in pairs and then check as a class.

Suggested answers

paragraph	summary of content	purpose
A	Amusing, exaggerated description of friend. Reason for buying the item.	Engage reader Introduce the item
B	Basic description of what the item is. Explain initial attitude towards the item.	Give an outline of what the item is and what it does.
C	Detailed description of some of the functions of the item that the writer uses it for.	Give more detail of what the item can be used for (question 1).
D	Give description and supporting details of a problem with the item.	Identify a negative issue (question 2).
E	Say who would find the item useful and support this with reasons.	Recommend who might like the item (question 3).

Extra

Write the following on the board: *Using rhetorical questions, Speaking directly to the reader, Using very informal language, Using ellipsis, Using dramatic/descriptive language, Using exaggerated language, Using linkers*. Make sure students know what you mean by these features; you may need to explain and give an example of ellipsis: e.g. *Do you like films?* versus *Like films?* (*Do you* is elided). Ask students to read the review and find examples. Tell them to add an extra column to Ex 9 in which they indicate where these features can be found.

10 Elicit the meaning of a topic sentence (a sentence in a paragraph which explains to the reader what it is focusing on). Tell them to underline these in each paragraph along with the subject of each sentence and then decide if these effectively introduce the topic of the paragraph.

Answers

Paragraph A: 'I have a friend who buys the most up-to-date electronic devices and then somehow turns any conversation around to the subject of how great her latest gadget is.'

Paragraph B: 'For those who don't know, a digital assistant is the electronic box that sits in your home and does things for you when it's told to.'

Paragraph C: 'However, the longer I've had it, the more uses I've actually found.'

Paragraph D: 'The only issue with my new electronic buddy is that it occasionally misunderstands my accent.'

Paragraph E: 'I'd recommend this device to literally anyone.' In each case the whole sentence introduces the topic.

Using adjectives that indicate opinion

Explain to students that it is possible to use the first person in reviews, as they are usually informal or only semi-formal. However, it is also important for students to make their own 'voice' clear through other means. Read the following sentence to the students and elicit whether your opinion on the café's interior is positive or negative (*negative*): *The furniture was scuffed, and the upholstery worn out.* Ask students which words in the sentence tell them this (the adjectives *scuffed* and *worn out*, which have negative connotations).

11 Ask students to read the adjectives and, in pairs, say what kinds of nouns these adjectives are commonly collocated with (e.g. *appalling service*). Tell students to then write the adjectives in the correct column. Ask students for feedback and clarify any errors.

Answers

strongly positive	positive	neutral	negative	strongly negative
fabulous luxurious sparkling splendid terrific	pleasurable	average	inadequate inferior mundane repetitive shabby tedious	disastrous appalling

12 Tell students to cross out one quantifier from each group that does not collocate with the adjective-noun combinations. If this is challenging for students, tell them they can use a dictionary to help. Ask students to compare answers with a partner and then read them aloud to the class.

Answers

- | | | | |
|-------------|--------------|-------------|------------|
| 1 certainly | 2 vastly | 3 perfectly | 4 actually |
| 5 slightly | 6 definitely | 7 over | 8 terribly |

WRITING – Part 2 Review

EXAM TASK

Exam Trainer p66

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 45 minutes. Once completed, you could ask students to give peer feedback before receiving teacher feedback.

Guidance for marking Writing Part 2 can be found in the Writing success criteria in the Digital resources.

Example answer

The world's best museum

Long gone are the days when a visit to a museum meant a tedious few hours looking at tired exhibits in dusty glass cases. Many now have interactive displays that take your breath away. My vote for the best of these goes to the Smithsonian in Washington, USA.

If you're planning to see everything in a single day, forget it! The Smithsonian is actually made up of nineteen (yes, nineteen!) different museums, plus a zoo. Unlike most false claims you read on museum websites, there genuinely is something for everyone there.

The most impressive place to begin is the Museum of Natural History. It would be easy to spend a whole day just in this one location. On my visit, I found the exhibition on sharks the most educational. There was a huge quantity of fascinating information, videos and displays about how essential these incredible creatures are for marine ecosystems all around the world. I also found out about the absolutely appalling damage being inflicted on shark populations worldwide by human activities and greed.

If marine biology isn't your thing, however, there are countless other galleries and buildings dedicated to outer space, American history, portrait painting and even postal services, amongst many others.

It's probably easier to say who the Smithsonian would not appeal to than making a long list of those that it would. I think the only individuals who would not enjoy the delights of this amazing place are those who have genuinely lost interest in life and the world around them. I can't think of many people who fit this description!

Cooler

Write the following ideas on the board:

- 1 a restaurant you love/don't like
- 2 a dish you tried and liked/didn't like
- 3 a film you enjoyed/didn't enjoy
- 4 a gadget you bought and use a lot/don't use
- 5 a book you loved/didn't like
- 6 a holiday destination you liked/didn't like

Give students a few minutes to think of one idea for each sentence. Ask students to write a few sentences about 1–6 above using descriptive adjectives/adverb + adjective collocations. Students shouldn't mention the names. Use the following sentence as an example: *It has a splendid soundtrack that almost anyone can recognise.* Ask students to guess which idea you are describing (a film you enjoyed). Put students into groups and ask them to read their descriptions. The group should try to guess what is being described and whether it is negative or positive.

Extra practice

For further practice, complete Writing Part 2 (question 3) of the Practice exam paper on p119 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- WRITING – Part 2 Report
- How did you do?
- Topic: Sports facilities

TEACH Strategies and skills

- Structuring a report
- Referring to research
- Using formal language
- Making recommendations

TEST Exam task

- WRITING – Part 2 Report
- Topic: A trip organised by a language school

Extra resources

Digital resources

- Exam Trainer presentation tool pp67-70
- Video: About C1 Advanced: Writing Part 2
- Pearson Practice English App – *Formula C1 Advanced*
- Writing success criteria

DYSLEXIA FOCUS

The use of headings and the formulaic structure of reports should help students greatly. However, it is a good idea to talk about the topic orally beforehand for the students to start thinking of ideas. If necessary, give students the exam task to read before the lesson.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 67 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including the task, what it tests and the strategies/skills required for successful writing.

Warmer

Improving facilities

Ask students to think about the facilities at their language school/university/workplace. Put students into pairs and ask them to discuss the following questions, which should be written on the board.

- What are the facilities like at the moment?
- What recommendations would you make to improve these and why?

ABOUT THE TASK Exam Trainer p67

Tell students they are going to read about Writing Part 2 (Report) of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 67 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs.

- 1 *Is it compulsory to write a report?* (No. You must choose one writing from three options, one of which may be a report.)
- 2 *Are reports formal or informal?* (formal/semi-formal depending on the context)
- 3 *How is the task presented?* (You are given the information you need to include in the report, the context and about who you are writing to.)
- 4 *To whom might you need to write?* (usually a person in authority)
- 5 *What information do you need to include in a report?* (present facts and ideas, give opinions, and make recommendations)
- 6 *What is the word count?* (220-260 words)

Practice task Exam Trainer p67

- 1 This task could be done under exam conditions in class or be set as homework. If students do this under timed conditions, allow them 45 minutes. If done at home, ensure they bring it to the following class. Before setting the task, ask students to read it carefully and highlight the key information that needs to be included.

How did you do?

- 2 Ask students to read both their own and the example report. Tell them to compare the structure and organisation of the report as well as the content (ideas). During feedback, elicit any key features of the report they have noted in their comparison. Write or project the questions below onto the board. Explain to students that the questions suggest some basic principles of writing a report, which they should ask themselves when checking their writing. Ask students to read the example report again and answer the questions, highlighting examples to justify their answers. For example, question 1: the language is formal – there is no use of contractions, lots of formal linkers are used, etc.

- 1 *Does the report use formal, semi-formal or informal language? Why?*
- 2 *Does the report respond to all the points in the task?*
- 3 *Does the report have appropriate conventions for identifying different sections?*
- 4 *Does the report have an introduction and conclusion?*
- 5 *Is the report divided into paragraphs appropriately?*
- 6 *Does the report use linkers to connect ideas together?*

WRITING – Part 2 Report

3 Ask students to read the numbered points and explain that these are language/organisational features of a report. Tell students to write the correct number in the box next to the corresponding part of the example report.

Answers

- 1 'The current facilities are clearly inadequate ...'
- 2 'However, ...'
- 3 'which remains virtually empty ...'
- 4 'users can play badminton, table tennis ...'
- 5 'Should the above recommendations be implemented ...'
- 6 'The aim of this report is to ...'
- 7 'There is a relatively narrow range of sports facilities ...'
- 8 'Additionally, I would advise the creation of ...'
- 9 'the sports centre will not only ...'
- 10 'In addition ...'
- 11 'somewhat'

4 Tell students to use the questions written on the board for Ex 2 to analyse their writings and then compare their findings with a partner. They should also refer to the language points from Ex 3. Elicit ideas from the students and ask what changes they would make to their own work having read an example report.

Extra

Ask students to use the numbered points from Ex 3 and the questions on the board to write a second draft of their report.

Strategies and skills Exam Trainer p68

Structuring a report

Elicit from the students how the paragraphs are organised in the example report in the Practice task (*with clear headings*). Ask students where they think the writer got these headings from (*the task question*).

1 Ask students to read the task and highlight the key things they need to discuss. Put students into pairs and ask them how many headings they would expect to use and what they would be. Get some class feedback, but do not clarify the answers yet. Ask students to read the headings in the box below and ask if any match their ideas. Tell students to read the model and choose an appropriate heading for the paragraphs. Check the answers as a class.

Answers

- 1 d (The paragraph describes the main parts of the tour.)
- 2 f (This paragraph mentions the negative aspects of the tour.)
- 3 b (The paragraph is about whether the writer would recommend it for other classes.)

2 Elicit from the students what sections are missing from the report (*the introduction, the conclusion, and the suggested changes*). Ask students to reread the full report and answer the questions. During feedback, focus on the introduction and elicit what information should be included. Focus students' attention on the TIP, which warns students against including their own opinion in the introduction.

Answers

- 1 No. It would be too long and very repetitive. It might get boring listing them all. It would not leave enough words to do the rest of the task.
- 2 the visitor centre; the highest part of the stadium; the changing rooms (they saw the pitch from the stadium, but we don't know if they visited it)
- 3 The tour moving too quickly so they didn't have time to enjoy each stage.
- 4 Wherever they had gone, someone would say they weren't interested in the subject.
- 5 C (It sums up all of the aims, as identified in the task. A is well-written, but the areas mentioned in the introduction do not match those in the task. B also included information which is not in the task outline.)

3 Ask students to complete the final part of the task in Ex 1 with the words in the box. Write the answers on the board and elicit if the language is formal or informal (*formal*).

Answers

- | | | | |
|-----------|----------|--------------|--------|
| 1 terms | 2 highly | 3 so | 4 most |
| 5 Perhaps | 6 case | 7 subsequent | |

4 Ask students what information should be included in the conclusion to a report (*a summary of the recommendations*). Ask them to write a conclusion to the example report from Ex 1. Put students into pairs to compare. Monitor and give some feedback to the whole class.

Suggested answer

Conclusion

In summary, the football stadium trip was a success with most students enjoying it. Extending the length and duration of the tour would be an effective way of improving it should other groups be taken there.

5 Tell students to complete the sentences with a missing word/phrase from the box and then decide if they are taken from an introduction or conclusion. Check the answers together.

Answers

- | | |
|-----------------|-----------------|
| 1 aim of: I | 2 summarise: C |
| 3 intends: I | 4 general: C |
| 5 conclusion: C | 6 identifies: I |

WRITING – Part 2 Report

Referring to research

Ask students to close their books and listen carefully to an extract from a report you are going to read to them. Ask students to identify how the writer supports his/her comments (*by using research*). Read out the following: *One of the main negatives of the bus service in and out of the town centre is the timetable. A questionnaire distributed amongst locals showed that nearly 85% of people do not use the buses in the area because there are none available at the times needed.* Elicit from students that the information is invented, but this does not matter in the context of the exam.

- 6 Go through the TIP with the class. Ask students to match the sentence halves and then check their answers in pairs. Write the answers on the board.

Answers

1 b 2 e 3 c 4 a 5 d

Extra

Put students into pairs and give them a handout with the following statements on it. Tell students to imagine these are their comments in a report and ask them to support the ideas with research. Encourage students to use the phrases from Ex 6.

- 1 The trip to the farm was by far the most popular.
- 2 The restaurants by the river tend to be more expensive.
- 3 Staff motivation is at an all-time low.
- 4 The school gyms are definitely busier at the weekend than during the week.
- 5 Flexible timetables at work have been shown to be extremely popular.

- 7 Write the following sentences on the board and ask students which sentence sounds more convincing when presenting research (*the second one*) and why (*numbers and proportions sound more convincing*): *I asked all the residents about the security in their buildings and no one mentioned it was a problem.; None of the residents interviewed commented negatively on the security provided in their buildings.* Ask students to read the sentences in Ex 7 and to underline the numbers or proportions in the first sentence. Ask them to fill the gaps in the second sentence with one word so it has the same meaning.

Answers

1 number/proportion/minority 2 fifths 3 none
4 Eighty 5 majority 6 half

Alternative

For a stronger class, rather than provide students with gapped sentences in Ex 7, ask students in pairs to rewrite the first sentence in each pair so that it sounds more convincing.

Using formal language

Write this sentence on the board (without the underlines): *A lot of people complained about the fact the buses were really slow.* Elicit that reports should be written in a formal, or semi-formal style and that the sentence above is too informal (*the underlined parts*). Ask students to identify which sections are too informal. Write this sentence on the board and draw comparisons: *There were a number of complaints regarding the speed of buses.* Elicit that the second sentence is more impersonal and, as is common in formal texts, longer noun phrases are used.

- 8 Ask students to read the sentences and complete the second below to have the same meaning, using the words/phrases in the box. Tell students to compare their answers in pairs and then get feedback from the class.

Answers

1 cause of dissatisfaction 2 has proved
3 seriously concerned that 4 insufficient funds
5 fortunate enough 6 in favour of

- 9 Elicit the difference between an impersonal and passive structure. Put students into pairs and ask them to complete the gaps with passive/impersonal structures. Write the answers on the board.

Answers

1 were given
2 was mentioned
3 is considered
4 are expected
5 has been suggested/was suggested
6 was/is not thought

Making recommendations

- 10 Put students into small groups and ask them to think of any expressions they already know for making recommendations. Get some feedback and write these on the board. Ask students to read each sentence and choose the correct option in bold. Put students into pairs and ask them to underline any common verb patterns they should learn when using these phrases. Use sentence 1 as an example: *to advise + -ing + object (person)*. Tell students to make a list of these with examples in their notebooks for future reference.

Answers

1 offering (You use the *-ing* form after 'advise'.)
2 that we organise (You can also use the *-ing* form after 'suggest – organising'.)
3 putting (You use the *-ing* form after 'recommend'.)
4 be given (You need a passive form here.)
5 should be made (You need a passive form here.)
6 I would propose (You are proposing, so you need the active form here. Note that the *-ing* form is used after 'propose'.)

WRITING – Part 2 Report

EXAM TASK

Exam Trainer p70

This can be done under exam conditions in class or could be set as homework. If students do this under timed conditions, allow them 45 minutes. Once completed, you could ask students to give each other feedback before receiving comments from the teacher.

Guidance for marking Writing Part 2 can be found in the Writing success criteria in the Digital resources.

Example answer

Introduction

The purpose of this report is to evaluate the recent English-language study programme undertaken in Miami, USA, comment on the accommodation provided for students during the stay, and to make recommendations for any changes for future trips.

The study programme

Central to the programme organised by International English, Miami, were twenty hours of English language tuition per week. The classes took place in well-equipped, modern classrooms in a spacious and friendly school. The teaching was excellent, using a range of methods and making the most of the available technology. The study programme also offered a range of exciting extra-curricular activities. These included sports, cinema and theatre trips and social events such as parties.

The accommodation

Students were housed in a residential block close to the school. Each bedroom had its own small bathroom and there was a shared kitchen for every fifteen students. The rooms were small but comfortable. However, the kitchen had insufficient cooking equipment for the number of students.

Recommendations for future trips

There is little I would suggest changing about the programme of study. It was well-run by highly trained and experienced teachers and exceeded my expectations. I would strongly advise requesting alternative accommodation, however. The kitchen facilities were inadequate and being housed with other students from the same country meant we often used our first language rather than English. I would recommend placing students with American host families on future trips.

Conclusion

This was a highly enjoyable and profitable trip that I would recommend to other students, especially if the changes suggested regarding the accommodation are implemented.

Cooler

Write the questions below on the board. Ask students to mingle and speak to as many people in the class as possible. They should note down the other students' responses. Once finished, ask students to write a summary of what they heard using numbers and proportions. E.g. *Only a small number of classmates would like to study abroad.*

- 1 *Would you like to travel or study abroad?*
- 2 *Which continent would you most like to visit?*
- 3 *Do you prefer travelling with family or friends?*
- 4 *What are some of the best parts of travelling?*
- 5 *What are some of the worst parts of travelling?*
- 6 *Do you think you would get homesick if you lived abroad?*

Extra practice

For further practice, complete Writing Part 2 (question 2) of the Practice exam paper on p119 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- LISTENING – Part 1 Multiple choice
- How did you do?
- Topic: Using rap music in teaching

TEACH Strategies and skills

- Identifying attitude and opinion
- Identifying purpose and function
- Identifying feeling
- Identifying agreement

TEST Exam task

- LISTENING – Part 1 Multiple choice
- How did you do?

Extra resources

Digital resources

- Exam Trainer presentation tool pp71-74
- Video: About C1 Advanced: Listening
- Video: About C1 Advanced: Listening Part 1
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Short listening texts with multiple-choice questions are more appropriate for dyslexic students. Therefore, this exam part should not be as challenging. However, it may be useful to allow students the opportunity to listen to the recording an extra time before looking at the questions so that they understand the gist of the conversations.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 71 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Adjectives of feeling

Put students into pairs. Write the following adjectives of feeling on the board and ask students to come up with a situation in which a teacher may experience each feeling at work.

- *Frustrated*
- *Concerned*
- *Cautious*
- *Proud*

Get feedback and elicit from the class a situation for each adjective.

ABOUT THE TASK Exam Trainer p71

Tell students they are going to read about Listening Part 1 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 71 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 *How many extracts are there?* (three)
- 2 *How many questions are there for each extract?* (two)
- 3 *How many options are there for each question?* (three)
- 4 *How many times do you hear each extract?* (twice)
- 5 *What might the questions be about?* (the purpose or function of the conversation, the main ideas discussed, what the speakers agree/disagree on, the speakers' opinions, attitudes, or feelings)

Practice task Exam Trainer p71

1 L01 Explain to students that this is a shorter version of the real exam task, in which there are three dialogues and six questions in total. Explain to students that they will have some time before the listening starts to read through the questions. Ask students to read the two questions and highlight the key differences between the options. Elicit from the students what they are being tested on in the two questions (Q1: *the speaker's feeling*, Q2: *purpose*). Allow students to listen and choose the correct answers.

How did you do?

2 Put students into pairs to compare their answers before checking answers as a class. Do not confirm the correct answers yet. Tell students they will now analyse why these are the correct answers in the next few exercises.

Answers

- 1 B (She says that she often uses new techniques too much so students get bored, but she's keen to avoid doing that this time.)
- 2 A (He says that even those who have no interest in it had just as much to say as those who like it.)

3 Ask students to read the audioscript for question 1 in Ex 1 with the three highlighted sections and match them to options A–C. Ask students whether they still believe they have chosen the correct answer, which you should now write on the board. Put students into pairs and ask them to identify the phrases in the script which show that options A and C are incorrect (Option A: *it's too early to tell* – this does not show the teacher is convinced; Option C: *they're generally far more up for ...* – this does not show concern over students' reactions).

Answers

- 1 C (She thinks students are generally positive about new teaching techniques.)
- 2 A (She isn't sure about its value yet as she's only just started using it.)
- 3 B (She says she wants to avoid using it too much.)

LISTENING – Part 1 Multiple choice

4a Write the word *distractor* on the board and ask students for a definition (*when you hear something that sounds similar to the correct answer, but it isn't*). Look at the TIP with the class and explain to students that they are likely to hear information about all three options in the recording, but only one matches the meaning exactly. Ask students to match the highlighted sections of the audioscript to the three options (one is in two parts).

Answers

1 A 2 C 3 B 4 A

4b Elicit which of the highlighted sections gives the correct answer to question 2 (*section 4 = option A*) and write the answer on the board. Tell students to discuss questions 1–2 in pairs to help them identify why the other options are incorrect. Check answers as a class.

Answers

Section 4 gives you the answer.

1 No, he says that the whole group was passionate about the discussion.

2 No, he says that everyone engaged with the discussion.

A is the correct answer. (He makes the point that the topic of rap music generates a passionate response from all learners, and it's therefore a powerful vehicle for teaching.)

2  **L03** Put students into pairs and ask them to read the questions with options. Tell students to highlight the key words and, together, think about how each option could be paraphrased in these contexts (e.g. 1A; *the facilities and the machines are top-notch – the gym has everything*). Get feedback from the class. Go through the TIP box with the class. Play the recording and ask students to choose the correct answers. Encourage students to listen and make notes the first time and choose the correct answer on the second listening.

Answers

1 A (She says, 'Some of the machines look as though they've been taken from a futuristic science fiction film. I initially thought I'd never be able to get my head around how to use them ... it's been remarkably easy, so you can't keep me off them now.')

2 B (He says, 'she systematically involves everyone under her in the decision-making process. I think she's actually grateful for their input...')

3 A (She says, 'when large numbers of consumers see the company's name attached to something that's supposedly beneficial for the planet, it'll make them think more kindly of a business ...')

Alternative

Put students into groups of three and give each student one of the questions from Ex 2. Remind students that in these listening tests, all three options are usually mentioned, but only one exactly answers the question. Students should also be reminded that the speaker's opinion is not given directly, but paraphrased. Ask each student to write a short audioscript for their question. They will need to decide beforehand which option is the correct one. Once finished, tell students to read their scripts to their group. The other students in the group must choose from the three options. Following this task, allow students to listen to the actual audio from the Exam Trainer and identify the answers.

SPEAKING BOOST

1 What do you think 'critical thinking' is? How important is it?

Write question 1 on the board and, as a class, decide on the definition of 'critical thinking'. Put students into small groups and ask them to think of examples of when we might need to think critically and how important it is in each context, e.g. at university when researching viewpoints for an essay. Get feedback and write some ideas on the board.

2 What's the best way to tackle fake news?

Discuss as a class what fake news is. Ask students to imagine they work for an online newspaper and have been given the task of tackling fake news on their site. Put students into small groups to roleplay this.

Strategies and skills Exam Trainer p72

Identifying attitude and opinion

Focus students' attention on the TIP and explain that it is important they use this time carefully to familiarise themselves with the questions before listening. Ask students to close their books. Read out this sentence to the students: *The film was entertaining enough, but the story could have been told in two hours rather than three.* Ask them what the speaker's opinion of the film is (*it was too long*). Elicit from the students if the speaker gave their opinion directly (*no*) and, therefore, how they know (*it was paraphrased*).

1  **L02** Ask students to read through the questions and options, but not the audioscripts. Tell them to listen to the three dialogues for the first time and make notes. Ask students to look at the questions again and decide if they can eliminate any options from their notes. Play the recording a second time and ask students to choose the correct option. Check answers as a class and write them on the board. Focus students' attention on the audioscripts and ask them to highlight where the correct answer is paraphrased.

Answers

1 B ('I was seriously hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy ... the opposite was the case.')

2 C ('... school ... didn't address the needs of those who were good at practical applications. I was in the latter group ... I still left with very little to show for it, despite many years of consistent effort.')

3 A ('... the idea of "good guy is threatened by a powerful bad guy but eventually wins" has become almost universal.')

SPEAKING BOOST

Extension

For homework, you could ask students to research how authorities or social media sites are tackling the problem of fake news and compare this with their own ideas. With this information, ask students to create a short presentation, which they should present in small groups in the following class.

Identifying purpose and function

Explain to students that purpose and function can usually be recognised by the verbs used in the options.

3 Put students into small groups and ask them to read the options for each question. Ask students to discuss the definitions of each purpose, giving examples. Ask students to read the texts individually and choose the correct options. Tell students to check answers in pairs before checking answers as a class. Ask them to say how they decided on the answers.

Answers

- 1 B (The speaker is defending why some people didn't have a ticket.)
- 2 A (The speaker is suggesting a course of action.)
- 3 C (The speaker is complaining about the management's work practices.)
- 4 B (The speaker is persuading someone to go to a concert.)
- 5 A (The speaker is justifying why the work will be late.)
- 6 A (The speaker is summarising the plot of the play.)
- 7 B (The speaker is warning the listener about a course of action.)
- 8 A (The speaker is politely refusing an invitation.)

Alternative

Put students into groups of 3–4. Write all the purposes/functions from Ex 3 on the board at random and elicit the meanings from the students. Create sets of cards for each group with the sentences 1–8 in Ex 3 and the correct purpose below in bold. Give each group a set of cards and ask them to place them face down on their desks. Students take turns to read the sentence on the cards. The other students should guess the purpose (they can refer to the board for options). The student at the end of the activity with the most correct guesses wins.

Extra

Put students into small groups of 3–4. Create sets of cards with different purposes written on them e.g. *advising, defending, describing*, etc. Students each take a card and take two minutes to think of a scenario for the purpose on their card. Students then take turns to describe the scenario and the other group members must guess the purpose. Use the example below as a model.

Persuade

Why don't you paint the living room? It would look great with one wall painted red. It would brighten up the room and, well, the paint at the store is on offer at the moment. It's a great time to do it. Go on!

Identifying feeling

Explain to students that they are often asked to identify a speaker's feelings in the exam, but these are rarely expressed directly. Read the following sentences to the students and ask them how the speaker feels (*disappointed/disillusioned/frustrated*): *I studied so hard for the exam and put in so much effort. Next time I won't bother. It doesn't make any difference anyway.*

4  **L04** Ask students to read the questions and the different options. Put students into pairs and ask them to discuss the meanings of the words with examples. Tell students to think about typical phrases that might be used to express these feelings. Use this example as a model: *Doubtful – I'm really not sure./It might not be a good idea.* Play the recording and ask students to choose the correct option. Write the answers on the board during feedback.

Answers

- 1 C (The speaker is defending Jeremy, so feels protective towards him.)
- 2 B (The speaker is impatient and interrupts to move onto other agenda items.)
- 3 A (The speaker prizes inner peace and has let go of her resentments, so is content.)
- 4 C (The speaker is dissatisfied with the restaurant manager's reaction to his illness.)
- 5 A (The speaker is eager to work with Martha's company.)
- 6 C (The speaker is suspicious of Alex's motives for praising him all the time.)
- 7 B (The speaker is unsure of which subject she wants to study at university.)
- 8 A (The speaker is doubtful about the success of the negotiations.)

SPEAKING BOOST

1 Do you think we would be more productive if we studied or worked fewer but longer days?

Put students into small groups. Tell them to answer the question and think of some advantages/disadvantages of a longer working day, and decide whether they believe this is something that would be effective in their countries. Elicit some ideas from the students. You could ask students to research examples online of countries where people were asked to work fewer days, and what the results were.

LISTENING – Part 1 Multiple choice

2 What's your most productive time of day? Can you think why this might be?

Elicit reasons why we are more or less productive throughout the day. Build up a list of ideas on the board. You could feed in such reasons as tiredness, hunger, distractions, etc. Once finished, put students into pairs and, using question 2 and the list on the board, ask them to create a short survey for the class. Questions on the survey could be, for example: *Are you more productive in the morning, afternoon or evening? Which of these options make you more/less productive in the morning?*, etc. Tell students to then mingle and ask as many classmates as possible. When finished, put students back into pairs to compare their findings. Ask students to present these to the class and give reasons why.

SPEAKING BOOST

Extension

As a follow-up, you could set up a class debate by dividing the class into two opposing groups – one which argues for a reduction in working days, but with longer hours, and one which argues against. Ask students to prepare their arguments in groups and then conduct a debate with the whole class.

Identifying agreement

Ask students to close their books. Tell them they are going to hear two people speaking about the same topic and they should decide if they agree or disagree with each other. Read these sentences to students.

A: *Open days and glossy school brochures are one thing, but when it comes to choosing a school for your child, it's your instinct you should go on.*

B: *You wouldn't buy a new car without reading up on it first just because you like how it looks and have a good feeling about it. So, are you willing to do just that with your kid's future?*

Elicit whether the speakers used direct language of agreement or if their attitudes needed to be inferred (*they did not use direct language of agreement*).

5 Ask students to read the conversations and decide whether the speakers agree or disagree with each other. Tell students to highlight the contrasting language which shows if the speakers are in agreement or not.

Answers

- 1 Disagree (Speaker A thinks the system is a good idea, but speaker B suggests it's only effective for part of the year.)
- 2 Agree (They agree that gyms often hide limitations within their terms and conditions.)
- 3 Agree (The speakers agree that the content of the course is relevant to their work.)
- 4 Disagree (Speaker B thinks that the book steers clear of doing what speaker A suggests.)
- 5 Disagree (Speaker A wants all school students to study philosophy, but speaker B thinks that goes too far.)
- 6 Agree (Both speakers agree that people don't notice changes to cities because they happen gradually.)

EXAM TASK

Exam Trainer p74

L05 This should be done under exam conditions in class. Play the recording. Go through the answers and the reasons why each one is the correct answer as a class. Elicit what each question is testing (e.g. the speaker's opinion, attitude, purpose, etc.).

Answers

- 1 C (The man says that it's imperative we prevent more plastic pollution entering the environment.)
- 2 B (The man uses bottles and bags to highlight the misconception that these are the most immediate problem, when he thinks micro-plastics are more serious.)
- 3 A (The woman says she agrees with a friend who thinks going back somewhere always negatively affects the affection you remember the place with.)
- 4 C (The man says that his expectations would never be met and that going back is more about visiting the time you spent there, which is impossible.)
- 5 A (The man says judges can't punish restaurants appropriately and the woman says that there's always a legal loophole they can use to escape serious punishment.)
- 6 B (The woman says that it's as though she's talking another language when she gives the government advice and she says all she gets is 'a wall of silence', so she's frustrated by their response.)

Cooler

Create some sets of cards with the words *agree* or *disagree* on them. Put students into pairs and give each pair a set of cards that they should place face down in front of them. Tell students you are going to give them a topic. Student A starts by giving his/her opinion. Student B takes a card in secret. If the card says *agree*, the student should do that in his/her own words, avoiding such language as *I agree* (or *I disagree*). Student A has to decide if their partner agrees or disagrees with them. Students change roles and repeat with the next topic. Monitor closely and give feedback after the activity.

Topics to discuss:

- *Gym memberships*
- *Self-study language books*
- *New university degrees, e.g. in surfing*
- *The length of maternity/paternity leave*
- *Watching films at the cinema*
- *Teaching the arts at school*

Extra practice

For further practice, complete **Listening Part 1** of the Practice exam paper on p120 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- LISTENING – Part 2 Sentence completion
- How did you do?
- Topic: Facts about gold

TEACH Strategies and skills

- Identifying cues
- Understanding specific information and stated opinion
- Identifying and eliminating distractors

TEST Exam task

- LISTENING – Part 2 Sentence completion
- Topic: Angkor mapping project

Extra resources

Digital resources

- Exam Trainer presentation tool pp75-77
- Video: About C1 Advanced: Listening Part 2
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

Sentence completion tasks can be challenging for students with dyslexia, because there are no options to choose from and the gaps are sometimes in long sentences. Encourage students to look at the title of the talk or presentation they are going to listen to (this is always given in the exam) as well as any pictures. Give students time to share their ideas on what the talk might contain and what kinds of thing the speaker will say. This will help students activate any knowledge they have about the topic before they listen.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 75 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Gold

Write the word *gold* on the board and ask students what comes to mind when they hear the word. Put students into small groups to discuss what they know about the metal. Feed in some of the questions below.

- 1 Where does gold come from?
- 2 Is gold a relatively recent discovery?
- 3 Do you know of any countries where a lot of gold is produced?
- 4 What is gold used for?

ABOUT THE TASK Exam Trainer p75

Tell students they are going to read about Listening Part 2 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 75 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 What kind of listening text can you expect to hear? (one long monologue, often a presentation or talk on a specific subject)
- 2 How many gapped sentences are there about the listening? (eight)
- 3 Are the sentences taken from the listening text? (No. They are summaries or paraphrases of the information presented in the listening.)
- 4 Can you paraphrase in your answers? (No. You must use the exact word or short phrase from the listening.)
- 5 What kind of words or phrases should you listen for? (The words or short phrases are usually nouns/noun phrases, but you may be asked about the speaker's opinion or attitude, too.)

Practice task Exam Trainer p75

- 1 Explain to students that this is a shorter version of the real exam task, in which there are eight gapped sentences. Explain to students that they will have some time before the listening starts to read through the questions. Ask students to read the sentences on *Facts about gold* for gist. Get feedback from the class and ask students if any of the information mentioned in the text was discussed in their groups in the warmer. Focus students' attention on the gap in sentence 1. Elicit the kind of word missing (a noun) and if they can be more specific about the type of noun it might be, e.g. an object, a place, a person, etc. (*it is a place*). Ask students if they can guess the answer from the context, but do not clarify the answer yet. Tell students to look at the other gaps and follow the same process. Once finished, play the recording and ask students to complete the gaps.

How did you do?

- 2 Put students into pairs to compare their answers before writing them on the board. Ask students to check the answers against their predictions.

Answers

- 1 pure form ('what sets it [gold] apart is the pure form it's in when taken from the ground')
- 2 flakes ('the flakes found on the floor there [in the caves] are the first sign that people valued and worked with this precious metal.')
- 3 China ('I'd never associated China with being a great source of the metal ... It [China] does, however, currently come top of the list')
- 4 electronics ('The quantity that the electronics sector consumes took me aback')

LISTENING – Part 2 Sentence completion

3 **L07** Write the words *distractor/distract* on the board. Ask students to recall the definition (*when you hear something that sounds similar to the correct answer, but it isn't*) and tell them to read the TIP. Ask students to read the incorrect answers in Ex 3 before playing the recording. They should focus on the distractors to explain why the student may have been mistaken. Check answers as a class.

Answers

- 1 The key is that it has to be something that doesn't apply to most metals. The student thought no other metals come from mines, which isn't true.
- 2 The student thought the coins were made 40,000 years ago, like the flakes.
- 3 The student has chosen one of the countries that Darren used to think was the biggest producer until he realised that China was.
- 4 The student has written one of the answers mentioned that Darren was not surprised about, which uses a relatively small amount of gold.

3 **L08** Play the recording and ask students to complete the gaps in Ex 1. Once finished, ask students whether the highlighted cues were useful in identifying the answers.

Answers

- 1 reproduction (Lots of research has been done about diet, so Leila's team are studying reproduction.)
- 2 (of the highest) mountains (The frogs live only on the two highest mountains in Trinidad.)
- 3 critically endangered (They were listed as vulnerable, then endangered and are now critically endangered.)
- 4 elegant (Their flight is 'elegant', although she describes their movement on the trees as 'clumsy'.)

Extra

Elicit the kinds of words that might be missing from the sentences (*content words and phrases rather than grammatical words*). Give students a small section of the audioscript of another Listening Part 2 exam task. Put students into pairs and ask them to identify four words or phrases to use in the activity. Ask students to write some sentences to summarise the script using their chosen words or phrases. Remind them to add some cues in the sentences for a listener to focus on. Remind students that these should be paraphrased rather than using the exact wording from the audioscript. Put students into pairs and ask them to swap sentences. They should try to underline any cues which may help them be more focused when listening. Once completed, ask students to read their audioscripts to each other. The students should try to complete the gaps. Monitor closely.

Strategies and skills Exam Trainer p76

Identifying cues

Explain to students that the wording around the gaps in the sentences will not be exactly the same as in the recording. However, there will be content cues in the sentences that allow them to identify where in the listening text the answers can be found. Ask students to look at the first gapped sentence. Elicit what type of word is missing (*a noun*) and if there are any content cues before or after the gap which could help them identify the word while listening. Elicit that the missing noun is the focus of *Leila's research*. Ask students to highlight this. Tell students to look at the other examples and find the cues in the text.

Answers

Leila's research focuses on the (1) of the golden tree frog.
Leila says that golden tree frogs are now largely confined to two (2) in Trinidad.
Leila says golden tree frogs are now listed as (4) on international conservation scales.
Leila uses the word (3) to describe the golden tree frog's flight.

2 Ask students to read the sections of the listening and match them with the cues highlighted in Ex 1. Explain there is one extra that should not be used. Once completed, tell students to highlight the word(s) in the phrases from the audioscript that match with the cues highlighted in the gapped sentences. Use question 4 as an example. Cue: *frog's flight* – Audio: *they glide through the air*. Ask students to discuss their answers in pairs. Do not confirm the answers yet.

Answers

- a 4 (This is a description of their flight.)
- b 2 (This relates to the two places where the frogs still live.)
- c 1 (This is about why Leila's research team were in Trinidad.)
- d This is a distractor and doesn't relate to any of the questions.
- e 3 (This relates to where they are on the international conservation scale.)

SPEAKING BOOST

1 What do you think is more important for civilisation: competition or collaboration? Think about advancement and entertainment.

Elicit some examples of entertainment and situations where advancement can be important in which we can be both competitive and collaborative (e.g. sport, gameshows, work, scientific research). Ask students to discuss question 1 and then decide if this is the case in all these situations.

2 Do you think competitiveness is something you are born with? Is it a trait we should encourage in children?

Put students into two groups for a debate on question 2. Tell one group to prepare an argument for and the other to think of ideas against. After five minutes, put students into small groups of four with two members of each group in each. Ask students to discuss and give their opinions.

SPEAKING BOOST

Extension

Ask students to make a list of five other traits they believe we should encourage in children. Once finished, put students into pairs (together they will now have ten traits) and select the five best traits. Put two pairs together to make groups of four and tell them to decide whose list they agree with more. Students then present their ideas to the class.

LISTENING – Part 2 Sentence completion

Understanding specific information and stated opinion

Explain that it is important to know what type of words are missing from the gaps beforehand as this will help identify the word correctly in the listening. Write the following sentence on the board and elicit what word type has been eliminated (*an adjective*): *The weather was so ____ that it took us longer to reach the peak.* Ask students how they know the word is an adjective and whether they think it will have positive or negative connotations. Go through the TIP as a class and point out that the words they do write need to be spelled correctly.

4 Elicit from the students the types of word that are often omitted from the gapped sentences (*nouns, adjective, adverb, etc. – content words*). Ask students to read the sentences up to and beyond the gaps and identify the type of words missing. Once completed, put students into pairs and, from context, ask them to guess what the missing word could be. Use sentence 1 as an example (some example adjectives could be *blessed, lucky*, etc.). Using what they have learnt in Exs 1–3, ask students to highlight the cues in the sentences.

Answers

- 1 adjective (it's describing how she feels)
- 2 noun (personal qualities are nouns)
- 3 verb (the person was paid to do something)
- 4 adverb (the word in the gap describes the adjective so must be an adverb)

5 **L09** Remind students that there will be distractors in the listening text in order to test their full understanding. Ask students to focus on sentence 1 from Ex 4 again and the missing adjective. Put students into pairs. Ask them to listen and read the audioscript, and match the highlighted adjectives to the noun/noun phrases they are modifying in the text. For example, *content* (adjective) describes the feeling she had *living in a house* (noun phrase). Once completed, ask students to identify the correct adjective to fit the gap in Ex 4.

Answers

well-balanced (This is how Helen feels now she's living on the water in the houseboat.)
content (how she felt about living in her house for some time)
restless (how she began to feel when she was in her house)
excited (how she felt after deciding to buy a houseboat)
worried (how she felt about not being able to find the perfect houseboat)

6 **L10** Ask students to look at their predictions for question 2 in Ex 4 and compare them to those in the list. Tell students they will listen to a section of the listening text in which the answer can be found. Play the recording and ask students to tick the qualities mentioned. Get feedback from the class. Play the recording a second time and ask students to make notes on how each underlined quality is mentioned. Ask students to choose the most appropriate answer.

Answers

Jim mentions 1, 2, 5 and 6. The adjective 'experienced' is used and not the noun form.
Jim says that 'optimism' is the most important, as many of the other qualities can be learned, and you need to stay positive when things go wrong.

7 **L11** Using the same method as in Ex 6, focus students' attention on question 3 from Ex 4 and their predictions. On the first listening, students tick the verbs heard. On the second, students should identify how the verbs are used in the text and which are the distractors.

Answers

Maddy uses 'organised', 'booked' and 'introduced' to describe what the volunteers did.
She uses the verb 'filmed' to describe what the person who was paid did ('with the exception of the guy who filmed everyone on stage').

8 **L12** Repeat the same process for question 4 in Ex 4. Write the answer on the board.

Answers

Neil uses 'totally', 'remarkably', 'drastically' and 'utterly'.
totally – used to describe the dependence plants and animals have on the rain
remarkably – used to describe how reliable the rains used to be
drastically – used to describe the recent reduction in rainfall
utterly – used to describe the effects of the lack of rain
The answer is therefore 'drastically'.

Alternative

Following each exercise (6–8), direct students to the audioscript on page 131 of the Exam Trainer and ask them to underline the options from the questions. With Ex 8, students to try to identify the distractors themselves before highlighting what each one refers to. As in Ex 5, ask students to highlight what each option refers to in order to eliminate potential answers.

Identifying and eliminating distractors

Explain that while, as can be seen in Exs 5–8, there are a number of words which grammatically may fit a gap, there is only ever one which is correct. The others are distractors and it is important that students can identify them. Focus students on the TIP and tell them that while words from the options may be mentioned in the listening, they are probably there to distract them. Ask students to discuss in pairs what kind of techniques they could use to identify distractors. Monitor closely and get some feedback. Explain that in the following exercises they will cover some of these techniques.

9 Ask students to read the gapped sentences and:

- identify the type of word missing (*noun, adjective, etc.*);
- identify the cues in the sentences;
- make predictions as to what the answer could be.

In order to help students with the latter, ask questions, such as: *What parts of being a weatherman could be interesting?* Write some of these ideas on the board to refer to later.

Answers

- 1 a noun about his job
- 2 a verb related directly or indirectly to his work
- 3 a noun, possibly a person's job title, an animal or something else that's unusual
- 4 a noun of what he had to train in

LISTENING – Part 2 Sentence completion

10 **L13** Ask students to read and listen to the audioscript for question 1 from Ex 9 quickly to identify if any of their predictions were correct. Tell students that the speaker mentions three aspects of his job that could fit the gap. Ask students to underline them. Explain that two of the three aspects are distractors. Ask students to read and listen to the audioscript again to choose the correct option and then, in pairs, describe how they know the other two are incorrect.

Answers

1 variety (It still gets him to work with a smile on his face.)
Distractors: 'being recognised' (The novelty has worn off, so he doesn't enjoy it so much now.); 'studying weather' patterns (he's seen them all before)

11 **L14** Play the remainder of the recording and ask students to write down any potential answers for each question (including the distractors). Play it a second time and ask students to check their answers. Following this, put students into pairs and ask them to discuss how they eliminated the distractors.

Answers

2 shaving (He'd never do it again if that were possible.)
Distractors: 'arriving early' (He's come to terms with it now.); 'using make-up' (He didn't like it at first, but has got used to it now.)
3 penguins (He ended up presenting with them around his feet.)
Distractor: 'giraffes' (He argued against this and won.)
4 acting – (He did this soon after getting the role.)
Distractors: 'meteorology' (He studied this before he started his job); 'film editing' (He wants to do this in the future.)

Alternative

(An alternative to Exs 10 and 11)

Direct students to the whole audioscript (L13 and L14 on p131 of the Exam Trainer) for the listening in Ex 9. Ask students to separate the script into parts according to the questions (there should be four – one for each question). Tell students to identify any potential answers for the four questions they can find in the text. Once completed, refer students back to the cues underlined in the questions in Ex 9 and ask them to identify the correct answer from the distractors. Play the recording to check answers. Encourage students to self-reflect after doing the task.

EXAM TASK

Exam Trainer p77

L15 This should be done under exam conditions in class. Ask students to use the techniques covered in this part. Play the recording. Go through the answers, and the reasons why each one is the correct answer, as a whole class.

Answers

- 1 the pyramids (This was the first archaeological thing that Laura was interested in, and not the TV documentaries.)
- 2 (university) lecturer (He encouraged Laura to be more adventurous in her aims which led to her seeing the job on the research project.)
- 3 helicopters (These can fly at a precise height and speed unlike satellites and aeroplanes; drones can't carry the heavy equipment.)
- 4 lasers (Laura's project used sixteen lasers; a previous project used infrared cameras.)
- 5 canal (She knew the money had been well spent when she saw an image of a canal.)
- 6 (3-D) models (Laura is good at IT and created 3-D models on the computer.)
- 7 modern American city (Angkor was the same size as a modern American city, but smaller than a huge metropolis like Tokyo.)
- 8 climate change (Laura thinks the evidence for climate change causing the decline of Angkor is the most convincing; others think disease, invasion or war were to blame.)

Cooler

Put students into pairs or groups of three. Tell them they are going to create a paragraph describing an imaginary trip to a local market on a recent trip abroad. Give each group one of the situations below.

- 1 Describe what the market looked and smelled like.
- 2 Describe an interaction with a market vendor.
- 3 Describe how you felt being at the market.
- 4 Make a comparison between this market and a market at home.

Tell students to write a paragraph and, on a separate piece of paper, a gapped sentence for the other groups to complete. Ask them to include distractors in the script to make this more like the exam part. Once completed, put two pairs or groups together and ask them to swap sentences before reading their paragraphs out loud. The other students should try to complete the gaps. Put students into new groups to repeat the task until all groups have heard about the other three situations.

Extra practice

For further practice, complete Listening Part 2 of the Practice exam paper on p121 of the Exam Trainer.

EXAM PART OVERVIEW**TEST Practice task**

- LISTENING – Part 3 Multiple choice
- How did you do?
- Topic: Estate agents setting up their own businesses

TEACH Strategies and skills

- Identifying agreement and disagreement
- Understanding feeling
- Dealing with paraphrase

TEST Exam task

- LISTENING – Part 3 Multiple choice
- Topic: New technology

Extra resources**Digital resources**

- Exam Trainer presentation tool pp78-81
- Video: About C1 Advanced: Listening Part 3
- Pearson Practice English App – Formula C1 Advanced

DYSLEXIA FOCUS

Multiple-choice activities can be challenging, especially if the options do not sit on one line. It would be useful to read through the rubric of the Practice task and Exam task with students first, in order to get them thinking about what they will be listening to and follow this up with a gist listening in which students are not required to write anything, only listen.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 78 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer**Starting a new business**

Elicit from the students if they have ever set up their own company or if they would ever consider it. Ask students what kind of business ventures appeal to them and why. Put students into pairs and ask them to discuss the questions below. Monitor closely and get some feedback after the task.

- 1 *Why do you think people decide to open their own business?*
- 2 *What are some of the key decisions new business owners need to make during the planning stages?*
- 3 *What are some of the challenges that new business owners may encounter in the first few months of opening?*

ABOUT THE TASK Exam Trainer p78

Tell students they are going to read about Listening Part 3 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 78 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *How many listening texts are there in this exam part? (one long text with two speakers and often an interviewer)*
- 2 *How many questions are there? (six)*
- 3 *How many multiple-choice options are there per question? (four)*
- 4 *What are you tested on in this exam part? (Your understanding of detailed arguments, the speakers' opinions and attitudes, the speakers' purpose or function, and agreement/disagreement between the two speakers.)*
- 5 *Are you tested on specific information or the gist of the listening? (It can be both.)*
- 6 *Do you have time to read the questions before listening? (You have one minute.)*
- 7 *How many times do you hear the text? (two)*

Practice task Exam Trainer p78

- 1** **L16** Explain to students that this is a shorter version of the real exam task, in which there are six questions. Explain to students that they will have one minute before the listening starts to read through the questions. Remind students that the cue in the listening is often in the form of a question. Ask students to read the questions with the options and discuss with a partner if they mentioned any of the same ideas in the warmer. Once finished, play the recording and ask students to choose the correct answers.

How did you do?

- 2** Put students into pairs to compare their answers before discussing them as a class. Do not confirm the correct answers yet. Tell students they will now analyse which are the correct answers and why in the next few exercises.

Answers

- 1 D (Harriet says that after she had moved, some premises became available in the town where she'd moved to, and she also got a bonus at work, so she thought 'it's now or never!')
- 2 C (Andrew says that he was faced with a long list of options and became fed up trying to decide which location would be best.)
- 3 A (Harriet says she couldn't now tell us a fraction of what she did; Andrew says his memory of the period is a bit hazy.)

LISTENING – Part 3 Multiple choice

3a Explain to the students that all four options are usually mentioned in the listening, but only one is correct. These are called distractors. Ask students to look at question 1 from the Practice task and decide what is being tested. Ask students to choose from the three options in the question.

Answers

C (The question tests understanding of what helped Harriet make the decision.)

3b Tell the students to focus on the highlighted sections of the audioscript and match them to the A–D options from question 1 in Ex 1.

Answers

1 B 2 A 3 D 4 C

3c Ask students to eliminate the distractors, choose the correct answer and circle the sections of the text which helped them to make their decision. Elicit the answer and write it on the board. Ask students why the other answers are incorrect.

Answers

D (Harriet says that after she had moved, some premises became available in the town where she'd moved to, and she also got a bonus at work, so thought 'It's now or never!')

A is incorrect because Harriet says she couldn't ask her boss or colleagues as she wanted to keep her plans secret.; B is incorrect because when Harriet is talking about tension between her and her boss, it's hypothetical as they get on pretty well.; C is incorrect because she was expecting to wait for ages, but didn't have to in the end.

4a Ask students to read the audioscript for question 2 of Ex 1 quickly and decide what is being tested.

Answers

A (It's testing understanding of Andrew's uncertainty.)

4b Ask students to read again and highlight the sections of the text which refer to the four A–D multiple-choice options for the question. Once finished, tell students to make notes on what Andrew says in order to choose the correct option. Check the answers as a class.

Answers

A: already agreed loan with bank at favourable rate, opened up wider range of potential premises

Incorrect: It gave Andrew more choice, not less.

B: perfectionist, set about finding somewhere that met his criteria

Incorrect: His ideas were too clear.

C: faced with a long list of options, none seemed totally suitable, eventually picked one almost at random, fed up of trying to decide

Correct: He got upset at having such a longlist of places, none of which were ideal.

D: Rather than worrying about whether two could succeed in the same street, I thought 'business is business', went for it anyway

Incorrect: He didn't worry about this at all, thinking 'business is business'.

Strategies and skills Exam Trainer p79

Identifying agreement and disagreement

Explain to students that some questions in this exam part test our ability to recognise agreement and disagreement. Elicit from the students whether they think the speakers would express this explicitly or not (*it would not be explicit*).

1 Remind students that all four options are usually mentioned in the listening text. Ask students to read Harriet's comments (1–4) on the A–D options in question 3 of Ex 1 in the Practise task and then match them to Andrew's (a–d). Tell students to underline the key words in the comments. Ask students to check in pairs before eliciting the answers.

Answers

- 1 c (both are about memory)
- 2 a (both are about perceptions of time)
- 3 d (both give the impression of excitement)
- 4 b (both are about working hours)

2 Go through the TIP with the class, to remind them about distractors. Put students into pairs and ask them to read the pairs of comments from Ex 1 again. Ask students which of the four options shows agreement and why. Encourage students to discuss why the other options are not correct.

Answers

- 1 c (Their opinions about memory are more or less the same.)

3  **L17** Ask students to close their books. Play the three short extracts for gist and ask students to note down what the speakers are discussing in each recording. Get feedback from the class. Tell them to try to rule out the incorrect answers while listening. Now, ask students to read and listen to the extracts again while choosing the correct a/b options from below. They should decide on which option the speakers agree.

Answers

- 1 a (Both speakers say that drivers don't really care about cyclists.)
- 2 a (Both speakers say that spending on medical research is already at a maximum.)
- 3 a (Both speakers think that listening to music makes you feel better at work.)

Alternative

Give students the a/b options for each extract without the audioscripts. Play the recording twice and ask students to choose which options the two speakers are in agreement about. Once finished, give students the audioscripts. Ask students to make notes about what the two speakers say regarding the two options. Ask students to decide if they still agree with their original choice of correct answers from the listening task. Monitor and get feedback from the class.

LISTENING – Part 3 Multiple choice

4  **L18** Give students some time to read through the questions and options. Play the recordings and tell students to take notes about what each speaker says regarding the three options. Put students into pairs to compare notes and choose the correct answers.

Answers

- 1 C (The man says that people resent the government spending money on charities that could be spent on hospitals and other things. The woman says that she's never heard of anyone complaining about government support for charities.)
- 2 B (The woman says that the current system in which only students from less well-off families get free school meals is working well. The man says that everyone should have free school meals as it's a basic human right.)
- 3 A (The man says he thinks the facilities were poor, given what they'd paid for the course. The woman says that there was everything at the centre that she needed, and more.)
- 4 C (The man says people now unrealistically expect instant solutions. The woman says people were always impatient, but moan about it more now on the internet.)

Extra

Write the questions below on the board. Ask students to mingle and ask/answer the questions with as many members of the class as possible. Tell students to take notes while their classmates are talking. Allow this to continue for at least fifteen minutes. Once finished, put students into small groups. Ask students to look at the questions again and decide who in the group agreed/disagreed with them. Monitor closely and during whole class feedback, elicit what language the students used in order for them to recognise whether they agreed or not.

- 1 *Do you believe there is still a place for libraries in modern societies?*
- 2 *Do you think school children should be given choices of meals or should a menu be planned for them?*
- 3 *Do you think governments should put aside more funds to support charities?*

SPEAKING BOOST

1 What do you think of virtual, online communities? How are they different from non-virtual communities?

Elicit what a virtual online community (*a group of people who share ideas and information on the internet, without meeting in real life*) is and ask for some examples. Put students into small groups to discuss the questions.

2 What do you think an 'echo chamber' is on social media? What effect do you think it might have?

Ask students to discuss in groups if they know what echo chambers are before clarifying the concept with them as a whole class (*they are groups of people online who all hold the same views, so they only hear the same views being repeated*). Put students back into the same groups to answer the second question. Encourage students to talk about their own experiences with echo chambers, too. Students should then feed back on their ideas to the whole class.

SPEAKING BOOST

Extension

Divide the class into two groups (A and B). Tell group A they do not agree with the idea of online communities and that they should plan an argument as to why. Group B should do the same, but for the opposite opinion. Set up a class debate in which group members take turns to discuss their ideas. Get some feedback after the discussion.

Understanding feeling

Ask students to close their books. Write this sentence on the board: *The teacher believes the coursebook might be more appropriate for use in a specific learning environment, but not in her lessons.* Then read the following sentence: *The coursebook lacks depth and much of the material is below the level of the class. Its one redeeming feature is the explanations, so, for self-study, it will be easy to follow.* Ask students if the statement on the board effectively expresses the teacher's opinions or feelings about the book or not (*it does*). Elicit from the students that when feelings or opinions are expressed, they are not always explicit so students must use inference to identify them.

5  **L19** Give students a minute to read through the questions and underline the key words. Briefly ask students what each listening extract is about. Play the recording and ask students to make notes in the margins. Play it again and tell students to use their notes to choose the correct answers. Get feedback from the class and ask students to justify their answers.

Answers

- 1 B (The speaker says that the arguments only look convincing until you look at the data used to support them.)
- 2 A (The speaker says that critics use a few isolated examples of bad teaching to give the impression that homeschooling as a whole is ineffective.)
- 3 C (The speaker says that even if you're bored of action films, there's plenty to get excited about in the film.)
- 4 B (The speaker says that most sportsmen and sportswomen are 'incredible examples of discipline and self-sacrifice that we should be encouraging all young people to emulate'.)
- 5 A (The speaker says that 'just as many rude people existed back then as do now'.)
- 6 C (The speaker says that if he can put something off, he does, which his academic supervisor wasn't happy about, but 'access to tutors seven days a week via email was a real plus point'.)

Dealing with paraphrase

Write the word *paraphrase* on the board and ask students for a definition (*to express the same idea/opinion in a different way, using different words*). Explain to students that the questions and options will not use the same wording as the listening text and they must recognise paraphrases when they hear them.

LISTENING – Part 3 Multiple choice

6 Go through the TIP with the class. Divide the class into two groups (A and B). Ask student As to read the numbered sentences and student Bs to read the lettered sentences. Tell students to cover the other set of sentences so they aren't tempted to read the other group's. Tell students that the other group have a paraphrased version of their own. Ask students to mingle and speak to as many of the other group as possible. Taking turns, students should read one sentence to a member of the other group, who should try to read the corresponding paraphrase back. If they agree the sentences have the same meaning, they can tick them off and write the corresponding letter/number next to their version. This should continue until the students have found all the paraphrases. Check the answers as a class.

Answers

- 1 c (If there aren't 'anywhere near as many as', it means it's a much lower number.)
- 2 e (If a balance is 'struck', then a sensible compromise between two things is reached.)
- 3 b (If something 'goes against conventional wisdom', it goes against what the majority of people believe.)
- 4 a ('Nothing could be further from the truth' has a similar meaning to something being a lie or definitely not true.)
- 5 d (If 'criteria need to be met', then certain qualities are required.)

Extra

Once students have matched the phrases in Ex 6, tell them to write a third paraphrase for each matched pair. When finished, students should swap their sentences with another classmate, who should try to match them with the sentences in Ex 6. Explain that they should be three distinct sentences all with a similar, paraphrased meaning (though they may not be exact). Monitor closely in order to provide feedback.

7 Ask students to read the first sentence in 1–6 and, in pairs, summarise the gist. Then, tell them to look at the words in the box in order to complete the gaps. Once completed, write the two sentence pairs for question 1 on the board. Underline the phrase *wasn't original enough to hold my attention* in the gapped sentence and ask students to find a phrase in the first sentence with a similar meaning *soon lost interest ... as ... rather dull*). Ask students to look at the other questions and highlight the paraphrases.

Answers

- 1 hold (If something holds your attention, you are interested in it.)
- 2 hope (Doing an activity in the hope that something happens means you want it to happen and believe that it might.)
- 3 moderation (Doing things in moderation means to do them in a sensible way.)
- 4 room (If there's room for improvement in something you do, it means it needs to be better.)
- 5 matter (If something is only a matter of time, it's certain to happen; we just don't know when.)
- 6 mind (If you put someone's mind at rest, you reassure them about something.)

EXAM TASK

Exam Trainer p81

L20 This should be done under exam conditions in class. Play the recording. Go through the answers, and the reasons why each one is the correct answer, as a class. Elicit what each question is testing (e.g. speaker's opinion, feeling, agreement, etc.).

Answers

- 1 C (Guy uses the *Star Wars* films to make the point that he wanted to create incredible new machines that push the boundaries of what we do.)
- 2 B (Yasmin suggests that most listeners have a limited understanding of what technology actually is, so gives a broader definition.)
- 3 A (Guy says that funding goes to projects that seem superficially thrilling, but that are not necessarily beneficial.)
- 4 C (Yasmin says that her book will focus on where research takes place to see if it influences how successful it is.)
- 5 D (Yasmin and Guy both say that any restrictions should be minimal, with as little intervention as possible.)
- 6 B (Guy says that funding from the private sector is to be welcomed whereas Yasmin expresses concern that so much money should come from organisations whose main aim is to make profits.)

Cooler

Write the titles of the Strategies and skills sections covered in this unit on the board. Put students into groups and ask them to summarise what they have learnt about each skill. Encourage students to create a summary of how to approach this exam part in their notebooks.

Extra practice

For further practice, complete Listening Part 3 of the Practice exam paper p122 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- LISTENING – Part 4 Multiple matching
- How did you do?
- Topic: Long solo journeys

TEACH Strategies and skills

- Understanding the main point
- Understanding gist
- Interpreting opinions
- Identifying attitude and feelings
- Correcting mistakes

TEST Exam task

- LISTENING – Part 4 Multiple matching
- Topic: Starting new jobs

Extra resources

Digital resources

- Exam Trainer presentation tool pp82–87
- Video: About C1 Advanced: Listening Part 4
- Pearson Practice English App – *Formula C1 Advanced*

DYSLEXIA FOCUS

The exam task may be challenging since it is recommended that, as teachers, we only give dyslexic students one task at a time. It might be useful to give students the two tasks separately, playing the recording the first time for Task One, and the second to concentrate on Task Two. You could also consider giving them the exam task beforehand to read, so they have more time to prepare for the listening.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 82 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Travelling alone or with others

Elicit from the students if they enjoy travelling. Put students into pairs and ask them to discuss the following questions.

- 1 Do you prefer to travel alone or with other people? Why?
- 2 Do you prefer to travel near to home? Why?
- 3 Why do you think people like to travel in their free time?

Monitor closely and get some feedback after the discussion.

ABOUT THE TASK Exam Trainer p82

Tell students they are going to read about Listening Part 4 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 82 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 How many listening texts are there in this exam part? (There are five monologues on the same topic.)
- 2 How many tasks are there? (two)
- 3 You are given two lists, one in each task. How many options are there in each list? (eight)
- 4 What do you need to do with the options? (Match the options to the five speakers.)
- 5 How many of the options do you not use? (three)
- 6 What are you tested on? (The first of what the speaker is talking about or your understanding of the speakers' opinions and attitudes.)
- 7 How many times do you hear the listening? (twice)

Practice task Exam Trainer p82

1 **L21** Explain to students that this is a shorter version of the real exam task, in which there are five speakers and eight options to match. Explain to students that they will have one minute before the listening starts to read through the task. Ask students to read the tasks and underline any key words in the options. Once finished, play the recording twice and ask students to choose the correct answers. It might be useful to encourage students to take notes on the first listening and try to identify the answers to the tasks on the second.

How did you do?

2 Put students into pairs to compare their answers before discussing them as a class. Do not confirm the correct answers yet. Tell students they will analyse why these are the correct answers in the next few exercises.

Answers

- 1 C (The speaker says she was doing it to financially support a good friend who was seriously ill.)
- 2 B (The speaker says she'd always avoided spending time by herself and the longer this went on, the more intimidating a prospect it became, but doing the bike ride helped her face the fear.)
- 3 D (The speaker says the best man at his wedding said he'd never be able to walk more than 20km, so he just thought up the most ridiculous way imaginable to do it.)
- 4 A (The speaker says she 'wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat'.)
- 5 D (The speaker says her friends still think she was mad to take it on, which she wasn't expecting.)
- 6 C (The speaker says it'd be fun if a few people decided to do it this time, not just him.)

LISTENING – Part 4 Multiple matching

3a Ask students to read the audioscript for speaker 1 and focus on the three highlighted sections. Tell them to match these sections to an option (A–D) from Task One in Ex 1.

Answers

- 1 A ('employer' suggests work and a boring routine)
- 2 E ('immensely dangerous and physical challenge' relates to 'test the limits of physical ability')
- 3 C ('financially support' relates to 'money' in option C)

3b Focus students on the TIP. Explain to the students that, as with all the listening parts, there will be distractors in the texts to test their full understanding. Tell students that more than one option may be mentioned by each speaker, but only one is correct. Put students into pairs to compare their answers to Ex 3a and decide together which is the correct answer. During feedback, elicit why this can be the only correct option.

Answers

Phrase 3, because it matches the option exactly as it's about raising money to support a friend financially.

4a Focus students' attention on the second part of the audioscript in Ex 3a and the fact it relates to Task Two. Ask students to read the options for Task Two again and highlight the sections of the audioscript that match them in content.

Answers

A: 'I wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat.'
C: 'I needed help from many other people'
D: 'was an acceptable excuse'

4b Put students into pairs to check their answers to Ex 4a and decide which section gives them the correct option.

Answers

'I wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat.' This matches option A exactly as it's about trying a different kind of solo voyage in the future.

5a Focus students' attention on the fact that speaker 1 firstly answers Task One and then Task Two, but explain that this isn't always the case. Elicit from the students what the two tasks are (*the reason for choosing the journey; how they feel about it now*). Tell students to read the audioscript for speaker 2 and decide if the highlighted sections relate to Task One or Two. Ask them to match the sections to specific options in each task. Get feedback from the class, but do not clarify the answer yet.

Answers

- 1 Task Two option C ('others' matches with the friends in this section of text)
- 2 Task Two option D (the speaker is surprised the friends didn't change their opinion about the trip)
- 3 Task One option B (moments being 'nasty' matches with the 'fear'); Task Two option E ('things like that always turn out OK' matches with 'grateful to have survived')

- 4 Task One option A ('the mundanities of day-to-day existence' matches with 'escape from a boring routine')
- 5 Task One option B (the speaker is talking about a fear of spending time alone)

5b Put students into pairs and ask them to discuss their answers from Ex 5a in order to identify the correct option. During feedback, ask students to justify why the other options are incorrect.

Answers

Section 5 gives the answer for Task One (option B: it relates to facing a fear the speaker has had for a long time).
Section 2 gives the answer for Task Two (option D: it's about his friends' reaction after the event).

6a Tell students to read the audioscript for speaker 3 and highlight the sections which relate to each option in Task One and underline the sections that relate to the Task Two options. Ask students to compare these with a partner and try to identify the distractors.

Answers

I walked from the far north east of North America to the far south west. It all started when the friend who was best man at my wedding poked fun at me for being so unfit. He said I'd never be able to walk more than 20 km, so I just thought up the most ridiculous way imaginable to do it. I actually got a lot from it, so my intention now is to repeat the walk, but across South America instead. It'd be fun if a few of us decided to do it this time. I'm glad I did it, even though the time it took me was a little outside what I was hoping for.

6b Ask students to choose the correct answers for both tasks and then check answers as a class. Write the answers on the board.

Answers

Task One – D because his friend joked about him being so unfit.
Task Two – C because he wants to walk across South America with friends.

Strategies and skills Exam Trainer p84

Understanding the main point

1a Ask students to close their books and write the following sentence on the board: *Why does he attend the course?* Read the audioscript aloud to the students and then put them into pairs to discuss the question above. Get some feedback, but do not clarify the answer yet. Tell students to open their books and read the options. Elicit if any of the options match their previous discussion and choose the most appropriate. Tell students to highlight where they find the answer.

Answers

F (The speaker says that it allowed him to get out of the office for a day a week, which was why he signed up for it.)

LISTENING – Part 4 Multiple matching

1b Ask students to read the audioscript again and identify any of the other options mentioned. Elicit from the students why these options are wrong. Focus students' attention on the TIP, which underlines the importance of ruling out incorrect information as well as identifying the correct answers as they listen.

Answers

Options A and D are mentioned but neither of these are the reason why the speaker attended the training course.

2a **L22** Ask students to listen to two other speakers answering the same question from Ex 1. Students should take notes to summarise what the speakers say. Play the recording a second time and ask the students to choose one of the options from Ex 1. Put students into pairs to compare their notes.

Answers

Speaker 1 – E (Speaker 1 says he did it so that a workmate would take his technical skills more seriously.)

Speaker 2 – A (Speaker 2 says that many of her decisions are made to improve her chances of climbing the career ladder, including doing management training courses.)

2b Ask them to identify which other options are mentioned as distractors and why they are wrong.

Answers

Speaker 1 also mentions options B, C and F, but none of these are the main reason why the speaker chose to do the training.

Speaker 2 also mentions options B, D and E. None of these are the main reason why the speaker chose to do the training. In addition, management is not new to the speaker (option D) and she wants to impress the top *dogs*, not just one of them.

3 **L23** Write these two headings on the board in two columns and ask students to copy them down: *Reasons for moving; How they feel*. Play the recording and ask students to make notes in the two columns based on what the speaker says. Put students into pairs to compare notes. Tell students to open their books and read the options for both tasks – do any match what they wrote down in their notes? Ask students to listen to the recording again and choose the correct answer.

Answers

Task One – A (The speaker says she didn't have much choice in the move and that her boss asked her to move there.)

Task Two – B (The speaker says that it's not the sort of place she wants to settle in long term and hopes her employer will give her more choice in where she moves in future.)

Extra

Ask students to choose one of the options from Tasks One and Two of Ex 3 in secret. Tell students to write their own audioscript as a new 'speaker' answering the two tasks. Encourage students to add distractors to their scripts. Once finished, put students into small groups of three or four and ask them to read their texts to the group. The other students choose the correct options.

4a **L24** Using the same note-taking technique, listen to another speaker talking about the same topic. Tell students to choose an option from Tasks One and Two in Ex 3. Write the answers on the board.

Answers

Task One – C (The speaker says that after having children, he wanted them to be close to their grandad.)

Task Two – D (The speaker says that it seems like he's been living there for years when they only moved there a few weeks ago.)

4b Ask students which other options were mentioned as distractors and why they are wrong.

Answers

Task One – Options A and E are mentioned. The speaker did move a long time ago for work, but not this time. He realised how stressful city living really was only after he moved.

Task Two – Options C and E are mentioned. He hasn't had the opportunity to meet many of the neighbours yet. He suggests he's enjoying the atmosphere in the small town, not disappointed by it.

Alternative

Ask students to check their answers using the audioscript from page 135 of the Exam Trainer and highlight the correct answer as well as the distractors.

SPEAKING BOOST

1 If you get lost, do you usually ask for help or work out where you need to go by yourself?

Elicit occasions in which students prefer to ask for help or work things out for themselves. Put students into pairs and ask them to discuss question 1. Once finished, they change pairs and repeat. During feedback, ask students whether they are similar to their classmates or not.

2 How important is it to have direction in your life? Do you always have a plan?

Ask students if they have any plans for the short/mid/long-term future and why/why not. Tell students to then discuss question 2 in the same pairs as question 1. Encourage them to think of different situations in which a plan is/isn't necessary. Get feedback from the class.

SPEAKING BOOST

Extension

Ask students to think about other situations in which they prefer to be independent rather than ask for help. Tell them to create a survey using these ideas. An example question might be: *If you are studying and don't understand something, do you call someone to help or prefer to work it out for yourself?* Ask students to mingle and discuss each other's questions. During feedback, elicit whether students prefer to do things alone or with help.

LISTENING – Part 4 Multiple matching

Understanding gist

Write the word *gist* on the board and elicit the meaning (*the general, overall meaning of a text*). Focus students' attention on the introductory sentence and the fact that meaning is not always explicitly mentioned in a text.

- 5 Ask students to read the sections of text without the options. Put students into pairs to discuss what the texts are about. Tell students to read the options and the texts again before choosing the most appropriate answer.

Answers

1 B 2 C 3 A 4 C

- 6 Explain to students that part of understanding the gist of a text can relate to working out a speaker's feelings. Tell students to cover the speakers' opinions (a–e) first and only read the extracts (1–6). Ask them to discuss briefly in pairs what the speaker is trying to say in the extracts. Once finished, tell students in the same pairs to look at the opinions and try to match them. During feedback, elicit whether any of the opinions were the same as what they had predicted beforehand in their discussion.

Answers

1 d 2 a 3 e 4 b 5 c

Interpreting opinions

Ask students to close their books. Read the following sentence by an actor to the students: *No matter what is said, I'm my own worst critic.* Ask students to discuss in pairs what the actor is trying to say by this (*that negative reviews can never affect him as much as the opinions he has of himself*). Explain that in this exam part, students will have to work out a speaker's opinion without it being explicit.

- 7 Tell students that sentences 1–6 express how the different speakers believe they have succeeded. Ask them to match the extracts to opinions a–f.

Answers

- 1 d (The speaker says they needed to predict how customers think, so they needed to understand people well.)
2 b (The speaker says they've never met anyone at the top level who is shy, which suggests they had to have self-confidence to succeed.)
3 a (The speaker says they have learned a lot from their own failures.)
4 f (The speaker says that academic excellence was the only way to achieve success.)
5 c (The speaker describes an inner need to constantly be at the next level up.)
6 e (The speaker describes learning about how other people have succeeded.)

Alternative

Give the students sentences 1–6 without the lettered opinions. In pairs, ask students to paraphrase what the speaker is saying and identify the reason for their success. Once finished, give students the lettered opinions and ask them to match and compare them with their original answers.

- 8  L25 Elicit what a gap year is. Give students opinions A–H and ask them to highlight the key words. Put students into pairs and ask them to consider what other ways the speaker might express/paraphrase these ideas. Play the audio twice and ask students to match the opinions to the speakers. During feedback, ask students if they heard any distractors in the monologues.

Answers

- 1 F (The speaker says she didn't really achieve either of her aims, because she wasted time.)
2 B (The speaker says he's got his energy and love of learning back thanks to a gap year.)
3 H (The speaker says she feels like she has little in common with her old school friends now.)
4 A (The speaker says his travelling allowed him to learn Spanish and his work on websites will bring in some income while he's studying.)
5 D (The speaker says she realised that she should be going in a different direction in her career, so changed the course she was going to study at university.)

Identifying attitude and feelings

Explain to students that they sometimes need to identify the speakers' feelings or attitude to a situation, even though they do not express them directly. Read the following sentence and ask students to discuss the speaker's feelings towards the course s/he has just taken (*disappointed*): *Having spent so much money on the course, I have to admit that I expected more.*

- 9 Ask students to read options 1–4 and highlight the feelings or attitudes (*astonished, surprised, confused*, etc). In pairs, tell students to check the meaning of these and if they can think of any synonyms. Ask students to read the options again with the sentences below. Students should choose which sentences best matches the speaker's feelings. Ask students to check in pairs and then write the answers on the board. Check answers as a class.

Answers

- 1 A (If someone is 'taken aback', it means they are surprised by something.)
2 B (The speaker says they needed a law degree to complete the necessary paperwork.)
3 B (The speaker says there were no weak links in the chain, so everyone did their job well.)
4 A (The speaker says that everyone involved was responsible, not just them.)

Extra

Ask students to look at the incorrect answers to Ex 9. Put them into pairs and ask them to identify the feelings or opinions in these examples. For example, in question 1, the speaker of sentence B felt he understood the need to be polite when giving others jobs to do.

LISTENING – Part 4 Multiple matching

10  **L26** Ask students to look at the options and highlight the key words. Write the first two options on the board (A and B). Show students a potential paraphrase of A: *I learned a lot from it = It taught me a great deal.* Elicit ideas for B (e.g. *anyone else would have done the same thing = I'm not alone in ...*). Tell students to look at the other examples and do the same in pairs. Following this, play the recording twice and ask students to match one of the attitudes (A–H) with the speakers. Direct students to the audioscript on page 136 of the Exam Trainer after the listening to check their answers. If incorrect, tell students to highlight the distractors.

Answers

- 1 C (The speaker says that if he'd taken time to speak to people older and wiser than him, they would have told him about the consequences of giving up his course.)
- 2 F (The speaker says that she wanted to be back in her old house as soon as she walked into her new flat.)
- 3 D (The speaker knew about ex-colleagues' businesses failing and that the sector was entering a downturn, but decided to set up his own business anyway.)
- 4 A (The speaker says she can laugh about it now and it has taught her to be far more careful with money.)
- 5 H (The speaker says he didn't have much time to consider his colleagues' offer of going on holiday with them.)

Correcting mistakes

Read through the TIP with students and mention that it is a good idea on the first listening to write the number of the speaker next to any of the potential options with brief notes. This way, if they need to change their answers later, they have a record of which other options are potentially correct.

11  **L27** Ask students to listen and make notes on what the correct answers should be. Put students into pairs to compare and justify their ideas using their notes.

Answers

- 1 The candidate has put A, but the correct answer is E. The candidate probably thought the information about cricket and rugby made option A the answer.
 - 2 The candidate has got this answer correct.
 - 3 The candidate has put F instead of the correct answer, D. This is probably because Speaker 3 mentions their coach.
 - 4 The candidate has put C instead of the correct answer, A. The candidate has already incorrectly used option A in Question 1, so then possibly didn't think it was the answer for Question 4. Speaker 4 also mentions seeing a cricket match, but this is what started his interest, not what improved his ability.
- 5–8** The candidate has got these answers correct.

Correct answers

- 1 E (The speaker says she lives near a climbing centre and has friends who are keen to go there several times a week with her.)
- 2 B (The speaker says that the other players in his team encouraged him to push himself, and it's like being in an extended sporting family.)
- 3 D (The speaker says that she just seems to be able to dive well with a minimum of practice, so has natural talent.)
- 4 A (The speaker says the skills he developed playing baseball have helped him succeed at cricket.)

- 5 D (The speaker says she had no idea that many of the people going to the climbing centre go there to watch the experts climb, and not climb themselves.)
- 6 A (The speaker says he was wrong to think that ice hockey didn't require much energy.)
- 7 E (The speaker says that divers don't look like they'd do anything to win, but appearances are deceptive, so it is therefore not true.)
- 8 F (The speaker says that he didn't know how much precision is required to bat successfully when playing cricket.)

EXAM TASK

Exam Trainer p87

L28 This should be done under exam conditions in class. Play the recording. Go through the answers and the reasons why each one is the correct answer as a class.

Answers

- 1 E (The speaker says that everyone focuses on solutions, not problems.)
- 2 C (The speaker says that it's the company's policy to move people up in the organisation as soon as they're ready for more responsibility.)
- 3 G (The speaker says she's spent two weeks learning all about the organisation.)
- 4 A (The speaker says the work really makes him think. He says he's enjoying it and loses track of time, suggesting he finds it interesting.)
- 5 H (The speaker says that the company has a unique approach to everything, from products to offices to the way in which they manage their staff.)
- 6 A (The speaker says that working out what to do first and what to leave until later is more difficult than it seems.)
- 7 E (The speaker says that some of the software his new company uses is a mystery to him.)
- 8 C (The speaker says she needs to arrange meetings with line reports but they're not responding to emails.)
- 9 F (The speaker says he's not sure if he's doing the work right or not.)
- 10 B (The speaker says she wishes more people had been employed so she wouldn't have to take so much work home to do in the evening and at weekends.)

Cooler

Ask students to think about some of the strategies and skills covered in this part. Tell them to discuss in pairs which they have found the most useful and why.

Extra practice

For further practice, complete Listening Part 4 of the Practice exam paper on p123 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- SPEAKING – Part 1 Interview
- How did you do?

TEACH Strategies and skills

- Extending your answers
- Adding examples
- Giving reasons
- Using a range of language
- Asking for repetition

TEST Exam task

- SPEAKING – Part 1 Interview

Extra resources

Digital resources

- Exam Trainer presentation tool pp88-90
- Video: About C1 Advanced: Speaking
- Video: About C1 Advanced: Speaking Part 1
- Video: C1 Advanced Speaking Test 1, Part 1
- Video: C1 Advanced Speaking Test 2, Part 1
- Pearson Practice English App – *Formula C1 Advanced*
- Speaking success criteria

DYSLEXIA FOCUS

Speaking, per se, is not usually so challenging for dyslexic students. However, having the language to facilitate it can be. If necessary, provide students with the interview questions from the exam task before the lesson to give them time to prepare and rehearse their answers. Encourage students to use online dictionaries to help with the pronunciation of words.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 88 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Interview questions

Ask students to imagine they work for a language school and will be conducting interviews with potential new students. Put students into small groups and ask them to list some personal questions they may ask in the interview. Once finished, put students into pairs (not with a student from the original group) and ask them to roleplay the interviews. Monitor closely and take notes. Give some language and content feedback after the activity.

ABOUT THE TASK Exam Trainer p88

Tell students they are going to read about Speaking Part 1 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 88 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class:

- 1 *What are you asked about in this part?* (you and your opinions)
- 2 *What does the interview test?* (your use of general social and interactional language)
- 3 *Do you talk to a partner in this part?* (No. The examiner will ask you questions individually, but you should listen to your partner in case you are asked the same question.)
- 4 *How long is this part?* (two minutes)

Practice task Exam Trainer p88

Tell students that in this exam part they should give interesting answers and extend a little, but not give very long answers. Elicit some typical questions or topics that students may be asked about in this exam part.

- 1  **S01** This activity could be set as homework or done in class. If done at home, ask students to play the recording, pause after each question, and answer. Ask students to record their answers. If done in class, put students into pairs, play the recording and, after each question, tell students to take turns to answer.

How did you do?

- 2 Elicit from the students that in this part it is important to listen carefully to the questions in order to answer them directly. Remind students that this is also a test of their language ability at advanced level, so they need to use every opportunity to show this off. Put students into groups of three (A/B/C). Ask students to take turns reading the questions to their group. Student A should read option A aloud, student B should read option B, and so on. Once all answers to a question have been given, tell students to decide which answer (A, B or C) is best and why. Get some feedback from the class and elicit reasons for the answers. Ask students to compare their own answers from Ex 1 to the best options from questions 1–8.

Answers

1 B 2 C 3 A 4 A 5 C 6 B 7 A 8 A

3 Ask students to look at other options from Ex 2 in pairs and discuss why these are not effective answers. During feedback, elicit that some are too short or simple and others do not answer the question.

Answers

- 1 A is too short and lacks detail.
C includes too much detail in the answer. It sounds more like written English than spoken English. Perhaps the candidate has prepared the answer before the test and rehearsed it.
- 2 A answers the wrong question. The response should be about their main activity, e.g. work or study.
B doesn't include enough detail.
- 3 B answers the question 'How much time do you spend studying English?'
C doesn't include enough detail.
- 4 B relates to why they are learning English, not what they enjoy about it.
C is very negative, and lacks detail.
- 5 A is just an opinion and does not answer the question.
B gives a list of what the candidate likes, but does not go into detail or give reasons.
- 6 A talks about people in general when the question asks for a personal opinion.
C lacks detail (Which field? What role within this? How much?).
- 7 B doesn't answer the question and is quite negative in tone.
C lacks detail.
- 8 B lacks detail (e.g. Where? Why?).
C might be an attempt to be funny, but it doesn't answer the question and is actually a little rude.

Strategies and skills Exam Trainer p89

Extending your answers

Nominate a student from the class and ask him/her the following question: *Do you use social media sites?* Once answered, elicit from the class if the student extended his/her answer and how. Focus students' attention on the TIP and ask them to highlight the phrases *give reasons* and *add information*.

- 1 Put students into pairs and elicit that the best responses from the Practice task extended the answers to give enough information, but not too much. Ask students to read the example responses and fill the gaps with words from the box. Once completed, in the same pairs as earlier, ask students to discuss how the answers are extended. Write the answers on the board and ask for some feedback.

Answers

- 1 hard ('It's hard to ... but if I had to, I'd ...' is a way of choosing a favourite (or least favourite!) out of all your ideas or experiences.)
- 2 other ('On the one hand ... on the other hand' lets you make a positive and a negative point in a single sentence.)
- 3 addition ('in addition to' is used to add extra information.)
- 4 opportunity ('Given the opportunity, I'd ...' is a good way of hypothesising about something you'd like to do in the future.)
- 5 plan ('If everything goes to plan, ...' is a good way of introducing what you want to do in the future.)
- 6 fact ('due to the fact that ...' is a good way of giving a reason for something.)

2 Ask students to read the responses in Ex 1 again and write an appropriate question for each one. Students should then compare their questions in pairs before feeding back to the class.

Suggested answers

- 1 If you could visit anywhere in the world, where would you go?
- 2 How would you describe the area where you grew up?
- 3 How do you usually find out about the news?
- 4 What new skill or sport would you like to learn in the future?
- 5 What sort of work would you like to do in the future?
- 6 Which person do you most admire?

Extra

Put students into pairs and tell them to ask and answer the questions from Ex 2. Put them into new pairs and ask them to compare their original partner's answers with their own. Monitor closely in order to give some language/content feedback.

3 Ask students to analyse the answers from Ex 1 again and decide in what other ways, apart from using the phrases in the box, the answers have been extended. Encourage students to make a list of these ways in their notebooks.

Answers

- 1 The speaker gives reasons for their choice and examples of what's interesting.
- 2 The speaker explains why both the negative and positive factors were true.
- 3 The speaker gives a reason (why they watch the news on TV).
- 4 The speaker explains in detail why they would choose a particular activity.
- 5 The speaker adds detail about their university course, the type of company and where they'd like to work.
- 6 The speaker gives a detailed reason and compares his dad to the general population.

Adding examples

Ask students to close their books. Elicit any linkers/phrases they could use to add examples.

4 Tell students to open their books and look at the words in bold. Tell students that some of the linking words and phrases in bold can be used to add an example, whereas others have a different function. Ask students to read the sentences and choose the correct answers. In each example, tell students to explain why the other option is not correct. Get feedback from the class.

Answers

- 1 For instance ('For instance' is used to add an example; 'As well as that' is used to add an example after a previous example.)
- 2 such as ('such as' is used to add an example; 'then again' is used to add contrasting information.)
- 3 like ('like' is used to add an example; 'as' is used to show a similarity with something.)
- 4 say ('say' is used here to add examples of activities he already does; 'perhaps' can be used to give examples of things you might do or try.)

Extra

Write the following questions on the board. Put students into pairs and ask them to write the all the linkers which can be used to add an example from Ex 4 on a piece of paper. Tell students to ask and answer the questions with their partner and provide examples for their answers. When they use one of the linkers, they should put a tick next to it.

- 1 How do you keep in touch with your friends and/or family?
- 2 What is one of the most interesting cities you have visited?
- 3 What kind of activities do you do in your free time?
- 4 Which class activities do you most enjoy in your lessons?

Giving reasons

Tell students that as well as adding examples, providing reasons is a good way to extend answers. Create a list on the board of linkers that can be used to add reasons. Explain to students that using a range of language and structures is a good way to show off their level in the exam, so they should avoid being repetitive.

5 Ask students to complete the sentences with one of the words in the box, paying attention to the form and verb patterns. Students should check in pairs before you write the answers on the board. Ask students to highlight the whole linker in the sentence (e.g. *due to/owing to/for the reason that*), then make a note of any changes in verb patterns they are not familiar with.

Answers

- 1 due/owing (either can be followed by 'to' + gerund (-ing form))
- 2 reason ('for the reason that' is used to add a reason)
- 3 due/owing (Either can be followed by 'to' + noun)
- 4 view ('in view of' is quite a formal way of adding a reason)
- 5 result ('as a result of' explains why something happened)
- 6 grounds ('on the grounds that' is often used to explain why you did or didn't do something)
- 7 seeing ('seeing as' is used to add a reason for something)
- 8 start ('for a start' is used to add the first of several reasons for something)

6 Give students a minute to read the questions and think of their answers. Tell students they should use the prompt after each question to give reasons. Ask students to mingle and give their answers to the other class members in order to find people with similar responses. Put them into small groups to discuss who in the class has similar ideas to them.

7 Put students into pairs and ask them to answer the questions using the prompts. Monitor closely and take notes to provide feedback later.

Alternative

Create four different spaces around the classroom and place a question from Ex 7 with its prompt and the relevant topic heading (*Entertainment, Holidays, Friends or Personality*) in a different area: Ask students to go to each area and discuss the questions with another member of the class who is also in that space. Monitor and take notes for feedback.

8  **S02** Focus students' attention on the TIP regarding rehearsing answers. Play the recording and ask students to take notes on the answers they hear. Put students into pairs to compare the answers to their own.

Extra

Put students into pairs and write the following topics on the board: *Entertainment, Holidays, Friends, Personality*. Ask students to write two questions for each topic. Set up the class into two lines of chairs (A/B) with the students facing each other. Ask students to sit in the chairs at random. Tell the students you will say a topic and say 'go', after which they have two minutes to ask and answer some questions with the person sitting opposite them. After two minutes, say 'change' and ask the students in line B to move to the next seat on their right. Name another topic, say 'go' and allow students another two minutes to discuss their questions. This should continue until all the topics have been covered. Monitor closely and take notes to provide feedback.

Using a range of language

Read the following answer to question 4 in Ex 7 and ask students why it is not very effective: *I would say I'm a well-organised person with my work. I work from home and I organise my office every day.* Elicit that the answer is repetitive, simple and the same language from the question is used. Ask students how they could make this answer more appropriate (e.g. *I'm very methodical in my work and this is reflected in the organisation of my home office, which I tidy up every day*).

9 Ask students to read the sentences and focus on the repeated highlighted words. Before looking at the box, tell students to think of any other words they could use in these contexts to avoid repeating the same word. Following this, ask students to replace the repeated words in the sentences with those in the box. Get feedback from the class.

Answers

- 1 affordable (something that is 'affordable' is 'cheap'.)
- 2 exceptionally ('exceptionally' is a slightly stronger way of saying 'extremely')
- 3 accomplish ('accomplish' has a similar meaning to 'achieve')
- 4 imaginative ('imaginative' has a similar meaning to 'creative')
- 5 substantially ('substantially' has a similar meaning to 'a lot')
- 6 illustrate ('illustrate' has a similar meaning to 'explain', especially if it's with an example)
- 7 hysterical ('hysterical' means very funny and is often used with 'absolutely'); in this case, only the second instance of 'funny' can be replaced.
- 8 immediately ('immediately after' means the same as 'just after')

Alternative

To provide more of a challenge, do not give students the words in the box at all. Ask them to come up with alternatives themselves before comparing with a partner.

Asking for repetition

Go through the TIP as a class. Tell students that they can ask the examiner to repeat in the exam, but the examiner is not allowed to help in any other way.

10 Elicit ways that students could ask the examiner to repeat a question. Tell students to match the question halves.

Answers

- 1 b ('would you mind' is followed by the -ing form of the verb)
- 2 d ('could you' is followed by the bare infinitive (infinitive without 'to') of the verb)
- 3 f (Use the the past tense here because the examiner asked the question in the past)
- 4 e (Use the past tense here because you 'didn't hear' the question in the past)
- 5 a (Use the full infinitive (with 'to') after 'is it possible')
- 6 c (this is a very polite and formal way of asking someone to repeat something)

EXAM TASK

Exam Trainer p90

 **S03** This activity could be set as homework or done in class time. If completed at home, ask students to play the recording, pause after each question, and answer. Ask students to record their answers. If done in class, put students into pairs, play the recording and, after each question, tell students to take turns to answer. Get feedback from the students and highlight effective answers.

Guidance for marking Speaking Part 1 can be found in the Speaking success criteria in the Digital resources.

Example answers

Where are you from?

I'm from a city in the north of Colombia called Cartagena. It's on the Caribbean coast of Colombia and it's a really nice place to live.

What do you do there?

Well, I actually completed my degree in engineering last year, but I thought I'd almost certainly get a better job if I spent some time improving my English. So at the moment, I'm actually learning English full-time. I also have a part-time weekend job as a waiter in a restaurant, to earn a little money while I'm studying.

How long have you been studying English?

For about eight years now. I started when I was still at primary school and continued it throughout high school and college.

What do you most enjoy about learning English?

Well, there's so much on the internet that's in English – more than in any other language. The best thing for me, though, is being able to communicate with other online gamers around the world, even though English isn't necessarily our first language.

Do you prefer spending time with a large group of friends, or just one or two?

Lots of people prefer to be with a big group of friends, but I'm actually much more comfortable being with only one or two. The reason is that I'm quite a quiet person, and large groups tend to get dominated by the louder, more confident people, which I find quite frustrating. I much prefer to be in the company of a smaller number of people.

What's the best thing about the town or city you live in?

I think the best thing about it is that there's so much to do there, and I don't just mean for people my age. For instance, if you're young like me, there are lots of nightclubs and places like that, but there are also cinemas, theatres, museums and shops that people of all ages and backgrounds will love.

Who was the biggest influence on you when you were a child? (Why?)

My grandparents, I guess. I used to stay with them a lot, for example after school each day, because both of my parents work full-time. I loved the way they gently guided me in the right direction in life, and actually still do.

Would you prefer to have a job you really enjoy or one which pays very well? (Why?)

Preferably one which I enjoy and which also pays very well! But seriously, if I had to choose, without a doubt I'd go for the one I really enjoy. The quality of life is what's most important, and while it's true that money buys a certain amount of freedom and contentment, I wouldn't want to spend eight, nine hours a day feeling miserable just to have lots of it.

SPEAKING – Part 1 Interview

Do you think you spend too much time on the internet?

Sometimes I do, I guess, but most of the time I don't feel that way at all. What I use it for most is keeping in touch with my friends. While I'd much prefer to do this face to face, I don't always have time to meet them, and they don't either, so I see it as a more efficient use of my time, actually.

How do you hope to use your English skills in the future?

I use them a lot already, of course, because I have a lot of friends from other countries and we all use English to communicate. My aim is to work for a large multinational business, say a big tech company such as Apple or Microsoft. To get to the top in companies like that, you have to know how to speak English really well, so I hope that's where my skills will take me.

Is there a festival or celebration you particularly enjoy?

The one I enjoy the most is a local celebration that only happens in my town, not nationally. It originated when the main industry there was fishing and has continued since then. On 21st March each year, they build a wooden model of a fish and carry it through the streets. It's then set alight and thrown into the sea. It's meant to bring good luck to the fishermen. I don't know if it works, but it's great fun.

What's the most interesting aspect of trying new things?

I'm someone who gets bored quite easily, so I love that feeling I get when I'm trying out a new sport, for example, or a different kind of food. It really helps to keep me entertained. It causes problems too, since I rarely practise anything for long enough to get really good at it, but that's just the way I am.

Cooler

Put students into pairs and ask them to close their books. Elicit the strategies and skills covered in this part and write them on the board:

- 1 *Extending your answers*
- 2 *Adding examples*
- 3 *Giving reasons*
- 4 *Using a range of language*
- 5 *Asking for repetition*

Tell students to make a record of phrases they can use in this exam part in order to make their answers more effective.

Extra practice

For further practice, complete **Speaking Part 1** of the Practice exam paper on p124 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- SPEAKING – Part 2 Individual long turn
- How did you do?
- Topic: Performing in different situations

TEACH Strategies and skills

- Comparing
- Speculating
- Structuring a long turn
- Answering the follow-up question to your partner's long turn
- Dealing with unfamiliar vocabulary

TEST Exam task

- SPEAKING – Part 2 Individual long turn
- Topics: Helping others in different situations, attending important events

Extra resources

Digital resources

- Exam Trainer presentation tool pp91-97
- Video: About C1 Advanced: Speaking Part 2
- Video: C1 Advanced Speaking Test 1, Part 2
- Video: C1 Advanced Speaking Test 2, Part 2
- Pearson Practice English App – *Formula C1 Advanced*
- Speaking success criteria

DYSLEXIA FOCUS

The use of visuals in this exam part is an advantage. For students who find this exam task challenging, give them extra time to look at the photos and think about what they want to say beforehand.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 91 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Being an artist

Write the statements below on the board. Put students into pairs to discuss them

- 1 *Performing in public is both nerve-wracking and exhilarating at the same time.*
- 2 *It's better to watch artists in smaller, more personal environments than in big stadiums or theatres.*
- 3 *Being an artist of any kind requires dedication.*
- 4 *Making money from your creativity is rewarding.*
- 5 *It's easier to earn money from music than from art.*

ABOUT THE TASK Exam Trainer p91

Tell students they are going to read about Speaking Part 2 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 91 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *Do you speak on your own or with a partner in this part? (alone)*
- 2 *How long do you have to speak for? (one minute)*
- 3 *How many pictures are you given? (three)*
- 4 *How many pictures do you need to talk about? (two)*
- 5 *What is the task? (to compare the pictures and answer the task questions)*
- 6 *How many issues/questions do you need to answer? (two)*
- 7 *Are these given orally, in written form, or both? (both)*
- 8 *What happens when you have spoken about the pictures for one minute? (You get a question about your partner's photos with 30 seconds to answer.)*

Practice task Exam Trainer p91

Tell students that the Practice task is slightly different from the real exam, which has three pictures (and students choose two to talk about).

- 1 This activity could be set as homework or done in class. If done at home, ask students to put on a timer and record their long turn. If done in class, put students into pairs and give them each one minute to complete the task. Tell students to compare the photos of people performing in different situations and answer the questions above.

How did you do?

- 2 Elicit from the students the key things they needed to do during the exam task (*speak for one minute, compare the photos, answer both questions*). Ask students to listen to their recordings/think about their performance and discuss the questions in pairs.

- 3a  S04 Ask students what the difference between describing and comparing is and tell them to give you an example using the photos in Ex 1 (*describing: The people in the photos are performing outside; comparing: While both photos show people performing in an exterior setting, photo 1 is a much more informal environment than photo 2*). Ask students to look at the questions and think about their own answers to the Practice task. Following this, play the recording and ask students to answer the questions in relation to the two candidates.

Answers

- 1 Student A compares the pictures. Student B only describes each one.
- 2 Yes, both students do this, and both speak for about a minute.
- 3 Both students talk mainly about the people, but also about other things in the pictures.

SPEAKING – Part 2 Individual long turn

- 3b** Put students into pairs to compare their ideas and decide which of the candidate gave the better answer.

Answers

Student A, because he provided more detail and compared the pictures as well as answering the questions.

- 4** Ask students to compare their answers to those of the candidates in Ex 3 and decide whose answer was the best and why. Put students into pairs and ask them to repeat Ex 1, using the checklist in Ex 2 to help them. Following this, students should discuss whether they think their answer was better this time and why. Get feedback from the class.

TEACH Strategies and skills Exam Trainer p92

Comparing

Ask students to close their books. Write the word *comparing* on the board. Ask students to consider some of the generic things between photos that they can compare with most examples. Feed in the ideas from the TIP.

Read the section introduction with the class. Encourage students to consider the questions while they are comparing pictures and to try to extend their comparisons.

- 1** Introduce the two pictures and the task. Ask students to consider similarities and differences between the pictures in pairs. Ask for some whole class feedback and write the ideas on the board in note form.
- 2** Explain that prompts 1–5 show ways of introducing a comparison. Put students into pairs and ask them to complete the prompts. Check answers as a class.

Suggested answers

- 1** The main similarity between the pictures is that in each one there is a group of people who are having a discussion.
- 2** What the two pictures have in common is that the people who are having the discussion are gathered around a table.
- 3** In the first picture, it appears as though the people are taking part in a formal business discussion, whereas in the second one a group of friends or classmates have met in a café and are having an informal and relaxed chat.
- 4** A significant difference between the pictures is that in the first picture the people are in a work-based situation. This is not the case in the second picture, which seems to be a café.
- 5** The people having the discussion in the first picture appear to be quite serious, suggesting it's a formal discussion, whereas the people seem more relaxed and smiling in the second picture as it's a rather informal gathering.

- 3** Focus students' attention on the two questions above the pictures. Tell students to think of two ideas for each question and picture. Put students into pairs to discuss their answers. Once completed, tell students to consider how they can link these ideas to the comparisons made in Ex 1 in order to be more coherent. Elicit ideas such as: *comparison: formal/informal contexts = discussing a work project vs a social event*. Focus students' attention on the TIP to remind them of the importance of answering the questions as well as comparing the pictures.

Example answers

First picture:

It's likely that they're taking part in a business discussion, therefore they're probably discussing issues to try and convince members of the team that their viewpoint is the correct one.

They are perhaps discussing business issues with a view to moving the business forward in some way.

I'm of the opinion that this type of discussion is quite hard to be a part of, because you have to know lots of detail about what you're discussing and respond carefully to points that other people have made.

I think certain types of people are extremely good at this type of discussion and therefore find it quite easy to take part in, whereas others perhaps are less capable of putting their point of view forward confidently, so will find it difficult.

Second picture:

The people in the picture are likely to be friends and/or classmates, so probably know each other well. There's no apparent pressure on them.

They could be catching up on news or just taking a relaxed break from studying.

This looks like it would be a very easy discussion to be part of, as everyone is so relaxed and they're not debating challenging business issues.

I think the time would fly in this kind of discussion because it would be fun and not difficult at all to be involved in.

- 4**  **S05** Play the recording and ask students to compare the candidate's ideas to their own. Play the recording again. Tell students to make notes on how successfully the candidate uses the one minute to compare and answer the questions. In pairs, ask students to discuss what their feedback to the candidate would be.

Alternative

Ask students to complete the exam task and record their long turn before completing Exs 1–4. Following Ex 4, ask students to do the exam task again, record it, and then compare it with their earlier long turn.

SPEAKING – Part 2 Individual long turn

Speculating

Ask students to look at the photo and write the following sentence on the board: *I'd imagine that they are preparing a meal for a large event since the three chefs in the photo are creating one dish.* Elicit the facts from the speculation in the sentence (Fact: *the three chefs are creating one dish*; Speculation: *I'd imagine that they are preparing a meal for a large event*). Explain that when comparing the photos, it's important to make speculations. Focus students' attention on the TIP.

5 Introduce the task and the two questions related to it. Focus students' attention on the phrases and explain that they are useful when speculating. Give students one minute each to complete the task, using their ideas and the phrases in the box. Monitor to give some feedback.

Possible answers

They might be good at coping with stress because they look quite relaxed.
I would guess that they've had a lot of training to be able to work in a busy kitchen like that.
It's possible that they sometimes make mistakes and get told off by the head chef.
It could be the case that they've worked together for a long time, which would make it easier and quicker.
I'd imagine that they are incredibly busy at certain times of day and less busy at others.
I suppose that they're all used to working really quickly and carefully.
I'd assume that they've either been told exactly what to do, or just know because they're so experienced.

Alternative

As with Ex 3, put students into pairs and ask them to come up with two ideas for each question. Once complete, they should do the task in Ex 5, using their ideas and the phrases in the box to speculate.

6  **S06** Tell students they will hear two candidates discussing the questions. Play the recording the first time and ask students to compare the candidates' ideas to their own. Read through the TIP. Then play the recording again. Tell students to make notes on how successfully the candidates use the one minute to compare and answer the questions while speculating. In pairs, ask students to compare their notes.

Extra

Put students into small groups and ask them to create a list of the kind of things they could speculate about in a photo. Feed in such ideas as *people's feelings, people's relationships, why the people are in these places, what events may have led up to the people being in these places, etc.* Get whole-class feedback and write useful ideas on the board. Ask students to choose one of the photos from either the Practice task or the 'Comparing' section. Ask students to speculate on the photo using the topics in their lists and the language introduced in Ex 5.

Structuring a long turn

7 Go through the TIP with students. Then introduce the task and the two questions. Focus students' attention on the example answer and tell them to choose the most appropriate linkers in bold. Write the answers on the board. Then, elicit the functions of the linkers and how they help organise a long turn. Encourage students to make a list of linkers which could be used in this exam part to organise their own turns. You could give them the following headings to help them do this: *Comparing ideas, Listing ideas, Referring to ideas.*

Answers

- 1 First of all (This phrase is a common way to introduce a long turn.)
- 2 In contrast (This phrase highlights the difference or differences between things.)
- 3 whereas (This word is used to compare differences between two things or ideas.)
- 4 on the other hand (This phrase is used to highlight a difference between two things or ideas.)
- 5 However (This word has a similar meaning to 'but' so contrasts things or ideas.)
- 6 as is the case (This phrase means that something is true; 'as you'd expect' doesn't apply here as it used to describe something you believe is likely, not something that you know.)
- 7 when compared to (This phrase is used to compare two things or ideas.)

Answering the follow-up question to your partner's long turn

Explain to students that they are required to answer a follow-up question to their partner's long turn, so it is important to listen carefully to what their partner has said.

8 Focus students' attention on the TIP and elicit how long they are given to answer the follow-up question (30 seconds). Focus them on questions 1–4 and the responses. Explain that these are example follow-up questions to a partner's long turn. Ask students to choose the most appropriate answers for each question. During feedback, elicit why the other examples are not appropriate.

Answers

- 1 B (it is impersonal and gives a general opinion supported by an example)
- 2 A (it extends the answer with a reason)
- 3 A (it extends the answer with a reason; B gives a reason but doesn't really answer the question.)
- 4 B (A answers the question from the wrong perspective)

Alternative

Give students the questions without the options and ask them to match them with the example pictures used through this part so far. Ask students to take turns to answer the questions in relation to the pictures. Once finished, give students the options (A and B) and ask them to choose the most appropriate. Elicit justifications for their answers.

SPEAKING – Part 2 Individual long turn

Dealing with unfamiliar vocabulary

Explain that part of this exam task involves commenting on things/actions that can be seen in the pictures. Ask students if they know of any phrases they could use when they don't know the word for something in English. Write these on the board for reference.

9 Ask students to complete the phrases with a word/phrase from the box. To aid students with memorisation, intonation, and pronunciation, put the relevant sections of the sentences on the board and drill them, e.g. *My mind has gone blank, I'm not totally sure if this is the right word, etc.*

Answers

- 1 give me a moment (This phrase is used to ask for thinking time.)
- 2 gone blank (This phrase is used to say that you can't think of what to say.)
- 3 come back to me (This phrase indicates you're trying to remember something.)
- 4 not totally sure (This phrase is used to show you don't know something is definitely correct or true.)
- 5 should know (This phrase is used to show you can't remember or don't know a word or how to say something.)
- 6 think of what it is (This phrase indicates that you can't remember how to say something.)

Extra

Write some of the phrases from each Strategies and skills section on the board and drill them with the students. Elicit some of the key features of connected speech (sentence stress, weak forms, elision, etc.) as well as natural intonation and explain that if they are to use these fixed phrases, they need to do so in a natural way.

EXAM TASK

Exam Trainer p96-97

S07 This activity could be set as homework or done in class time. If done at home, ask students to record it. Then, in class, put students into pairs and ask them to listen to each other's recordings before answering the follow-up question. If done in class, put students into pairs, and give them one minute to complete the task each before answering the follow-up questions.

Guidance for marking Speaking Part 2 can be found in the Speaking success criteria in the Digital resources.

Example answer

Examiner: Candidate A, it's your turn first. Here are your pictures. They show people helping others in different situations. I'd like you to compare two of the pictures, and say how difficult you think it might be to help someone in these situations and how you think the people who are helping might be feeling.

Candidate A: First of all, I'd like to talk about the similarities and differences between the two pictures. The first one shows a nurse who is helping a female patient to walk. The nurse is gently holding her arm to support her. In contrast to the other

photo, which shows a man giving directions to two people who are possibly tourists, the picture is taken indoors, in a hospital ward. The second photo is taken on a small road with houses. It's maybe spring or autumn as the tourists are wearing warm clothes.

I'd imagine that it's relatively easy for the nurse to help the patient, as she will have received lots of training in how to do this, and probably has lots of experience of doing this, too. Similarly, I'd guess that the man knows the city he presumably lives in very well, so will have little difficulty directing the tourists to where they want to go. It's my belief that the man likes helping visitors to his city and is feeling pleased to be able to help out in this small way. The nurse, on the other hand, is assisting the patient in a far more significant way as she is helping her regain her health, perhaps after having an operation of some sort. I therefore think that the sense of satisfaction she gets from helping is much deeper than that of the man.

Examiner: Thank you. Candidate B, which of these ways of helping do you think people would be most grateful for?

Candidate B: I think it would probably be the patient in the hospital. She's clearly not feeling that great, and that tends to make anyone in this situation more grateful for help than they would normally be. I'm sure the tourists are very grateful for the help they're getting too, but I suspect it won't be to the same degree as the patient.

Examiner: Thank you. Now Candidate B, here are your pictures. They show people attending important events. I'd like you to compare two of the pictures, and say what the people might find enjoyable about attending these events, and how difficult you think the events might be to arrange.

Candidate B: The two pictures I've chosen show very different kinds of important event. The first shows a wedding. It looks as though the actual ceremony has finished and now everyone's come out of the venue and is standing around the bride and groom to watch them doing something important to do with the event – I think they're cutting the wedding cake, actually. The second event couldn't be more different as it shows a stage at a huge music festival. There are thousands of people watching whoever's performing, but we can't actually see the band in the photo because of the bright lights that are shining out from the stage. The people there are probably very informally dressed and generally relaxed, but excited to see the band. In contrast, the wedding guests all look very smart and relatively formal. Perhaps some of them don't know the others particularly well, so are probably feeling quite tense and on show. However, going to a wedding is always an interesting experience. It's always a privilege to see two people getting married, and it also provides a great opportunity for guests to

SPEAKING – Part 2 Individual long turn

meet new people or catch up with those that they haven't seen for a long time. The music festival is interesting in a different way as it must be incredibly exciting, for the audience of course, but especially for the musicians that play there. I think the wedding would be far easier to organise than the festival. There's still an enormous amount to arrange, such as invitations, venues, food and so on, but it's on a much smaller scale than a music festival attended by tens of thousands of people.

Examiner: Thank you. Candidate A, which of these events do you think would be the most expensive to organise?

Candidate A: The music festival, without a doubt. For the wedding, you might have one band playing and food for perhaps a couple of hundred people to arrange, but for a festival of that size, you'd need to pay for a huge security team and fencing to go around the site, and book and pay for all the bands. I have no idea how much all the stages and sound systems would cost, but it can't be cheap.

Cooler

Put students into pairs and ask them to discuss the following questions. Encourage students to come up with tips to perform better in this exam part.

- 1 *What do you find the most challenging in the exam part?*
- 2 *What is the best way to prepare for this part of the speaking exam?*
- 3 *What are the key skills or strategies you have learnt about this exam part?*

Monitor closely and get some feedback.

Extra practice

For further practice, complete Speaking Part 2 of the Practice exam paper on pp124–126 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- SPEAKING – Part 3 Collaborative task
- How did you do?
- Topic: Studying in other countries

TEACH Strategies and skills

- Interacting in a two-way conversation
- Evaluating, referring, reassessing
- Agreeing and disagreeing
- Negotiating towards a decision

TEST Exam task

- SPEAKING – Part 3 Collaborative task
- Topic: Significant life events

Extra resources

Digital resources

- Exam Trainer presentation tool pp98-101
- Video: About C1 Advanced: Speaking Part 3
- Video: C1 Advanced Speaking Test 1, Part 3
- Video: C1 Advanced Speaking Test 2, Part 3
- Pearson Practice English App – *Formula C1 Advanced*
- Speaking success criteria

DYSLEXIA FOCUS

Speaking is not something that dyslexic students always find a challenge. However, it may be useful to ask them to repeat the task back to you before starting the activity.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 98 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Higher education

Dictate the following statements to students, then give them a few minutes to make any changes to the sentences so that agree with them.

- 1 *Going into higher education is the only way to secure yourself a job.*
- 2 *If higher education is free, students should have to study at the closest university to home.*
- 3 *You learn more outside the classroom at university than in it.*

Put students into small groups and ask them to discuss their statements. Encourage them to give reasons for their answers.

ABOUT THE TASK Exam Trainer p98

Tell students they are going to read about Speaking Part 3 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 98 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *Do you speak on your own or with a partner in this part?* (with a partner)
- 2 *How many sections to the task are there?* (two)
- 3 *What are you given as part of the task?* (a question in the centre of a diagram with five prompts relating to the main question)
- 4 *How long is the first section?* (two minutes)
- 5 *What happens in the second section?* (The examiner stops you and asks a second question related to the task, which isn't written down.)
- 6 *How long do you have to do this?* (one minute)

Practice task Exam Trainer p98

1 S08 Ask students to listen to the examiner giving the instructions for the first part of the task. Give students a minute to look at the question and the prompts and consider what they would say about each. This could be done in class.

2 S09 Remind students that this is a collaborative task and it is important to listen carefully to their partner's comments and respond appropriately. Tell students that they are going to listen to a student talking about some of the prompts in the first part of this task. Explain that they should imagine this is their partner in the exam and should respond to the student's comments. Tell students that when they hear the numbers 1–3, they should mention the ideas corresponding to the numbers, below. Pause the track after each statement and ask students to record their answers. This can be done at home. If so, the recordings should be brought to the following class.

How did you do?

3 S10 Put students into pairs and ask them to tell each other what ideas they expressed in Ex 2. Following this, play the recording of two students completing the same task and ask the class to make notes on their ideas. Put students back into pairs and ask them to compare their own ideas to those used by the students in the recording. Play the recording again and ask students to tick the points made in the discussion. Write the answers on the board.

SPEAKING – Part 3 Collaborative task

Answers

The following should be ticked:

The value of a qualification depends on where it comes from. (Student B says both the country and the university within a country changes the value of the qualification.)

Being unhappy will affect your ability to study. (Student B says you can't possibly do well at university if you're not happy.)

Having money worries will affect your education. (Student B says if you're worrying about money all the time, you won't be able to concentrate on studying.)

A good social life can help you learn about a country's culture. (Student A says that getting to know lots of people, especially locals, is a great way to find out more about the culture of the country.)

Not ticked:

It's better to go to an English-speaking country. (Student B says that the language must be one that you'll be able to use in the future but doesn't specify it should be English.)

Working at the same time as studying is a bad idea. (Student A says that perhaps getting a part-time job will help with living costs.)

Alternative

Ask students to listen to the recording again. Then, tell them to compare what they heard with the responses they made in Ex 2.

4 **S11** Tell students that the questions are about some of the basic things a candidate should/shouldn't do when approaching this task. Play the recording and ask students if the candidates do them or not.

Answers

- 1 Yes (e.g. 'What do you think?')
- 2 Yes (e.g. 'There's little point getting a degree that employers or universities in your own country don't really recognise.')
- 3 Yes (e.g. 'You can't possibly do well at university if you're not happy, and part of that comes from speaking to the people you love regularly.')

5a **S12** Elicit that the second part of this speaking task involves decision making. Play the second part and ask students to answer the question in pairs. Elicit some ideas as a whole class.

Answers

Yes – The students agree in the end that language skills are the most important.

5b **S13** Tell students that it is important to react to their partner's opinions and one way to do this is to use language of agreement/disagreement and that of changing one's opinion. Ask students to read the sentences and decide what function they have (e.g. *to show agreement*). Play the recording and ask students to tick the phrases they hear. During feedback, write the phrases on the board and drill them with natural sentence stress and intonation. Explain that if used, these phrases must sound natural.

Answers

I see what you mean; I hadn't really thought of it like that; I'll go along with what you said

Extra

Put students into groups of three and ask them to play their recordings from Ex 2 to each other. Tell students to listen and answer the questions below in relation to their own and their group's performance in the task. Get some feedback from the groups.

- *Did you give your own opinions?*
- *Did you ask for your partner's opinion?*
- *Did you use expressions for agreeing/disagreeing?*

6 Elicit from the students a list of things they have learnt from these exercises and write them on the board. Refer students back to the checklist in Ex 4. Put students into pairs and ask them to do the task from Ex 1 again using the checklist. Give them two minutes for the first part and one minute for the second.

Strategies and skills Exam Trainer p99

Interacting in a two-way conversation

Read the introductory sentences with the students and focus their attention on the TIP. Ensure students understand Part 3 is interactive.

1 Elicit what kinds of functional language students might be required to use in order to interact with their partner effectively. Some examples might be, *giving/asking for opinions, agreeing/disagreeing, making suggestions* (in the decision-making part of the Part 3 task), *giving examples and reasons*. Put students into small groups to discuss any phrases they know which could be used in these instances. Following this discussion, ask students to read the expressions in the box and add them to the table. You may wish to ask students to draw a larger table in their notebooks. Check the answers as a class and encourage students to compare these to their original ideas.

Answers

Asking for opinions: How do you feel about ...; So, what are your thoughts about ...; Wouldn't you agree that ...;

Giving opinions: From my perspective ...; My view on this is ...; Well, if you ask me ...

Referring to your partner's points: I appreciate what you're saying. However ...; I'm not convinced that's true ...; That's a really clear way of explaining ...;

SPEAKING – Part 3 Collaborative task

Extra

Ask students to add at least two more expressions to each column in pairs. Ensure that you do some pronunciation work on all of the phrases, firstly through drilling, and then by asking students to mark the following things on the expressions:

- a intonation patterns,
- b sentence stress,
- c any weak forms,
- d elision and/or assimilation.

Ensure students know that these expressions need to be used naturally in the conversation.

- 2 Ask students to read the task and think about what their opinions are on some of the ideas presented in the prompts. Tell students that it's important when giving an opinion that they always give a reason for it. Ask students to skim read prompts 1–6 to see if any match with their opinions. Give students a few minutes to discuss these in pairs. Once finished, ask students to complete the sentences alone by providing possible reasons. Put them back into the same pairs to compare ideas. Tell students to highlight the phrases used to introduce the opinion. Use prompts 1 and 2 as examples on the board: *As far as I'm concerned...*, *If you ask me...* Ask students to add these phrases to the 'giving opinions' column in Ex 1.

Possible answers

- 1 As far as I'm concerned, meeting friends during a break isn't a great idea because if you get deeply involved in a conversation, you can really lose track of the time.
- 2 If you ask me, going for a short walk during a break is a great way to relax. For example, I was struggling with something at work last week so I went for a walk to the park, and the answer just came into my head as I was walking.
- 3 I'm not convinced that having something to eat is always a good idea because afterwards, you can feel a little bit sleepy and it's actually quite hard to start working again.
- 4 My thinking is that listening to music is a perfect way of winding down during breaks, because you forget all your stress and just get lost in what you're listening to.
- 5 It seems to me that a light snack is a great idea during a break. For example, I usually have some fruit during my morning break and I feel as though I've got more energy afterwards.
- 6 My opinion is that checking your phone isn't always the best thing to do, because often there are messages that you need to respond to and so on, and it's more stressful than the work or study.

Alternative

Ask students to complete the exam task in Ex 2 and record their interaction with a partner before completing Exs 1–2. Following Ex 2, ask students to do the exam task again, record themselves, and then compare what they said with their earlier interaction.

- 3  S14 Ask students to listen to two candidates doing the task in Ex 2. Tell them to answer the questions and make notes of any other effective language they use when interacting with each other.

Answers

- 1 Yes, both students seek the opinions of their partner. All of the phrases from Exercise 1 are used during the conversation.
- 2 Yes, they do this throughout the conversation.

- 4  S15 Ask students to listen to the recording from Ex 3 again and make notes on the candidate's reasons for their opinions. Put students into pairs and ask them to compare their ideas from Ex 2 with the notes they have taken. Get some feedback from students.

Evaluating, referring, reassessing

Write the following exchange between two students on the board.

A: *Taking a stroll round the block when I've been studying all day is always a welcome break for me.*

B: *Are you saying that a short walk clears your head?*

A: *Yes, exactly. I return to work feeling fresh again.*

Put students into pairs and ask them to discuss exactly what is happening in this exchange. Elicit that Student B is summarising and checking understanding of Student A's opinion. Go through the TIP and establish with the class that it is important to complete their discussion rather than moving on quickly to the next point.

- 5 Explain that phrases 1–8 can be used to clarify your understanding of a partner's comment. Ask students to complete the phrases. Once finished, elicit the answers from the students and drill the phrases.

Answers

- 1 correctly ('Are you trying to say that you agree with ...' is used to check your understanding of the other speaker.)
- 2 saying ('Are you saying ...' is used to check your understanding of the other speaker.)
- 3 understood ('Just to make sure I've fully understood what you've said' is used to check your understanding of the other speaker.)
- 4 by ('So by saying that, do you mean ...' is used to check your understanding of the other speaker.)
- 5 thinking ('And thinking about what you said about ...' is used to check your understanding of the other speaker or add information to their point.)
- 6 trying ('Are you trying to say that you agree with ...' is used to check your understanding of the other speaker.)
- 7 said ('When you said that you think ...' is used to check your understanding of the other speaker, add information or agree/disagree with the other speaker.)
- 8 clarifying ('Would you mind just clarifying the point you made about ...' is used to ask the other speaker to clarify what they meant.)

SPEAKING – Part 3 Collaborative task

Agreeing and disagreeing

Draw a line on the board with the words *strongest* and *weakest* at each end. Read the following sentences to the students and ask them to put the phrases of agreement or disagreement on the line (*strongest agreement to weakest: C, A, B*).

- A** *I see what you mean there, but I think we need to consider that this might not be the most effective choice.*
B *You make a good point, but this would be the last activity I'd choose.*
C *You took the words right out of my mouth.*

Focus students on the TIP and reinforce the message that their ability to show accurate, appropriate and varied use of language is more important in the task than the content of their opinions.

- 6** As with the example above, ask students to rank the three options from the strongest (1) to the weakest (3) in agreement. Students should then check their answers in pairs. Write the answers on the board. Elicit other expressions of agreement and disagreement they may know.

Answers

- 1** A: weak disagreement but with an acknowledgement of importance;
B: strong disagreement;
C: weak disagreement
1: B, 2: A, 3: C
2 A: strong agreement;
B: weak agreement;
C: moderate agreement;
1: A, 2: C, 3: B
3 A: neutral;
B: moderate disagreement;
C: strong disagreement
1: C, 2: B, 3: A
4 A: strong agreement;
B: moderate agreement;
C: weak agreement
1: A, 2: B, 3: C
5 A: moderate disagreement;
B: strong disagreement;
C: weak disagreement
1: B, 2: A, 3: C

Extra

Put students into pairs. Ask them to read statements 1–5 from Ex 6 and discuss if they agree or disagree. Remind students that it is important to listen carefully to each other and respond to their partner's opinions before giving their own. Tell students to use some of the phrases for summarising and checking from Ex 5 in their responses to their partner's comments. Monitor closely and get some feedback after the activity.

Negotiating towards a decision

Explain to students that the second part of this exam task usually requires decision making. However, it isn't always necessary to fully reach an agreement (refer to the TIP). Elicit that there are two stages of making a decision: negotiating and then reaching an agreement; or negotiating and being unable to reach an agreement.

- 7** Ask students to close their books. Write the three headings on the board. Put students into small groups and ask them to think of any phrases they could use in these contexts. Get some ideas from the class and then ask students to open their books. In the same groups, ask students to match the half sentences. Check the answers as a class.

Answers

Negotiating towards a decision:

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

Reaching agreement on a decision:

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

Expressing inability to reach a decision:

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

- 8**  **S16** Ask students to complete the conversations with phrases from Ex 7. Play the recording to check answers.

Answers

- 1** you think this one's the most important; both of the opinion that
2 rule out this one as being; think we're ever going to agree about
3 you telling me that this is the most important one; decided on problem-solving as being
4 we choose a different one then, if we don't agree on; just have to agree to disagree about

EXAM TASK

Exam Trainer p101

- S17** Put students into pairs and ask them to listen and complete the Exam task. If possible, get students to record themselves doing the task. Monitor closely in order to give some effective language and task feedback.

Guidance for marking Speaking Part 3 can be found in the Speaking success criteria in the Digital resources.

Example answer

Examiner: Now, talk to each other about how much these events might affect people's lives.

Student A: OK, well I'd say that all of the events might have a big effect, but let's start with becoming famous, shall we?

Student B: Sounds good to me ... Well, I've heard people say that you have no idea how much being famous changes your life until it actually happens.

Student A: Yes, I've heard that too.

Student B: I guess it has an impact on your whole life. You can't do lots of the normal, everyday things that people do, like going shopping or going out for a meal.

Student A: Yes, I definitely go along with what you say. It must be so difficult when people come up to you all the time when you're just out and about. It'd be quite nice to begin with, but it must become annoying really quickly – you'd have no private life at all unless you just stayed at home. So how do you feel about passing your driving test?

SPEAKING – Part 3 Collaborative task

Student B: I think that has a big effect, but maybe not as much as some of the others. It gives you more freedom if you can get your own car and just go off in it when you want.

Student A: I hear what you're saying, and I agree that it's definitely not as significant as becoming famous, but I think most people love the independence that being able to drive gives them.

Student B: Hmm, I guess so. What about receiving a lot of money, then? What are your thoughts about that?

Student A: I think it must have quite a big effect, but how much probably depends on the amount of money you receive. If it's a few thousand pounds, then it's quite a lot of money but it won't have a huge long-term effect.

Student B: That's really true, but if it was millions, then you'd be able to pretty much do what you want. You could buy what you wanted, go where you wanted. The freedom it would give you would be incredible. You wouldn't have to work or anything.

Student A: Absolutely! So what are your opinions about starting your first job then?

Student B: I think it's a big event in anyone's life. It's the first time you're earning and really being part of the adult world, in a way.

Student A: Are you saying that you think it'll have a bigger effect than something like being famous then?

Student B: I wouldn't say that, but you're only ever going to start your first job once so it's still really important. Being famous will bring lots of negative changes as well as the positive, but I can't think of many negative ones for starting your first job.

Student A: I suppose you lose the freedom to do what you want when you want, which you have much more of when you're not working.

Student B: True. What about moving abroad, then?

Student A: I suppose it has a massive effect if you go somewhere really different. Wouldn't you agree that if the country you move to is pretty similar to your own country, then it's probably not going to feel that important?

Student B: Yes, totally. But if it's like nothing you've experienced before, then it will have a big effect on you. I suppose you get less of an effect the longer you stay there, too. It probably has more impact when you first go abroad.

Examiner: Thank you. Now you have about a minute to decide which of these things has the most significant effect on people's lives.

Student A: I think I'd definitely rule out passing your driving test.

Student B: I'd go along with that. I'd also argue that, unless your first job happens to be as something like a professional footballer, starting your first job isn't the most significant either.

Student A: Whereas becoming famous probably is. In fact, what you said might be the best way for us to consider each one.

Student B: I'm not sure exactly what you mean ...

Student A: Well, it's not just the immediate effects that we have to think about, but how long-term they are too. Starting your first job, for example, might have a really big effect at the time, but that doesn't last forever.

Student B: No. Maybe a few months, but then you get used to it.

Student A: Exactly! So I'm definitely of the opinion that becoming famous would have the biggest impact. It'd affect every area of your life, some positively, some negatively, and it's not as though people suddenly become *not* famous, is it?

Student B: And a lot of the changes are very profound, like not being able to do a lot of the things that we take for granted because you'd be recognised.

Student A: There are some positive aspects too, of course, like having your talent or work recognised, whatever that is, and possibly having lots of money. Yes, it's got to be becoming famous.

Cooler

Ask students to think about some of the biggest life-changing events in their own lives. Elicit some phrases of agreement/disagreement and some phrases to summarise and check a partner's opinion. Write these on the board. Put students into small groups to discuss the life-changing events and to use the phrases written on the board when interacting with each other. Encourage students to ask further questions and relate the other students' experiences to their own.

Extra practice

For further practice, complete Speaking Part 3 of the Practice exam paper on p127 of the Exam Trainer.

EXAM PART OVERVIEW

TEST Practice task

- SPEAKING – Part 4 Discussion
- How did you do?
- Topic: Skills for the workplace

TEACH Strategies and skills

- Justifying your opinions
- Developing a discussion

TEST Exam task

- SPEAKING – Part 4 Discussion
- Topic: Choices of where to live

Extra resources

Digital resources

- Exam Trainer presentation tool pp102-105
- Video: About C1 Advanced: Speaking Part 4
- Video: C1 Advanced Speaking Test 1, Part 4
- Video: C1 Advanced Speaking Test 1, Summary
- Video: C1 Advanced Speaking Test 2, Part 4
- Video: C1 Advanced Speaking Test 2, Summary
- Pearson Practice English App – *Formula C1 Advanced*
- Speaking success criteria

DYSLEXIA FOCUS

Organising their ideas on the spot while speaking can be challenging for students. The fact that Part 3 prepares the topic for Part 4 is a positive note. However, if students find the exam task challenging, it might be a good idea to let them see the questions beforehand to prepare.

BEFORE YOU START

Read through the Exam part overview box above and the About the task section on page 102 of the Exam Trainer before starting the lesson. These will provide you with important information specific to this exam part, including its structure, what it tests, and the strategies and skills required to complete it successfully.

Warmer

Skills in the workplace

Elicit some of the skills that are important for the workplace and create a list on the board. You could feed in such ideas as *teamwork, problem-solving, organisation, verbal communication, creativity*. Write the following question on the board: *How important are these skills in the workplace?* Put students into pairs. Ask them to talk for two minutes about some of the ideas on the board and answer the question. After two minutes, stop the students and give them one minute to answer this question: *Which of the skills discussed is the most important?*

ABOUT THE TASK Exam Trainer p102

Tell students they are going to read about Speaking Part 4 of the Cambridge C1 Advanced exam. Give students one minute to read the About the task section at the top of page 102 and highlight the most important information. After one minute, tell students to close their books and answer the following questions in pairs before feeding back to the whole class.

- 1 *Do you speak on your own or with a partner in this part?* (You may be asked an individual question or asked to talk together. Even if your partner is asked an individual question, you can give your opinion after your partner has answered.)
- 2 *How many questions are you asked?* (There isn't a set number of questions.)
- 3 *What are the questions about?* (The topic is related to Speaking – Part 3 Collaborative task.)
- 4 *How long does this part last?* (around five minutes)

Practice task Exam Trainer p102

1 S18 Remind students that, in the warmer, they discussed skills that are important in the workplace. Explain that this Practice task is different from the real exam in that usually they would answer the questions in a discussion with a partner. Ask students to listen, read and answer the questions at home under exam conditions (without notes) and record themselves if possible. Before setting the task for homework, give students some time in the lesson to think about how they would answer the questions and make notes. Ask students to bring their recordings to the next class.

How did you do?

- 2 S19 Play the recording and ask students to take notes on the example candidates' answers. Once finished, put students into pairs and ask them to compare the notes from the listening to their ideas in Ex 1, which they did at home.
- 3 S20 Ask students to read the questions and explain that supporting ideas and agreeing/disagreeing with a partner in this part of the exam is good practice. Play the recording for question 1 and ask students to answer the questions. Get some feedback from the class.

Answers

- 1 Yes (e.g. Student A gives the example of someone being naturally good at being organised if both their parents are. Student B gives the example of someone who's naturally better at workplace presentations.)
- 2 They agree with each other. (Student B says that he was going to say something similar to Student A, and adds an example to support his agreement.)

SPEAKING – Part 4 Discussion

4  **S21** Elicit from the students if they can remember some of the comments made by the candidates in the recording from Ex 2 for question 2 and how their answers compared to their own. Play the recording again and ask students to tick the comments. Write the answers on the board.

Answers

- 1 is made (Student A mentions this: 'I think schools have a much more academic focus than a vocational one'.)
- 2 is not made (Student B says she can't think of any jobs she was ready to start when she left school.)
- 3 is made (Student A says schools provide skills needed for many jobs, such as reading, writing and working closely with other people.)

5  **S22** Ask students to read the questions and decide if they think they should do these things in this exam part or not. Play the recording again and ask if the students do these things.

Answers

- 1 Yes (Student A says 'What about you?')
- 2 Yes (Both students give their opinions about whether knowledge and qualifications or experience are more important.)
- 3 Yes (For example, Student A says 'someone who has a lot of experience at doing a job is always going to be better at it than someone who doesn't'; Student B says 'if you're studying, you're developing your knowledge but you might also get quite a lot of experience of some tasks and skills')

6 Explain to students that, as this is a discussion, it is important to comment on and respond appropriately to what their partner says. This includes referring to their ideas, agreeing and disagreeing. Put students into pairs and ask them to think of any phrases they already know to express functions 1–3. Get some feedback and then ask them to read the students' answer to highlight any phrases used by the candidates in the recording.

Answers

- 1 'That's a really good idea, actually.'
- 2 'I'd go along with you'
- 3 'I'm not so sure, you know'

7 Tell students to read the students' answer in Ex 6 again and answer the questions. During feedback, elicit from the students what they have learnt about this exam part. (Examples may be: *support ideas with examples and reasons; ask for each other's opinions; use language of agreement/disagreement; refer to and develop what your partner says.*)

Answers

- 1 The employer benefits most so they should pay.
- 2 She disagrees.
- 3 An employer spends a lot on training and the employee then gets another job.
- 4 The employee has to pay the cost of their training back if they leave within a certain time.
- 5 She thinks it's a good idea.

Extra

Put students into pairs and ask them to discuss the questions from Ex 1, using some of the strategies introduced so far. Monitor closely and give some feedback.

Strategies and skills Exam Trainer p103

Justifying your opinions

Read through the introductory paragraph with students and then say this example statement: *Offering more vocational programmes at school is really important.* Elicit from students that this is an opinion, but there is no attempt to justify it with an example or reason.

1 Go through the TIP with the class. Put students into pairs. Ask them to read the opinions without the reasons first and predict what these could be. Once finished, tell students to match the opinions to the reasons below. Elicit the answers and ask if they are similar to their predictions.

Answers

- 1 e (The list of benefits all match with tourism in a city.)
- 2 h (The reason matches with individuals and the environment.)
- 3 a (The reason matches with whose responsibility it is and skills people need in the home.)
- 4 b (The reason gives a disadvantage of working from home.)
- 5 g (The reason matches the topic of asking people for advice before making a big decision.)
- 6 d (The reason matches with communicating face to face.)
- 7 f (The reason matches with how a room is decorated.)
- 8 c (The reason matches with friendship and honesty.)

Alternative

Do not give students the reasons for the opinions. Put students into pairs and ask them to write their own. Following this, tell them to share their reasons with another pair, who should then try to match the reasons to the opinions from Ex 1.

2 Explain that when expanding upon answers with reasons, etc., it's a good idea to use linkers to sound more cohesive. Ask students to read the sentences and fill the gaps with the correct linker (A–C). During feedback, write the linkers on the board and highlight the dependent prepositions required where necessary.

Answers

- 1 A ('on top of that' is another way of saying 'also'.)
- 2 C ('as well as this' allows you to add another reason.)
- 3 B ('plus' lets you add a second reason.)
- 4 C ('In addition to that' is used to add an extra reason.)

SPEAKING – Part 4 Discussion

3 Explain to students that another way of justifying opinions is by giving an example. Ask students to read the sentences and highlight the opinion. Then, tell them to complete the gaps with a word/phrase from the box in order to introduce an example. Write the answers on the board. Then go through the TIP as a class to remind them of the need to give examples.

Answers

- 1 instance ('For instance' is used in the same way as 'for example'.)
- 2 an example ('To give you an example' is used as a way of introducing an example.)
- 3 common knowledge ('It's common knowledge' is used to introduce an example that's generally thought to be true.)
- 4 only have to ('You only have to ...' is used to introduce an example that supports an opinion.)
- 5 Doing so ('Doing so' allows you to introduce an example of a previously mentioned action.)
- 6 Amongst other things ('Amongst other things' tells the listener that this is one example out of many.)

4 Put students into pairs and ask them to read the statements. Tell students to discuss their opinions and give reasons/examples for these using the phrases from Ex 3. Encourage students to respond effectively to each other's opinions, too. Monitor closely in order to provide effective feedback.

Possible answers

- 1 Amongst other things, they read an awful lot of information on social media, for example posts by friends, news feeds, and so on.
- 2 It's common knowledge that each newspaper has a different political point of view, so they will write stories which match with that.
- 3 You only have to go to any large town or city to see how many shops there still are and how many people there are using them. Business might be more difficult with the internet, but it's not impossible.
- 4 Doing so will improve employees' motivation at work and their loyalty to the organisation.
- 5 For instance, there could be more serious documentaries and discussion programmes and maybe fewer shows about cooking, which are all very similar.
- 6 To give you an example, people generally feel good about themselves if they help an older person carry something, so it improves your self-esteem.

Alternative

This speaking exercise could be done as a class mingle. Put the statements one-by-one onto the board and ask students to mingle and talk to their classmates, using the phrases from Ex 3. When you say 'stop', ask students to change partners and then show the next statement. Following the exercise, put students into small groups and ask them to discuss who in the class has the most similar/opposing views to themselves.

5  **S23** Go through the TIP with the class. Explain to students that they can support their opinions by giving personal examples, which don't necessarily need to be true. Play the recording and tell students to tick the phrases they hear. During feedback, drill these as a model for pronunciation.

Answers

The following should be ticked:

I have a friend who ...; To give you an example from my own experience ...; What really helped me to do this was ...

6 Elicit which of the phrases from Ex 5 were not used and write these on the board. Put students into pairs and ask them to discuss the questions, using the phrases on the board to give personal examples. Monitor and take notes for feedback.

Possible answers

- 1 I don't agree with that at all. Speaking for myself, I spent four years after school studying hard to get an accountancy qualification, so I don't think it'd be fair if I was then paid the same as someone who has gone straight into a job that doesn't require specialist training and skills.
- 2 I think it's very important indeed. On one occasion, I remember not doing this at all. It was just before I had several important exams. I assumed I had enough time to study for them all but didn't really plan anything, and realised at the last minute that I didn't have enough time to properly prepare. I've never made the same mistake since.
- 3 I think so, yes. In fact, I have some experience of that myself, actually. When I left university, I got a job with a small local firm but there wasn't really much chance to progress. I soon left and started working for a big IT company which has loads of opportunities for promotion or specialisation in certain areas.

Developing a discussion

Focus students' attention on the fact that this exam part is named *Discussion*, meaning that it's crucial they interact with each other naturally and show they are listening carefully to their partner's responses. Explain that one way of doing this is to expand upon their partner's comments.

7 Ask students to read the phrases in the box and complete the sentences. Students should check answers in pairs before you write them on the board. Following this, ask students to read the sentences again and tell them to categorise the phrases by their function. For example, some of the phrases can be used to add to a point, others to agree/disagree, etc.

Answers

- | | |
|---------------------------|---------------------------|
| 1 add something to | 2 make a point |
| 3 interesting argument | 4 hear what you're saying |
| 5 also say is | 6 in addition to |
| 7 one point you mentioned | 8 apart from what you |
| 9 the complete opposite | 10 you a question about |

8 Ask students what they would do if they were asked a question that they don't have much of an opinion on. Go through the TIP with the class. Ask students to read the questions and make notes on their ideas. Put students into pairs to compare notes.

Extra

Ask students to read the questions in Ex 8 and make notes on their ideas. Put students into pairs and ask them to take turns to give their opinions. Tell students that they should respond appropriately to each other, developing and adding to their partner's responses. Monitor and give the class feedback on language and content.

- 9** Ask students to read ideas a–j and match them to the questions in Ex 8. Put students into pairs to check answers and compare the ideas to their own.

Answers

- a 3 (Showing adverts is a way of encouraging people to do something.)
- b 5 ('Forgetting their political differences' relates to countries working closely together.)
- c 1 ('Pollution' relates to vehicles; 'them' refers back to 'city centres'.)
- d 4 ('Technology already exists' relates to whether the environment can be fixed.)
- e 2 ('anxious' connects to whether people should worry.)
- f 4 ('any problem can be solved' links to whether the environment can be fixed.)
- g 3 (Making something cheaper is a way of encouraging people to do it.)
- h 1 (This relates to city centres.)
- i 2 ('their concerns' connects to whether people should worry.)
- j 5 ('If they don't' refers back to countries working closely together.)

- 10** **S24** Play the recording and tell students to tick any of the ideas from Ex 9 that the speakers mention. During feedback, elicit whether they think the responses are effective or not (and why).

Answers

- 1 h, c 2 e, i 3 g, a 4 f, d 5 b, j

- 11** **S25** Ask students if they noticed the speakers using any of the phrases from Ex 7. Elicit some of these. Play the recording again and ask students to tick the phrases used. Write the answers on the board.

Answers

- 1 I hear what you're saying but I'm not sure I totally agree with you.
- 2 What I'd also say is that
- 3 Is it OK if I make a point about that, too?
- 4 If I could, I'd really like to add something to what you've said.
- 5 And in addition to the ideas you mentioned, I'd also say that

Extra

Put students into pairs and ask them to take turns to read their ideas from Ex 8 aloud to each other. Tell students to respond to the ideas appropriately by using one of the phrases from Ex 7.

EXAM TASK

Exam Trainer p105

- S26** Put students into pairs and ask them to listen and discuss the questions with a partner. If possible, get students to record themselves doing the task.

Guidance for marking Speaking Part 4 can be found in the Speaking success criteria in the Digital resources.

Example answer

Examiner: Given the choice of living anywhere in the world, which country or region would attract you the most?

Student A: I think I'd choose a big city in an English-speaking country – somewhere like Melbourne in Australia. I've heard that it's a really cosmopolitan place, so there's lots going on there and it'd be relatively easy to find work. The climate in that part of Australia's pretty good too, I believe. What about you? Where would you choose?

Student B: I'm not a big city person like you, but I'd definitely want to spend time in a place where English is the first language. I've often wondered about California in the USA. I have a friend who went there and loved it, not to the big cities like Los Angeles and San Francisco, but to the north of the state. There aren't many people there so I think I'd really like it.

Examiner: Some people choose to live in many different places throughout their lives. Do you think this is a good idea?

Student B: In some ways I suppose it is. I mean, it's a great idea to go somewhere new every couple of years as it'd stop life from getting boring, but more often than that and I think it'd be really disruptive. As soon as you'd settled in somewhere, it'd be time to move somewhere new.

Student A: What I'd also say is that it really depends on the type of person you are. Some people like nothing better than living in the same place all their lives, but others never feel settled anywhere so move from place to place very often – it just comes naturally to them.

Student B: I agree, and if I could just add something to what you've said ... It's not that one is better than the other. It's just that each one suits different people.

Examiner: Which has a greater influence on someone's life, the home that they live in or the town or city where they live?

Student A: I think the home probably has more of an influence. You spend so much more time there than you do out and about in town, so if you've got an apartment or house that's really spacious and comfortable, that'll have much more of an influence on your life than how nice the city you live in is.

SPEAKING – Part 4 Discussion

Student B: I'd go along with the point you made and also say that when I went to college, I lived with some friends in this horrible house and I just wasn't happy there. I loved the people I lived with, I really liked the city, but it wasn't enough. As soon as I'd moved to a different house, I was happy again, so I think that's a really clear example of the point we're both making.

Student A: Exactly!

Examiner: Some people say that the weather in an area influences the character of the people living there. What's your opinion on this?

Student B: I think it definitely has an influence but it's not the only thing that does. In my opinion, the weather changes the way you live your life so, for example, if you live somewhere that's really cold and dark in winter, you're perhaps going to spend a lot of time in your own home and perhaps have fewer chances to socialise. But I think personality is more powerful than this – if you're a sociable person, you're going to find chances to meet and be with people wherever you live.

Student A: I think you're right, and in addition to what you said, I'd say that people are naturally social, perhaps to a greater or lesser extent depending on the individual, so they'll find opportunities to be sociable regardless of the climate. The context might change – indoors or outdoors – but people the world over love spending time with others.

Examiner: Some people say that almost everyone will live in cities in the future. Do you agree?

Student A: I'm not sure I do, actually. I think there'll be more and more migration to cities, but I still think a significant proportion of the population will live in rural areas. Lots of people prefer living in these quieter regions, and even if a greater percentage of jobs are based in the city, it's totally possible to commute from a town or village into a city to work.

Student B: I agree, and what I'd add to that is that I predict that working from home will become increasingly common, so should the vast majority of jobs be based in cities in the future, because they're the natural places for many companies to be, thanks to modern technology many workers won't actually have to be physically present at the company buildings in order to carry out their duties.

Examiner: Some people say that living in the countryside is better suited to older people. What's your view on this?

Student B: No, I don't agree with this at all. I think it depends on your character far more than how old you are. Speaking for myself, although I live in a city now because I'm studying here, I'd much rather be out in the countryside, away from the crowds of people.

Student A: I'm sorry, but my opinion is more or less the opposite of what you said. I find spending any time at all in the countryside really boring and can't wait to get back to the city when I'm there.

Student B: But what I was saying is that that's because of the kind of person you are, not because of your age. I'm more or less as old as you are, but there's nothing I like more than spending a weekend or a whole holiday in the countryside.

Student A: Hmm, I guess you're right – it's more to do with personality than age.

Cooler

Ask students to recall some of the functional language they may need to use in this exam part under these headings: *giving examples*, *adding reason(s)*, *adding ideas to a partner's response*. Write some of their ideas on the board and drill the pronunciation with the students. Elicit how words are linked together using connected speech to focus students' attention on using the phrases naturally.

Extra practice

For further practice, complete Speaking Part 4 of the Practice exam paper on p127 of the Exam Trainer.

PRACTICE EXAM

Reading and Use of English

Part 1

- 0 C ('predominantly' has a similar meaning here to 'mainly')
- 1 B (If you can find a large amount of something in a place, you can say there is a 'concentration' of that thing.)
- 2 D ('constitute' has a similar meaning here to 'make up')
- 3 A (If something is 'resident' in a place, it means it lives there.)
- 4 D ('bear a resemblance' has a similar meaning to 'look like')
- 5 C ('in the form of' is used here to specify what kind of nutrients the algae provide)
- 6 A (We use 'in return' to say what one thing or person gives back to another after receiving something.)
- 7 B (If something is 'under threat', it means it is in danger.)
- 8 A (To 'meet a requirement' means to provide something that is needed.)

Part 2

- 0 to (The phrasal verb 'amount to' is used to say how much something happens.)
- 9 use (The phrasal verb, 'make use of', means to use something for a particular purpose.)
- 10 far ('far' is used here to give the impression of it being a long time ago)
- 11 which ('which' is being used as a relative pronoun to refer back to the materials.)
- 12 a (You need the indefinite article, 'a', before 'thrill' here.)
- 13 how ('how' is used here to express the degree to which something happens.)
- 14 on (The verb 'thrive' is usually followed by the preposition 'on'.)
- 15 but (The phrase 'not only ... but also' is used to give two facts, reasons, etc.)
- 16 Whether ('whether or not' is used to express a choice between two possibilities.)

Part 3

- 0 typically (We use 'typically' to say that this is what usually happens.)
- 17 combination (A 'combination' is a mixture of two or more things.)
- 18 considerably (We use the adverb 'considerably' to mean a 'lot'.)
- 19 exposure ('exposure' is the noun of the verb 'expose', meaning that something comes into contact with something else)
- 20 impossibility ('impossibility' is the negative noun formed from the adjective 'possible')
- 21 exceedingly (We use the adverb 'exceedingly' to mean 'very' or 'extremely'.)
- 22 consequence (A 'consequence' is something that happens as a result of something else.)
- 23 pressure (If something is 'under pressure', it is pressed or squashed by something.)
- 24 harden ('harden' is the verb made from the adjective 'hard')

Part 4

- 0 makes no difference (to me) (If something 'makes no difference', it means it has no effect on something or someone.)
- 25 in spite of | being / feeling (You use a verb with -ing after 'in spite of'.)
- 26 haven't (got) / don't have a / have no | clue (as to) why (If you 'haven't got a clue', it means you can't understand something – it's a mystery to you.)
- 27 customer / customers' satisfaction | was at an ('customer satisfaction' is a common collocation in English; 'satisfaction' is the noun, 'satisfied' is the adjective.)
- 28 giving / lending me | a hand (with) lifting (If you 'give someone a hand' with something, you help them.)
- 29 would/'d do whatever she could / whatever it took (If you 'do whatever it takes', you try your very best to do something.)
- 30 have had | nothing to do with (If you 'have nothing to do with' something, it means you weren't involved at all.)

Part 5

- 31 B (Young storks fly back to Africa rather than copying their parents by staying in Spain.)
- 32 A (The reviewer says there's a 'profuse ... cast' of birds (many species) in the book.)
- 33 D (The reviewer is impressed by both Rose's knowledge of birds and his use of his classical music skills to bring their calls to life.)
- 34 C (It's used to highlight the fact that the descriptions are complicated and that a reader may need time in order to understand it ('take that in'.))
- 35 D (The reviewer suggests that Rose's ideas on grouse shooting are fixed and don't take important scientific evidence into account.)
- 36 B (It's the European politicians who can bring about change by rejecting current agricultural policy and allowing their countries to thrive as a result.)

Part 6

- 37 D (Morio Furukawa says that homeschooled children are almost as grown-up as their peers who go to school, whereas the other three experts say homeschooled children are more mature.)
- 38 B (Morio Furukawa and Virat Bhalla both think that homeschooled children have lower educational attainment than those in state schools, whereas the other two experts feel that their attainment is higher.)
- 39 D (Morio Furukawa thinks there should be no monitoring of homeschooled children or their parents, whereas the other experts think monitoring is necessary.)
- 40 C (Both Virat Bhalla and Elena Collias think that parents who are considered incapable of teaching their children properly should be prevented from homeschooling them. The other two experts think that all parents can become adequate teachers with sufficient support and training.)

PRACTICE EXAM

Part 7

- 41 F (The 'treasures' mentioned at the beginning of F refer back to the masterpieces, boutiques and piazza mentioned at the end of the preceding paragraph.)
- 42 D ('the latter' at the beginning of D refers back to 'proliferation' at the end of the preceding paragraph. Also, 'both countries' mentioned after the gap refer back to Italy and Britain.)
- 43 B ('this kind of spread' refers back to the different sizes of city mentioned in the previous paragraph. Also, 'And perhaps they would be wrong' at the beginning of the paragraph after the gap refers back to the final sentence of B.)
- 44 G ('They' referred to at the beginning of G are the people who have talent, mentioned just before the gap.)
- 45 A ('it' in the first sentence of A refers back to the 'select club' at the end of the previous paragraph. Also, 'they' at the beginning of the paragraph after the gap refers back to 'government ministers' mentioned in A.)
- 46 C ('a megacity of this size' refers back to the city on 'a monstrous scale' at the end of the previous paragraph.)

Part 8

- 47 C (The final two sentences of paragraph C explain why a combination of oxygen and methane can be a possible indication of life on a planet.)
- 48 A (Paragraph A explains that in only 30 years, we've not only shown that there are other planets but have also found over 4,000 of them.)
- 49 D (Paragraph D states that, 'Even with at least 40 billion other possible Earths in our galaxy, the likelihood of finding life is small.')
- 50 B (Paragraph B compares Earth and Venus to show how different planets' fingerprints can reveal important information about them.)
- 51 A (Paragraph A describes how Voyager took the first and only family portrait of our solar system, including the Sun and six planets.)
- 52 C (Paragraph C says that current technology can only find the largest and hottest planets in other solar systems.)
- 53 D (Paragraph D explains how observing a range of stars has helped identify important information about them which tells us about our Sun, and suggests we do the same with planets.)
- 54 B (Paragraph B explains what a fingerprint of a planet is and what scientists can learn from it.)
- 55 B (Paragraph B defines the 'habitable' or 'Goldilocks' zone, which is neither too cold or too hot for liquid water to exist.)
- 56 A (Paragraph A makes the hypothetical estimate of 200 billion planets existing in the Milky Way to support the point that our solar system is 'far from exceptional'.)

Writing

Part 1

Essay

Example answer

Boosting interest in the arts

Many people think that a thriving arts sector is one of the best indicators of a healthy and happy country. Having access to music, art, theatre and cinema gives people the cultural stimulation they need to be contented citizens. Boosting interest in the arts should therefore be a priority. There is much debate, however, about the best way of achieving this. The means of boosting interest in the arts that the majority of people turn to is to increase government funding. Those in favour of doing so argue that the arts are a great investment because people are more productive workers if they access them in their leisure time. Those against raising government funding generally claim that there are far more important things to spend the money on, such as hospitals and reasonably priced housing.

A second way of increasing interest in the arts is to allow students increased access to arts subjects at school. In general, arts subjects are dropped quite early in a young person's academic career. A change to the national school curriculum to ensure that drama, music and art remains in students' timetables until they leave school would mean, some say, that all young people would develop a genuine, deeply held interest in the arts.

In my view, the latter approach would have minimal effect. If students do not like art or drama, they cannot be forced to have lessons in them for their entire school career. Increased government funding, on the other hand, has been shown to allow the arts scene to thrive, so this would be by far the best approach.

Part 2

Report

Example answer

Introduction

The aim of this report is to give an overview of the recent talk at the college given by the famous singer Marcela Sassoon, who was once a student here. It will also recommend other speakers who could be invited to give future talks.

Marcela Sassoon's talk

Ms Sassoon's talk was delivered to the whole school. The main part focused on the period of her career that took her from being a music student at the college to becoming a professional singer. She explained in detail how the work she did on her music course enabled her to develop her knowledge of music in general and her singing skills in particular. Ms Sassoon also gave a brief account of what life is like for her now as a world-famous singing star.

Because the majority of Ms Sassoon's talk concentrated on the importance of college education for successful transition from education into a professional career, it was extremely useful for students. Some may think that what they are studying now will not really be of great use in their working lives, but Ms Sassoon clearly demonstrated this to be untrue. The enthusiastic applause at the end of her talk proved how much students had appreciated her visit.

PRACTICE EXAM

Recommendations for future speakers

Future speakers need not be limited to former students, although this added an interesting angle to Ms Sassoon's talk. I would suggest that speakers be sought from other vocational areas, such as successful scientists, sports stars, chefs and businesspeople, in order to give a good balance of interest for students across the college.

Review

Example answer

I've recently downloaded a music streaming app called Applause and I wanted to share my experiences of using it with you.

I'd grown a bit fed up of my old app, CreativeTune, as the bank of songs on offer in the library seemed relatively small, and I almost never liked the recommendations it came up with for me based on my listening habits.

Although it has its faults, Applause has none of the issues that motivated me to look for a new streaming app in the first place. The song library is huge! 35 million songs and going up all the time, and your monthly fee allows you instant access to every one of these. You can also upload your own tracks, if they don't happen to already be on there, and listen to them too. Applause comes with thousands of playlists that you can stream, too. I've tried several of these based on the genres of music I'm really into, and they've generally been good apart from the odd bad song, which is kind of inevitable.

As my parents and siblings are all into music too, we got a family plan, which gives access to Applause for up to six people. It's amazing value at only \$15 per month. If you're doing it individually, however, you might find it expensive compared to other streaming apps – one of the very few drawbacks I've found so far.

I'd recommend the app to anyone who loves music, especially if, like me, you've got broad musical tastes and want access to a wide range of music. Five stars, without a doubt!

Proposal

Example answer

Introduction

The aim of this proposal is to suggest a usage for the piece of land next to the company buildings, and to urge senior management to retain the land for this purpose rather than selling it.

The proposed usage

The land in question is currently covered with wild plants, bushes and small trees. Staff are not allowed access to it as there is a high fence around it and the gate is permanently locked. Litter has blown into the area, making it look unattractive and potentially affecting the company's public image.

With minimal expenditure and effort, the land could readily be converted into a garden and outdoor rest and recreation area for staff. With the addition of seating and picnic tables, this could become an ideal location for staff to spend their breaks.

Converting the land

Much of the area already has stone pavements, which would make perfect seating areas. Most of the vegetation would need to be removed and replaced with flowers. Some of the bushes and all of the trees could remain, and the litter would need to be cleared up. Little more would be required, apart from adding outdoor furniture as described.

Benefits to staff

Currently, there is only one staff kitchen, which has a small seating area. This is usually overcrowded at breaktimes and is an unpleasant place to eat. Having external space would enhance the staff breaktime experience, increase morale and build relationships within the staff team. As all of these benefits lead to greater productivity and staff contentment, I would strongly urge management to consider this proposal.

Listening

Part 1

- 1 B (The woman says that there's the occasional advert that she finds as enjoyable as the programme, but the man says that he's yet to see one that makes him feel that way.)
- 2 A (The woman says that it puts toy manufacturers at a bit of disadvantage, because no other sector is prevented from showing adverts to its target market.)
- 3 B (The man says that many theatres have started exclusively staging pieces created by someone audiences will have heard of.)
- 4 A (The woman suggests the man is greatly exaggerating how many theatres are only putting on plays by well-known writers, claiming that it is nowhere near as widespread as he's claiming.)
- 5 A (The woman says that she's not completely sure how many more winters she can stand on the houseboat as it's so cold.)
- 6 B (The man tells the story to suggest that even if she decides to leave her houseboat, deciding to live there in the first place was not a mistake.)

Part 2

- 7 Denmark (The member of the research team who assembled the team and sorted out the financing and the boat (i.e. organised the trip) was from Denmark.)
- 8 filming underwater (Sandra says the organisers were keen to take people who had done lots of filming underwater, which is why she was chosen.)
- 9 washing machine (Sandra compares being on the boat in a storm to being in a washing machine.)
- 10 migration (They hoped to learn more about Greenland sharks' lifespan, but the primary aim of the project was to find out more about their migration.)
- 11 slow heart rate (A colleague tells Sandra this, and she shares what she already knew about the sharks' poor eyesight.)
- 12 polar bears (Sandra expresses surprise that the sharks target polar bears: 'I'd never have considered polar bears to be something that they would target'.)
- 13 aggression (Sandra was expecting them to lack energy, but they didn't. They did, however, lack any sort of aggression.)
- 14 (certain) human illnesses (A previous research project helped with studies on climate change, but this one may help with research into human disease.)

PRACTICE EXAM

Part 3

- 15 B (Karen says that she was a bit taken aback by a few of her colleagues' comments, as they appeared to suggest that her central argument was flawed.)
- 16 A (Ian says that it's the rapid pace of the implementation he'd question about Karen's article, and uses the example of sport to support his argument.)
- 17 A (Ian says that the figures in the press only actually tell us one small part of the overall picture, so the situation is actually more complex than the statistics suggest.)
- 18 D (Karen says that electric motors have been successfully introduced into cars and trains to help the environment, but will never be sufficiently powerful to lift something as heavy as an airliner off the ground.)
- 19 C (Ian says that those in power want to sustain economic growth in travel and tourism yet also promise huge cuts in emissions; Karen says it's hard to reconcile what governments say about both green issues and movement of people from place to place.)
- 20 A (Karen says that she uses only the carriers that offer the cheapest tickets, and Ian says that he always chooses the cheapest flights.)

Part 4

- 21 E (Speaker 1 says that she decided to use the gap year to develop her interest in music to see if she could become a professional musician.)
- 22 G (Speaker 2 says that the aim of the gap year was to decide whether to study medicine or veterinary science.)
- 23 B (Speaker 3 says she chose to do a gap year so that she could do some sports coaching.)
- 24 F (Speaker 4 says he took a gap year to get money to help pay his tuition fees and living costs.)
- 25 H (Speaker 5 says she took a gap year to develop her writing skills before starting a journalism degree.)
- 26 C (Speaker 1 says that since she realised she's not good enough to become a professional musician, she'll do everything she can to succeed in her other chosen vocation.)
- 27 B (Speaker 2 says his decisions are now being made from an adult perspective, rather than from that of a school student.)
- 28 H (Speaker 3 says that she now has more respect for the sacrifices her parents have made by working to support their family.)
- 29 A (Speaker 4 says that he's enjoying working for his uncle's company so much that he's wondering whether going to university is actually a good idea.)
- 30 G (Speaker 5 says that she's changed a lot and has become more sensible and responsible, which will serve her well at college.)

Speaking

Part 1

Example answers

Where are you from?

I'm from a small city in Poland called Opole. It's a nice place.

What do you do?

I'm a student at the moment. I'm studying in my final year of secondary school and I'm hoping to go to university next year.

How long have you been studying English?

I've been studying English for about six years now.

What do you enjoy most about learning English?

I love learning languages anyway, but what's great about learning English is that so many people speak it. So even if I go to a country where I don't speak the language, you can be fairly sure that someone will speak English.

How interested are you in finding out about the news?

I'm very interested in knowing what's going on in the world, so I tend to check the news at least twice a day. I don't bother watching it on TV or getting a newspaper – I just look at a few different news websites either on my phone or on my computer.

How important is it to you to spend time with your friends?

It's essential! I have three really close friends that I spend lots of time with each week. We do loads of stuff together – play sport, go shopping, see a film, that kind of thing. We've known each other for years so I can't imagine not being able to see them at least three or four times a week.

What do you think is the best way to keep in touch with friends?

I'm not sure if it's exactly the best way, but using social media is certainly the easiest for me. It's so easy to send off a quick message to someone and to make arrangements and things like that. There's nothing better than seeing each other face to face, of course, but for day-to-day keeping in touch, I think it's hard to beat.

Which person do you most admire?

I think I'd have to say my grandma. She's lived quite a hard life in many different ways and brought up four children while working full-time too. She's retired now but she's always there for us. I don't think I've ever seen her in a bad mood, which is amazing.

What's the most interesting place you've visited recently?

Last summer, I went to London with my parents and two brothers. My aunt, uncle and cousins live there, so we were visiting them but spent a week doing different things around the city. The first thing that hit me was how huge it was! I love the fact that it's always busy, even at night. We went to some great museums and did boat trips and that kind of thing too – it was great!

What do you remember about the primary school you went to?

The teacher I had in my final year there. She was great – so full of energy and really enthusiastic about everything she was teaching us. She used to take us on some great little trips too, and made us think about things more deeply than the other teachers there. It was the perfect way to end my time at primary school.

What would your ideal job be?

If I could choose any job, I'd definitely be a marine biologist. I love anything to do with the sea, and watch all the nature documentaries about the underwater world online and on TV. I've even learnt how to dive, so I can go and see it for myself. I'm hoping to study marine biology at university, so who knows? One day, I may even achieve my dream.

PRACTICE EXAM

Is there anything you'd change about the area where you live?

I'd like there to be more cheap or free sports facilities, especially for young people. I love playing basketball but have to travel about three kilometres from where I live to a sports centre to find somewhere indoors to play. I can play in the local park in the summer, of course, but not in the winter. It costs quite a lot to play there too, but we don't have much choice – if we don't pay, we don't play!

Part 2

Example answers

Examiner: Candidate A, it's your turn first. Look at the pictures on page 125. They show people using communication skills in their jobs. I'd like you to compare two of the pictures, and say why communication skills might be important in these jobs, and how difficult it might be to do these jobs. All right?

Candidate A: OK, well my pictures show people doing different jobs in which communication skills are really important. I'd like to talk about two of these pictures, one of a TV reporter, probably a news reporter, and the other which shows a teacher in class with some primary school children. The reporter's out in the street and seems to be talking about a problem that's happened there, whereas the teacher's inside in a classroom talking to some young students who are sitting at desks. I think in both jobs, it's really important to be able to communicate well. If the reporter can't communicate the details of the story, then the audience won't understand what's going on in the news. If the teacher's communication skills are poor, then her students won't really understand and won't learn anything. I think there's a difference in how difficult each of the jobs is, though. The TV reporter has to do her job under a lot of pressure. If she makes a mistake or doesn't explain or describe things clearly, and is reporting on live TV, then the whole country will see, so my guess is that it's a pretty stressful job, and one that it takes a certain kind of person to do well at. I'm sure that teaching's stressful too, in its own way, but if the students don't understand something because she hasn't explained it well, she can just try again in a different way until they learn what she's trying to teach them. Most of the time, there's no one else watching her, so she's under far less pressure day-to-day. I suppose that the teacher has to talk and communicate well over a much longer period of time, though, perhaps several hours a day. The reporter's story, on the other hand, might only be a few minutes long and may well be the only one she has to report on that day.

Examiner: Thank you. Candidate B, which of these jobs do you think would be the most rewarding?

Candidate B: I think being a doctor would be the most rewarding of the three jobs. As a doctor, you have to help people. A teacher also does this of course, but not in a way that makes people feel better when they've been ill, or actually saves their lives, as a doctor does. I think it's probably more stressful, but much more rewarding to be a doctor.

Examiner: Thank you. Now, Candidate B, look at your pictures on page 126. They show people learning how to do different things. I'd like you to compare two of the pictures, and say what the people might be enjoying about learning how to do these things, and which of these things might be most useful to learn. All right?

Candidate B: Well, I think I'll choose the pictures showing someone learning how to make a guitar and someone learning how to fix a car to talk about. Both of these are happening inside, one in a workshop where people make

things with wood, and the other in a garage. The main difference between the two photos is how the people are learning. The boy making the guitar seems to be doing it from some written instructions that are on the table in front of him. In the car mechanic's workshop, they're working on the engine of a car, and the young woman who's learning how to repair the car is being taught by a teacher, who's talking her through what she needs to do and is showing her with his hands at the same time. I must say that the boy making the guitar seems to be doing a really good job because the body of the guitar that he's holding looks great. He's probably looking forward to completing the next task and to having a complete guitar that he can play that he's actually made himself. The young woman is probably enjoying learning how all the bits of a car's engine work and how she can repair them – it must be satisfying to do it yourself rather than having to take it to a garage and pay for it. Unless you're thinking of becoming a professional guitar maker, I think learning how to fix a car is a lot more useful as a skill than being able to make a guitar. Not that many people actually play the guitar and they're actually quite cheap to buy. Almost every adult has a car, though, and they can be really expensive to fix, so it'd be incredibly useful to be able to do this yourself, and would save you an awful lot of money over a whole lifetime.

Examiner: Thank you. Candidate A, which of these things do you think would be the most difficult to learn?

Candidate A: Making the guitar. It must be really complicated to cut out the little holes in the body of the guitar like we can see in the picture, and the neck has to be perfectly straight otherwise you won't be able to play it properly. I think he's making an electric guitar, too, which means you also need to learn all about how to put in the wires and so on, so there are a lot of different skills involved.

Examiner: Thank you.

Part 3

Example answers

Examiner: Here are some things people do to help the environment and a question for you to discuss. First you have some time to look at the task. Now talk to each other about how useful it is for people to help the environment in these different ways.

Candidate A: OK, well I think that getting involved with a charity is definitely a good way of helping the environment.

Candidate B: Mmm, yeah, especially if you can actually do some voluntary work for them. I've seen loads of videos showing volunteers planting trees and things like that.

Candidate A: Yes, me too. And I suppose that if you don't have the time to do this, or can't do it for some other reason, then giving money to the charity will be almost as useful.

Candidate B: I agree. Choosing food carefully is a great way of helping too. You should choose things that are grown or made locally so that there isn't as much damage to the environment as transporting them hundreds or thousands of kilometres.

Candidate A: Yes, and I heard that eating less meat can really help too as less land's needed to grow fruit, vegetables and other crops than to raise animals for food ... Everyone recycles these days, don't they?

Candidate B: Yes, but I think there are lots of problems caused by recycling. Quite often, the plastic or whatever's taken to other countries to be recycled so loads of energy's used to get it there.

PRACTICE EXAM

Candidate A: Oh, I didn't realise that, so it's probably not as useful as we think then. Writing to politicians is a bit of a waste of time if you ask me. It's not that I think they don't care, it's just that they have so many letters and emails to deal with and so many other things to worry about, that it's more or less impossible.

Candidate B: I'm not convinced that's true, actually. My aunt wrote to a local politician about a factory that she thought was polluting the environment and within a month, the problem had been sorted out.

Candidate A: I don't know how often that happens, though. Anyway, using public transport instead of cars can make a massive difference and really help cut down on dangerous gases and other pollution.

Candidate B: I totally agree with you on that, and would add that cycling should be made part of any transport policy too, not just additional public transport. If far more people in cities, for example, commuted to work or school by bike, just imagine how clean the air would be.

Candidate A: And how clear the roads would be too. Where I live, every day there are queues and queues of traffic, all sitting there with their engines running, going nowhere fast.

Candidate B: That's so true!

Examiner: Thank you. Now you have about a minute to decide which two ways of helping the environment are most effective.

Candidate A: Hmm, well top of my list would be the one we've just discussed – using public transport instead of cars. It'd be amazing if overnight, the majority of the population just left their cars at home and got the bus or train instead.

Candidate B: Or their bike ... I suppose there are those who can't because there isn't any decent public transport where they live at the moment and it's too far to cycle, but I'm sure that if more people in general chose to use public transport, it'd soon improve everywhere, so I'm with you on that one ... Second for me would be the charities. I think the more people that support them financially or by volunteering, the greater the influence they can have.

Candidate A: I'm not so sure about that. I actually think that choosing food carefully might be more effective. Everyone eats, after all, so if billions of consumers switched to foods that do a minimum of harm to the environment, imagine the difference that would make.

Candidate B: Yes, I'd never thought of it like that, so I think I'll change my mind and go for the option about food too.

Candidate A: Good choice!

Examiner: Thank you.

Part 4

Example answers

Examiner: Do you think that you do enough to help the environment?

Candidate B: I do quite a lot, I think, like I cycle to college every day rather than using public transport or a car, and I always try to cut down on how much electricity and water I use – just by switching lights and laptops off and things like that. It's always possible to do more, though, I guess.

Examiner: What do you think governments should do with companies that cause environmental problems?

Candidate A: I think they should be punished as harshly as possible. There's no real excuse for doing it these days. We know the environment needs our help so if a company's intentionally damaging it, something needs to be done.

Candidate B: It sends a powerful message to other companies too if they are punished – there will be consequences if you harm the world we live in.

Examiner: Some people say that air travel should be limited for environmental reasons. Do you agree?

Candidate B: This is a difficult one, because so many people fly these days and it's so cheap, relatively. Who would decide which air travel people should be allowed to do and which they shouldn't? I suppose you could limit it to one flight per person per year or something like that, but you'd have to make exceptions for certain people who need to travel by air a lot for their work.

Candidate A: The problem is, if unpopular decisions don't start being made, then nothing will really change.

Examiner: Do you think children learn enough about environmental problems at school?

Candidate A: They certainly learn a lot more than they used to but I still don't think it's enough. My parents say that they didn't really study about helping the environment at all when they were at school, but we learnt lots about it. Things are changing so fast, though, that I think more education can only be a better thing.

Candidate B: Yes, because everyone needs to grow up knowing it's their responsibility to deal with environmental problems – it's not just something the government or other people should sort out.

Examiner: How important do you think it is for countries to work together to solve environmental problems?

Candidate B: I think it's absolutely essential, no question about it. It's a global problem, not a national one, so it needs to have solutions that are effective worldwide and not just in one or two countries. The only way for that to happen is for countries to cooperate with each other and work together.

Examiner: Are you optimistic that people's intelligence and creativity will find solutions to our environmental problems?

Candidate A: Yes, very much so. We can see it happening already with the massive growth in electric vehicles and renewable energy, for example. The great thing is that if people know they can make money by creating environmentally friendly solutions to things, then they'll do it. And because so many people realise how essential helping the environment is, there's a bigger and bigger market for green products and services.

Examiner: Thank you. That is the end of the test.

EXAM OVERVIEW

The **Cambridge English Assessment: C1 Advanced**, is set at Level C1 on the CEFR (Common European Framework of Reference) scale. The exam is made up of **four papers**, each testing a different area of ability in English. 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.

Reading and Use of English: 1 hour 30 minutes
 Writing: 1 hour 30 minutes
 Listening: 40 minutes (approximately)
 Speaking: 15 minutes for each pair (approximately)

All the questions are task-based. Rubrics (instructions) are important and should be read carefully. They set the context and give important information about the tasks. There is a separate answer sheet for recording answers for the Reading and Use of English and Listening papers.

Paper	Format	Task focus
Reading and Use of English Eight parts 56 questions	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 structure.
	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 four 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.
Writing Two tasks, carrying equal marks.	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.
	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.
Listening Four tasks 30 questions	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.
	Part 1: multiple-choice questions. Three short dialogues with interacting speakers, with two multiple-choice questions (three options) per 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.
Speaking Four tasks	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.
	Part 1: examiner-led conversation.	Part 1: general social and interactional 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 5 written prompts and then answer a second question on the topic.	Part 3: sustaining interaction, expressing and justifying opinions, evaluating and speculating, negotiating towards a decision, etc.
	Part 4: The examiner asks questions related to the Part 3 topic.	Part 4: expressing and justifying ideas and opinions, agreeing and disagreeing, speculating.