

Prepare for exam success: C1 Advanced Self-Access Learning

Listening Part 1: Multiple Choice

Summary

- Review the format of Part 1 of the Listening paper.
- Build your awareness of informal and colloquial English.
- Practise understanding how intonation and stress affect meaning.
- Explore strategies for making the most out of your listening exam practice.

Before you start, locate the audio you need for this lesson

You will need to download the audio you will be working with later in the lesson from Cambridge Exam Booster C1 Advanced. Follow these easy steps:

1. Click <https://www.cambridge.org/elt/blog/>
2. Type Cambridge Exam Booster C1 Advanced into the search field to access the ELT blog.
3. Scroll down the page to the blog post written by Joe Tearle.
4. Scroll down the blog post to Audio download, select the link and start the download.
5. You will be working with **Track 3** later in the lesson.

Introduction

In Listening Part 1 you hear a variety of dialogues or conversations. Let's start by thinking about your experience listening to and participating in conversations in English. Think about these questions regarding conversations in English:

- When was the last time you had a conversation in English?
- Who did you speak to?
- Was the conversation formal or informal?
- Have you ever accidentally eavesdropped on other people's conversations?
- Who were you eavesdropping on? Can you remember what were they talking about?

Now make a list in your notebook of the difficulties you have when you listen to a dialogue or conversation. Identify the aspects of listening you think you need to work on. Each time you listen, look back at your list to see whether you can see progress and improvement.

Top tip! Make time to practise listening to English

Just like reading, speaking and writing, it takes time to develop listening skills, so make time and find opportunities to listen to English as often as you can.

Listen up!

Here are some ideas and suggestions for listening practice

a. Download and listen to podcasts in English on topics you find interesting. The more interested you are in the topic, the easier it is to understand. Check out **BBC Sounds**, you should be able to find something that interests you.

b. Watch up-to-date shows and films from a variety of English-speaking countries to increase your awareness of different accents and common informal or colloquial words and phrases that you may not hear often unless you interact with native speakers of English.

- As you watch, pay attention to every day informal scenes e.g. between friends or family members.
- Make a list in your notebook of useful and interesting new vocabulary and phrases you hear.

Start with the Facts: Listening Part 1

Step 1 What do you already know about the C1 Advanced Listening paper? Read and complete the text about Listening Part 1 with the correct words from the box.

twice	three	one	variety	two	five	six
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In Part 1, you will listen to (1) short extracts in the form of dialogues. Each dialogue has (2)..... multiple choice questions for you to answer. There are (3)..... questions in total to answer in Part 1.

Each dialogue lasts about (4)..... minute. The texts will cover a (5)..... of topics, and there will be different voices (accents?) and styles of delivery. The questions may test your understanding of the gist or detail of what is said, including the speakers' attitudes and opinions.

You will hear the recording (6)..... You should write your answers on the question paper and you will have (7)..... minutes at the end to transfer them to the answer sheet. ¹

Step 2 Find out more. Follow the link to the **C1 Advanced Handbook** for more detailed information about the exam. Scan the information on page 55 to find any answers you missed.

Step 3 Check your answers in the Answer Key at the end of this document.

¹ Adapted from Exam Booster, © Cambridge University Press and UCLES 2018

Vocabulary building: Informal and colloquial language

The dialogues in Listening Part 1 can be formal or informal. In this lesson, we are just going to focus on informal and colloquial language.

1. Listen to four short dialogues **here** and answer the questions on the screen that correspond to each dialogue.
2. Listen again for the colloquial language. Match the colloquial expressions to their meanings.

Dialogues – colloquial language	Meaning
1. gasping for (dialogue 1)	a) full of people or things
2. cheers (dialogue 1)	b) to spend a lot of money on something (especially things that are pleasant to have but that you don't need)
3. chock-a-block (dialogue 2)	c) used to say that something is very likely
4. splash out on (dialogue 3)	d) clothes or equipment
5. gear (dialogue 3)	e) thank you
6. no doubt (dialogue 3)	f) to want or need something very much

Check your answers to exercise 2 in the Answer Key.

3. Use the words from exercise 2 to complete the sentences.
 - a) _____ for helping out last night. I really appreciate it.
 - b) I don't have enough money _____ a new phone every year.
 - c) There's no way we'll get a table. The place is absolutely _____.
 - d) _____ James'll be there. He never misses a party.
 - e) I'm _____ a cigarette. Have you got any?
 - f) I got all the way to the gym and then realised I'd left my sports _____ at home.

Check your answers in the Answer Key.

Top tip! Make sentences with new vocabulary

Recording new vocabulary with an example sentence can help you remember it. Writing personalised sentences is even better. If you are working with a study partner, you can also build in additional speaking practice to help you review new vocabulary by making questions to ask and answer with your partner using the new vocabulary. For example: When was the last time you visited somewhere that was *chock-a-block*?

What was the last item of clothing you *splashed out on*?

Now record the new vocabulary in your notebook or on vocabulary flashcards like the example below.

- Include enough information about the Meaning, Form and Use of each word. You can look this up in the **Cambridge Dictionary** online.
- Make each word more memorable by writing an example sentence about yourself or writing a question to ask your study partner.

Example:

to splash out (on)	
Meaning	Definition: to spend a lot of money on buying things, especially things that are pleasant to have but that you do not need. ²
Form	phrasal verb Spoken: main stress on 'out' Phonemic transcription: / ,splæʃ 'aʊt / Written: use with 'on'
Use	Informal Common combinations with other words: to splash out on a new car / a holiday. My sentence: Last week I splashed out on two new sweaters and a pair of boots.

Pronunciation: Stressed words and meaning

It is possible to put additional stress on different words in a sentence to change its meaning. In the Listening paper, you may need to recognise this emphatic stress to understand the speaker's intention correctly.

1. Practise the different stress patterns by reading sentences 1-3 aloud. Place the emphasis on the stressed words. Why not record yourself on your phone, then listen back? This will help you to notice how the meaning changes.
2. Match each sentence to the correct meaning then check your answers in the Answer Key at the end of this document.
3. Which words do you think the speaker would stress in a) to c)?

1. James told me he finished the project yesterday.	a) I can't believe he only just started it yesterday!
2. James told me he finished the project yesterday.	b) He didn't tell me Jackie did most of the work!

² Source: **Cambridge Dictionary** online

3. James told me **he** finished the project yesterday. c) No, Jackie didn't tell me. James told me himself.

4. Try this Stressed Words and Meaning **practice exercise** from the C1 Advanced Preparation website.

Exam Practice Task

Now, let's put what we've learned into practice. In the next part of the lesson, you will be guided through an exam practice task following the 6 steps below.

Top tips for Exam success! 6 steps for more effective Exam Practice

1. Read the question carefully and underline key words.
2. Complete the task under exam conditions.
3. Check your answers.
4. Exploit the audio script. Read and listen for pronunciation, intonation and stress patterns.
5. Reflect on the answers you missed.
6. Write a personalised study plan so you know what to work on next time you listen

Step 2: Now attempt the task and try it under exam conditions.

1. Return to the audio you downloaded at the start of the lesson. Select Track 3.
2. Listen to the recording (Track 03) twice only.
3. Mark one answer to each question at the end of the first listening, even if you are not sure it is correct. The second listening can then be used to confirm this answer or not.
4. Do not use a dictionary.

ADVANCED LISTENING

PART 1



3

Travel

Exam task

1

Track 3 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two students talking about spending a gap year in Australia before going to university.

- | | |
|--|--|
| <p>1. The girl thinks most British teenagers she met chose Australia because of</p> <p>A the variety of things to do and see there.</p> <p>B the lack of difficulties presented by the language.</p> <p>C the opportunities to visit Southeast Asia on the way.</p> | <p>2. What was the biggest issue the boy faced during his time in Australia?</p> <p>A finding affordable accommodation</p> <p>B having to do very long bus journeys</p> <p>C getting suitable work to cover his costs</p> |
|--|--|

Extract Two

You hear two friends discussing the purpose of travelling.

- | | |
|--|--|
| <p>3. What does the man consider important when he travels?</p> <p>A seeing as much as possible of a new place</p> <p>B avoiding the routes taken by other travellers</p> <p>C making friends with people from the country he is in</p> | <p>4. Why does the woman mention getting lost?</p> <p>A to suggest that a difficulty can bring benefits</p> <p>B to illustrate a risk of travelling in unfamiliar places</p> <p>C to explain why people react to situations differently</p> |
|--|--|

Extract Three

You hear two colleagues talking about a trip to a conference.

- | | |
|--|---|
| <p>5. When discussing the talks they will give, they both</p> <p>A plan to improve the presentation of the material for the talk.</p> <p>B hope to get some feedback before giving the talk.</p> <p>C feel a need to do some more practice of their talk.</p> | <p>6. What does the woman say about the trip?</p> <p>A She is worried about what she needs to pack.</p> <p>B She is satisfied with the travel arrangements.</p> <p>C She is looking forward to being in a different environment.</p> |
|--|---|

Step 3: Check your answers.

Now go to the Answer Key at the end of this document to check your answers.

Top tip! Record and track your progress

Keep a record in your notebook of the scores you get on any practice tasks or tests. If you do a complete listening practice test, you can find a guide to checking your score **here**. These scores will only be approximate but it is a useful way to check that your listening skills are improving.

If you got all of the answers correct, well done! It's still worth completing the exercises below as these include strategies to help you continue to improve.

Get ready to reflect: Common problems and solutions

In order to *improve* your listening skills, it is important to understand why you missed a correct answer.

1. Look at the list of common problems learners experience with listening shown in **Table 1** below. Which of these problems have you experienced?
2. Now look at the suggested solutions to these problems in **Table 2**. There are three solutions to each problem. Match the solutions to the problems and write them in the Suggested Solutions column in Table 1 (or in your notebook).
3. Check your answers in the Answer Key. Can you think of any other solutions?

Problem	Suggested Solutions
1. I stopped paying attention.	
2. I lost focus because I was worrying about the previous answer/unknown word.	
3. There is a word I don't know in the question/answer.	
4. The speaker pronounced the word too quickly / I didn't recognise the pronunciation.	

Table 1

a) Take regular breaks.	b) Practise regularly to help you get used to this.	c) Try to avoid practising when you are tired.
d) Note down the stress pattern e.g. arrive .	e) Remember you will hear the recording twice.	f) Write questions using the new words to ask and answer with a study partner.
g) Write personalised sentences with the new words.	h) Pay attention to natural speech patterns. Watch this video on linking on the BBC Learning English pronunciation website to learn more.	i) Put away any distractions e.g. mobile phones.
j) Review the pronunciation of new words using the Cambridge Dictionary .	k) As a last resort, it is always worth having a guess.	l) Look up new words in the Cambridge Dictionary and record them in your notebook.

Table 2

Step 5: Reflect on your answers

- Now listen again and read too! Use the Audio Script below. Pay close attention to the sections of the audio script that give the answers to the Exam task. These are highlighted in **bold**.
- Look at the problems again in Table 1 above and ask yourself why you missed any answers. Make a note in the Problems column below. Use Table 2 to help you complete the solutions column.

#	Answer	My answer	Problem	Solution
1	B			
2	C			
3	B			
4	A			
5	B			
6	C			

Audio Script

Narrator: Track 3. Listening Part 1, Worksheet 3

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

Narrator: Extract one. You hear two students talking about spending a gap year in Australia before going to university. Now look at questions one and two.

Woman: During my gap year in Australia, I met so many other Brits my age doing the same thing before going to uni back in ~~the UK. They read in Southeast Asia, stopping off briefly in Thailand and Bali on the way... really unmissable places with jaw-dropping scenery... .~~

Man: I made some good friends travelling in Australia in my gap year.

Woman: So often people claimed their main motivation for going was the unspoilt beaches, the wildlife, the rainforests – the endless sunshine. But that’s true for lots of destinations. I actually think **1) the major additional lure is that there’s one obstacle you don’t have to overcome... worrying about asking for directions or how to get around**, which could be pretty daunting if you’re staying somewhere for a while.

Man: It’s a massive country – and surprisingly pricey. I took the bus between cities – flying really defeats the object of travel – so much of the country’s character is revealed in those vast distances of pure nothingness. ... **2) I did struggle to make ends meet. I earned a bit doing bits and pieces of work here and there. It wasn’t easy to come by.** Rather than pay high rent, I stayed in basic hostels. But it was good. I kept bumping into the same people, all on a tight budget of course.

Narrator: Now listen again.

Narrator: Extract two. You will hear two friends discussing the purpose of travelling. Now listen to questions three and four.

Woman: You’re busy planning your next trip, Olly. Do you always feel a sense of purpose to your travels?

Man: To be honest, I might sometimes have ~~felt like that’s been~~ not often the case, but I do think **3) you need to get off the beaten track.** I try to go to new places. Once there, I’m a fan of just hanging out, and trying to get to understand the vibe of a place, and observe the way of life. I make a point of asking questions, so I can find places where I ~~can~~ what’s going on... rather than ticking it off as a place I’ve ‘done’ because I went on some amazing tour to a waterfall, or got a great picture of a tiger. You travel, what motivates you?

Woman: For me, it’s about stepping out of my comfort zone – travelling alone gives you experiences that teach you about yourself. **4) It’s funny how what might have been a really bad experience, say, getting lost or n things differently.** Having a story that ends up making your friends laugh, is quite cool really. Anyway, I’ve realised that although I’m pretty tough, tears come too easily when I’m tired and someone shouts at

me.

Narrator: Now listen again.

Narrator: Extract three. You will hear two colleagues talking about a trip to a conference. Now listen to questions five and six.

Woman: So, flying to Edinburgh tomorrow for the conference. I can't wait.

Man: Why so keen? We've both got to give talks tomorrow, that very afternoon.

Woman: I know. I should really be looking at my presentation, and going over my latest improvements, so I remember them. I've been through it quite thoroughly, so I'm happy that the slides won't need to be altered.

Man: You swore you'd listen to me go through mine one more time today.

Woman: There's no cause to doubt my word!

Man: You'd better not be joking about that!

Woman: On condition you listen to my delivery too.

Man: Sure. **5) Anyway, I've no intention of making any major adjustments, I'd just appreciate some constructive criticism about whether I'm pausing in the right places, or speaking too fast, you know the sort of thing.**

Woman: **5) Absolutely. That's what I need too.** It'll be a relief not to be stuck in this cramped office. The renovations to our old one must have been going on for at least two months now. **6) The prospect of getting away makes up for the weeks of preparation.** Anyway, I've made a point of packing light so as not to have to drag a heavy case onto the airport train. I'd far rather have taken a taxi there... If only I'd been in charge of organising things!

Narrator: Now listen again.

3

Step 5: Make the most of the audio script

- 1) Use the audio script to read and listen as many times as you like – this will help you tune in to the stress patterns and pronunciation of English.
- 2) Use the **Cambridge Dictionary** online to look up any words you don't know.
- 3) Use some of the **Vocabulary building** strategies we looked at in the first part of the lesson to record new words.

Answer Key

Start with the Facts: Listening Part 1 – Exercise 1

1) three 2) two 3) six 4) one 5) variety 6) twice 7) five

Vocabulary building: informal and colloquial language - Exercise 2

1. gasping for (f)
2. cheers (e)
3. chock-a-block (a)
4. splash out on (b)
5. gear (d)
6. no doubt (c)

Exercise 3

- a) **Cheers** for helping out last night. I really appreciate it.
- b) I don't have enough money **to splash out on** a new phone every year.
- c) There's no way we'll get a table. The place is absolutely **chock-a-block**.
- d) **No doubt** James'll be there. He never misses a party.
- e) I'm **gasping for** a cigarette. Have you got any?
- f) I got all the way to the gym and then realised I'd left my sports **gear** at home.

Pronunciation: Stressed words and meaning – Exercise 1 and 3

- | | | |
|--|--|--|
| 1. James told me he finished the project yesterday. | | a) I can't believe he only just started it yesterday! |
| 2. James told me he finished the project yesterday. | | b) He didn't tell me Jackie did most of the work! |
| 3. James told me he finished the project yesterday. | | c) No, Jackie didn't tell me. James told me himself. |

Step 3: Check your answers

1. B 2. C 3. B 4. A 5. B 6. C

Get ready to reflect: Identifying common problems and solutions – Exercise 2

Problem	Suggested Solutions
I stopped paying attention.	<ul style="list-style-type: none"> • Take regular breaks. • Try to avoid practising when you are tired. • Put away any distractions e.g. mobile phones.
I lost focus because I was worrying about the previous answer/unknown word.	<ul style="list-style-type: none"> • Practise regularly to help you get used to this. • Remember you will hear the recording twice. • As a last resort, it is always worth having a guess.
There is a word I don't know in the question/answer.	<ul style="list-style-type: none"> • Look up new words in the Cambridge Dictionary and record them in your notebook. • Write personalised sentences with the new words • Write questions using the new words to ask and answer with a study partner.
The speaker pronounced the word too quickly – I didn't recognise the pronunciation.	<ul style="list-style-type: none"> • Review the pronunciation of new words using the Cambridge Dictionary online. • Note down the stress pattern e.g. <u>arrive</u>. • Pay attention to natural speech patterns. Watch this video on linking on the BBC Learning English pronunciation website to learn more about one of the most common features.

Prepare for exam success: C1 Advanced self-access learning

Reading and Use of English Part 5 (Multiple Choice)

Top tip! Read widely in English

The Reading and Use of English exam covers a variety of topics and text types. Read a wide variety of texts in English e.g. magazine and newspaper articles, academic texts and short stories. Step out of your comfort zone to build a range of formal and informal vocabulary related to different topics.

Summary

In this self-access lesson you will:

- review the format of Part 5 of the Reading and Use of English paper.
- choose a text to read in English.
- practise strategies to encourage you to read quickly to get a general idea.
- practise strategies to help you read for more detail.
- explore strategies for understanding new vocabulary and text organisation.

Start with the facts: Reading and Use of English Part 5

1. It helps to have a very clear understanding of what you have to do in the exam. What do you know about **Reading and Use of English Part 5**? Mark the following statements True or False.
 - a) Part 5 consists of one long text followed by six multiple-choice questions. **T/F**
 - b) The text will be academic in style and tone. **T/F**
 - c) The questions are presented in a different order to the information in the text. **T/F**
 - d) You will need a detailed understanding of the text in order to answer the questions. **T/F**
 - e) The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion. **T/F**
 - f) There are 6 parts in total in the Reading and Use of English Paper. **T/F**
 - g) You have 90 minutes to complete all parts of the paper. **T/F**

Check your answers in the key at the end of the document.¹

¹ Adapted from **C1 Advanced Handbook for Teachers**

Before reading 1: Take an active interest

You are going to choose a text to read in English, connected to the notion of success. It helps to think about what you know about the topic in the reading, because this activates useful words and phrases. Why not try the Bonus task before you read.

Bonus task! Make notes on the questions below. Discuss your answers with your study partner, a friend, or a family member.

1. What skills or characteristics do you think a person needs in order to achieve:
 - a. academic success?
 - b. business success?
 - c. sporting success?
2. Would you describe yourself as successful? Why? Why not?
3. Which kind of success is most important to you right now? Why?

Check the reading tip below before you choose your text and start reading.

Top tip! Use your existing knowledge and interest to improve your understanding of the text

Before you read a text, ask yourself the following questions:

- What do I already know about the topic?
- What can I predict about the text based on the headings / pictures / first paragraph?
- What do I want to find out about the topic?

Thinking about what you know already can help you understand the text.

- Step 1** Choose the article below that interests you the most. Before you start reading, check out Step 2.
- a. **Fail Productively – How to Turn Yourself into a Super-learner** from the Guardian Online
 - b. **Business Success Requires Memory** from Wired Magazine
 - c. **Can You Imagine Your Way to Success** from BBC Sports News

- Step 2** Look at the title, pictures and headings that go with your chosen article and read the first paragraph.
- a. What do you think the article is about?
 - b. Do you think the article will consist mainly of facts or opinions?
 - c. Is the tone formal, neutral or informal?

Step 3 In your notebook, write 3 questions you are hoping to find answers to in the article.

Reading task 1: Reading for gist

Top tip! Just read quickly the first time.

This reading strategy is always useful, but particularly for Part 5 of the Reading Paper as it gives you a general understanding of the ideas, style and structure of the text. This helps your brain process the basic information first, so when you go back and look for more detail, you already have some knowledge of the text and it's easier to find.

1. Now you are going to read the text you chose quickly to get a general understanding. This is often referred to as reading for gist.
2. Time yourself – don't spend more than 2 or 3 minutes reading. If you use your phone or a digital device, you get a more accurate timing, so you know roughly how long it takes you to read for the main ideas.
3. As you read, don't worry about unfamiliar words. Don't stop to look up new words in the dictionary – we will look at how to deal with these in the next section.
4. Reading for a reason will help you practise reading quickly. Look for the following information:
 - a) Were the predictions you made in **Step 2** correct?
 - b) Does the article answer the questions you wrote in **Step 3**?

Reading strategies 1: Guessing meaning of vocabulary from context

It is important to practise guessing the meaning of unknown words when you look at a text for the first time. In the exam, you cannot use a dictionary. You can find clues to help you from the **context** and in the **word formation**.

1. Think about the words highlighted in blue boxes in the extract below. Then answer the questions about context and word formation to help you guess the meaning.

How two experiments could help urban dwellers **reclaim** their streets from traffic.

Many **city-dwellers** around the world face a dilemma: **despite** living a relatively short distance from local shops and services, a wide **dual carriageway** has to **be used**. **While** this **offers** few problems for the vast majority of people, there are **those** who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.²

Context

Ask yourself the following questions about each of the highlighted words.

- a) Is the word a noun, a verb, an adjective or something else?
- b) Is there a description, contrast or comparison in the sentences around the word?

² Exam Booster, © Cambridge University Press and UCLES 2018

Word formation

- Do you recognise the root of the word? Have you seen a similar word before?
- The word 'dwellers' is plural and ends in the suffix –er. Do words ending in –er usually refer to people, places or things?
- The word 'reclaim' starts with the prefix 're' like 'restart' or 'review' – what does this suggest?

2. Now look back at the text you chose in **Before reading 1** and use the same strategies to try and guess the meaning of up to ten unfamiliar words. Don't look them up in the dictionary just yet!

Reading strategies 2: Understanding text organisation

Reading Part 5 also tests your ability to understand features of text organisation such as giving examples to illustrate and develop ideas, comparison and referencing ideas expressed earlier in the text.

Reference words include:

- Words for avoiding repetition:** *it, they, him, her, this, that, these, those, which, one, in other words*
- Words and phrases for giving examples, comparing, contrasting and connecting ideas:** *such as, for instance, also, however, although, but, on the other hand, therefore, as a result, additionally, another, instead, after, while*

- Look at the extract in **Reading strategies 1** again. What do the underlined reference words refer to?
- Are the words in bold used for comparing or contrasting? Which two ideas do they refer to?
- Why does the writer mention 'running out of milk'?

Check your answers in the key at the end of the lesson.

Reading task 2: Reading for more detail

In Reading Part 5 you will answer 6 multiple choice questions that test your ability to understand detail, opinion, tone, purpose, main idea and attitude of the writer and to recognise text organisation features.

Now read your text again. Let's look at three strategies you can try to practise reading in more detail.

Strategy 1 Break the text into logical sections. In your notebook, write a summary in one to two sentences of each section.

Strategy 2 Think about it. Do you think the writer's opinion about the topic is positive, negative or neutral? Underline any words or phrases that support your ideas.

Strategy 3 Reflect. What is the overall purpose of the text? Is it to give advice, to inform, to recommend, to entertain, to criticise or maybe the purpose of the text is something else? What might that be?

Exam Practice Task

Before trying an exam practice task, take a moment and look back at what you have covered and practised in this lesson.

1. Reading for gist - think about the title, the topic, what do you think the text is about, read quickly and check your own predictions.
2. Managing unfamiliar vocabulary - think about the 'grammar' of the word e.g. verb, noun, adjective, and word formation. Does it look like a word you think you know?
3. Text organisation – look out for features in the text used by the writer to avoid repetition, to compare, contrast, and illustrate ideas.
4. Reading for detail – break the text into bite sized pieces, consider the writer's opinion and the purpose of the text.

Now use the reading strategies you have practised in the lesson to try the exam task on the following pages.

Top tips for success!

Suggested process:

1. Quickly read the whole text to get a general idea of its topic, main ideas and structure. Ignore unknown words.
2. Read the questions one by one. Underline the key words in the first part of the question and locate the section of the text you think it relates to.
3. Then look at the options A to D and decide which one is the closest in answering the question.
4. The whole sentence has to match what is written in the text – underline the part/s of the text that support your chosen answer.
5. Aim to spend no more than 15 minutes on this task.³

³ Adapted from **C1 Advanced Handbook for Teachers**

**Cities and transport****Exam task****1**

You are going to read an article about solving traffic problems in cities. For questions 1–6 choose the answer (A, B, C or D) which you think fits best according to the text.

Reclaiming our city streets**How two experiments could help urban dwellers reclaim their streets from traffic.**

Many city-dwellers around the world face a dilemma: despite living a relatively short distance from local shops and services, a wide dual-carriageway has to be negotiated in order to get there. Whilst this poses few problems for the vast majority of people, there are those who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.

In the Dutch city of Tilburg, ten people have been taking part in a trial of Crosswalk, a smartphone app that gives pedestrians with limited mobility extra crossing time. This ground-breaking experiment enables participants to cross the road in one go, without needing to dodge cars. A sensor in the traffic lights is constantly on the lookout for anyone with Crosswalk on their phone. It scans both sides of the road and adjusts the crossing time automatically, once a pedestrian carrying the app has been detected. Each user triggers a specific time which is pre-installed onto their phone and varies according to their level of mobility. In this way, delays to traffic are also minimised. The app works in combination with GPS and the software that operates the traffic lights, thus getting around the need to install further devices to control the system.

The pilot project is part of a 25-year plan to make Tilburg's road network more pedestrian and cycle-friendly. Another system under development there senses when bikes are approaching a junction and changes the lights sooner than it otherwise would, thereby giving cyclists priority over motorists. A logical extension of this technology could trigger lights to green to let ambulance or fire crews pass through. Smart traffic lights can also have environmental benefits, for example, by giving lorries a clear run through urban areas and reducing the frequency with which they have to stop and start, they thereby reduce emissions, noise pollution and damage to road surfaces. All of this

line 39

seems a far cry from the majority of urban centres. The applications of the technology are virtually limitless and could form a major weapon in the battle to recapture city

streets worldwide from motor vehicles and reduce pollution. To put this into context, in Barcelona, which is anything but large relative to many modern urban sprawls, air pollution is estimated to cause around 3,500 premature deaths per year out of a population of 1.6 million. Additionally, it is responsible for severe effects on ecosystems and agriculture. Traffic, which is the major contributor to this problem, also causes noise pollution beyond levels considered healthy. Scaling this bleak picture up for larger metropolitan areas could be bad for your health!

The World Health Organisation recommends that every city should have a minimum of 9 m² of green space per resident. While some places come out well relative to this figure (London scores an impressive 27, and Amsterdam an incredible 87.5), many do not. Tokyo currently has around 3 m² per person, and is far from alone in providing insufficient 'lungs' for its population. Picture the effect on these figures of banning traffic from the majority of a city's streets and allowing these roads to be converted into community areas, such as parks and pedestrian zones. Such a system, known as 'superblocks', is rapidly gaining support in many of the world's urban centres.

The idea has at its heart the notion that streets belong to people and not cars. Roads are repurposed within an area known as a superblock, leaving only the streets around the perimeter accessible to vehicles. Taking up less space than a neighbourhood, but larger than the blocks in many cities, their design ensures that no one would ever be more than 300 m from a road. This may mean sacrificing the parking spaces assigned to properties within them, but that's a small price to pay. By increasing the frequency of bus stops on the surrounding streets and applying smart traffic management technology as used in Tilburg, it would be possible to make public transport more effective despite having significantly fewer vehicle-accessible roads. This could be paired with a new system of cycling lanes in the areas off-limits to traffic.

Given that the majority of the world's population now lives in an urban environment, imagine the number of people who would benefit from this combination of ideas.

1. In paragraph 1, the writer is
 - A offering an opinion about city life.
 - B exemplifying one aspect of city life.
 - C giving a reason why city life can be expensive.
 - D suggesting city life is hard for most people.
2. In the second paragraph, we learn that Crosswalk
 - A detects the presence of vehicles.
 - B can be programmed by its users.
 - C has been relatively easy to set up.
 - D is being trialled on one major road.
3. What is the writer emphasising in the sentence 'All of this seems a far cry from the majority of urban centres' in line 39?
 - A the contrast between aims and the current reality.
 - B how upsetting living in some cities can be.
 - C how advanced technology is in certain regions.
 - D the technological changes happening worldwide.
4. What point does the writer make in the fourth paragraph?
 - A Smaller cities have relatively high levels of pollution.
 - B Having farms near cities decreases harmful pollution.
 - C Problems caused by pollution multiply with city size.
 - D Embracing technology eases harmful pollution levels.
5. What does the writer suggest about green spaces in the fifth paragraph?
 - A Most cities exceed international green space guidelines.
 - B Modern cities have fewer green spaces than old ones.
 - C Much urban green space worldwide has disappeared.
 - D Many city authorities should change their green space policy.
6. According to the writer, all of the following people would benefit from the introduction of superblocks except
 - A bus users.
 - B residents.
 - C cyclists.
 - D pedestrians.

Post-reading tasks

Now check your answers!

When preparing for an exam, it's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect.

1. For each item below, check your own answers on the previous page and take some notes on **why** the answers below are correct.

Answers

#	Answer	Why is this correct?
1	B	
2	C	
3	A	
4	C	
5	D	
6	B	

Reading strategies 3: Building vocabulary

Reading is an excellent way in which you can build your vocabulary, so let's look at some strategies to help you do this.

Top tip! Record new words in your notebook

Use the **Cambridge Dictionary** to look up unknown words **AFTER** you have read a text and completed any exam practice tasks. The new words you learn will be useful in other parts of the exam, so it is important to record enough information about the word to enable you to use it in speaking or writing tasks too.

Task 1: Look back at the texts you read in this lesson. Look up any new vocabulary in the dictionary and record it in your notebook or you can create word cards.

Here are some suggestions and an example of a word card to help you, with the information that is helpful for you to record.

- Try to work out the meaning before going to the online **dictionary** to check your ideas. Did you guess correctly?

- Create a word card. Use the dictionary to check the part of speech and information about pronunciation. Use the word to learn it, so write an example sentence.
- If you don't know the phonemic chart, you can listen to the pronunciation in the online **dictionary**. Write the sound of the word in a way that is clear for you. Underline the stress.
- It is more memorable to write a true sentence about yourself with the new word. Include enough context, so that you will remember the meaning when you review the word

Word card

New word arduous

Meaning difficult, needing a lot of effort or energy

Part of speech adjective

Pronunciation: /'ɑ:dʒuəs/¹

My sentence: I find it arduous to study for long periods of time without a break. I get really tired and distracted

Top tip! Work with a study partner to practise your reading skills and review new vocabulary

Use online conferencing tools to work with a partner, e.g. Skype, Zoom, FaceTime, Teams. You can:

- share the text with your study partner.
- create **before reading** questions about the text and exchange questions with each other.
- read the text quickly and then discuss your **before reading** questions.
- write a short summary of the main points in the text and discuss with one another, did your partner pick out the same or different ideas?
- create word cards from the text and play '**Guess the word**' to review your vocabulary (see Task 2).

What should I do if I don't have a study partner?

Here are a few ideas for you to try:

- Read the text, pick out the main ideas, create discussion questions around the text.
- Talk to your friends and family about what you have been reading and ask for their opinions. If you can discuss your ideas in English this is an added bonus for you.
- Write an interesting statement or a leading question that you think will generate a response and post to your social media. See what comes back in your feed and post a reply.
- Try and use the vocabulary from your word cards in your conversations and your social media posts.

Task 2: Guess the word

Use the notes or word cards you made to play 'guess the word' with your partner.

How to play:

1. Each player chooses a selection of new words.
2. Take turns to give each other clues to a word. For example, Student A takes the first word and gives Student B the clues below. The points go down after each clue.

Clue 1 (4 points): Gapped sentence	I find it really <i>bleep</i> to study for long periods of time without a break. I get really tired and distracted.
Clue 2 (3 points): Part of speech	It's an adjective
Clue 3 (2 points): Definition	It means 'difficult, needing a lot of effort or energy'
Clue 4 (1 point): 1 st letter	It begins with 'a'

3. After 4 clues, if Student B hasn't guessed the word, Student A gets 4 points.
4. The answer in this example is arduous.
4. It is now Student A's turn to guess the next word.

Answer Key to Exercises

Review – Exercise 1

- a) Part 5 consists of one long text followed by six multiple-choice questions. **TRUE**
- b) The text will be academic in style and tone. **FALSE the texts come from a variety of genres including fiction.**
- c) The questions are presented in a different order to the information in the text. **FALSE**
- d) You will need a detailed understanding of the text in order to answer the questions. **TRUE**
- e) The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion. **TRUE**
- f) There are 6 parts in total in the Reading and Use of English Paper. **FALSE there are 8 parts**
- g) You have 90 minutes to complete all parts of the paper. **TRUE**

Reading strategies 2 – Understanding text organisation

How two experiments could help urban dwellers reclaim their streets from traffic.

Many city-dwellers around the world face a dilemma: **despite** living a relatively short distance from local shops and services, a wide dual-carriageway has to be crossed **whilst** in order to poses few problems for the vast majority of people, there are those who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.⁴

1. Look at the extract in **Reading strategies 1** again. What do the underlined reference words refer to?

there = the local shops and services

this = crossing a wide dual-carriageway to get to the nearest shops

those = the minority of people for whom this is a problem

2. Are the words in bold used for comparing or contrasting? Which two ideas do they refer to?

both words are used for contrasting ideas

despite – the shops are near / it is difficult to get to the shops

whilst – for most people this is not a problem / for some people it is a problem

3. Why does the writer mention 'running out of milk'?

As an example of how an everyday, simple situation can be difficult for some people.

⁴ Exam Booster, © Cambridge University Press and UCLES 2018

Prepare for exam success: C1 Advanced self-access learning

Reading and Use of English Part 6 (cross text multiple-matching)

Summary

In this lesson you will:

- Review the format of Part 6 of the Reading and Use of English paper.
- Complete a guided exam task.
- Practise strategies for guessing meaning from context.
- Create a SMART study plan.

Top tip: Read! Read! Read!

One of the most effective ways to build vocabulary and improve your reading skills (including your reading speed) is to read widely and often in English. Below are some suggested free online resources that include reviews and opinion pieces with a more formal tone similar to those in Reading and Use of English Part 6.

Try to read one article every day! Independent reading is an excellent opportunity to practise the reading and test strategies explained in this lesson, and will help you to improve your ability to read quickly for the main idea, read for detail to pick out writers' opinions, and to manage unfamiliar vocabulary.

- **1843 magazine** – free magazine from The Economist
- **Sight and Sound magazine** – film reviews
- **The Literary Review** – book reviews
- **New Scientist** – articles on science, technology and the environment
- **The Guardian** newspaper
- **The Independent** newspaper
- **BBC News**

Start with the Facts: Reading and Use of English Part 6

1. Circle the best option to complete these statements. The first one has been done for you.

- ✓ The C1 Advanced Reading and Use of English Paper is **90** / 120 minutes.
- ✓ The C1 Advanced Reading and Use of English Paper has **6** / 8 parts in total.
- ✓ Part 6 consists of four short texts, on **a related / a different** theme.
- ✓ The texts in Reading Part 6 are **academic / informal** in tone.
- ✓ In total, there are **4** / 6 questions.
- ✓ Candidates must **read carefully / read quickly** across texts to match statements about the writers' **opinions** and **attitudes** with the correct text.
- ✓ It's **possible / not possible** to match a text more than once. ¹

Check your answers in the at the end of this document.

¹ Adapted from **C1 Advanced Handbook for Teachers**

Prepare: Introduction to the lesson

In this lesson, you will be guided through a Part 6 exam task step-by-step with four test strategies for you to try. The example task in this lesson requires you to read four different reviews of the same book. So, let's start by thinking about reading and book choices.

Imagine you are choosing a book to take on holiday. Make notes on your ideas in your notebook.

1. How do you decide what you want to read? Do you:
 - a. read book reviews?
 - b. ask for recommendations from friends?
2. What kind of books do you prefer to read?
3. Make a list of as many genres of books as you can e.g. thrillers ...

Bonus task: Why not practise your writing with this bonus task. Write a short blog and review a book you have read. Imagine the people who might read your blog, and recommend the best strategies for choosing a good holiday read. Give examples of successful and disappointing book choices that you have made.

Now let's turn our attention to Reading Part 6 and consider the first steps in how you might approach it.

Test strategy 1: Identify the task and topic

Top Exam Tip! Always start by reading the question and the headings

The question and the heading include useful information about the topic of the text. Knowing what a text is about before you start reading can help you understand it better. It is also important to read the instructions to each task carefully. The exam includes many different task types, so it is better not to assume you know what to do.

1. Read the instructions below to the Part 6 task. What additional information do you learn about the topic of the book that is being reviewed?
2. Underline or make a note in your notebook of the two instructions for completing the task.

Part 6

You are going to read four reviews of a book about how architecture can affect the emotions. For questions 1 – 4 choose from the reviews A – D. The reviews may be chosen more than once.

3. Reading Part 6 texts are on a related theme. Text types include reviews or extracts from academic journals. Reread the Part 6 instructions. What type of text will you read here? Make a note of anything you think you might know about the topic in your notebook, and that you think could appear in the text.

The Architecture of HappinessFour reviewers comment on philosopher Alain De Botton's book²**Test strategy 2: Read quickly****Top tip! Just read quickly the first time.**

This reading strategy is useful for Part 6 of the Reading Paper as it gives you a general understanding of whether each writer's attitude to the topic is generally positive, negative or neutral.

This also means that when you go back and look for more specific opinions, you already have some knowledge of the text and they will be easier to find.

1. Read this review of Alain de Botton's book. In this example, you can see the phrases that give the reviewer's opinions and attitudes have all been underlined. In your opinion, are these phrases positive, negative or neutral?

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

2. Now look at the rest of the **Practice Exam task TEXT: The Architecture of Happiness** in the practice materials at the end of the lesson. Follow the steps below for reviewers **B, C and D**.

- ✓ Read the texts quickly – don't spend more than 2 to 3 minutes on this.
- ✓ Underline words and phrases in each text that gives the writer's opinion in each text.
- ✓ Reflect on the words and phrases you have underlined and decide whether the reviewers' attitudes are positive or negative.

Test strategy 3: Underline key words in the questions

1. Now look at the **Practice Exam task QUESTIONS: The Architecture of Happiness**. For each of the 4 questions consider:

² The full practice test, from which this question is taken, is available on the **Cambridge English website**

- Should I be looking for a similar opinion or a different one?
- What opinion am I looking for?
- Who am I comparing with?

Underline the key words that give you the answers to each of these questions. The first one has been done for you in the example below:

Need help? Example

Which reviewer

1. has a a) different opinion from c) the others on b) the confidence with which b) de Botton discusses architecture?

- Should I be looking for a similar opinion or a different one?
a different one
- What opinion am I looking for?
how confident does the writer think de Botton is when he discusses architecture
- Who am I comparing with?
I need to compare all 4 texts to find the odd one out

Now repeat the steps for Questions 2 to 4 below.

Practice Exam task QUESTIONS: The Architecture of Happiness

Which reviewer

- has a different opinion from the others on the confidence with which de Botton discusses architecture?
- shares reviewer A's opinion about whether architects should take note of de Botton's ideas?
- expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?
- has a different view to reviewer C on the originality of some of de Botton's ideas?

Test strategy 4: Identify the writers' opinions in each text

Top tip! Read the texts VERY carefully

The texts are complex and the writers often express mixed opinions on the topic in each text, so it is easy to miss important points if you only read the texts for gist.

- ✓ Use a wide context in the text to help you find answers. Do not read narrowly or just a few lines

- before and after the point where you find your answer.
- ✓ Use paraphrasing of ideas rather than individual words in the questions to help you identify the answer in the text.
 - ✓ Check that your selected answer fully answers the question and not only in part.

 - ⊗ Don't use your world knowledge or personal opinions to answer the questions.
 - ⊗ Don't select an answer after reading only one or two of the texts. ³

Independent reading – Read! Read! Read!

Choose an article that interested you from one of the recommended websites at the start of the lesson. As you read, look for and highlight the writer's opinions in the text. What are your thoughts? Do you agree or disagree? Are you surprised? You could take this idea a step further with a study partner.

Study partner

- Find an article you think looks interesting.
- Ask a friend who is at around your level, perhaps with similar interests to you, to read it as well.
- Read, and then discuss the opinions expressed by the writer in the text.
- You can discuss ideas using video conferencing tools such as Skype, Zoom or Teams, where you can share your screen and look at the article together.
- This is not only a great opportunity to develop your reading skills but also to practise your speaking.

Now let's go back to the exam question and work through **Question 1** in steps.

Which reviewer:

1. has a different opinion from the other on the confidence with which de Botton discusses architecture?

1. Look at the **Practice Exam task TEXT: The Architecture of Happiness** again.
2. Underline the opinions expressed by each writer in each text about the confidence with which de Botton discusses architecture.
3. Use your answers from the **Test Strategy 3** exercise to help you.

Need more help?

Look at the opinions about de Botton's confidence from texts A – D below. Which of these opinions do you think is *different* from the others? Why?

³ Adapted from **C1 Advanced FAQs**

Text A Now, with typical **self-assurance**, he has turned to the subject of architecture.

Text B **Yet one is left with the feeling** that he **needed the help and support** of earlier authors on the subject to walk him across the daunting threshold of architecture itself.

Text C ... making **bold** and amusing judgements about architecture

Text D ... he **makes the most of this theme** on his jolly trip through the world of architecture. De Botton certainly **writes with conviction**

It can help to make notes with your ideas in your notebook, for example:

- The odd one out is ___ because [write your reason]
- It can't be ___; ___; and ___ because [write your reason]

You should now have your answer for Question 1. You can check your answer in the Answer Key to the Practice Exam Task once you have completed all 4 questions.

First, think about how you approached this task. What did you find difficult? How helpful were the test strategies?

Before we move on to answer Questions 2 to 4, let's look at some ways to deal with a common difficulty: unknown vocabulary.

Vocabulary 1: Dealing with unknown vocabulary

It's not always possible to guess all of the meanings of unknown words or phrases in a text but it is often possible to work out some information about them e.g. part of speech (nouns, verbs, adjectives etc.) or connotation (is the word positive or negative).

1. Look at the following sentences from Text A.

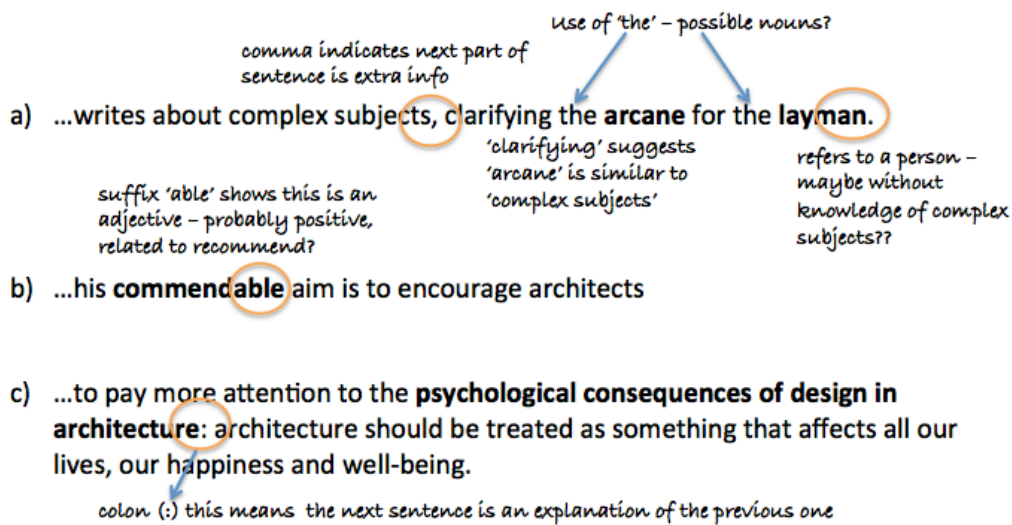
- a) ...writes about complex subjects, clarifying the **arcane** for the **layman**.
- b) ...his **commendable** aim is to encourage architects
- c) ...to pay more attention to the **psychological consequences of design in architecture**: architecture should be treated as something that affects all our lives, our happiness and well-being.

2. How much you can understand about the words in bold in sentences a), b) and c). Don't look them up in a dictionary yet! Try the following strategies:

- Guess the **part of speech** (noun, verb, adjective etc.) of individual words by looking at the position of the word in the sentence and the words immediately surrounding it.

- Check for **common prefixes or suffixes** – these often reveal information about the meaning or part of speech of a word. You can find a list of the most common prefixes **here** and suffixes **here**.
- Look for any clues to meaning in the surrounding words and phrases – in particular look for **linking words or punctuation** that indicate **contrasts, comparisons, examples or explanations**.
- Is the **connotation** positive or negative? You may need to refer back to what you learned about the writer's general attitude to help you.

Need help? The notes below show a student's thought process as they worked out the examples. Did you have any of the same ideas?



Top tip: Independent reading is a great opportunity to practise dealing with unknown words

The more regularly you read, the more exposure you have to new and interesting words and phrases to explore, record and practise. This will be a great help in your speaking and writing where you can demonstrate how much language you know and can use.

Select and read an article from one of the websites recommended at the start of the lesson. Underline a selection of unfamiliar words and phrases. Before checking the dictionary, try and work out the meaning using the strategies described in **Vocabulary 1**.

Test strategy 5: Match the answers to the questions

1. Now answer the remaining questions 2 to 4. Remember to use the strategies above:

- look at the words you underlined in the question
- underline the relevant parts of each text
- choose the text A – D that matches best

d) guess the meaning of unknown words.

2. Allow yourself about 10 minutes to complete these questions. Do not use a dictionary. Check your answers in the Answer Key to the practice exam task at the end of this document.

Practice Exam task QUESTIONS: The Architecture of Happiness

Read the four reviews on the next page and answer the following questions.

Which reviewer:

1. has a different opinion from the others on the confidence with which de Botton discusses architecture?
2. shares reviewer A's opinion about whether architects should take note of de Botton's ideas?
3. expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?
4. has a different view to reviewer C on the originality of some of de Botton's ideas? ⁴

⁴ The full practice test from which this extract is taken is available on the **Cambridge English website**

Practice Exam task TEXT: The Architecture of Happiness

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

A
Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B
Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

C
In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

D
Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

5

⁵ The full practice test from which this extract is taken is available on the **Cambridge English website**

Reflect 1: review your answers

Answer Key to Test Strategies 2 and 3

1. First look carefully at the underlined information in the questions. Did you underline the same things?

Answer Key Test Strategy 2: Underline key words in the questions

Which reviewer

1. has a different opinion from the others on the confidence with which de Botton discusses architecture?
2. shares reviewer A's opinion about whether architects should take note of de Botton's ideas?
3. expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?
4. has a different view to reviewer C on the originality of some of de Botton's ideas?

2. Now check the extracts from the texts highlighted below. These are the key parts of the text that will help you answer the question.

Answer Key Test Strategy 3: Identify the opinions in each text

Question 2: opinions on whether architects should take note of de Botton's ideas:

- A. His commendable aim **is to encourage architects**, and society more generally, **to pay more attention** to the psychological consequences of design in architecture
- B. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly **beside the point**.
- C. something everyone, **professionals within the field** in particular, **should read**.
- D. not mentioned

Question 3: opinions on the extent to which architects share de Botton's concerns:

- A. **Yet architects do not normally talk nowadays very much about emotion and beauty.** They talk about design and function.
- B. this might be because **happiness has rarely been something architects think about.**
- C. **He worries away, as many architects do,** at how inert material things can convey meaning and alter consciousness.
- D. not mentioned

Question 4: opinions on the originality of de Botton's ideas:

- A. not mentioned
- B. Alain de Botton raises important, **previously unasked,** questions
- C. most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, **are not particularly new.**
- D. not mentioned

Answer Key to Practice Exam task: The Architecture of Happiness

When preparing for an exam, it's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect.

For each item below, check your answers and take some notes on **why** the answers below are correct.

#	Answer	Why is this correct?
1	B	
2	C	
3	A	
4	B	

Reflect 2: Make an Action Plan for further study

Top tip! Make a S.M.A.R.T. action plan

Making an action plan is a good way to manage your study time and keep yourself motivated. S.M.A.R.T. stands for:

Specific: it isn't enough to say 'I will read more' – **what** will you read, **when** and **how often**?

Measurable: can you track how you have improved or what you have learned?

Achievable: how much time do you have for study? What resources are available to you?

Relevant: reflect on what you found difficult in this lesson – what do you need to focus on to improve?

Time-based: set yourself deadlines e.g. I will read 3 articles online and do one practice exam task by [date].

1. Use the template below to write your S.M.A.R.T. Action Plan.

I need to work on...	I will...	By [date]
<p>Example: Learning vocabulary about topics I am less familiar with</p>	<p>Use the links in this lesson to find articles about science topics e.g. Physics and Space. Read one article each day. Write 5 new words from each article in my notebook.</p>	<p>Read 5 articles by the end of this week.</p>

Bonus task

Practice the strategies we have covered in this lesson by trying the additional practice activity on the following page.

Check your answers in the Key at the end of this document.

The environment**Exam task****1**

You are going to read four extracts from articles in which experts give their views on banning single-use plastic products such as shopping bags and drinks bottles. For questions 1–4, choose from the experts A–D. The experts may be chosen more than once.

Which expert

- shares B's views regarding how easy it would be to implement any ban or restrictions? **1**
- has a different view to the others about adding charges to the prices of single-use plastic products? **2**
- shares A's views on the environmental impact of imposing a ban? **3**
- expresses a different view to D about the economic effects of introducing a ban? **4**

Banning single-use plastic products**A Doran Yusef**

There has been little debate as to whether it actually makes ecological sense to ban single-use plastic products. I find this troublesome, given that the paper and glass, which would presumably replace the plastic used in bags and bottles respectively, use more energy than plastic in their production, therefore contributing more to global warming. Changing the material that these products are created from will have minimal financial impact, as income and employment losses in plastics and packaging would be absorbed into the manufacturing of whichever material takes its place. Costs imposed on consumers at the point of sale for plastic bags have been highly successful in reducing how many are used, so now is the moment to enforce these on other items packaged in disposable plastic. Any outright ban may be challenging to police and would have to be instigated gradually, in order to make it workable.

B Hideko Suzuki

Customers have little or no direct control over what packaging a company sells its products in. It's therefore unfair to inflict additional expenses on buyers for decisions made by the producer. Along similar lines, if shops want to sell their goods, they should provide and pay for the means of carrying it home. I think the financial implications of a ban on the products are more far-reaching than anyone has predicted. You can't just remove an entire industry from a nation and expect no repercussions. What's driving the call for a ban, of course, are the catastrophic consequences to the planet of avoiding this issue. I wholeheartedly go along with the view that it needs to be addressed, but perhaps not so quickly that we end up creating more problems than we solve. These sorts of transitions take time, especially as the regulation of such a ban is likely to be extraordinarily complex.

C Radislav Kovac

The majority of those calling for stopping short of a ban on throwaway plastics claim that it would be

absurdly complicated to introduce and supervise. I would beg to differ. Is it really such an effort to visit a supermarket to see which manufacturers still use plastic packaging, and whether customers are being provided with plastic bags? There's no reason why they should be, as schemes worldwide whereby customers pay for these have been immensely effective and should now encompass other single-use products. Having said that, although plastic is undoubtedly a major pollutant, it would be wrong to completely ignore the likely impact of producing other more energy-intensive materials that might replace it. However, I believe these would be the lesser of two evils. Also, although the focus has largely been on packaging and bags, there needs to be a widening of the net to include other everyday items like drinking straws.

D Joanna Muller

Even though sustainable industries are relatively new, there are already sufficient examples where any reductions in revenue caused by the termination of a more traditional product are in effect cancelled out by the success of its replacement. That said, imposing an immediate ban on plastic bags may well be a step too far especially if it were too sudden for consumers to cope with. However, I'm all for an obligatory raising of prices worldwide for products sold in environmentally-unfriendly packaging, in effect an extension of the highly fruitful policy of making plastic bags prohibitively expensive. This pricing strategy has been generally straightforward to monitor and oversee, as spot checks on retailers can quickly establish whether or not any legislation is being followed. Another case for gradually implementing controls is that replacing plastics, which create physical pollution, with materials that produce excessive harmful emissions during their manufacture doesn't currently make sense. Greener alternatives need to be found.

6

Answer key

Start with the Facts: Reading and Use of English Part 6 – Exercise 1

- ✓ The C1 Advanced Reading and Use of English Paper is **90** minutes.
- ✓ It has **8** parts in total.
- ✓ Part 6 consists of four short texts, on a **related** theme.
- ✓ The texts in Reading Part 6 are **academic** in tone.
- ✓ In total, there are **4** questions.
- ✓ Candidates must **read carefully** across texts to match statements about the writers' **opinions** and **attitudes** with the correct text.
- ✓ It's **possible** to match a text more than once.

Bonus Task

1. A 2. C 3. D 4. B

Prepare for exam success: C1 Advanced self-access learning

Speaking Part 2: long turn

Lesson summary

The topic of this lesson is **happiness**. In the lesson you will:

- review the format of Part 2 of the Speaking paper.
- learn how to design your own Speaking Part 2 practice tasks.
- use an online dictionary to increase the range and accuracy of your vocabulary.
- use online resources to improve your pronunciation.
- review useful language for speculating and comparing.
- build on your ability to speak confidently for more than a minute.
- use a checklist of assessment criteria to reflect on your performance.

Get to know the exam: Speaking Part 2

You will be paired with another candidate for the Speaking paper, which has 4 parts in total. In Speaking Part 2 you will:

- compare and speculate about two photographs.
- talk on your own for a minute without interruption.
- listen to your partner's talk and answer a question about their photographs.

It helps to know how you are going to be assessed, and what you are assessed on. The task is assessed using the following criteria¹:

Grammatical Resource: Can you demonstrate that you know and can use a range of simple and more complex grammatical structures accurately?

Lexical Resource: Can you show that you can use a range of simple and complex vocabulary to talk about familiar and unfamiliar topics. Are you able to use this vocabulary correctly?

Discourse Management: Is your answer an appropriate length for the task (1 minute)? Are you able to speak without much hesitation or repetition? Is what you say relevant to the task? Is your answer structured? Does it include use of discourse markers e.g. because, however, in addition, as a result, therefore, on the other hand, furthermore, to sum up?

Pronunciation: How easy is it to understand what you are saying? Can you demonstrate that you can use intonation to enhance and convey meaning? Is your word and sentence stress correct? Are individual sounds correctly produced?

Interactive Communication: Did you listen when the other candidate spoke about their pictures? Are you able to react to what they said?

¹ © UCLES 2011 – adapted from <https://www.cambridgeenglish.org/images/168620-assessing-speaking-performance-at-level-c1.pdf>

Prepare 1: Create a practice task

In the first part of this lesson, you are going to work through a series of steps, which involves conducting online picture research and then creating your own practice tasks.

Step 1: Find pictures to practice with

The topic for this lesson is **happiness**. Go to an image website such as Google images or Unsplash.com. Type the word 'happiness' in the search field to view images of different things that make people happy. Select up to five pictures before deciding on the three images from your picture search that you can easily compare and contrast.

Step 2: Brainstorm ideas / generate vocabulary

Use the images and make a list of your own ideas and useful vocabulary linked to what you think:

- makes an *introverted* person happy
- makes an *extroverted* person happy
- makes *you* happy

Need help? Here is an example to get you started.

Introverts	Extroverts	You
<ul style="list-style-type: none"> • <i>curling up with a good book</i> 	<ul style="list-style-type: none"> • <i>having a big party with friends</i> 	<ul style="list-style-type: none"> • ...

Look at your ideas and decide whether you think you are an introvert or an extrovert.

Step 3: Write three questions

Write down two questions for Student A to answer about the pictures and one question for Student B to answer.

You are not going to describe the pictures. The questions you write should encourage the speaker to compare, contrast and speculate about the pictures on the theme of happiness.

Compare your questions with the sample questions in the **need help** box below.

Need help?

Here is an example task.

Student A: Compare two of the pictures and say why people might feel happy when they do these kinds of activities. Do you think these activities would make everybody happy?



2

Student B: Which activity do you think is the most enjoyable?

Prepare 2: Vocabulary building – online dictionary research

In the speaking task, you need to show you can use a range of vocabulary at different levels. Some of this vocabulary should be at C1 level or above.

When you look up words in the **Cambridge Dictionary** you can check for the level.

extrovert
noun [C] (also *extravert*)
 US /'ek.stre.vɜːt/ UK /'ek.stre.vɜːt/

C1
 an energetic person who enjoys being with other people:

- Most sales people are extroverts.

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Research task 1. Return to the list of ideas and vocabulary you made in Prepare 1, Step 2.

- Research up to five of the words from your list, in the online dictionary.
- Check their level.
- How many are C1 level or above?

Research task 2. Look at these words and phrases another student wrote down. Check the level of words a) and b) in the dictionary. Now think about phrases c) to f). Which of the phrases are collocations? Which are idioms?

- | | |
|----------------------|-----------------------------|
| a) alone | d) have a party |
| b) solitary | e) curl up with a good book |
| c) solitary pursuits | f) keep to oneself |

² Photos by Lenin Estrada, Samantha Gades and Priscilla Du Preez on **Unsplash**

Check your answers in the Answer Key at the end of the lesson.

Research task 3. Choose two or three of the lower level words you wrote down. Go to the 'More Examples' and 'Thesaurus' information in the online dictionary to find any of the following:

- a higher level synonym
- a related idiom
- a collocation.

Need help? Here is an example to guide you.

An introvert might prefer 'to be **alone**' - look up 'alone' and you can see the word is A2 level.

In the examples section, notice how the word is used as an adverb as well as an adjective. This kind of information can help you use the word more accurately in different sentences and expressions

– **More examples**

- *It's inexcusable that such young children were left in the house alone.*
- *Go away and leave me alone!*
- *I got the impression that they'd rather be alone.*
- *It appears that she left the party alone.*
- *You're mad to walk home alone at this time of night.*

Now scroll down and look in the **Thesaurus** section, there are many words and phrases with similar meanings. You can check the part of speech and the definition by clicking on the links.

– **Thesaurus: synonyms and related words**

Alone

[abandoned](#)

[alienate](#)

[alienated](#)

[apart](#)

[be cast away idiom](#)

[herself](#)

[himself](#)

[keep to themselves idiom](#)

Bonus task: Follow the link to **Cambridge Dictionary + Plus** and record any new vocabulary you have learned. You can test yourself at any time using the quiz feature.

Prepare 3: Review useful language to compare and speculate

Below are some useful phrases to help you compare and speculate about the pictures you chose.

Match the useful phrases to the four headings shown in the table below.

<i>What distinguishes the two pictures is ...</i>	<i>They might be ...</i>
<i>They're quite alike in that ...</i>	<i>I'm going to compare the picture on the left with the one in the centre.</i>
<i>I wouldn't be surprised if ...</i>	<i>A common feature of both photos is ...</i>
<i>The biggest difference between them is ...</i>	<i>In certain respects the pictures are quite similar because ...</i>
<i>They may well be...</i>	<i>I've chosen the photograph that shows ... and the one with ...</i>
<i>While / Whereas the people in one photo seem to be ..., in the other one people are ...</i>	

4

Saying which pictures you're talking about	Describing similarities	Describing differences	Speculating
<i>I've chosen the photograph that shows ... and the one with ...</i>			

⁴ Task adapted from Compact Advanced Student's Book © Cambridge University Press and UCLES 2014

Top tip – Vocabulary building

Record useful words and phrases in your notebook or create vocabulary flashcards like the examples below. Make each phrase more memorable by writing an example sentence to show how it can be used.

Example:

Saying which pictures you are talking about

I've chosen the photograph that shows ... and the one with ...

Try to use new words and phrases each time you speak English

Prepare 4: Review and rehearse pronunciation

Look back at your notebook and check any new words or phrases you have learned in the lesson so far. It's important you know how to say these with the correct sounds and stress.

There are many useful free online resources to help you with pronunciation. These are great options for you if you want to practise at home.

Try the following tasks with two of the online tools. Which one works best for you and why? If you like it, why not bookmark it so you can try it again.

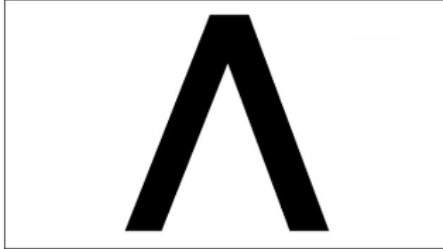
1. **Youghlish.com** is a useful free online resource for practising pronunciation of common phrases, as well as words. It also helps you to familiarise yourself with native speaker pronunciation (this will help with Listening too).



1. Type in the word you want to pronounce and click Search.
2. Use the arrow keys at the bottom of the screen to scroll through different clips of native speakers pronouncing the word.
3. Practise by repeating the word after the speaker.
4. Now try searching for some of the phrases you reviewed in Prepare 3.

* Notice that people from different countries pronounce some words differently.

2. **BBC Learning English pronunciation** has useful videos to help you practise and learn more about different sounds in English and other features of pronunciation. Are there any sounds in English that aren't used in your first language?



**The Sounds of English:
Short Vowels - 3**

1. Use Google to find out which sounds are difficult for speakers of your language.
2. Watch short videos from 'The Sounds of English' series to help you practise the sounds that are difficult for you.

Top tip! Record yourself

Use your phone to record yourself pronouncing different words and phrases. Play back the recording and compare it with the speaker's pronunciation in the video. Make a note of what you think you can do well, and what you need to work on. You are doing well if you sound similar – but remember, it's not necessary to have exactly the same accent as a native speaker.

Well done! Take a short break and get ready to practise Speaking Part 2!

Practice 1

Top tip! Find a study partner

Make your exam practice more authentic by working with a friend who is at around your level or who might be preparing for a Cambridge English Qualification. You can:

- Use a digital device, e.g. a mobile phone or tablet to record your speaking.
- Share your recordings from this lesson plan with each other via email, Dropbox, Google Drive or similar tools.
- Do live speaking practice, for example on Zoom, where you can record your speaking.
- Take turns in the roles of Student A and Student B.
- Share pictures on your screens and create your own practice tasks.
- Give each other constructive feedback.

What do I do if I don't have a study partner?

- Firstly, don't worry. All practice is good practice. You can role play the task.
- Ask yourself two questions about the pictures and talk on your own for one minute.
- Give yourself a moment and then ask yourself the final question.
- Use a digital device to record your speaking.
- Think about how successfully you were able to speak for one minute about the pictures.

Speaking Part 2 - Now you are ready to do the task you planned for in **Prepare 1**.

1. Student A – Choose two pictures from your internet research that you are going to talk about
2. Student A – Answer the first two questions you prepared earlier on the theme of happiness. Talk for one minute without interruption.
3. Student B – answer the third question. Talk for 30 seconds.

Top tips for success!

1. **Don't just describe** the two pictures. Start by comparing them briefly and move on to answering the questions (in the exam, these are also written above the pictures).
2. **Use the useful language** you noted down from the examples and your previous research tasks. BUT don't write anything down – you won't be able to make notes in the exam.
3. **Time yourself** using your phone or an online timer to check you spoke for at least a minute.
4. Student B – **listen carefully** to Student A, so you can respond naturally to your question.
5. **Record yourself** - this is exam *practice*, so if you are not satisfied with your first attempt you can and should **repeat the task**.
6. **Reflect** on your performance and ask your study partner for feedback. This will help you focus on the areas you need to work on.

Reflect: Self-reflection and peer feedback using a checklist

1. Use the **Speaking Practice Checklist** at the end of the lesson to reflect on how well you think you did the task.
2. Give yourself a grade between 1 (lowest) and 5 (highest).
3. If you are working with a study partner, ask them to complete the checklist for you as well. Do your assessments match?
4. What did you do well?
5. What do you need to work on next time?

Top tip! Practise makes perfect

Remember the tasks in this lesson can be repeated with any topics and pictures you choose, and by planning questions and themes to discuss around the pictures!

Building your vocabulary around a variety of topics and putting it into action through practice will help you speak more clearly and confidently in the exam. Challenge yourself each time by choosing less familiar topics!

Here are some ideas to get you started, so why not head to the internet and start the search for pictures to talk about!

- ways of studying
- jobs that are challenging or risky

- meal times
- impact of technology on daily life
- environmental problems

Practice 2 – Bonus exam task!

For more practice, try this free practice task from Compact Advanced Student's Book. Remember to use the **Top Tips for Success** from Practice 1.

Exam task

Each of you will be given three pictures. You have to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare two of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Candidate B, who do you think has given the most thought to their choice of present?

What significance might the presents have for these people?
How might they be feeling?



Exam tip >

Remember that the questions the examiner asks you are also written above the photos.

Speaking practice checklist

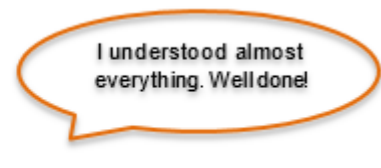
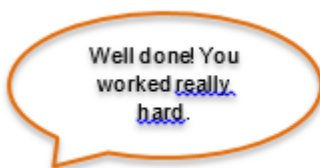
Assessment criteria	Notes	Grade
Lexical resource: Used a range of simple and complex vocabulary to talk about the topic. Used vocabulary accurately.		
Discourse Management: Talked for a minute. Spoke without much hesitation or repetition. Answered both questions. Gave a structured answer.		
Pronunciation: Could be generally understood. Used intonation to enhance and convey meaning. Used word and sentence stress correctly. Mispronunciation of individual sounds did not cause confusion.		
Interactive Communication (for Student B only): Listened when the other candidate spoke about their pictures. Was able to react to what Student A had already said.		

6

Useful tips for giving feedback

It's important that you and your study partner motivate each other. These three simple tips will help you give each other feedback that is constructive and helpful.

- Start with a positive comment



- Use 'I' messages not 'You' messages when you give corrective feedback.

Do say...	Don't say
I heard a mistake with... I didn't understand the part when you spoke about... I think it's X not Y	You made a mistake with... You were difficult to understand! You made a mistake when you said X not Y.

- Make your feedback constructive by sharing ways to improve e.g. useful books, apps or websites.

Answer Keys

Prepare 2 Exercise 3

- a) alone (A2)
- b) solitary (C2)
- c) solitary pastimes (collocation)
- d) have a party (collocation)
- e) to curl up with a good book (idiom)
- f) to keep to oneself (idiom)

Prepare 3 Exercise 1

Saying which pictures you're talking about	Describing similarities	Describing difference	Speculating
<i>I've chosen the photograph that shows ... and the one with ...</i>	<i>They're quite alike in that ...</i>	<i>What distinguishes the two pictures is ...</i>	<i>I wouldn't be surprised if ...</i>
<i>I'm going to compare the picture on the left with the one in the centre.</i>	<i>A common feature of both photos is ...</i>	<i>While / Whereas the people in one photo seem to be ..., in the other one people are ...</i>	<i>They may well be...</i>
	<i>In certain respects, the pictures are quite similar because ...</i>	<i>The biggest difference between them is ...</i>	<i>They might be ...</i>

Prepare for Exam Success: C1 Advanced self-access learning

Writing Part 1 – the discursive essay

Lesson summary

The topic of this lesson is **technology**. In the lesson you will:

- review the format and focus of the Writing Part 1 paper
- research a topic online in English
- make notes on useful ideas and vocabulary to help you write a discursive essay
- learn useful strategies for planning, writing and reviewing your written work.

Get to know the exam: Writing Part 1

The C1 Advanced Writing paper has two parts. Part 1 has only one task, which you **must** answer. You will:

- ✓ be given the topic of an essay and a set of notes consisting of 3 bullet points and 3 quotes
- ✓ be asked to choose two of the bullet-pointed ideas to write about
- ✓ need to give an opinion and support it with reasons
- ✓ need to write between 220 and 260 words
- ✓ have 45 minutes to complete each writing task (90 minutes in total for the Writing paper).

Top exam tip! Make sure you answer all parts of the question.

Underline the key points in the question before you start. Only write about two of the bullet points and stick to the word count. Make sure you know what 220 to 260 words look like in your handwriting; you don't want to waste time counting words in the exam.

Your essay will be assessed according to these four criteria:

Assessment Criteria¹

- **Content** –how well the task has been completed; for example, has all the important information been included in the piece of writing?
- **Communicative Achievement** –how appropriate the writing is in terms of genre; does the text communicate the ideas appropriately and effectively to the target reader?
- **Organisation** –the way the text is organised; for example, are the ideas presented coherently and are they connected through the text across sentences and paragraphs?
- **Language** – vocabulary and grammar; for example, is there a range of vocabulary and grammatical structures and how accurately are they used?

¹ © UCLES 2020 - get more information about the Assessment Criteria for Writing here <https://www.cambridgeenglish.org/Images/286979-improve-your-english-checklist-c1.pdf>

Top tip! Use the P.O.W.E.R. process to write your practice essays:

P = Prepare - Do your research, narrow down your topic, brainstorm ideas.

O = Organise - Choose your best ideas, write a plan or outline of your essay, think about paragraphing.

W = Write it!

E = Edit your work. Check carefully for errors or unnecessary repetition.

R = Review and Reflect - When you practise for the exam, have someone else check your work too and think about what you can improve on next time.

You are now going to work through a series of steps that will guide you towards planning and writing a successful essay.

In this lesson, you decide on the topic, and conduct online research to help you plan the points you want to cover and write about in the essay.

Step 1: Prepare to write - choose and research your topic

Doing research on different topics and making your own writing practice tasks is a great way to build your vocabulary and confidence on common topics in the exam, including those you feel less confident about.

Read, think and complete the following tasks:

1. Are you a technophobe or a technophile? Do you think the following are beneficial or dangerous to society? Why?

- artificial intelligence
- social media
- the Internet
- online learning

2. Choose one topic from the list above that you find interesting, and use the Internet to research it in English, e.g. social media. This topic will be the subject you will write about in your essay today.

Essay title: **The impact of [your topic] on society today.**

- Make notes in English on **one** of the areas a) to e) below.
 - a) how the topic (e.g. social media) has influenced society
 - b) benefits
 - c) drawbacks
 - d) ways to improve it
 - e) ways that the government could help improve it
- Find at least **three** points related to your chosen topic e.g. three benefits
- Write down any vocabulary or phrases that could be useful in your essay.

Useful links:

www.google.co.uk

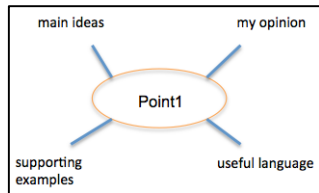
www.theguardian.com

www.wikipedia.org

www.wired.com/magazine/

www.bbc.co.uk

Top tip! Make notes using a mind map



Many people find it helps them organise their thoughts and generate new ideas if they make notes in the form of a mind map like this.

Give it a try and see if it works for you.

3. Now, we will create a Writing part 1 practice task.

In your essay you will:

- expand on 2 of the 3 points you made notes about in Exercise 2 with an explanation, examples and opinions.
- say which of the two points you think is the most significant and why.
- write using a formal or neutral style as if for a teacher or university tutor.
- write 220 to 260 words.

Step 2: Organise your ideas - make a paragraph plan




Writing the outline plan is an important step and you should not miss it out in the exam. Spending 5 to 10 minutes collecting your thoughts and organising them in a logical way, will help you fully answer the question and write a coherent and cohesive essay.

1. Make a paragraph plan in your notebook using your ideas from Step 1 and the suggestions below.

Introduction	Essay title: The impact of [<i>your topic</i>] on society today. Reflect on the essay title and the topic Briefly describe the topic you have chosen to write about How can you grab the reader's attention? What is your general opinion on the topic?
Paragraph 1	Point 1 – review the notes you made in Step 1 and choose your most convincing ideas for the essay. Can you justify why this point so convincing?
Paragraph 2	Point 2 – review your notes and choose your best argument. Think about how your second point adds to, or contrasts with Point 1. How can you make this clear to the reader?
Concluding paragraph	What do you feel is the most important fact or opinion you mentioned and why? What do you think the future holds in relation to this topic? How can you leave the reader with something to think about?

Step 3: Write

Use the notes you made as you prepared your paragraph plan as a guide to help you as you write your first draft. Try the following strategies to give you a feel for what it is like to write a timed essay.

	<p>Time yourself. You are aiming to plan, write and edit your essay in 45 minutes. Don't worry, it's OK if you need to practise more than once to achieve this.</p>
	<p>Count your words. You need to know what 220 to 260 words looks like on the page and in your writing.</p>
	<p>Well done! You've worked hard. Give yourself a break!</p>

Step 4: Edit – check your work against the assessment criteria

Plan your time carefully. Make time to read and check your essay. Now you have written your first draft, read and review your essay. Think about the four assessment criteria as you check your work.

Assessment Criteria 1. Content

Use this checklist to make sure you completed all of the key elements of the task:

- ✓ I wrote about 2 main points
- ✓ I included my opinion, explaining which point I felt was most significant, and gave reasons
- ✓ I wrote between 220 – 260 words

Assessment Criteria 2. Communicative Achievement

The examiner is checking whether the language in the essay has the appropriate formal, informal or neutral tone. Follow the links to the practice exercises to help you learn more about the differences between formal and informal English.

a. Complete the practice activity about formal grammatical structures [here](#). Now check your essay. Did you use some of the same structures?

b. You can find out if a word is formal or informal by following the link to [Cambridge dictionary](#). Look up the words in bold in these sentences. Are they formal or informal?

- It costs five **quid**.
- I **reckon** there are some advantages to this.

c. Are there any words you have used in your essay that you are not sure about? Use the dictionary to check.

Assessment Criteria 3. Organisation

Top exam tip! Clear paragraphing

The first thing the examiner sees when they look at your essay is the paragraphing. Use indents or leave an empty line between each paragraph to make them stand out.

a. Think of a heading that summarises each paragraph in your essay. You don't need to write these headings in the essay; the aim is to check that each of your paragraphs covers a separate topic.

b. Do your ideas flow throughout the text? Are they connected?

- Scan for unnecessary repetition of words - could a pronoun be used instead? Are there synonyms that you could use? The **Cambridge dictionary** and **www.thesaurus.com** are useful resources to check for synonyms and related vocabulary.
- Have you used discourse markers and linking words to connect your ideas and guide the reader? For example: in addition, however, as a result, therefore, on the other hand, furthermore, to sum up.

Assessment Criteria 4. Language

You need to demonstrate you know and can use a range of grammar and vocabulary with a degree of accuracy.

You can go to the **English Vocabulary Profile** and **English Grammar Profile** websites to check that you have used some vocabulary and grammar structures at C1 Advanced level. Note: not all of the grammar and vocabulary you use needs to be at this level.

To search in the **English Grammar Profile**, type in the grammar you want to search for e.g. passive voice, relative clauses, verbs, adverbs etc. and select C1 and C2.

You can also leave the search field blank to see a range of examples at C1/C2 level.

English Grammar Profile Online

verbs Level A1 A2 B1 B2 C1 C2

You can search for C1+ level words by topic on the **English Vocabulary profile** or check the level of words you have used.

English Vocabulary Profile Online - British English

Search... A1 A2 B1 B2 C1 C2 Select All Search Advanced Search Clear Results

Topic: Part of Speech:

Hide culturally sensitive words Yes

Results 1 - 16 of 16 Sort by: Base Word Ascending Display # 20

Base Word	Guideword	Level	Part of Speech	Topic	Details
machinery		C1	noun	technology	Details
cookie		C2	noun	technology	Details
installation	SOFTWARE	C1	noun	technology	Details
thread	INTERNET	C2	noun	technology	Details
smart	TECHNOLOGY	C1	adjective	technology	Details

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Study tip

Make your own **Common Errors Checklist**. Keep a record so that you know what areas of language you need to work on.

Typical common errors for most students include:

- ✓ misuse of articles 'a', 'an' and 'the' or no article
- ✓ subject/verb agreement – especially after relative pronouns e.g. 'The use of social media which ~~are~~ **is** preferred...'

Build up your checklist. Check the feedback you get on your writing and add your mistakes to your Common Errors Checklist. Make sure you include the correction alongside the error.

Step 5 – Review – let someone else check your work

Once you have checked your work you can submit your essay to the Cambridge **Write and Improve** website to get immediate online feedback. Note down any corrected errors in your checklist.

Top tip! Find a study partner

Working together with other students is also a really good way to share ideas. If you have a classmate or friend who is also preparing for C1 Advanced, you can swap essays. Use the Assessment Criteria to give each other feedback. Even simple feedback like '*I can't read your handwriting here*' is good to know before the exam. Don't forget to tell your classmate what you liked about their essay - so they know what to do more of next time.

Exam Task

Now, use the strategies and tips you have learned to do the Part 1 Exam Task. Choose Option A or Option B depending on how confident you feel.

A: Do the exam task *under exam conditions*. No dictionaries or online research! Give yourself a maximum of 45 minutes to complete the task allowing 5 to 10 minutes for planning at the start and 5 minutes for editing at the end.

B: Write the essay but *take as long as you need*. Do online research and make notes on useful vocabulary. Use a dictionary as you need it. This approach is equally beneficial as it will help you build up your range of vocabulary and ideas related to different topics including those that you are less comfortable with.

Exam task

Your class has watched a documentary about how workplaces can be made more people-friendly. You have made the notes below:

How can workplaces be made more people-friendly?

- light and ventilation
- exercise and breaks
- decoration

Some opinions expressed in the discussion:

"I find it difficult to see my computer screen."

"Our office is so much better with these plants."

"There's nowhere to have a coffee except at our desks."

Write an essay discussing two of the ways that workplaces can be made more people-friendly. You should explain which way you think is more effective, giving reasons to support your opinion. Write your answer in 220–260 words.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

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Step 6 – Reflect – how successful were you?

Now you have completed both writing tasks, reflect on the following and make some notes in your notebook:

- What did you learn that you can use the next time you write an essay?
- What did you do well?
- What do you need to work on?
- Did you make any errors? Note these down and add them to your **Common Errors checklist** with the correction for next time.