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C1

ADVANCED

FORMULA

FOR EXAM SUCCESS

TEACHER'S BOOK

with Presentation Tool, Digital Resources and App

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HOW THE COURSEBOOK WORKS

Each unit is based around the overall theme of the C1 Advanced Coursebook, **numbers**. There are seven separate lessons in each unit: a general introductory lesson followed by six more, each of which is focused on an exam part from the C1 Advanced paper. Each unit follows the structure of Opener page, Reading and Use of English – Reading, Reading and Use of English – Vocabulary, Listening, Reading and Use of English – Grammar, Speaking and Writing.

Each unit starts with an **Opener page**, with a lead-in photo and discussion questions to get students thinking about the unit theme and introduce related vocabulary.

The six core lessons in each unit are based on a part from one of the Cambridge C1 Advanced exam papers. There is an introduction via either listening or speaking with a partner before focusing in on the exam part and the skills required to complete it successfully.

VOCABULARY Phrase bank

“There’s one small step for man, one giant leap for mankind.”

1 Why do you think this is the first time that the Moon landing has occurred? What do you know about the first Moon landing?

2 “I’ve never been to the Moon, but I’ve been to the Moon.” What does the speaker mean by this? What does the speaker mean by this?

3 How has space travel affected the way we live? How has it changed the way we live? How has it changed the way we live?

4 “I’ve never been to the Moon, but I’ve been to the Moon.” What does the speaker mean by this? What does the speaker mean by this?

5 Complete the text about creating a space with the correct form of the words in brackets. There is one word which you do not need to use.

1. create
2. create
3. create
4. create
5. create

The texts for Reading and Use of English Parts 5, 6, 7 and 8 have been recorded to offer additional support to dyslexic students. These recordings are indicated in the teaching notes.

READING AND USE OF ENGLISH - Part 5 Multiple choice

1 Complete the text using the correct form of the words in brackets. There is one word which you do not need to use.

2 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

3 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

4 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

READING AND USE OF ENGLISH - Part 6 Multiple choice

1 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

2 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

3 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

4 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

READING AND USE OF ENGLISH - Part 7 Multiple choice

1 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

2 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

3 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

4 Read the text and answer the questions 1-4. Choose the correct answer (A, B, C or D) which you think fits best according to the text.

Exam Trainer references at the end of each lesson take students to the relevant pages in the Exam Trainer where they can find further intensive practice of the exam part. (See pages 12–13 for more details of how the Exam Trainer works.)

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

VOCABULARY Fixed phrases

1 What does the expression 'lose the nerve' mean? What reasons do you think contribute to only being one bit?

2 Listen to someone who became an overnight success by entering a TV talent show. What happened in the year following his win? Why didn't he go on to have a successful singing career?

3 I've taken up and completed the marathon course by fixed phrases

1 I wasn't convinced my progress would ... the public's attention.

2 He has been found to ... my expectations.

3 I am ... my progress.

4 I really felt like I was ... of the finish.

5 I was ... of doing anything about it.

6 Yes, ... to think that I had done so much about something when I had not even started to think about it.

7 All things ... my three years of hard work on a terrible job.

8 But now people get to ... on anything on page 2.

9 ... the final phrase 1 to 8 to 3 in the following order.

10 Write something that you are happy to do in a sentence.

11 ... to do something.

12 when you ... all the parts in words of a sentence.

13 ... a particular system, but not ... it.

14 ... a particular ... in something.

15 ... having affected an individual by something.

16 ... to be responsible for a particular person or to be a particular situation.

17 ... to be better than you happen to do.

EXAM BOOST

1 Complete Exam file SECTION A on page 2.

2 Go to page 92 for these exercises.

References at the top of the lesson page to the Exam file booklet in the back of the Coursebook take you to a reference page which students can fold out alongside the main unit pages. This provides an overview of the exam part in question and explains what is being tested. There is also a checklist which students can go through to ensure they are exam ready. (See pages 10-11 for more information about how to use the Exam file with your classes.)

The Exam boost refers students to the Exam file where they can find additional exercises to enhance their performance on the exam part in question.

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

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

LISTENING - Part 1 Multiple choice

1 The photo shows the kind of thing that might happen on 1 April. What do you know about this day? Do you find this kind of joke funny?

2 Listen to a psychologist talking about laughter and jokes. What role do they play in our lives?

EXAM FOCUS

Understanding attitude and opinion

Speakers don't always indicate that they're about to offer an opinion by using phrases like 'In my opinion' or 'I think'. You may therefore have to listen for the gist of their argument and work out what the speaker thinks from the whole of what they say. Listen out for synonyms and paraphrasing. The following pairs of speech can signal attitude and opinion.

Adverbs

Intensely ...

Partly ...

Adjectives

It can be very embarrassing ...

Modal verbs

We should ...

3 Read the Exam focus then match the sentences 1-6 with their paraphrases a-f.

1 They intended it as a light-hearted joke.

2 It provides an outlet for stress.

3 It would fall short of expectations.

4 Within reason, of course!

5 This poses a real threat.

6 I'd be pretty red, faced at being taken in.

a It could cause serious problems.

b It won't be as good as you thought.

c As long as it's fair.

d It was supposed to be amusing.

e It would be embarrassing to be fooled.

f It helps you deal with pressure.

EXAM BOOST

1 Complete Exam file SECTION A on page 2.

Each lesson provides a full exam task. These are clearly indicated on the page and reflect the C1 Advanced exam layout.

'Speaking or writing' questions in the Reading and Use of English and the Listening lessons offer opportunities for personalisation and discussion using new language.

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

ABOUT THE TASK

You need to choose the answer which fits the context. All four options may be correct in meaning, so think carefully about the most meaning of each word.

1 Match the phrasal verbs 1-6, with their definitions A-F.

1 come across B start

2 come on B become conscious again

3 come over C experience something unpleasant

4 come round D move from one place to another

5 come under E happen

6 come up F seem to have particular qualities

SECTION C

Phrasal verbs

You need to choose the answer which fits the context. All four options may be correct in meaning, so think carefully about the most meaning of each word.

1 Match the phrasal verbs 1-6, with their definitions A-F.

1 come across B start

2 come on B become conscious again

3 come over C experience something unpleasant

4 come round D move from one place to another

5 come under E happen

6 come up F seem to have particular qualities

SECTION D

Complete the sentences with the correct form of the phrasal verb from Ex 1.

1 She got a mail ... I don't think I'll receive it.

2 When ... after the operation, I felt a lot better.

3 Has your family ... from the USA for your brother's wedding?

4 The same problems have been ... again and again with this programme.

5 Jane ... at a very old genetic code of protein.

6 I've ... a lot of pressure at work recently. It's been a stressful period.

SECTION D

Early collocated words

You may have to choose between words which are similar in meaning but not the same.

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

1 ... / ... means separate or different, whereas ... means being careful not to cause embarrassment or attract too much attention.

2 ... / ... means one out of every two (in a day, week, month, etc.).

3 ... / ... means one out of every two (in a day, week, month, etc.).

4 ... / ... means one out of every two (in a day, week, month, etc.).

EXAM BOOST

EXAM BOOST

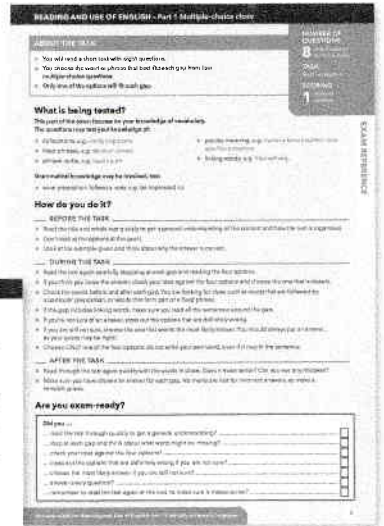
HOW TO USE THE EXAM FILE

What is the Exam file?

The Exam file is the fold-out booklet in the back of the Coursebook. It contains all the information you and your students need about each exam task in one place, making revision easy.

For each exam task, there's a reference page with information about what the task is, and the skills that are being tested in that task. There are also tips for completing the task successfully and a checklist to help students evaluate their skills in completing the task.

For each exam task, there's also an Exam boost page with additional exercises designed to help students prepare for that exam task. These exercises provide additional practice of what is taught in the main lessons, with some extension of language and skills work too. Where an exam task appears in the book four times, such as Reading and Use of English Parts 1–4, the Exam boost will have four sections (A, B, C and D). Where a task appears twice, e.g. Listening Parts 1–4, the Exam boost will have two sections (A and B), and so on. There is one dedicated Exam reference and Exam boost page for each possible writing text type.



How to use the Exam reference

Encountering an exam task for the first time

It's a good idea to encourage students to use the Exam reference in the Exam file from the start of the course. When you first encounter each exam task in the Coursebook, you could ask students to look at the task and guess both what they have to do and what they are being tested on. You could then ask them to read the About the task and What is being tested? sections to check their ideas. Asking them to predict makes reading the reference information more attractive.

Before students do the exam task, you could ask them to predict what they think they should do before they do the task (e.g. select answers), while they do the task and after they've done the task. Then, ask them to read the tips to confirm their ideas. When students do the exam task, encourage them to follow each tip to ensure they take the right approach.

On the other hand, you may want to ask students to complete the task and check answers, and then come up with a list of tips for *before*, *during* and *after* completing the task. This is more of a discovery approach which may be more meaningful for your class. It can also be easier to come up with tips after you've given a task a try. Once students have come up with their tips, they can compare them to those in the Exam reference.

The next step is to ask students to use the checklist to evaluate their skills – the checklist includes reference to both language skills needed to complete the task and exam skills. They can discuss the results in pairs, and you can use this to create a class discussion about what it is important to remember to do with this task and what in particular students feel they need to do better next time.

Are you exam-ready?

Did you ...	
... read the text through quickly to get a general understanding?	<input type="checkbox"/>
... stop at each gap and think about what word might be missing?	<input type="checkbox"/>
... check your idea against the four options?	<input type="checkbox"/>
... cross out the options that are definitely wrong if you are not sure?	<input type="checkbox"/>
... choose the most likely answer if you are still not sure?	<input type="checkbox"/>
... answer every question?	<input type="checkbox"/>
... remember to read the text again at the end, to make sure it makes sense?	<input type="checkbox"/>

You may want to wait until closer to the exam to use this checklist, so that students don't get exam-weary too early in the course. If so, it's probably best if you do it early in the second half of the book, to give students time to use the checklist to adjust their approach before the exam.

Encountering an exam task after the first time

Most exam tasks appear at least twice in the book (Speaking Part 1 appears once), with some appearing more often. When encountering an exam task for the second time, you might want to elicit from your class what tips they can remember from the Exam reference. They can then read the Exam reference again to check if necessary. After that, you may simply want to encourage them to use the tips to do the task. The more they use the tips, the more likely they are to adopt those strategies.

As you get closer to the actual exam, you may want students to do tasks without referring to the tips. You could then simply point out tips that students need to remember but often don't, for example reading quickly through a Part 1 Reading and Use of English text when finished to check it makes sense with their answers and to spot any errors.

You might want to ask students to use the checklist to assess their skills and check that they're doing everything they should be doing during the course. It can help them to recognise progress, although you may not want to use it every time a task appears if it appears often, like Reading and Use of English Part 1.

Just before the exam, students can use the Exam reference pages to review the exam tasks to remind themselves of what they should do.

How to use the Exam boost

In each lesson, there's an Exam boost subheading with a reference to the correct section and page number in the Exam file.



➔ Complete Exam file SECTION A on page 10.

These subheadings may direct you to the Exam boost in the middle of a lesson or at the end. If you're directed there in the middle of a lesson, the additional exercise(s) in the Exam boost may well help students to complete the exam task at the end of that lesson more successfully. If it comes at the end, it may be that the exercise extends the focus in the book which is not necessarily tested in that particular exam task, but may be in others.

Wherever the Exam boost subheading appears in the lesson, you can either ask students to complete the exercise(s) in class or you can set them for homework. You could also set them as self-directed study, so students can select the exercises they feel would benefit them the most. They could choose them after reflecting on their performance in exam tasks.

If you ask students to complete the exercises in your lesson, then it's likely that you'll ask students to complete them individually, perhaps check answers with a partner, and then you'll check answers with the class. If students complete them at home, you can either check the answers in class the next day or supply the answers so that students can check their own. You can download the Answer key from the Digital resources found in the Presentation tool. Alternatively, you can copy the key in the Teacher's Book.

Students have access to the audio through the App and Digital resources.

If you're going to ask students to check their own answers at home, you might want to set aside two minutes of class time in their next lesson to find out how students got on with these exercises and if they have any questions or would like further practice in any particular area(s).

As you can see, the Exam file offers students the opportunity to understand the exam tasks better and develop their exam skills, leaving the main lessons for sub-skills and language development. By encouraging students to use the Exam file, you can help them build confidence and work towards a positive outcome in the exam.

HOW THE EXAM TRAINER WORKS

The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides information about the exam task and its key testing aims.

The first TEST section starts with a mini exam Practice task, which is a reduced version of what is found in the actual C1 Advanced exam.

The TEACH section provides detailed practice of the strategies and skills required to perform well in the exam part. The exercises develop the strategies and skills in a systematic, step-by-step way.

LISTENING - Part 1 Multiple choice

ABOUT THE TASK

- In Listening Part 1 you listen to three short dialogues, each with a different topic focus.
- There are two multiple-choice questions on each of the dialogues.
- Each question has three options, and you must choose the correct one based on what you hear.

The questions can be about the purpose or function of the conversation, the main idea of what the speakers are talking about, or what they agree or disagree about.

- The questions can also be about one or both of the speakers' opinions, attitudes or feelings.
- You will have time to read the questions before you hear the recording, and you will hear each dialogue twice.

Practice task

1 **1** L01 You will hear a conversation between two teachers who are discussing the idea of using rap music in teaching. For each question, choose the best answer (A-C).

1 How does the woman feel about using rap music in her own lessons?

A convinced of its educational value
B cautious about over-using it in class
C concerned about students' reaction to it

2 The man mentions an activity he did with students about rap music in order to

A make a point about rap music's ability to engage learners.
B suggest some learners may benefit more than others.
C question the validity of a teaching method.

How did you do?

2 Check your answers.

3 Read the audioscript for Ex 1 question 1. Match each highlighted part with the topic of one of the options (A-C) in question 1.

...but they're generally far more up for new methods of learning than teachers in my experience. So, there was little chance they'd find it a waste of time. It's too early to tell whether it's as good as other ways of developing their understanding, but I want to avoid a mistake I always make, which is to include a new technique I've learnt in every class. The novelty soon wears off and students get as fed up with it as the old ones.

TIP: There will always be incorrect information in the recording that relates to two of the three options. These are known as distractors. As you listen, rule out the incorrect information as well as choosing the correct answer.

4 Read the audioscript for Ex 1 question 2. Match each highlighted part with the topic in one of the options (A-C) in question 2. One option has two sections connected to it.

I had a class discussion about rap a few weeks ago. What took me aback was the passion I generated throughout the group. I half expected it not to work as a whole-class activity, as I thought the minority who have no interest in it would withdraw from the debate. They had just as much to say as its greatest advocates, though, which suggests it's a powerful vehicle for getting across the things we want to teach.

4 Which highlighted part of the audioscript gives you the answer to Ex 1 question 2? Why are the other options wrong? Answer the questions to help you.

1 Does the man think that his activity was unsuccessful?
2 Does he think that some students were left out of the discussion?



LISTENING - Part 1 Multiple choice

TEACH

Strategies and skills

Understanding attitude and opinion

Speakers will rarely state that they are going to offer an opinion. You must therefore listen carefully to identify when the opinion is given. In addition, the language used in the options will always be paraphrased in the recording.

TIP: In the exam, you have some time before each conversation to look at the options for each question. Use this time to familiarise yourself with the options and prepare yourself for what you are likely to hear.

1 **1** L02 Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). Highlight the section of the audioscript where the correct option is paraphrased.

1 The glossy leaflet describing how great it would be was some distance from the reality. I'm afraid. I was tentatively hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy. However, the opposite was the case.

What did the man think of the course?

A It was too long.
B It lacked depth.
C It met his expectations.

2 In my day, school seemed to reward those who were good at academic theory and didn't address the needs of those who were good at practical applications. I was in the latter group, of course, and although I suppose some staff tried to make the lessons as interesting as they could, I still left with very little to show for it, despite many years of consistent effort.

When talking about her schooldays, the speaker reveals

A her respect for the teachers.
B regret at not having worked harder.
C resentment with the education system.

3 In some ways, the majority of modern movies are extremely clever. They contain both visual and verbal in-jokes that appeal in different ways to different age groups. What's turned me away from going to the cinema so often, though, is that the idea of 'good guy is threatened by a powerful bad guy but eventually wins' has become almost universal. I just really crave something that doesn't use that same tired formula.

What does the man think about most new movies?

A They share a common theme.
B They lack a moral message.
C They contain unconvincing dialogue.

2 **2** L03 Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). This time, you do not have the audioscript to help you.

TIP: You will hear each speaker twice. Use the second time you listen to check your answers.

1 When talking about the new gym she uses, the woman is

A impressed by the equipment.
B critical of how it's managed.
C surprised at the cost.

2 What does the man say about his new boss?

A She has a lot of relevant experience.
B She consults with staff effectively.
C She organises her time well.

3 In the woman's opinion, travel companies are offering ecotourism

A to improve their corporate image.
B to broaden their product range.
C to increase their profits.

SPEAKING BOOST

Discuss or answer.

1 What do you think 'critical thinking' is? How important is it?
2 What's the best way to tackle fake news?



The practice task is followed by a series of 'How did you do?' questions that encourage students to reflect on their performance.

In Reading and Use of English and Listening exam parts, there are optional Speaking boost tasks. These help develop students' communicative skills by prompting speaking practice in class. Alternatively, the questions can be answered individually at home for writing practice.

LISTENING - Part 1 Multiple choice

Identifying purpose and function

- 3 Read what the speakers (1-8) say. What are they doing? Choose the correct option (A, B or C).
- They had every intention of paying but if the ticket office was closed and the machine was out of order, what else were they supposed to do?
A advising B defending C describing
 - 'It might be an idea for you to think about what training you'll need in the next few months and come up with a list.'
A suggesting B requesting C explaining
 - 'If the manager devoted as much energy to putting what we recommended into action as they do to writing reports about it, we wouldn't be facing this dilemma.'
A emphasising B recommending C complaining
 - 'Personally, I think that kind of music would be right up your street and, after all, the tickets are only £10.'
A accepting B persuading C highlighting
 - 'As soon as I'd told you I'd be able to finish the work on time, the director asked me to meet some clients and take them out for lunch, so it's going to be a little late, I'm afraid.'
A justifying B offering C reassuring
 - 'So the play's about a woman who was separated from her twin sister at birth. It explores all the ways it has affected her and her determination to find her twin.'
A summarising B identifying C demanding
 - 'I'd seriously think twice about taking the car out in this weather. Even where there isn't snow on the road, there's black ice, which you can't even see.'
A emphasising B warning C agreeing
 - 'That's incredibly kind of you - it's such a privilege to witness two people who are clearly in love getting married. I'm actually going to be away on holiday when that's all happening, though.'
A refusing B praising C enquiring

Identifying feeling

- 4 Listen to some speakers (1-8). How do they feel? Choose the correct option (A-C).

TIPS: Remember that a word such as 'insecure' can have a slightly different meaning in a different context. As you listen, make sure that you think about the context and not just about the word itself.

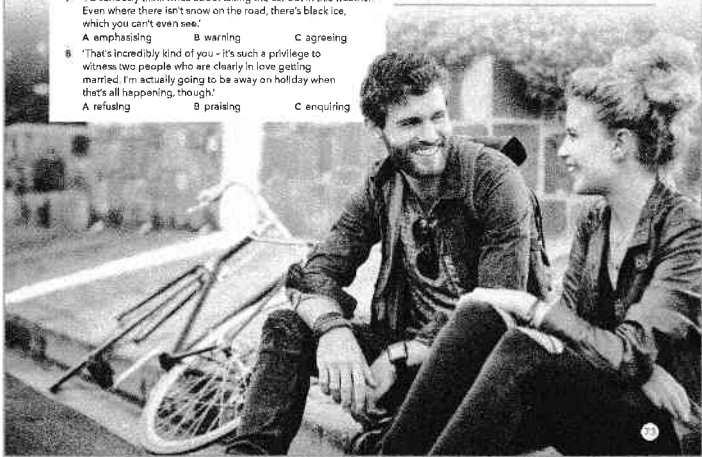
- A frustrated B insecure C protective
- A respectful B impatient C astonished
- A content B bitter C self-conscious
- A determined B desperate C disatisfied
- A eager B irritated C realistic
- A stubborn B arrogant C suspicious
- A sympathetic B unsure C enthusiastic
- A doubtful B concerned C impatient

SPEAKING BOOST

Discuss or answer.

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

There are TIPS which give targeted advice on how to approach the particular exam part.



Each strategy, skill or language focus is clearly labelled and there is a variety of exercise types throughout.

All the exam tasks are clearly flagged like this for each exam paper and part.

LISTENING - Part 1 Multiple choice

Identifying agreement

- 5 Read six short conversations. Do the speakers agree or disagree?
- The new system means anywhere that serves food is inspected every year and has to put a sticker in the window saying what their hygiene rating is. It's a great idea.
B: I worry that establishments will make sure everything's perfect when the inspectors are there, though, then do exactly what they want for the rest of the year.
 - Gym memberships is never what it seems. I thought I'd be able to go whenever I wanted, but there are apparently limitations on the times I can use it in the terms and conditions.
B: Those documents are so long that no one ever bothers to read them, and then everyone gets caught out by some regulation at the bottom of page seven.
 - I didn't actually have very high expectations of the course, but have been thoroughly impressed by how it was run and by how much of the content will be useful for work.
B: I've actually put some of the principles we discussed in several of the seminars into practice already and I'm keen to implement others when I have more time.
 - The book falls into the trap of many popular psychology titles in that it overgeneralises what people are like, so they end up being put into broad categories.
B: That's a common approach, and one which many readers tend to like. I found that most of the chapters managed to steer clear of doing anything like that, though.
 - In my opinion, studying philosophy is as relevant today as it's always been. If anything, given the increasingly volatile world we live in, it could even be made a mandatory school subject.
B: I can certainly see the benefit of getting students to think about things a little more deeply. Forcing it universally onto the curriculum is perhaps going a little too far.
 - City living is slowly becoming more intense, to my mind, but because the changes are relatively gradual, few people living there actually notice.
B: I'm sure residents would say the cities they live in are pretty much the same as ten years ago, apart from a few cosmetic changes, which isn't the case to an objective observer.

EXAM TASK

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



Extract One

You hear a scientist being interviewed about plastic pollution.

- What is the man doing?
A explaining how the problem can be solved
B identifying who is primarily to blame for the problem
C emphasising that the problem must be addressed
- Why does the man use the examples of plastic bags and bottles?
A to support the main point he's making
B to highlight a popular misconception
C to introduce a new argument

Extract Two

You hear two friends talking about a place where they spent a lot of time as children.

- The woman is reluctant to return there because
A she's worried it will ruin her memories of the area.
B she'd rather not meet some of the people there.
C she's convinced she won't like how it's changed.
- How does the man respond to the woman's concerns?
A He attempts to persuade her to go anyway.
B He suggests they're unlikely to be valid.
C He admits he feels the same way as her.

Extract Three

You hear two scientists talking about food hygiene in restaurants.

- They both think that
A current laws are insufficient.
B more inspections are needed.
C owners don't take the issue seriously.
- How does the woman feel about advising the government on food hygiene issues?
A uncomfortable as how critical she needs to be
B frustrated by the response to her suggestions
C cautious about appearing overenthusiastic

The final TEST section is a full-length exam task. This provides students with an opportunity to put the strategies and skills they have studied into practice. It also gives students valuable experience of the kind of task they can expect to find in the Cambridge C1 Advanced exam.

The audioscripts and answer key are provided at the back of the book and in the Digital resources.

CREATE YOUR OWN FORMULA

Formula's building blocks

You can customise *Formula* depending on the length of your course and the language and skills your students need to develop. In this section, we have a selection of 'How to' guides for around 30, 50, 80 and 100+ hours to help give you suggestions on how you might customise *Formula* for your classes.

Formula consists of four building blocks:

- **Block 1** – choose your component.
- **Block 2** – choose which section(s) of the component(s) you want to use in class.
- **Block 3** – choose which section(s) of the component you want to use for homework.
- **Block 4** – choose which digital resources will help you keep students engaged, help them best reach their goals and provide a change of pace during class or at home.

How it works

Use the following steps to help you decide how you can meet the specific needs of your group. Read about each building block and create the Formula that is right for your class.

Super (intensive 1–2 months)



Exam-focused
Exam Trainer
20–30 hours



Exam-focused with language revision and consolidation
Coursebook
40–80 hours



Exam-focused with language development
Coursebook and Exam trainer
80–100 hours



Extensive exam focus and language development
Coursebook and Exam Trainer
100+ hours

Extensive (full academic year)

Building block 1 COMPONENTS

Choose the most suitable component or combination of components for your course length.

- Exam Trainer
- Coursebook
- Coursebook and Exam Trainer

Building block 2 SECTIONS IN CLASS

Choose the most suitable sections to use in class.

Coursebook	Exam Trainer
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

Building block 3 SECTIONS FOR HOMEWORK

Choose the most suitable sections to use for homework.

Coursebook	Exam Trainer
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

Building block 4 DIGITAL RESOURCES

Choose the most suitable digital resources for the specific needs of your class.

Specific need	Digital resource
Recycling	Photocopiables
Language development	Grammar presentations
Checking progress	Unit test
	Progress test
	End of level test
	Dyslexia-friendly tests
Change of pace	About the exam videos
Writing development	Writing success criteria
Speaking development	Speaking test videos
	Speaking success criteria
Quick homework	App activities

HOW TO USE FORMULA FOR AROUND 30 HOURS

EXAM FOCUSED Around 30 hours

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

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

There are different ways that you can teach from the Exam Trainer depending on the overall length of your exam preparation course and how much class contact time you have available. If you have longer courses (40–60 hours), you might decide to work through each complete exam part from the Exam Trainer in class. For shorter courses (20–40 hours), you can choose which elements of the Test, Teach, Test and full practice exam you use in class or for homework. Here we are providing an example for around 30 hours.

Building block 1 COMPONENTS

Students

- Exam Trainer or the Interactive eBook with Digital resources and App



Teachers

- Presentation tool and/or Exam Trainer Teacher's Notes and Digital resources

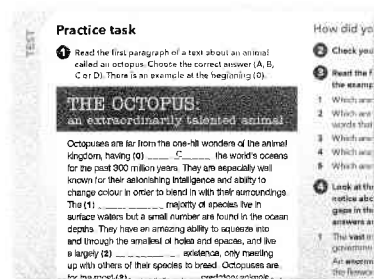
The notes for each exam part provide:

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

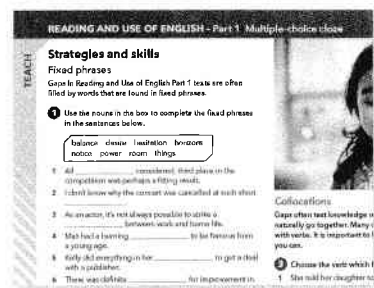
Building block 2 SECTIONS IN CLASS

Use *Test* and *Teach* sections.

- Test** – An introductory practice task tests learners to see what they already know and allows reflection on current performance.



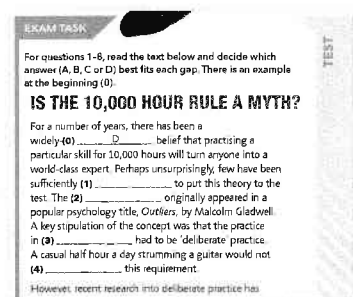
- Teach** – This section provides practice of strategies and skills to improve learner performance and enables them to approach the exam with confidence.



Building block 3 SECTIONS FOR HOMEWORK

Use the final *Test* sections with some exam tasks carried out under exam conditions.

- Test** – The final exam-compliant exam task tests how well they can apply the strategies and skills they have practiced.



Example teaching scenario

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

A 2-hour class may consist of the following: **Reading and Use of English – Part 1 Multiple-choice cloze** (1 hour) and **Speaking – Part 1 Interview** (1 hour). A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.