

# COMPLETE

## ADVANCED

Teacher  Book  
WITH DIGITAL PACK

Third edition



C1

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# DEAR TEACHERS

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**I'm delighted that you've chosen these official preparation materials to prepare for a Cambridge English Qualification.**

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With kind regards,



**Pamela Baxter**  
Global Propositions Director

PS. If you have any feedback at all on our support materials for exams, please write to us at [directcs@cambridge.org](mailto:directcs@cambridge.org)

**The unique exam journey in *Complete Advanced* allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are ...**

Opportunities to fine-tune and practise each exam task, confident in the knowledge that the materials are checked by the same team who writes the exams.

Reading and Use of English Part 1

- First read the title and the whole text quickly to get a general idea of what it's about.
- Study the grouped sentences one by one, reading carefully before and after the gaps.
- The four words you have to choose from will be similar in meaning only one will fit correctly into the gaps. You should consider different prepositions and other grammatical structures.

If you do not find which option is correct, choose the options you think are wrong and choose from the others.

Scan  
the text

## THE POWER OF ART GALLERIES

'Would you like to find out about something (1) \_\_\_\_\_ on art? Then send them an invitation to a gallery and see how long they take to get (2) \_\_\_\_\_ to many people like to enjoy looking at art, why when it (2) \_\_\_\_\_ to actually visiting a gallery, they may agree (3) \_\_\_\_\_ to do so that way?'

Admittedly, entering large galleries can seem intimidating. Yet, (4) \_\_\_\_\_ which ones you visit, you might get to see some of the finest art ever created, to smaller galleries, you can also purchase the work of new artists, before their achieve celebrity, and their work increases in price. What you enjoy at the atmosphere there can really (5) \_\_\_\_\_ your head so you quietly contemplate the artworks on display.

(7) \_\_\_\_\_ however we choose to engage with art, the important thing is what it takes away from (8) \_\_\_\_\_ the sense of being part of something much larger than ourselves, for example. Moreover, there's nothing quite like being among a crowd of gallery-goers who completely share your (9) \_\_\_\_\_ for art.

### 1 Work in pairs. Discuss the questions.

- Do you do any painting or other creative art in your free time?
- How often do you visit art galleries? How do you feel about the experience? How do you enjoy it? Why? Why not?
- Is seeing a picture of a picture different from seeing the real thing? In what way?

### 2 Quickly read the article about art galleries, which of the ideas in it do you agree with?

- For questions 1-4, decide which answer (A, B or C) best fits each gap. Here is an example of the beginning (1).

0 A insight	6 perspective	3 approach	0 overcome
1 A round	6 back	3 over	0 through
2 A includes	6 arrives	3 involves	0 comes
3 A reluctant	6 appear	3 hostile	0 regretful
4 A regarding	6 according	3 concerning	0 depending on
5 A prestige	6 capacity	3 status	0 grade
6 A clear	6 lighten	3 refresh	0 calm
7 A As it happens	6 in turn	3 As a consequence	0 in any event
8 A appeal	6 passion	3 attraction	0 commitment

### 3 Discuss these questions.

- What do you know about the major galleries in your country? Which are the most popular with visitors?
- What might some people find large galleries intimidating to visit?
- Do you think art has become too big a business?

in your free time

Exercises targeting common C1 Advanced problem areas, using data from the Cambridge Learner Corpus, so students can overcome language areas of difficulty in time for the exam.

## WRITING PART 1 ESSAY

**Study the Part 1 exam task and answer the questions.**

**1** How many of the points in the notes do you have to discuss?

**2** Why do you have to explain about the points?

**3** What are the three options given?

**4** Do you have to refer to these options in your essay?

**5** Study the model answer. Which of the ways in the notes are discussed? Does the writer make use of any of the options?

Your class has listened to a discussion about ways that individuals can help the environment. You have made the notes below.

How individuals can help the environment

- shopping
- food
- travel

Some opinions expressed in the discussion:

- "Supermarkets use less fresh produce."
- "We should eat less meat."
- "Public transport is better than private cars."

Write a **short essay** discussing **two** of the ways in your notes that individuals can help the environment. You should **explain** why **each** way **will** make a difference, **give reasons** to support your answer. You **must**, if you wish, make use of the opinions expressed in the discussion, but you should use your own ideas as far as possible.

**MODEL ANSWER**

Many people think that it is only governments and large corporations that can make a difference to the environment. However, I believe that each individual can contribute by changing their habits in small ways. I will explain two ways of doing this and indicate which of them I think would be more effective.

One way we can help the environment is by changing goods with less packaging. For example, in the supermarket, car should buy things that are packaged rather than pre-packaged. Usually, big businesses will gradually realize that customers do not need unnecessary packaging. Similarly, we can ask the government to charge the tax on each of packaging more to reduce it. **Using these two things could save millions of tons and reduce pollution in our oceans.**

The second effective way of helping our world would be to switch to plant based agriculture. From animals, especially cows, produce a lot of greenhouse gases and many forests are cut down to provide animals with land for grazing, increasing greenhouse gas levels. Growing food plants instead would actually help to reduce these levels in the atmosphere. It is easy to cook vegetable spaghetti and veggie burgers that we can no longer need to eat so much meat, and anyone who does not do it, **Wishcrist, it would be cheaper for shoppers.**

Concluding, as consumers, our choices matter and can be effective in protecting the planet. Using less packaging and consuming less meat would both make a big difference, with the second of the two points being, in my opinion, the more important.

**TIPS TO REMEMBER:**

- Start by introducing the topic.
- Give one way which two options you will talk about.
- Give specific examples to support your points.
- Give reasons for your ideas/giving points.
- Consider whether each of the two ideas you give is more effective/beneficial.
- Conclude by summarising your points/giving reasons.
- Use phrases to express your opinion.

Writing Task

5



# Student's Book overview

Eye-catching images in the *Starting off* section at the beginning of each unit get students interested in the unit topic.

A brightly designed *Exam info*, *Exam advice* or *Exam round-up* box precedes every exam task.

**7 In your free time**

**Starting off**

1 What do you enjoy doing in your free time? Look at the photos and choose which of these types of activities you like doing or would like to try. Then compare your preferences with other students. Say what it is that you particularly enjoy about the activities you've chosen, or why you would like to try them. Also, think about why people might take up activities like these.

2 Discuss these questions.

1 What kind of leisure activities do you do that weren't available to your parents' generation? How did people use to spend their leisure time when they were young? Do you think you have more or less free time than your parents had when they were young?

2 Do you combine work or study with leisure? For example, do you listen to music, text friends or spend time on social networking sites while you are working or studying?

**Listening Part 4**

1 Before you listen, read both tasks, underlining the key ideas in each option.

2 Listen for words and phrases which mean the same as the key ideas you have underlined. Listen for the answers to both tasks. You may have to listen to Task One twice.

3 Wait until each speaker has finished talking before you choose your answer.

**Exam info**

1 You are going to hear five extracts of music. Listen and match each with one of the types of music in the box, which are types of music you may enjoy listening to.

classical dance music disco folk jazz Latin pop rap rock

2 How, when and where do you listen to music? Have you ever been to a live concert? If not, which band or artist would you most like to see live?

3 In Part 4, you have to choose which option most closely matches what each speaker says. You may also hear the speaker make reference to other options – but only one will be correct. Look at the transcript of a woman talking about listening to an album for the first time and the options below. Which option most closely matches what she says? The other three are distractors. Why are they wrong?

On the recommendation of a friend, I'd downloaded an album by a solo female singer that I wasn't really familiar with. To be honest, it'd kind of categorised her as being more my dad's age than mine. The album had been really successful when it first started making albums, and that had appealed to me at the time. This album in music was somewhat quiet at first with some, though, I wasn't entirely sure what I was in for. Anyway, I remember eventually waking along listening to it, and then having to sit down. I was overwhelmed by the music everything from her deepening voice through to the past piano. (Breathes)

A It completely disappointed what I'd been told about it.  
B It was clear why it had been so ground-breaking.  
C It greatly exceeded my expectations.  
D It made me regret my negative attitude.

4 You will hear five short extracts in which people are talking about the experience of going to a concert to listen to a band. Before you listen, read through Tasks One and Two. Discuss the options with a partner to make sure you clearly understand them.

**1** Listen to the five speakers and do Tasks One and Two.

**TASK ONE**

For questions 1–5, choose from the list (A–H) what each speaker says about their impression of the band.

A They were stunningly dressed.  
B They appeared uncomfortable on stage.  
C They communicated well with the audience.  
D They looked rather ordinary.  
E They filled the entire stage.  
F They created a lively party atmosphere.  
G They didn't perform well to begin with.  
H They were full of energy and confidence.

**Speaker 1** 1  
**Speaker 2** 2  
**Speaker 3** 3  
**Speaker 4** 4  
**Speaker 5** 5

**TASK TWO**

For questions 6–10, choose from the list (A–H) what each speaker says they experienced during the concert.

A the enjoyment of great lyrics  
B a desire to escape from everyday life  
C a glimpse into someone else's life  
D a determination to master an instrument  
E the expectation to be musically creative  
F an appreciation of a top-quality performance  
G an insight into the feelings music can express  
H an admiration of the musician's playing skills

**Speaker 1** 6  
**Speaker 2** 7  
**Speaker 3** 8  
**Speaker 4** 9  
**Speaker 5** 10

**Use the words and phrases in the box below to complete the questions.**

**backing group** **blown away** **gigs** **musical** **body atmosphere** **lyrics** **master** **warm-up band**

1 Do you enjoy going to \_\_\_\_\_ gigs?  
2 When, in your opinion, is the greatest \_\_\_\_\_ in your country?  
3 What do you think creates a \_\_\_\_\_ at a party?  
4 How important do you think the \_\_\_\_\_ are to the overall success of the song?  
5 Why might a \_\_\_\_\_ perform before the main act comes on stage?  
6 When was the last time you were \_\_\_\_\_ by a group of music or a live event?  
7 Would you prefer to be a famous artist or part of the \_\_\_\_\_ of a new act, the backing or instrument. Do you agree? \_\_\_\_\_ in your free time.

All C1 Advanced Listening, Reading and Use of English, Speaking and Writing exam tasks have relevant and engaging topics.

Common mistakes made by students identified and practised in grammar sections.

Clearly flagged signposts to the relevant sections of the COMPLETE grammar reference, Writing bank and Speaking bank at the back of the Student's Book.

QR codes link through to videos of the COMPLETE grammar reference, offering students a visually stimulating presentation of the course grammar.

**13 Grammar**

**The language of comparison**

**1** Rewrite these sentences, using the words in brackets.

1 Many people don't earn as much money as they did five years ago. (less)  
2 Finding a new job was easier than I expected it to be. (difficult)  
3 I've never seen a funnier film than that. (funnier)  
4 There aren't as many unemployed people today as there were ten years ago. (fewer)  
5 Working conditions are worse than they used to be. (good)  
6 Petrol is becoming increasingly expensive. (more and more)

**2** Complete these extracts from reading and use of English Part 5. Then check your answers in the keys on page 145.

as ... (as) a bit less by far far more fewer more and more more of most surprising much more nearly as many ... as well

1 Every other member of my sport-obsessed family seems to excel at no ... than three sports each.  
2 I was ... a couch potato, really.  
3 The basketball team was ... the most sociable.  
4 I was unlikely to do sufficiently ... at this sport to get the glowing results I'd imagined.  
5 I became ... desperate to avoid signing up for any sports at all.  
6 I actually became ... reliant on the gym when a match seemed to be heading toward defeat.  
7 I'd say those learning situations aren't encountered ... frequently away from the pitch when you're playing.  
8 I started taking the game ... seriously.  
9 In comparison with football, it requires ... patience.  
10 There aren't ... opportunities to switch off ... in other sports.  
11 For me, though, I missed the camaraderie ... naturally to me.  
12 That didn't come ... to some others.

**3** Answer these questions about the language of comparison used in the extracts above.

1 What kinds of words can follow more and most?  
2 Above has two opposites: less and fewer. How are these words used differently? What kinds of words can follow each?  
3 What does the phrase by far add to the meaning of a superlative adjective? Compare these sentences: He's the brightest student in the class. He's by far the brightest student in the class. Which is the opposite of much in this sentence? I'm feeling much better now.

**4** Compare the food in these photos in different ways, using words from the box.

Nouns: a balanced diet calories cholesterol fat fibre minerals protein seafood vitamins  
Adjectives: appetising fattening greasy healthily low fat oily tasty  
Verbs: diet lose weight

**Speaking Part 2**

**1** Read the Exam round-up box and decide if the statements (1–6) are true (T) or false (F). If a statement is false, rewrite it to make it true.

**Exam round-up**

**1** You have to speak about three photos.  
2 You have to answer three questions about the photos.  
3 Each candidate has to speak for one minute.  
4 You should not try to describe the photos in detail.  
5 You have to answer a question on your partner's photo.  
6 If you notice that you've made a mistake, don't correct it.

**2** Work in pairs. Look at the six photos and discuss these questions.

1 What do all six photos have in common?  
2 Which of these activities are popular with people in your country? How would you explain their popularity?  
3 Read the examiner's instruction for the photos in Set A. Write some notes on how you would answer these questions.




**Set A**




1 You have to speak about three photos.  
2 You have to answer three questions about the photos.  
3 Each candidate has to speak for one minute.  
4 You should not try to describe the photos in detail.  
5 You have to answer a question on your partner's photo.  
6 If you notice that you've made a mistake, don't correct it.

**3** Listen to two candidates doing the tasks.

1 Which candidate does the task more successfully?  
2 What advice would you give each candidate to help them do better next time?  
3 Work in pairs. Using your notes, practise the tasks in Exercises 3 and 4.

# 6 Creative pursuits

### Starting off

- Work in pairs. A class of art students were given an assignment to produce a self-portrait in a medium of their choice for display in an exhibition in their college. Look at these submissions to the assignment.

  - Which picture gives you the strongest sense of the artist's personality?
  - Which do you think shows the highest level of artistic ability? Why?
- Listen to three of the art students speaking about the self-portrait assignment they were given, which of the images above is each student talking about?

Student A: \_\_\_\_\_

Student B: \_\_\_\_\_

Student C: \_\_\_\_\_

### Practising

- Listen again and answer the questions, which speaker (A, B or C) ...

  - has produced pictures of other people in the past?
  - spent a long time working on their artwork?
  - often puts photos portraits on social media?
  - was influenced by their family's artwork?
  - used a different technique to the classmate?
  - was complimented by their classmate?

Communicative speaking activities encourage topic discussion.

*The COMPLETE reference provides explanations and exercises.*

*The COMPLETE grammar reference provides further explanations and practice exercises.*

Unit *Vocabulary and grammar reviews* provide consolidation exercises.

Exam task *Writing bank* and *Speaking bank* sections include useful language, practice exercises, photos, checklists and model exam answers.

# 13

## Vocabulary and grammar review

### Vocabulary

1 Complete these sentences with the correct prepositions.

- Be careful about you say. It's very **criticism**.
- As the manager of the department, you are responsible **recruiting new staff**.
- There are more and more viruses which are resistant **traditional antibiotics**.
- Are you familiar **the music of Jan Garbarek**?
- If you want to be better **playing the guitar**, you'll have to practise more.
- I can't eat cereals because I'm allergic **eggs**.
- Use the house staff, but if you don't want to **the supermarket or the station**.
- Please let us know if our offer is acceptable **you**.

### Grammar

2 Connect the errors in the use of words or phrases to express contrast.

- He thought he had some terrible disease, however it was just a bad case of flu.
- My sister wants to catch every cold going, although I am really ill.
- Despite he didn't feel well, he went to work as usual.
- But I exercise every day, I'm still overweight.
- He refused to see his doctor. Although everyone he knew advised him to.

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

- The public health service is worse than it was ten years ago.  
**GOOD**  
The public health service is \_\_\_\_\_ ten years ago.
- We don't have as many qualified nurses as we need.  
**FEWER**  
There \_\_\_\_\_ are needed.
- My new job is not as easy as I expected.  
**BETTER**  
My new job \_\_\_\_\_ is expected.
- I'm really tired. I'll be very glad when we get home.  
**SOONER**  
I'm really tired. The \_\_\_\_\_ better.
- I earned less money than I thought I would last week.  
**MUCH**  
I \_\_\_\_\_ as I thought I would last week.
- Your diet is just as bad as mine.  
**BETTER**  
Your diet \_\_\_\_\_ mine.

# The COMPLETE grammar reference

1

## VERB FORMS TO TALK ABOUT THE PAST

### Past simple

The past simple tense is used for completed past actions. We use it to describe:

- an action that happened at a specific time in the past.  
Yesterday **Paul** **met** a friend that **didn't go** to work.
- an action that lasted for a period of time in the past, but is now finished.  
**I studied** in Paris for four years from 1990 to 2000.
- a habitual action over a specified period in the past.  
**Billie** **was** **easygoing** for **long** in his **early** days.

### Past continuous

The past continuous tense is used to describe:

- an activity in progress at a point in the past.  
**She was driving** home when the police stopped her.  
(The activity of driving was interrupted by the police's action.)  
**I was cooking** lunch when **he** **heard** the news.  
(And continued to cook lunch afterwards.)
- a situation which was temporary at a time in the past.  
I remember that summer **all** **was** **staying** with my cousin.  
The time to explain my parents were away.  
Something that frequently happened, with always or forever, often in the negative, especially in relation to a habit.  
**My dad was always dressing up** in funny hats.

We generally don't use the continuous form with verbs which describe states or emotions (e.g. time, hate, understand, want).

### Used and would

**Used** + infinitive and **would** + infinitive are used to talk about both actions and situations which happened repeatedly in the past but don't happen now.

(When I was small, my mother **would** always come in to bed and she'd sing me a song every time I went to sleep. She **would** sing me lullabies **used** to play every day.)

**Used** and **would**, to talk about past states which no longer exist.

There **isn't** **used to be** a grocer's opposite the bank station.

### The present perfect tense

The present perfect tense is used:

- to describe an action that happened at an unspecified time in the past up to now.  
**I've recorded** it in all of albums.
- to describe a past action when the emphasis is on the result in the present.  
**She's** **done** a video **show** (It's been shown.)
- typically with time adverbs that connect the past to the present, e.g. just, already, lately, etc.  
**How many** **years** **has** **your** **grandfather** **lived**?

### Have

In American English, the past simple may be used. **Did** you **say** any **grand** friends?

- with **for** or **since** to describe an activity or state that started in the past and is still continuing in the present.  
**She's** **lived** in Spain for nearly ten years.

The present perfect and the past continuous are sometimes interchangeable, although you use only the simple form with state verbs. However, note the differences in the table below.

present perfect simple	present perfect continuous
• emphasizes the result. I've studied hard so I observe the past the exam.	• emphasizes the action. They've been studying so hard. They must be exhausted.
• often focuses on an activity being complete. I've done all the homework so I'm going to see my friends.	• often emphasizes that the action is incomplete. I've been doing homework so I might still have to finish it.
• may give the idea that something is permanent. I've been a teacher all his life.	• might give the idea that something is temporary. How long have you been doing your job now?
• is used for repeated actions if they want to say they have been repeated. I've listened to that new album every day this week.	• is used for repeated actions which are continuing or have been leading to that action every day.

20

[illegible]

*Multi-word verb builder* includes a list of verbs and their definitions with extra practice activities.

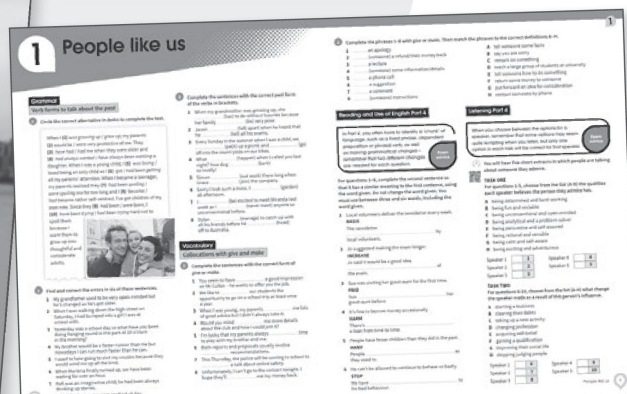
Extra grammar and vocabulary exercises for students can be found online in *Practice Extra*.



# Component line-up

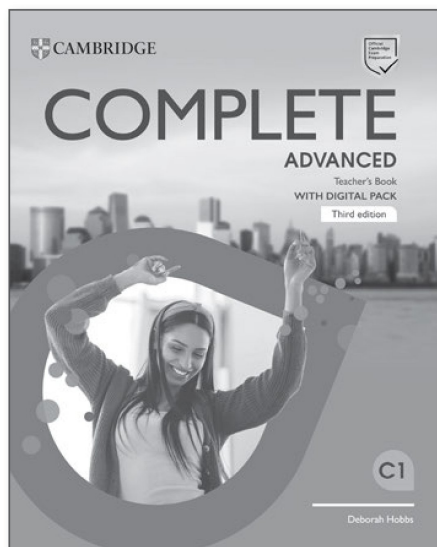
## Workbook

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice with exam advice boxes. Students can access the audio files using the QR codes throughout the Workbook or download them via the link on the inside front cover.



## Teacher's Book with Digital Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, audioscripts, background information and extra activities. It also includes unit target vocabulary word lists and vocabulary practice activities at the end of each unit. The Teacher's Book also provides access to the Digital Pack via the code on the inside front cover.



## Test Generator

The Test Generator allows you to build your own tests for each unit, term and end-of-year assessment. Tests are available at two levels: standard and plus. Speak to your Cambridge representative for details.

## Presentation Plus

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources. Speak to your Cambridge representative for details.

## Digital Pack

Scan the QR code to learn more about your Complete Advanced Digital Pack.



# C1 Advanced content and overview

Part/Timing	Content	Exam focus
<b>Reading and Use of English</b> 1 hour 30 minutes	<p><b>Part 1</b> Multiple-choice cloze. A modified cloze containing eight gaps followed by eight four-option multiple-choice items.</p> <p><b>Part 2</b> Open cloze. A text containing eight gaps.</p> <p><b>Part 3</b> A word formation exercise. A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing words.</p> <p><b>Part 4</b> Key word transformation. Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word.</p> <p><b>Part 5</b> Multiple choice. A long text followed by six four-option multiple-choice questions.</p> <p><b>Part 6</b> Cross-text multiple matching. Four short texts, followed by four multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts.</p> <p><b>Part 7</b> Gapped text. A text from which six paragraphs of equal length have been removed and placed in jumbled order after the text, together with a seventh paragraph. Candidates must decide from where in the text the paragraphs have been removed.</p> <p><b>Part 8</b> Multiple matching. A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. There are ten questions.</p>	<p>Candidates are expected to demonstrate their knowledge of vocabulary and grammar in Parts 1–4, and their reading comprehension skills in Parts 5–8. Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion, and text structure throughout the exam.</p>
<b>Writing</b> 1 hour 30 minutes	<p><b>Part 1</b> Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.</p> <p><b>Part 2</b> Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are:</p> <ul style="list-style-type: none"> <li>• letter/email      • proposal</li> <li>• report            • review</li> </ul>	<p>Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.</p>
<b>Listening</b> Approximately 40 minutes	<p><b>Part 1</b> Multiple choice. Three short extracts from exchanges between interacting speakers with two three-option multiple-choice questions on each extract.</p> <p><b>Part 2</b> Sentence completion. A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording.</p> <p><b>Part 3</b> Multiple choice. A conversation between two or more speakers of approximately four minutes. There are six four-option multiple-choice questions.</p> <p><b>Part 4</b> Multiple matching. Five short themed monologues, of approximately 30 seconds each. Two parallel multiple-matching tasks. Each multiple-matching task requires selection of the correct options from a list of eight.</p>	<p>Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc.</p>
<b>Speaking</b> 15 minutes	<p><b>Part 1</b> A short conversation between the interlocutor and each candidate (spoken questions).</p> <p><b>Part 2</b> An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them.</p> <p><b>Part 3</b> A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (two minutes) and a decision phase (one minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak.</p> <p><b>Part 4</b> A discussion on topics related to the collaborative task (spoken questions).</p>	<p>Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion. Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate.</p>



# 1 People like us

## Unit objectives

**Topic:** talking about ourselves and our friends and family

**Reading and Use of English Part 8:** identifying key information in a question

**Reading and Use of English Part 4:** identifying why answers are correct

**Listening Part 4:** predicting what will be said and how ideas will be expressed

**Speaking Part 1:** responding to questions; using tenses correctly to talk about yourself

**Writing Part 1:** an essay: identifying the key parts of the task; improving textual cohesion

**Vocabulary:** personality adjectives; collocations with *give* and *make*; multi-word verbs

**Grammar:** verb forms to talk about the past

## Starting off SB page 8

### Lead in

With books closed, ask students to think about a member of their family or a close friend. Give them a minute to write down five adjectives which best describe this person, e.g., *funny, generous, hard-working, kind, loving*. Students take turns describing this person for one minute, giving examples to support their adjective choices.

- 1 Elicit ideas for the first item in the list (the job we choose). Then put students into groups of three to discuss. Monitor to make sure they give examples to support their ideas. After five minutes, stop the discussion and invite groups to share their ideas with the class.
- 2 Read the rubric and refer students to the photographs. Give them a minute to consider their ideas before putting them into pairs to discuss.
- 3 Allow students time to read the statements and make notes. Then put them into pairs to discuss the statements. Encourage them to give reasons and examples to support their ideas.

### Extension activity

Ask students to consider whether a close friend or family member would agree with their assessment of themselves, and then put them into small groups to share their thoughts, e.g., *I'd say my close friends are similar to me; however, my mum would disagree. She'd argue that ...*

- 4 Check students' understanding of the adjectives, eliciting the meaning of any items that they don't know, and then put students into pairs to complete the table. Alternatively, you can allow them to use a dictionary for this task. At the feedback stage, you can raise energy levels by saying the adjectives in random order and asking students to stand up if the word is positive, sit down if it is negative and turn around if it can be either.

### Suggested answers

**Usually positive:** competent, conscientious, considerate, genuine, hilarious, imaginative, open-minded, outgoing, supportive, thoughtful, well-organised

**Usually negative:** chaotic, insecure, insensitive, naïve, self-centred

**Could be either:** idealistic, protective, unconventional

- 5 Look at question 1 and allow students two minutes to choose their three adjectives and think of reasons to support their choices. Then put them into pairs to discuss. As a fun alternative for question 2, put students into pairs and ask them to choose a classmate to describe to the class without saying their name. The class must guess the classmate before moving to the next pair.

## Listening Part 4 SB page 9

### Lead in

Put students into pairs or small groups and ask: *How did you meet your best friend?* Students briefly share their stories. In whole-class feedback, invite students to share their stories before holding a class vote on which meeting was the most unusual.

After the students read the exam information on page 9, ask them to close their books and check their understanding by asking the following questions.

*Do you listen to dialogues or monologues? How many? (monologues; five)*

*How many tasks do you have to complete for each monologue? (two)*

*For each task, you must select one answer from a list of options. How many options are there? (eight)*

*How many times do you hear the monologues? (twice)*

*Is it important to understand every word that the speakers say? (No – it's important to get a general idea of what they are saying and to pick up their main points or opinions.)*

Encourage students to share how confident they feel about this part of the exam. This will help you identify students' concerns at the start of the course.

Exam  
info

- 1 Read the rubric with the students and direct them to Task One. As an alternative to pairs discussing A–H, divide the class into groups of four and then into pairs. Tell one pair to discuss A–D and the other E–H. Then bring the groups back together to share their ideas.
- 2 Students now focus on the question and options in Task Two. Ask pairs to try to agree on the three statements that they think are the most important for maintaining a friendship. Invite pairs to share their ideas with another pair.
- 3 Remind students that for each speaker they will need to listen for an answer to both the Task One and the Task Two questions. However, tell them not to worry if they don't get both answers now, as they will hear the recording again. Play the recording, but don't check the answers yet.

### Track 02

**Speaker 1:** I can't recall exactly when Bella and I became friends, but once we'd met, we quickly discovered we had more in common than living in the same building. I bumped into her after locking myself out of our apartment block one night. Bella was coming home with a friend, and, seeing my distress, produced a key for the main entrance – until then we'd never seen each other. Things just went from there. Now she's as dear to me as a family member. She's always been quick to forgive when I've let her down, which helped me grasp why you should put up with stuff rather than taking offence and dwelling on it. After all, everyone can make mistakes!

**Speaker 2:** I met Caleb on a college course, but we hadn't really talked until we ran into each other at an exhibition. I'd reluctantly promised a friend I'd accompany her – and it turned out Caleb had made a similar promise to someone that he also couldn't get out of. We got chatting – and hit it off! Since then, I've come to realise the strength of our friendship lies in things which we've done together. Having memories like that are a vital part of connecting with someone. We've had our ups and downs, too, over the years, and fallen out. But I've begun to see that disagreements aren't nearly as significant as the good times we've had.

**Speaker 3:** Amara's actually a friend of my cousin, although weirdly, that's not why we became friends. We'd meet occasionally at parties but had different friendship groups, so I never imagined we'd be best friends – for one thing, she didn't seem the kind of person I'd normally hang out with. I couldn't have been more wrong! Since then, I've stopped making such hasty judgements! Anyway, one evening I went to the theatre, to watch a comedian who told some absolutely hilarious stories. During the interval I ran into Amara – it turned out we'd had the same opinion of him. And that's how it all started! After that we met up – and spent the evening giggling over those stories again!

**Speaker 4:** I'd known Nigel for years. We'd done the same course at uni, but had never really hung out. Then I happened to attend a conference he was at – and discovered he was just as passionate about nature conservation as I was, so we got chatting! That turned out to be a great foundation for a friendship, and one I've really valued. Our friendship almost fell apart, though, when he bought a jacket for an important occasion, and asked my opinion – so I told him exactly what I thought, expecting he'd be OK if it came from me. How wrong could I be? Anyway, I remembered never to do that again, for the sake of our friendship!

**Speaker 5:** I'd always hoped my friendship with Marta would last – and it has. A lot's happened to us individually since we first met, though, and I've come to realise that our friendship wouldn't have

survived if we hadn't adjusted to the effects that various life events had on each of us. Anyway, we met when a colleague put on a fancy dress party with a bizarre theme. Nobody was entirely sure who invited Marta, but the costume she was wearing was so astonishing that I simply had to ask her about it – and we took to each other immediately. It turned out we knew several of the same people, too, so we had lots to talk about!

- 4 Students compare their answers in pairs. This will help them to narrow the focus on questions that are in doubt when they listen a second time. Replay the recording, and again allow students to compare and discuss their answers before you elicit them in whole-class feedback. Where there is disagreement or uncertainty, replay the relevant sections of the recording, pausing where appropriate to clarify the correct answers.

### Extension activity

Introduce the term *distractor* (an option which may seem plausible but is incorrect). Play the recording for Speaker 1 and, if possible, display the audioscript. Ask students to identify any options which may have misled them. For example, in Task One 'Bella was coming home with a friend' may seem to connect with 'friend' in option B, but there is no suggestion that Bella's friend was also the speaker's ('a **mutual** friend') or that this person had any influence at all on the formation of the friendship. Similarly, in Task Two 'She's always been quick to forgive when I let her down' could seem to lead to 'Friends are bound to fall out' in option B, but the speaker is not making a generalisation about inevitable conflicts between friends. You can continue examining the distractors for Speakers 2–5 in the same way.

### Answers

1 E 2 C 3 H 4 D 5 F 6 C 7 G 8 D 9 H 10 E

- 5 Students work individually before comparing their answers in pairs.

### Answers

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

- 6 Students read the rubric individually before completing the activity in pairs. Check answers in whole-class feedback. Then dictate the following questions for students to discuss in small groups:

*What would you do if you unexpectedly bumped into someone you were trying to avoid?*

*How would you improve a relationship with someone you never hit it off with but were expected to get on with?*

*What would you do if your two best friends fell out?*

### Answers

1 fell apart 2 put up with 3 dwell on 4 bumped into  
5 hit it off 6 take to

### Fast finishers

Ask fast finishers to write a short paragraph about one of their close friends using at least three of the phrases (1–8) from Exercise 5. When everyone has completed Exercise 6 and you have elicited the answers, invite these students to read their paragraphs to the class.

## Grammar SB page 10

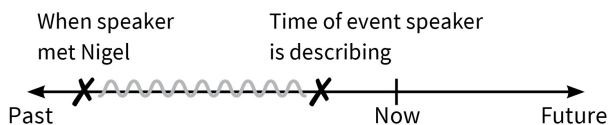
### Verb forms to talk about the past

#### ► Page 162 The COMPLETE grammar reference

#### Lead in

Write on the board: *I'd known Beth for 5 years, but it was only after we'd been working closely together for a few months that we realised we had loads in common and became firm friends.* Invite a student to come to the board and underline the past tenses in the sentence. Elicit what each tense is ('*d known*: past perfect; '*d been working*: past perfect continuous; *realised, had, became*: past simple). Then students individually write a sentence about one of their close friends using past perfect, past perfect continuous and past simple. To support weaker students you could dictate the following template: *I'd known ..... but it was only after we'd ..... that we ..... and elicit the correct grammar forms. Encourage students to self- and peer-correct errors before offering corrections in whole-class feedback.*

- 1 Students work individually to complete the task. After five minutes, ask them to check their answers in pairs. Encourage students to read the information in the COMPLETE grammar reference on page 162 to help them check their answers. In class feedback, it may help to present a time line for each sentence, highlighting how the grammar is used. For example:



#### Answers

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

- 2 Students work individually to complete the sentences and then check answers in pairs. Tell them to say the sentences out loud as the correct answers may be easier to identify orally. Elicit the answers and encourage students to note down their common problem areas. If students are making frequent errors, tell them to complete the practice exercises on page 163 of the COMPLETE grammar reference, either in class or as a homework activity.

#### Answers

1 has been working, left  
2 has been studying, hasn't gone/been  
3 came, started, was making / made, continued  
4 had, had been working / had worked, hadn't been wearing / wasn't wearing / hadn't worn  
5 grew, belonged / had belonged, have sold

- 3 Put students into groups of three. Ask each student to work on a paragraph (a, b or c). After two or three minutes, stop the students and ask them to share their answers with their group, explaining their choices. If students do not agree, encourage peer correction and use of the COMPLETE grammar reference, page 162, before you elicit answers in whole-class feedback.

#### Answers

1 often used to get 2 never used to bring  
3 would always ask 4 used to be 5 built 6 used to know  
7 have come 8 have gradually been changing  
9 used to go 10 were 11 would look

- 4 Students ask and answer the questions in pairs. Encourage them to use different past tenses in their answers, e.g., *I wasn't expecting to enjoy the film because I'd read a few bad reviews. I've always loved art, so paints were the perfect present for me.* Monitor and make a note of any problems with past tenses. In feedback, elicit corrections to common errors from the students.

#### Extension activity

Put students into small groups. Tell them to write five new questions using a range of past forms. Students can choose the question topics or adapt the topics from Exercise 4, e.g., *What television series did you use to watch when you were younger? Have you ever given someone a present that they didn't like? Have you been following the news about ... on social media?* Allow students five minutes to write down their questions and peer-correct grammar errors before they ask and answer the questions with another group.

- 5 Point out that these are common mistakes made by exam candidates. Therefore, when completing the exercise, students should highlight any of these mistakes that they make themselves. They can use this knowledge to check their written work in the exam.

#### Answers

1 have had 2 were 3 was 4 hadn't organised  
5 didn't take 6 have been invited  
7 have only been living, has lived  
8 haven't noticed



## Reading and Use of English Part 8 SB page 11

Read the exam information with the class. Introduce students to the word *paraphrase* (saying the same thing using different words). Elicit why it is essential to understand the importance of paraphrasing in Part 8 (because each of the statements or questions will be a paraphrase of information given in the text).

Exam  
info

- 1 Allow students a minute to read the questions and consider their answers. Then put them into groups of three to discuss. Monitor and make a note of any useful family-related vocabulary that students know e.g., *only child*, *step-brother/sister*, *twin*. Invite groups to share their ideas in whole-class feedback and write key vocabulary that you heard on the board.
- 2 As students are not always sure what 'key words' are, make it clear that they are the words which carry the essential content information that they will be looking for later in the text. Emphasise that students need to imagine themselves as the person speaking and think of what this person might say to convey this key information. Elicit a few different examples for the first question, e.g., *Sometimes I ask my sister for feedback, but she can be quite critical* (the sister being *critical* is the *downside*). Put students into pairs to do the activity. Monitor and if weaker students need support, help them by asking, *What would you actually say?* to elicit an appropriate paraphrase.

### Suggested answers

- 1 downside, seeking an honest opinion
- 2 grateful, providing a place to escape
- 3 jokingly accuses, behaviour, claiming to protect the writer
- 4 incorporate, feature of their upbringing, current lifestyle
- 5 appreciation, undeserved support
- 6 remained over-protective
- 7 finally, recognise, advantages, upbringing
- 8 irritated response, apparently insignificant
- 9 missed, ally
- 10 positive role, own development

- 3 Pre-teach *siblings*, *flattery* and *head off*. Remind students that in the exam they have 90 minutes to complete eight parts of the Reading and Use of English paper, so they should aim to complete each part in an average of 10–12 minutes. Before students attempt the task, ask them to highlight the part of the text that is paraphrased in each question. Explain that this can be a useful tactic so they know what part of the text to check their answers against once they've completed the task. When the time is up, put students into pairs to compare their answers.

### Answers

1 C 2 D 3 A 4 C 5 B 6 A 7 C 8 B 9 D 10 B

- 4 Put students into pairs and encourage them to guess the approximate meaning if they are not sure. Before eliciting their answers, allow students to check them using a dictionary. This will encourage autonomous learning.

### Answers

- 1 considers me 2 irritate me 3 blocks, interferes with
- 4 reach the same level as 5 think they are caused by
- 6 manage without having it 7 left
- 8 started living comfortably 9 arrive or appear somewhere

- 5 Allow students two minutes to quickly read the four texts again before they discuss in pairs.

## Vocabulary SB page 14

### Collocations with *give* and *make*

#### Lead in

With books closed, write *give* and *make* on the board. Put students into groups and give them one minute to brainstorm phrases starting with these words, e.g., *give advice*, *make a mistake*. Invite students to write their phrases on the board. Elicit corrections from the class rather than offering corrections yourself. Leave the phrases on the board as they may be helpful when students complete Exercise 2.

- 1 Give students time to consider the alternatives and then elicit the correct answer.

### Answer

C

- 2 Read the rubric with the class and elicit the answer to the first question. Students then work individually. Encourage them to say the sentences out loud to themselves, as incorrect answers may be easier to identify orally. If you did the lead-in activity, refer students to the phrases on the board, as they may have already identified some of the correct answers themselves.

### Answers

- 1 give make 2 correct 3 give make 4 correct
- 5 made given 6 give make 7 correct 8 made given
- 9 give make

#### Fast finishers

Fast finishers choose one of the verbs from Exercise 2, e.g., *make*, and use a dictionary to find three more phrases, e.g., *make a fuss*. When they have done this, they should write three short sentences using the phrases in context, e.g., *My sister made a fuss when I borrowed her mobile phone to call my friend*. To help prepare for Exercise 3, fast finishers can share their phrases and sentences with the class after you have completed whole-class feedback for Exercise 2.



- 3 Students work in pairs and then compare answers with another pair. If they disagree, encourage them to use a dictionary to check their answers before you conduct whole-class feedback.

#### Answers

1 give 2 give 3 make 4 give 5 give 6 make  
7 make 8 give 9 make 10 give

## Reading and Use of English Part 4 SB page 14

Read the information with the students. Elicit why they shouldn't alter the key word (in capitals), for example by changing the form of the word (because they would not be awarded any marks). Explain that this part of the exam focuses on lexis and grammar and that a range of structures are tested. Reiterate that they should use between three and six words in their answer, including the key word, and that contractions, e.g., *don't*, count as two words (do not), although *can't* counts as one word (cannot).

Exam  
info

- 1 Point out that it is important to read the exam instructions carefully as candidates can lose marks by making silly mistakes, e.g., by forgetting to use the word in capitals. Explain that in this first practice task, three different options are given, including the correct one, but in the exam students will need to formulate the correct answer themselves. Elicit the answers to the first question before putting students into pairs to complete the task. During whole-class feedback, encourage students to reflect on which errors they are most likely to make and why.

#### Answers

1 B (A contains seven words where the maximum is six; C does not contain the word given.)  
2 A (B is not correct English; C does not contain the word given.)  
3 C (A does not mean the same; B contains too many words.)  
4 B (A is not correct English; C is both incorrect and contains too many words.)

- 2 Tell students that as this is exam practice, they should work individually. Set a time limit of 12 minutes. Point out that there are two possible marks for each answer, so they should make a best guess if they are not sure, as partially correct answers may be awarded one mark. Allow students to compare answers in small groups before eliciting answers from the class.

#### Answers

1 not only considerate but (she is)  
2 had fallen out a  
3 'm/am not nearly as (well) organised  
4 looks on me as  
5 always a good/great idea to be  
6 would often take me for / and I would often go for / go on

## Speaking Part 1 SB page 15

### ► Page 205 Speaking bank

#### Lead in

Write on the board: *Holiday. Friends or family?* Ask students to stand and then move to one side of the room if they prefer to go on holiday with their friends and the other if they prefer to go with family. Once students have moved to their chosen position, invite them to give reasons to support their choices and encourage opposing students to respond. You could encourage them to use personality adjectives in their answers.

Read the exam information with the students. Elicit the meaning of *break the ice* (to get the conversation going in a difficult situation). Explain to students that by *general social language* we mean speaking fairly informally, but using generally correct grammar and a good range of vocabulary to express their ideas. Point out that they are not expected to speak with the other candidate in this part of the Speaking exam.

Exam  
info

- 1 Read the rubric and elicit why it is important to identify whether the examiner's questions are about the past, present or future (because this will determine what information is relevant and what tenses you should use in your answers). Explain to students that it is important to listen carefully to the examiner's questions and not to stray off the subject when they answer.

#### Answers

a 1, 3, 4 b 2, 5, 6, 7, 8

- 2 As there are eight questions for students to consider, play the recording twice. Put students into pairs to compare answers before you check with the class.

#### Answers

Marta: 2 Lucas: 6

### Track 03

**Marta:** Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

**Lucas:** One of the best is from the summer vacations, which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing, and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

- 3 Give students 30 seconds to read the statements before playing the recording. Before students compare their answers, give them a minute to write down reasons why the answers are true or false so they can justify their answers when comparing them.

#### Answers

1 F 2 T 3 T 4 T

#### Track 04

**Examiner:** Marta, can you tell me, have you ever had the opportunity to really help a friend?

**Marta:** Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

**Examiner:** Thank you. Lukas, a question for you. What's your happiest childhood memory?

**Lukas:** One of the best is from the summer vacations, which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing, and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

- 4 Tell pairs they should ask and answer four questions each, choosing the questions in random order rather than reading them in the order they appear in the book. Monitor and listen for examples of correct and incorrect language use, paying particular attention to target language from the unit, e.g., past tenses, adjectives to describe people, verb phrases and collocations with *give* and *make*. During feedback, praise the students for correct use of target language and elicit error correction for incorrect use.

## Writing Part 1: An essay SB page 16

### ► Page 193 Writing bank

Explain to students that the C1 Advanced Writing paper includes two parts. In Part 2, students have a choice of three different tasks and they have to select one to answer. However, in Part 1, they are presented with an essay task that they have to complete. Read the exam information and then highlight the different elements in the exam task in Exercise 2, including the word limit which is given at the end of the task (220–260 words). You can also point out that more information is given in the Writing bank on page 193.

Exam  
info

- 1 Give students one minute to read the questions and consider their responses before putting them into pairs. Monitor and write down examples of correct and/or incorrect language that you hear. During whole-class feedback, praise students for the correct examples you heard and elicit error correction for any incorrect examples.

#### Extension activity

In this activity students will compare formal and informal English. Write on the board the following sentences connected to education and careers:

*I think loads of people are only after a decent salary when they choose their career.*

*School wasn't much help when I was in two minds about what career I should go for.*

*Kids get stressed out because there's incredible pressure to do well in the final exams.*

Ask students if an essay should be written in a formal or informal style (formal). Point to the sentences on the board and elicit that they are informal. Put students into groups of three and ask them to make changes to the sentences so that they are more formal and suitable for including in an essay. After five minutes stop the students and elicit ideas.

- 2 Point out that a key idea could be expressed in the introduction to the task as well as in the notes. Students work individually before comparing their answers in pairs.

#### Suggested answers

education systems do enough to help young people to find jobs  
fit  
abilities and interests  
courses  
work experience  
careers advice  
two of the methods  
more effective  
giving reasons  
own words

- 3 Give students time to prepare for this activity. First, allow two minutes for them to read the instructions and consider the methods and opinions in the exam task in Exercise 2. Then elicit different ways to express opinions (e.g., *It is my view that*, *In my opinion*, *I believe*) and to give reasons (e.g., *due to*, *because (of)*, *owing to*). Finally, remind students that when taking notes, they should write down key points, not complete sentences. Put them into small groups to complete the task.

- 4 Students work individually before comparing their answers in pairs or groups.

#### Answers

- 1 F (You must discuss two methods.)
- 2 T ('explain which method is more effective')
- 3 F (It's not obligatory – you can use the opinions if you wish.)
- 4 T (They're written in an informal style, whereas an essay should be fairly formal.)
- 5 T ('giving reasons in support of your answer')
- 6 F (You should ensure that everything you write is relevant to the task.)
- 7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)
- 8 F (You should aim to complete the task as stated.)

- 5 Tell students to read the essay quickly to get a general idea of the content, without focusing on the underlined words at this stage. They then read the essay again more carefully and match the notes a–e with the correct paragraphs in the plan. When comparing answers in pairs, students should justify their answers by referring to the relevant sentences in the essay.

#### Answers

Paragraph 1: d Paragraph 2: c Paragraph 3: a  
Paragraph 4: e Paragraph 5: b

- 6 Give students time to read the questions and consider their ideas. Point out that when discussing question 6, they should use phrases to express their opinion and to agree or disagree with each other where appropriate. To help them prepare and increase their vocabulary range, students could underline opinion phrases in Cristina's essay and make them less formal, for example by including contractions, so they sound more natural when speaking (e.g., *I understand your viewpoint, but I don't entirely share it. I'd argue that ...*). Set a time limit of five minutes for this activity before inviting students to share their ideas with the class. Students often underestimate how long they should spend planning so during feedback for question 2, you may wish to elicit how long they should spend planning their essay before they start writing (5–10 minutes).

#### Answers

- 1 To make sure you identify all aspects of the task.
- 2 You will score higher marks if you write a coherent, structured answer.
- 3 Not exactly – she also included how students can learn necessary skills while working.
- 4 Yes.
- 5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
- 6 Student's own answer
- 7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

- 7 Point out that reference words are used to refer to something mentioned earlier in the text. They often refer to a noun or noun phrase in the previous sentence but may also refer back to a whole idea, opinion or fact. Remind students that effective use of reference words will make their writing more cohesive, and this will help them gain higher marks in the exam. Some students are likely to find this activity challenging, so elicit the answer for the first reference word before putting students in pairs to complete the activity. You could encourage them to draw an arrow from the reference word to whatever it refers to (for 1 and 5, this will be a substantial chunk of text). After five minutes, tell them to compare answers with another pair before whole-class feedback.

#### Answers

- 1 the fact that many young people find it hard to find the sort of job they aspire to
- 2 employers
- 3 students
- 4 students
- 5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
- 6 this viewpoint
- 7 critical thinking skills
- 8 developing critical thinking skills
- 9 work experience
- 10 students'
- 11 an excellent general education

- 8 Before starting this activity, put students into groups of three and tell them to brainstorm different methods that can be used to produce an essay plan, e.g., spider diagrams, mind maps, bulleted lists under headings, writing the topic sentence for each paragraph, etc. Invite groups to write their methods on the board before briefly discussing the pros and cons of each as a class, e.g., *A spider diagram is helpful as it can include a lot of information, but it may be messy and difficult to read.* Tell students to work individually to write their plan and set a time limit of ten minutes for them to complete it.
- 9 Students make their own choice of words and phrases they would like to use from the essay. If they have a vocabulary notebook, give them extra time to copy the words into their books.
- 10 Ask students to look at their plan and decide where the vocabulary from Exercise 10 best fits with the ideas they have outlined.
- 11 Point out that in the exam students have 90 minutes to answer two writing questions and should spend around 45 minutes on Writing Part 1. As students will have spent around ten minutes planning their essay, set a time limit of 30 minutes for them to complete the task. This will give them five minutes to check their text. If students are concerned that 30 minutes is not enough time, you may wish to point out that they only need to write eight words a minute to achieve 240 words.