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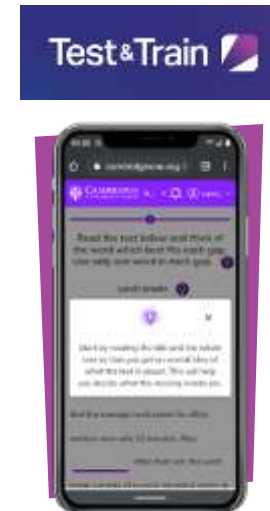
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Search for “World of Better Learning Activity Cards”

# Helping learners help themselves to exam success at B2 First and C1 Advanced

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John Mc Neill  
Business Development  
Manager, Cambridge Exams  
Publishing, Europe & North  
Africa





# 21st Century Skills

Metro 4Cs Rubric Performance Areas

**Critical Thinking**

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

Global competency for an inclusive world

# Positive Psychology



**Employability Skills**

How many do you have?

- communication?
- literacy?
- numeracy?
- enthusiasm and commitment?
- team working?
- ability to turn up on time?
- problem-solving?
- IT skills?
- personal presentation?
- customer care?
- keenness to learn?
- self motivation?

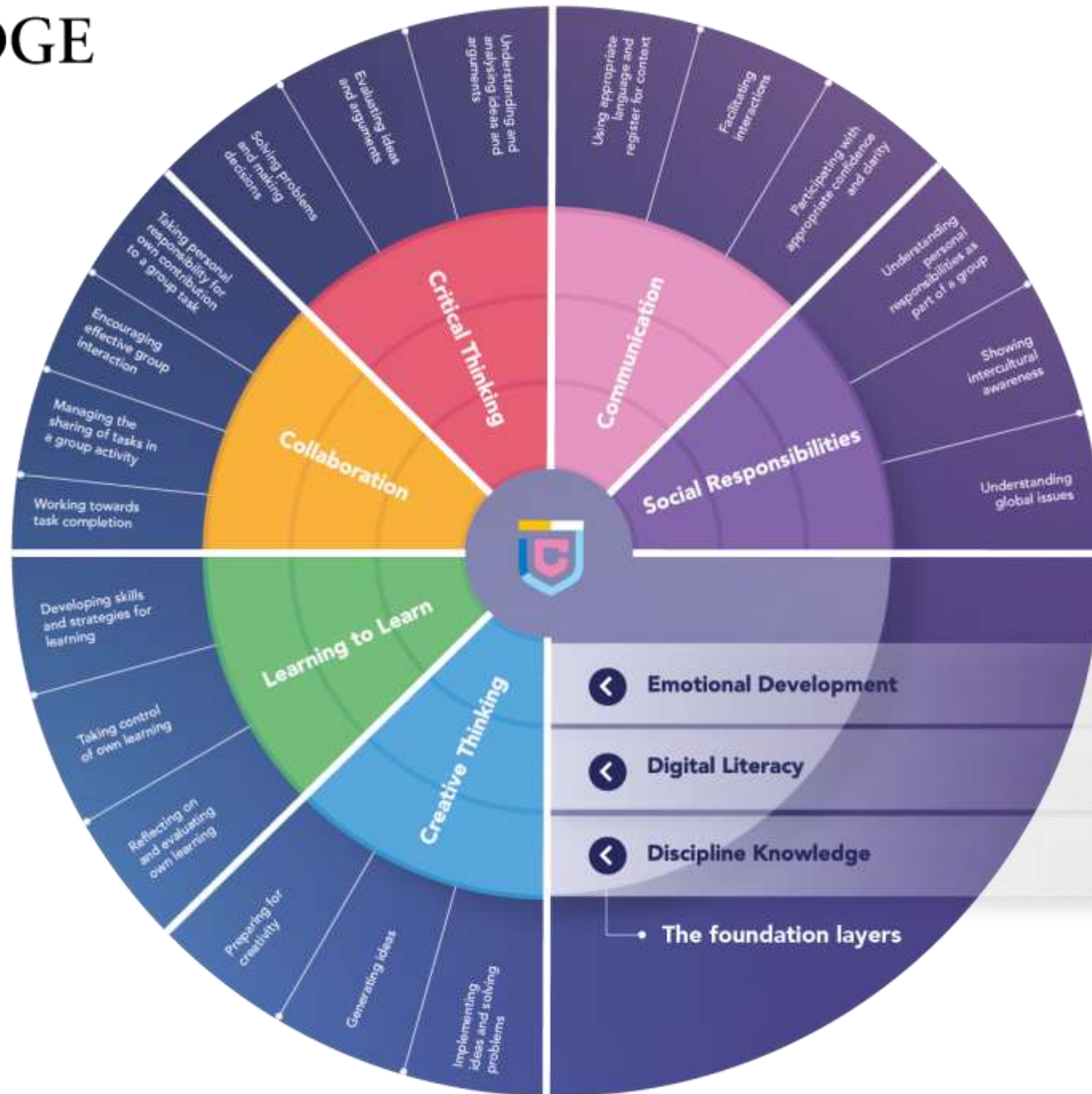
connections



# Cambridge.org/clcf



You can find information about the other competencies in the Cambridge Life Competencies Framework at [cambridge.org/clcf](https://cambridge.org/clcf)



[cambridge.org/gb/cambridgeenglish/covidsupport](https://cambridge.org/gb/cambridgeenglish/covidsupport)

World of  
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World of Better Learning video player interface. The video content is a slide titled "How to teach remotely with COMPACT" featuring a woman wearing a hat and sunglasses, holding a smartphone. The slide includes the Cambridge logo and a play button icon. The video player controls show "1 / 15" and "issue" text. A "SHARE" button is visible in the top right corner of the player area.

# A suggested structure for a flipped approach



## Lesson 1:

**Lead-in:** In your first online lesson, explain how you will work with your students in the new class setting. Preview any collaborative projects you will be setting over the unit (The ancient wonders of the world). Introduce what you want to cover within the lesson time and look ahead to the tasks which you will be setting for homework and self-study.

- 1** Ask students to look at the images at the top of the page and enter their answers into the chat box. Feedback on their answers by calling on individual students to expand on their contributions, either with voice or chat. Do this with several students before moving on. Elicit with questions in the chat box any vocabulary you think might need to be pre-taught from exercises 2 and 3.
- 2** Put students into pairs/groups in the breakout rooms to work on exercises 2 and 3. Visit each breakout room during each activity to monitor and offer help. Students may also 'raise their hand' to ask for support. As a transition from the breakout room to the main classroom, you can ask students to write a short summary of what they discussed in the chat box. This will occupy fast finishers and allow other groups a little more time to complete the exercises.

Screen sharing  
Chat box  
Main classroom

Breakout rooms  
Screen-sharing  
Chat box  
Hands up



# Cambridge Papers in ELT



Kerr, P. (2020). *Flipped learning*. Part of the Cambridge Papers in ELT series. [pdf]  
Cambridge:  
Cambridge University Press

Available at

[https://www.cambridge.org/elt/blog/campaign\\_page/cambridge-papers-elt/](https://www.cambridge.org/elt/blog/campaign_page/cambridge-papers-elt/)

# A Brief “*history*” of the Flipped Classroom

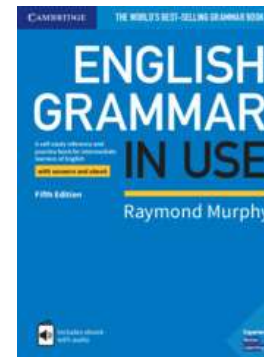
2007 Bergmann & Sams, flipped Chemistry lessons

2011 Ted talk by Sal Khan of the Khan Academy

2013 TESOL convention 3 papers on flipped learning

2015 30 papers on flipped learning

***Is this new for ELT?***



# Focus on High Order Skills

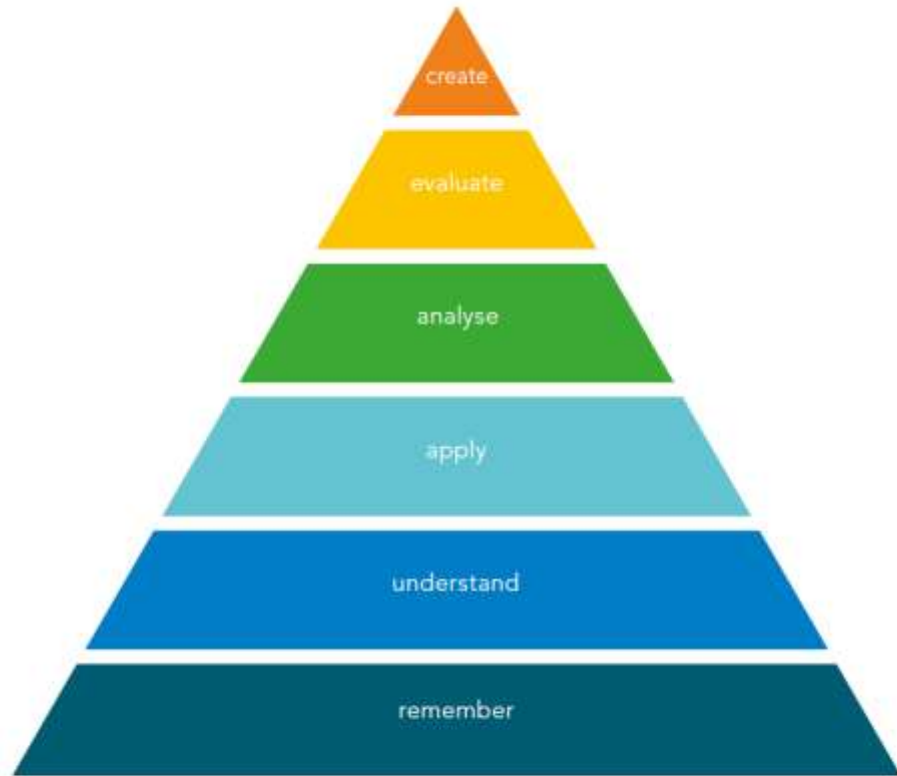


Figure 1: A simplified version of Bloom's taxonomy of cognitive skills, based on Anderson & Krathwohl (2001)

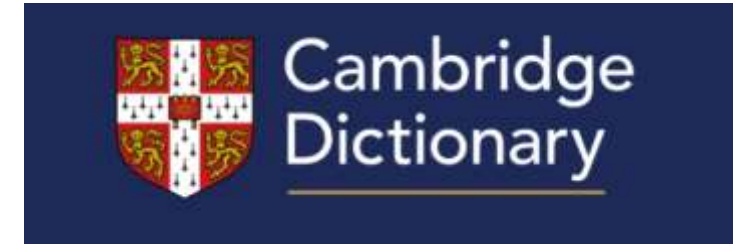
- Are our thinking processes so distinct?
- Does flipped learning save time?
- What are the obvious challenges?
- More time for feedback in lesson
- Self-regulation
- Personalisation

# Some strategies to develop autonomy

- Reading
- Dictionary use
- Cambridge.dictionary.org
- K. W. L. – relatively new for me



Using word lists  
to learn English  
vocabulary



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

## KWL Chart!

<b>K</b> What I already know about my topic!	<b>W</b> What I want to know about my topic!	<b>L</b> What I learned about my topic!



NEW WORDS

vaccine hunter

April 26, 2021

[More new words](#)

# OPEN WORLD

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14 units and a  
*Starter* unit

## PHRASES YOU MIGHT HEAR

**George:** Hey, how's it going?

**William:** Good thanks! **(1)** I haven't seen you for a long time!

**George:** **(2)** You're right. What have you been up to?

**William:** This and that. I'm doing a bit of volunteering at the moment?

**George:** No way! **(3)** Where are you doing that?

**William:** At the local animal shelter. It's been really

**A** whereabouts **3**

**B** pass your name on

**C** I bet

**D** tell me about it **2**

**E** cheers

**F** as a matter of fact

**G** it's been a while **1**





**REAL WORLD**

**DRIVING IN THE UK**

1 Look at the UK road signs above. Match them with the information each is giving.

2 Read the guide to driving in the UK and decide if the statements are true or false.

- 1 If you rent a car in the UK, you can use your license from your own country.
- 2 You can only rent a car if you are over 21.
- 3 The maximum speed on any UK road is 70 mph.
- 4 You overtake cars using the left-hand lane on a road with two or more lanes.
- 5 Double yellow lines mean you can only park at that place at certain times of the day.
- 6 There is a daily charge for driving in the centre of London.

3 Find words or phrases in the text that mean the following:

- 1 maximum speed on a road
- 2 go past another car
- 3 urban
- 4 road junction
- 5 stopped and questioned
- 6 made to pay a financial penalty
- 7 the busiest times for traffic
- 8 pay to use

4 Work with a partner. Which driving rules about your country do you think would be most important for an overseas visitor to know?

7 Listen again and correct the mistakes in these sentences that you might use in these contexts.

**PHRASES YOU MIGHT USE**

- 1 I'm looking for rent a car on Friday.
- 2 Am I correct of assuming I'm OK to use that?
- 3 I think we'll go the Gold package
- 4 Better you are safe than sorry.
- 5 Well, I'm not expert, but I think there is a problem with the cooling system.

8 Watch the video. What do you learn about

- the early years of Formula 1?
- qualifying practice?
- race length and duration?
- pit stops?
- the two championships?

9 Work with a partner and answer the questions.

- 1 Why do you think motorsports are so popular?
- 2 If you could test drive a Formula 1 car, would you do so?
- 3 Should motorsports change from using petrol engines to electric engines?

Each Real World lesson ends with a link to a Life Competence: a life-long skill taken from The Cambridge Life Competencies.

**LIFE COMPETENCIES**

**MANAGING THE SHARING OF TASKS IN A PROJECT**

Work in groups of three. Choose a famous car to research and prepare a short presentation on it that covers the following points. Agree on who will produce each part of the presentation, what materials you will use and how you will present it to the class.

- the origins of the car
- what made the car famous
- why you chose the car



Open World C1 Advanced

driving licence and insurance. If you already have a licence from your own country, then you are permitted to drive in the UK for the first year of your stay. Thereafter you need to apply for a provisional licence and then take a UK test. Note that if you are in the UK to visit and want to rent a car, many rental firms may require you to be over 21.

**ROADS AND SPEEDS**

Remember that UK road distances and speeds are given in miles, not km. A mile is approximately 1.6 km, so for example, 60 miles is roughly 97 km. Speaking of speed limits, it's important to recognise the different types of road in the UK and their respective limits. M-roads are motorways – the largest and fastest roads – usually with two to four lanes and with a speed limit of 70 mph. These usually connect city to city. A-roads are the most common roads in the UK, and for the most part have a speed limit of 60 mph outside of built-up areas but this can drop to 30 mph in urban areas, and even 20 mph close to schools. B-roads are smaller connecting roads whose speed limit again depends on where they are situated. Watch out for yellow speed cameras, especially in urban areas, or you may get a nasty fine.

As drivers is that in the UK we drive on the left. But there are a few other aspects to UK driving that can confuse people. Because we drive on the left, remember to go clockwise around roundabouts and give way to the cars on the roundabout coming from your right-hand side. Also on motorways and A-roads, you overtake on the right of the other vehicle – it is illegal to do so on the left-hand side.

UK streets are often narrower than many visitors are used to and you need to keep an eye out for one-way systems and lane markings because if you find yourself in the wrong lane, you may be forced to take a turning you hadn't intended to.

**AVOID FINES**

There are a number of simple and common ways that people can break the laws of the road, so be aware of the following:

- Seatbelts are compulsory. If you are pulled over by the police, you can be fined if you or any of your passengers are not wearing one.
- Parking – yellow lines, especially double yellow lines, indicate no parking at any time. Note that most streets in the centre of cities do not allow parking or may have parking restricted until after peak hours. There is usually a sign to indicate what these restrictions might be.
- There are very few toll roads in the UK, but be aware that in the centre of London there is a congestion charge, currently at £11.50 per day, which should be paid in advance.

Grammar on the move sections in each unit launch mobile grammar animations which can be used before, during or after classes to help support learning.

**GRAMMAR**

**DETERMINERS AND QUANTIFIERS**

**GRAMMAR ON THE MOVE**  
Watch the video.

2 Complete the sentences with the correct option.

1 a In the farmyard, there was a tractor and an old van. But *no/neither* vehicle appeared to be roadworthy. For me, there's *no/neither* better driving experience than taking the Route of the Seven Lakes in South Argentina to Bariloche.

b I don't like to use public transport in my city. It's a spectacular place that is not just red but blue. Each/every one weighs 100kg. When I've visited, I've been surprised to see cars are towards the east. Whatever form of transport you use, the minimum level of safety is high. The car and could mend cars are available. The time taken to get there are less/fewer than the time taken to get there on time. The damage to the car was fully covered by the insurance.

3 Add the word *of* to the correct place in the sentences where necessary.

1 I've visited several places where I didn't feel entirely safe.  
2 We knew it was going to be a tough journey, so we allowed ourselves plenty time to get there.  
3 Several of the beaches we visited were almost completely deserted.  
4 Throughout the holiday, we spent at least half the time lounging around by the pool.  
5 It seems that no amount sunscreen would suffice to stop Polly from getting sunburnt.  
6 If there's one thing I've observed in each and every one of the countries I've been, it's this: wherever you are, people love to party!  
7 I can't believe that both us passed our driving test first time.

4 Complete the questions with suitable determiners from this section.

1 What would be the best way to travel the \_\_\_\_\_ length of your country, from one end to the other?  
2 Do you think we should make \_\_\_\_\_ trips to other countries to cut down on air pollution?  
3 Is there anything you take with you on \_\_\_\_\_ and \_\_\_\_\_ long journey you make?

5 Work with a partner. Ask and answer the questions.

GRAMMAR REFERENCE / Determiners and quantifiers: Page 202

on a quest to visit (1) \_\_\_\_\_ single country on the planet. It wasn't actually as ambitious as it may sound. Sal had been to an international school, where he had classmates from across the (2) \_\_\_\_\_ world. He'd kept in touch with them, and so there were (3) \_\_\_\_\_ of people he knew he'd be able to stay with during his journey, which would save him some money. Spending so (4) \_\_\_\_\_ time on the road, Sal has learnt to expect the unexpected. 'I tried to enter Ivory Coast by two different land borders, but (5) \_\_\_\_\_ was closed' Sal says. Fortunately, the third was open, enabling Sal to tick off yet (6) \_\_\_\_\_ country from his growing list. One thing he's enjoyed about visiting so (7) \_\_\_\_\_ countries has been the opportunity to establish new friendships and to see what he describes as the beauty within people. 'I am yet to meet a person that I am unable to connect with and feel similar to. When I look at a map I see faces.'



Open World  
C1 Advanced

**LISTENING PART 3 TRAINING**

1 Look at the blog homepages and answer the questions in pairs.



2 What is Rodney's advice for attracting large numbers of followers?  
A Add posts to your blog regularly.  
B Ensure that your blog is distinctive.  
C Incorporate popular search terms into your text.  
D Imitate what other successful blogs do.

**Tip:** Notice that the interviewer asks this question using different words. Make sure you listen to all of Rodney's answer as he will mention all of the points in some form, but only one of them is the thing he would recommend.

3 How does Elsa feel about her earliest attempts at writing blog posts?  
A disappointed that so few people saw them  
B embarrassed about the quality of the writing  
C confused as to what their purpose actually was  
D surprised that it used to take her so long to write them

**Tip:** Here we need to identify Elsa's opinion, but what she says will be a paraphrase of one of the options, so don't expect to hear the words in the option.

4 What do Rodney and Elsa agree about when discussing mistakes that bloggers make?  
A It may be some time before problems caused by the mistakes become apparent.  
B Fear of making mistakes shouldn't stop someone from trying new things.  
C It's preferable if their followers don't spot the mistakes on the blog.  
D Making mistakes enables people to enhance their skills.


**Tip:** Some questions ask you to identify where speakers agree or disagree. Here, focus on what Rodney says in response to the interviewer's question about mistakes and listen for how Elsa expresses the same idea.

3 Decide if the statements about the Listening Part 3 task you have just done are true or false.

1 The format of the listening is usually an interview or a discussion with at least two speakers.  
2 There are four multiple-choice questions in the actual exam.  
3 The questions are in the same order as the information is presented in the audio.  
4 The speakers will often mention aspects of all four of the options in some way, but only one will actually answer the question.



At **B2 First** level, this means students can choose to extend their practice to **C1 Advanced** level in each **Push Yourself** section.



## PUSH YOURSELF / C1

### HEDGING

Hedging (or cautious language) is a form of language used in written English. It is often used when you want to make a point politely or to protect yourself from being wrong. Hedging language sometimes uses the passive. For example:  
*It could be said that social media is having a negative effect on our communication skills.*

- 1 Read the article about social media and friendship on page 29 again. Find two examples of hedging language using the passive (one in the final paragraph and one in the answer options A-F).
- 2 Put the words in the correct order to form statements using hedging language. The first word has been done for you.
  - 1 important / argued / than family / are / # / that / more / be / could / friends  
It \_\_\_\_\_
  - 2 suggested / than / are / # / has / friendships nowadays / in the past / less / been / sincere / has / that  
It \_\_\_\_\_
  - 3 social media / made / said / lonely / has / feel / # / that / more / is / people  
It \_\_\_\_\_
- 3 Work with a partner. Which statements in Exercise 2 do you agree or disagree with?



**Push Yourself Further**

**WRITING**  
**PROOFREADING**

- 1 Look at the writing task and the text written by a student. Read the teacher's comment and look at the 12 mistakes in bold. Match the errors with the descriptions.
- A missing word
  - B incorrect tense used
  - C wrong article
  - D wrong preposition used
  - E error with word order
  - F plural used instead of singular
  - G wrong adverb used before adjective

Write a review of any holiday accommodation you have recently stayed in. Please tell us about your level of satisfaction with the accommodation, say how closely the accommodation matched the description and suggest what could have been done to make your stay even better.

My mum and I have just spent a weekend in a self-catering apartment in Prague, which we **were booking** through findabreak.com. All in all, we had **the** really pleasurable few days. The flat was ideal in terms of its facilities. There was ample room for the **two of**, and it was imaginatively decorated.



The description and photos on the website are accurate for the most part although you could take issue with the flat being

**PROOFREADING IN EXAMS**

- When you write, leave every alternate line empty so you have space to make any corrections in your text when you proofread it.
- Everyone's different, so it helps if you know what kinds of mistake you make most often, e.g. using the wrong article, confusing homophones (like *their* and *there*) or making sentences too long.
- When checking your text, read each sentence separately, starting from the end of the text.
- You can also use your proofreading to upgrade any low-level language to something more complex. For example, *the top of the Forth Tower gives you a nice view an absolutely impressive panorama of all the city's sights ...*

- 2 Listen to a candidate called Giuseppe doing the task. Look again at the list A-H and tick (✓) those that Giuseppe does in his 1-minute talk.
- 3 Listen to Giuseppe again, and for each pair underline the phrases he uses to give his talk structure.
- 1 I'd like to focus on/I'm going to talk about
  - 2 the fundamental difference is/the main difference is
  - 3 something like that/something along those lines
  - 4 presumably/probably
  - 5 in contrast/on the other hand
  - 6 looks like/looks as if
  - 7 have in common/share
  - 8 in the same way/similarly

At C1 Advanced this means students can choose to extend their practice to C2 Proficiency level.

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or it

**PUSH YOURSELF C2**

**PREPOSITIONAL PHRASES**

1 Match the sentence halves (1-8) with A-H to form the correct prepositional phrases.

- 1 My grandparents prefer to take their holidays **out**
- 2 We hadn't initially planned on renting a kayak, but did so **on**
- 3 There's a wealth of historic attractions **in the**
- 4 I'd say that **in**
- 5 I wanted to rent a cabin in the jungle but my partner wasn't **in**
- 6 The holiday wasn't a complete disaster, but **in all**
- 7 The hotel offered us free meals **by way**
- 8 It's not a great place to visit **at**

- A **favour of** that, saying that she wouldn't sleep at night for fear of being bitten by a snake.
- B **of apology for** the mix-up with our rooms.
- C **retrospect** we probably should have checked out the hotel before we booked it.
- D **the best of times**, but in the winter it is a horrible experience
- E **vicinity of** the apartment we were staying in.
- F **of season** now that they're retired because it is cheaper than going during the school holidays.
- G **honesty**, I wouldn't use that airline again.
- H **impulse** and it turned out to be the best way to explore the nature reserve.

2 Work with a partner. Discuss what the prepositional phrases in bold mean.



A full and successful answer to question, although it is slightly to you should write between 220 and there is a good range of natural the tone is friendly and helpful. are several simple but avoidable e have fixed, with more careful pra

- 3 Are there any repeated errors that you make when you write?
- 4 Now write your own answer to the exam question in Exercise 1. When you have finished, spend five minutes proofreading your review. Did you find any avoidable errors?

**PUSH YOURSELF C2**

**PREPOSITIONAL PHRASES**

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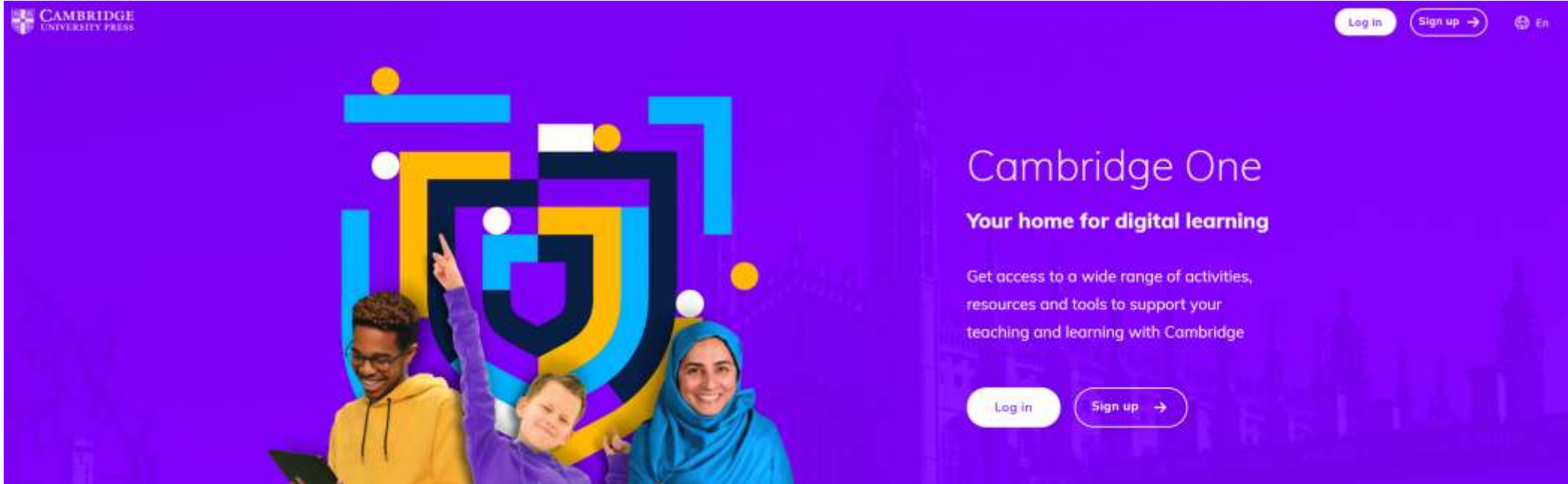
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- F **of season** now that they're n than going during the school h
- G **honesty**, I wouldn't use that c
- H **impulse** and it turned out to l the nature reserve.

2 Work with a partner. Discuss what the prepositional phrases in bold mean.



Open World C1 Advanced

Push Yourself Further

The banner features a purple background with a large, stylized graphic of the Cambridge crest in blue, yellow, and white. In the foreground, three people are shown: a man in a yellow hoodie looking at a laptop, a young boy in a purple hoodie pointing upwards, and a woman in a blue hijab smiling. The Cambridge University Press logo is in the top left corner. In the top right, there are 'Log in' and 'Sign up →' buttons. The main text reads 'Cambridge One' and 'Your home for digital learning'. Below this, it says 'Get access to a wide range of activities, resources and tools to support your teaching and learning with Cambridge'. At the bottom right, there are 'Log in' and 'Sign up →' buttons.

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# Compact First Demo eBook



Unit 2: Differing tastes Page 6



Unit 2: Differing tastes Page 7



Unit 2: Differing tastes Page 8



Unit 2: Differing tastes Page 9



Unit 2: Differing tastes Page 10



Unit 2: Differing tastes Page 11



Unit 2: Differing tastes Page 12



Unit 2: Differing tastes

✎

Aa

🔍

🕒



Speaker 2: The benefits of using seashells as currency were many:

they are small, light, durable and easy to transport.

Perhaps the key advantage

00:00 00:57

☰

🔄

⏮ -5s

▶

+5s

☰

⚙️

## Listening

1 Look at the photo. Do you ever buy from a food truck, buy street food or order a takeaway meal? Tell your partner why or why not and give examples. Use some of these expressions.



- 1 Look at the exam task and answer these questions. Then listen and do the exam task.
- In question 1, what kind of word probably goes after the? What does the word *near* indicate?
  - What kind of information do you need for each of questions 2-10?

but selling meals from a food truck or short phrase.

..... were successful, he

..... to start his business.

..... to help run the business.

..... to advertise his business.

his truck overnight to get a good place

an any other type of food.

..... and students.

..... to sell meals.

Dave uses

i the food-truck trade

**Exam tips**

- Write your answers exactly as you hear them - don't try to use other words that mean the same.
- Read all your completed sentences. Do they make sense? Are your grammar and spelling correct?

give reasons.

Actually, I'm convinced that ... I'd say that ... In my opinion, ...

☰

🔍

▶

00:00 08:20

✕

**OPEN  
WORLD**

Determiners and quantifiers

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**OPEN  
WORLD**

Prepositional phrases

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Prepositional phrases 1



Prepositional phrases 2



**OPEN  
WORLD**

Adverb modifiers

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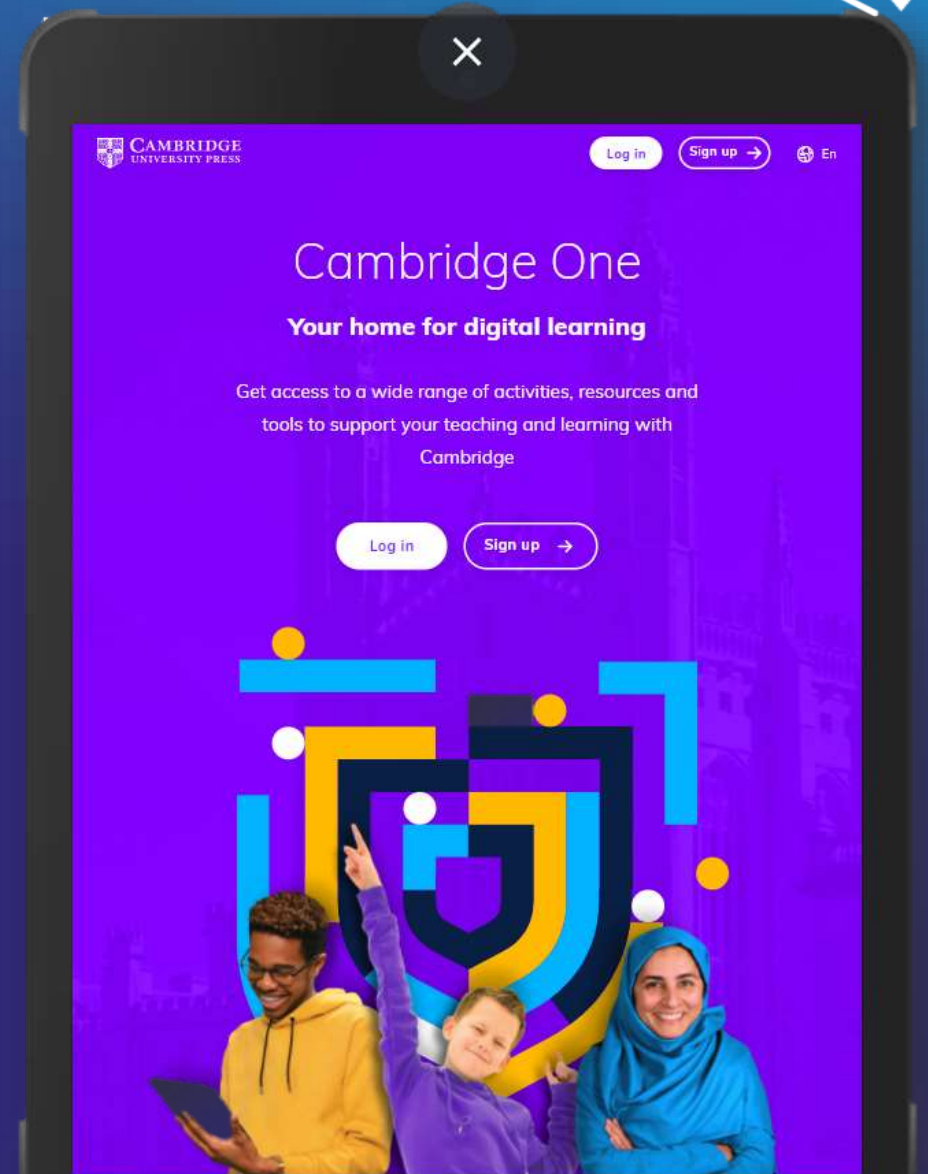
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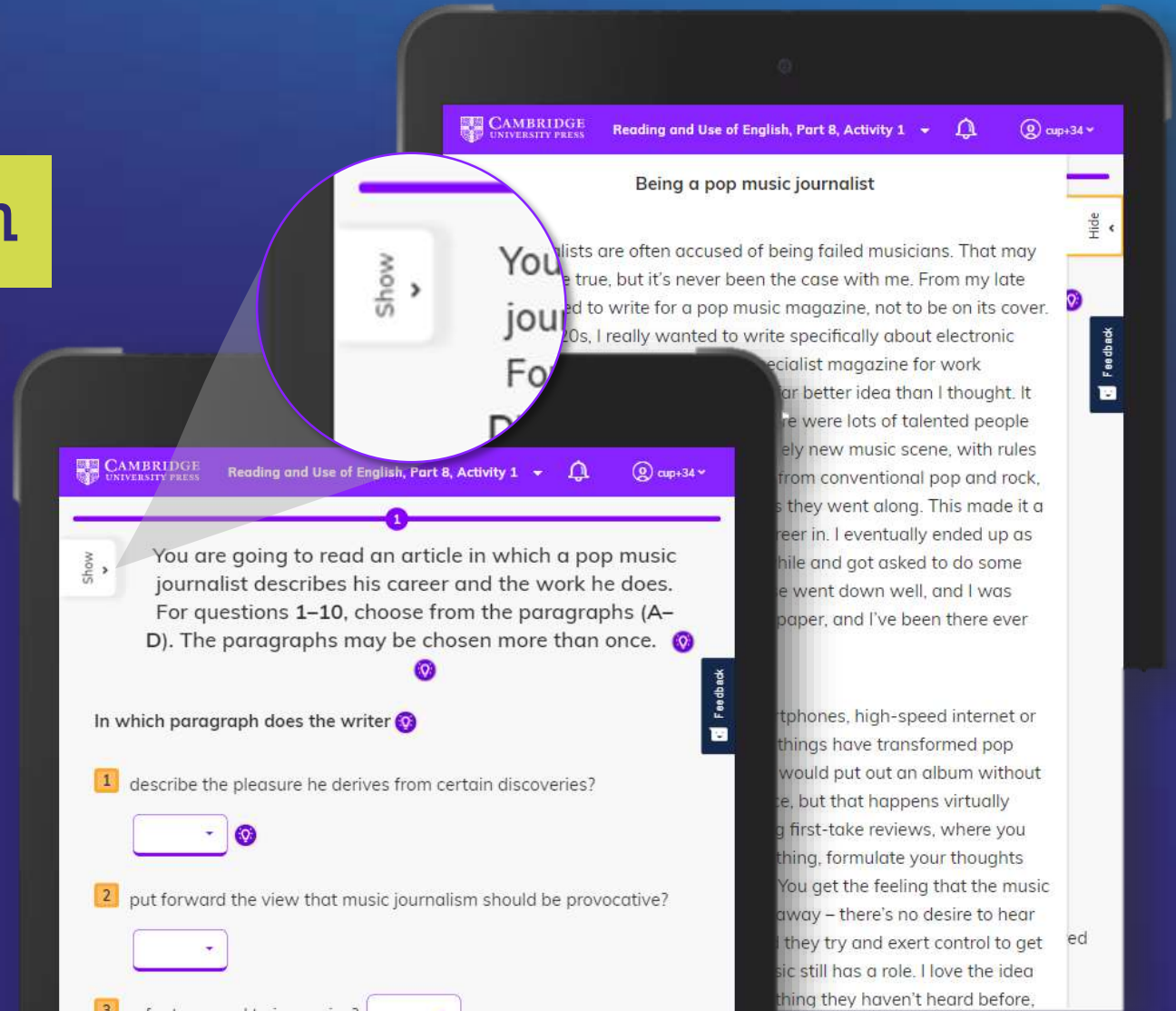
# You are in control!

## Reading and Use of English

**Choose** the exam part you want to practise.

**Slide** the texts in and out of the screen.

**Scroll** through the text at a speed you are comfortable with.



The image shows two tablets displaying the Cambridge Reading and Use of English interface. The foreground tablet shows a reading task with a 'Show' button and a question about paragraph identification. The background tablet shows the same interface with a 'Show' button highlighted by a magnifying glass.

Reading and Use of English, Part 8, Activity 1

Being a pop music journalist

You are going to read an article in which a pop music journalist describes his career and the work he does. For questions 1–10, choose from the paragraphs (A–D). The paragraphs may be chosen more than once.

In which paragraph does the writer

- 1 describe the pleasure he derives from certain discoveries?
- 2 put forward the view that music journalism should be provocative?
- 3 ...



# Exam hints



**Remind** yourself about each question before you answer it.

**Click** on the hints at the start of each question.

**Hints** help you prepare for the exam!



Before you listen, make sure you know who each question is focusing on. It could be the man, the woman or both speakers. Use your time to identify other key words in the questions and options too.



Read the instructions and the title of the text to gain a general idea of what it's about.

# Instant feedback!

Improve your score  
with multiple attempts at  
Exam Tasks.

Instant marking keeps  
you motivated.

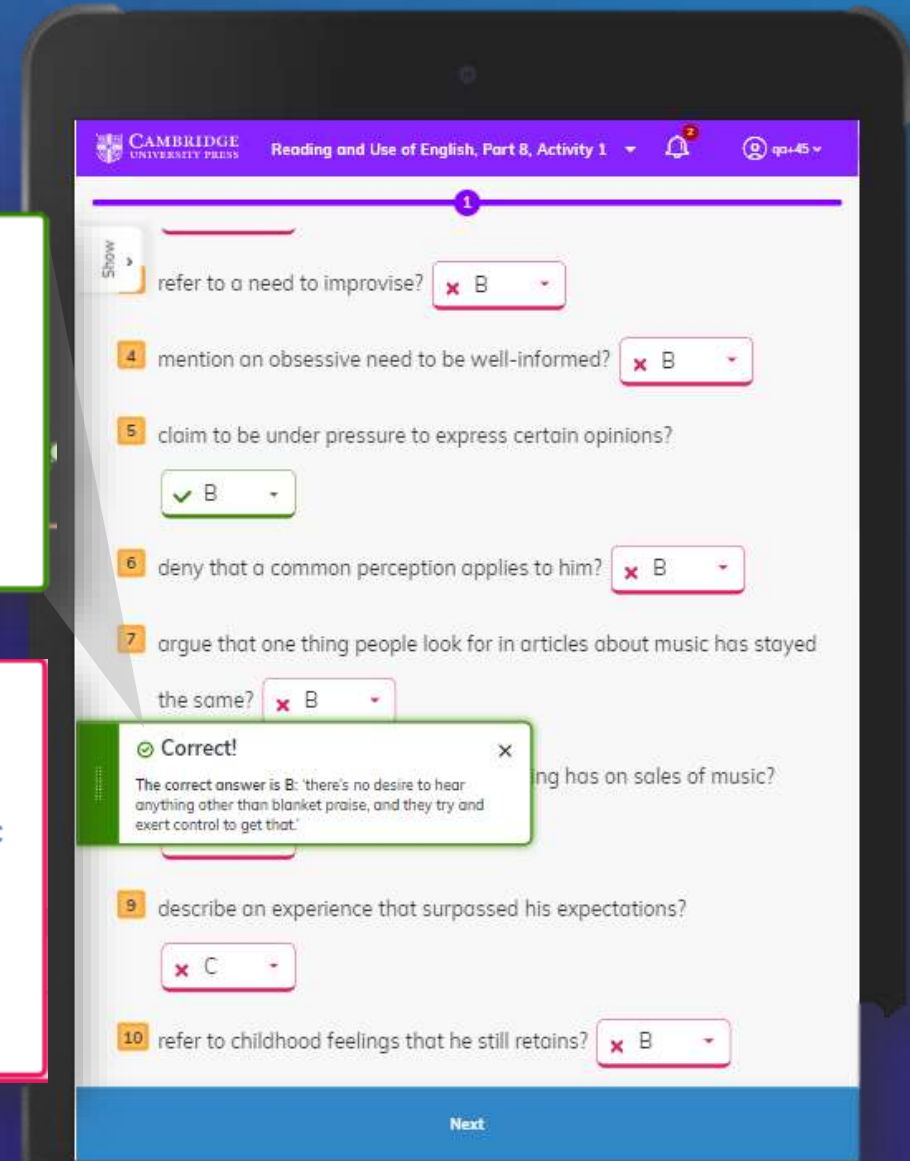
Immediate feedback  
on correct and incorrect  
answers for selected  
activities.

✔ Correct! ✕

The correct answer is B: 'I'm not sure it has much effect on what music people buy. If anyone really took notice of what music journalists think, the charts would look very different.'

✕ Incorrect! ✕

B is incorrect as although when the writer says 'good writing about music still has a role' he's suggesting that in one way music journalism has stayed the same, this general role isn't the same idea as one thing that people look for in articles about music.



The screenshot shows a tablet displaying a Cambridge exam preparation interface. At the top, it says 'CAMBRIDGE UNIVERSITY PRESS Reading and Use of English, Part 8, Activity 1'. Below this is a list of 10 multiple-choice questions. Questions 1, 4, 6, and 10 have incorrect answers (B) selected, while questions 5 and 7 have the correct answer (B) selected. A feedback pop-up is visible for question 7, indicating a correct answer. The interface includes a 'Show' button on the left and a 'Next' button at the bottom.

1 refer to a need to improvise? ✕ B

4 mention an obsessive need to be well-informed? ✕ B

5 claim to be under pressure to express certain opinions? ✔ B

6 deny that a common perception applies to him? ✕ B

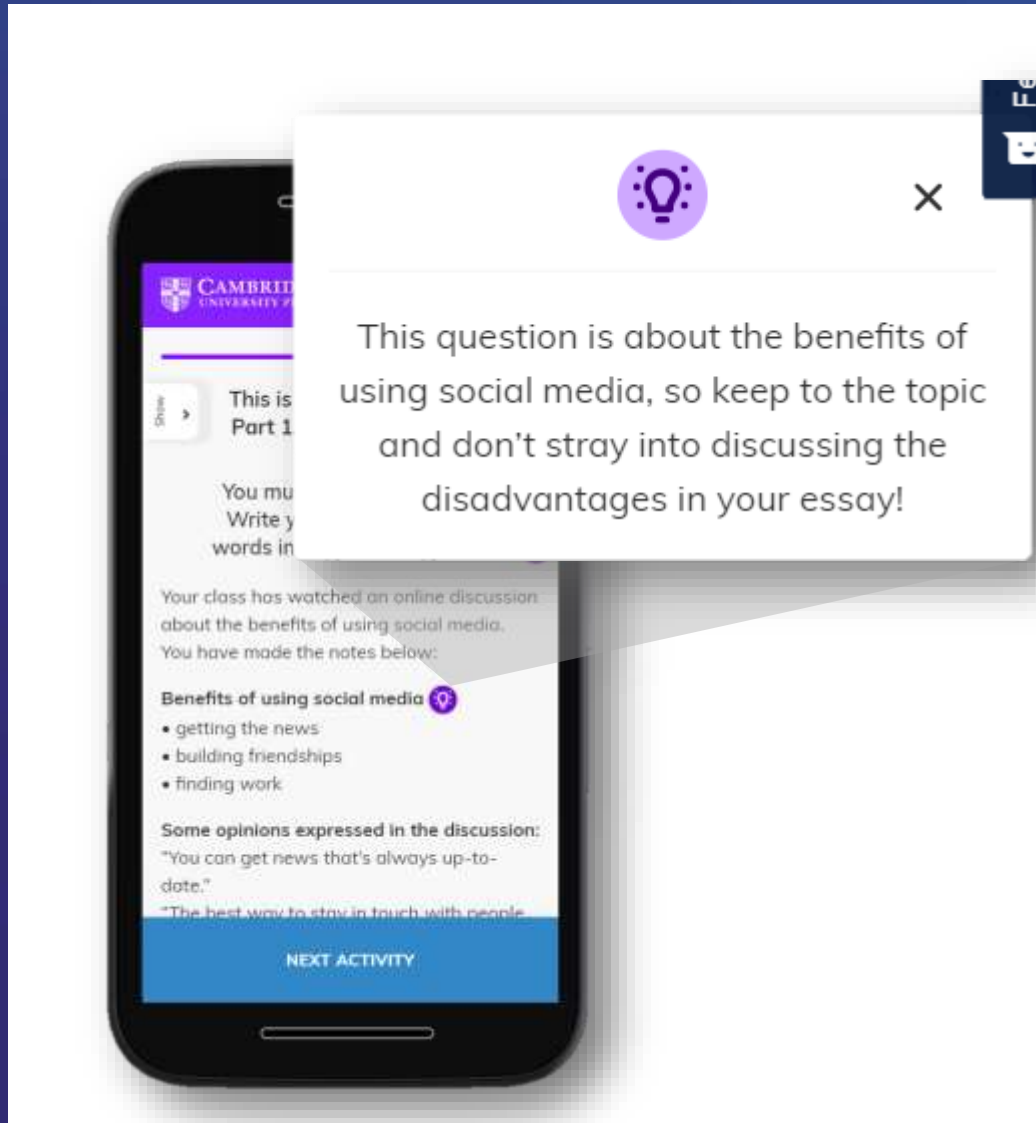
7 argue that one thing people look for in articles about music has stayed the same? ✔ B

8 ...ing has on sales of music?

9 describe an experience that surpassed his expectations? ✕ C

10 refer to childhood feelings that he still retains? ✕ B

Next



# Be prepared!

## Writing

**Explore** tips and advice on each part of the writing paper.

**Discover** more about each question-type with the hints and sample answers.

**Uncover** examiner comments on each sample answer. Slide to reveal.

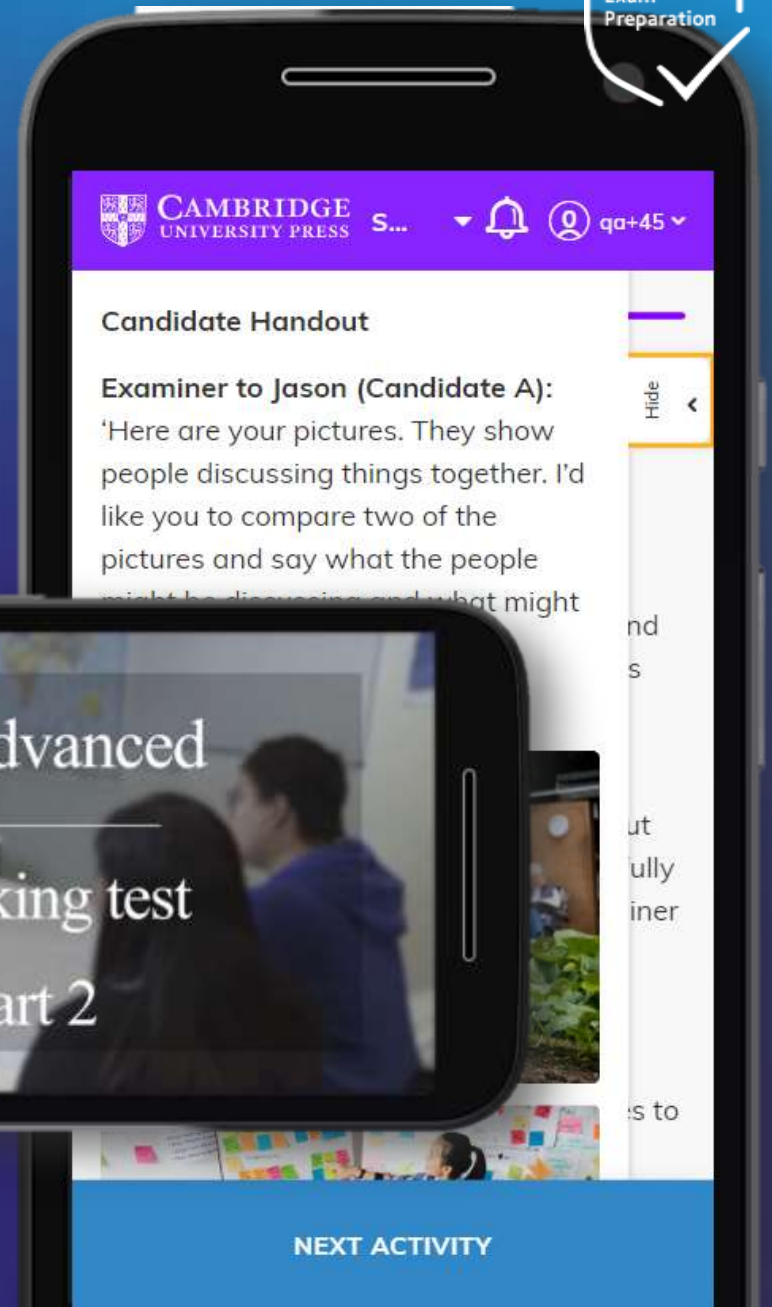
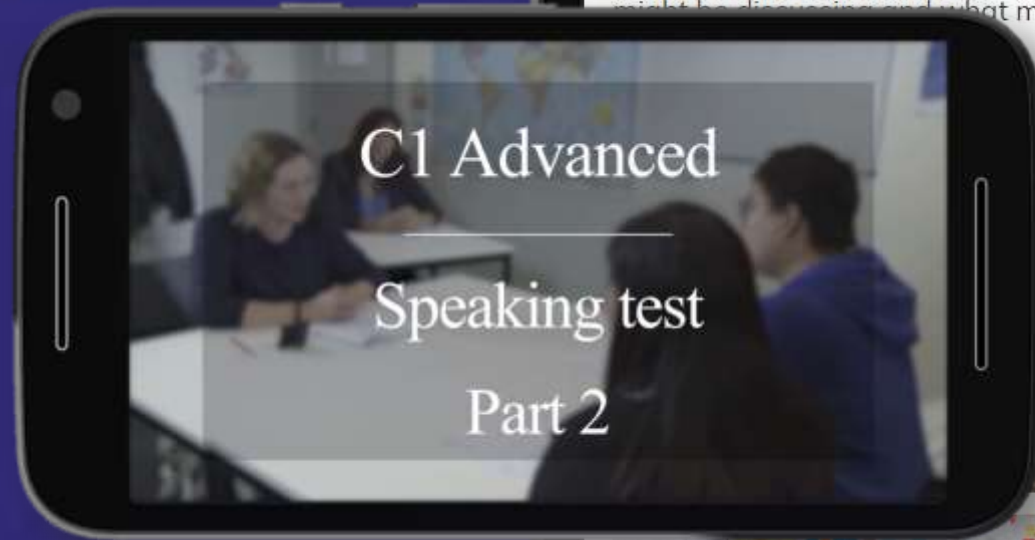
Be prepared!

Speaking

Watch exam candidates taking the speaking test.

Digest tips and examiner comments on the performance of each candidate.

Uncover the materials used in each part. Slide the screen to see.



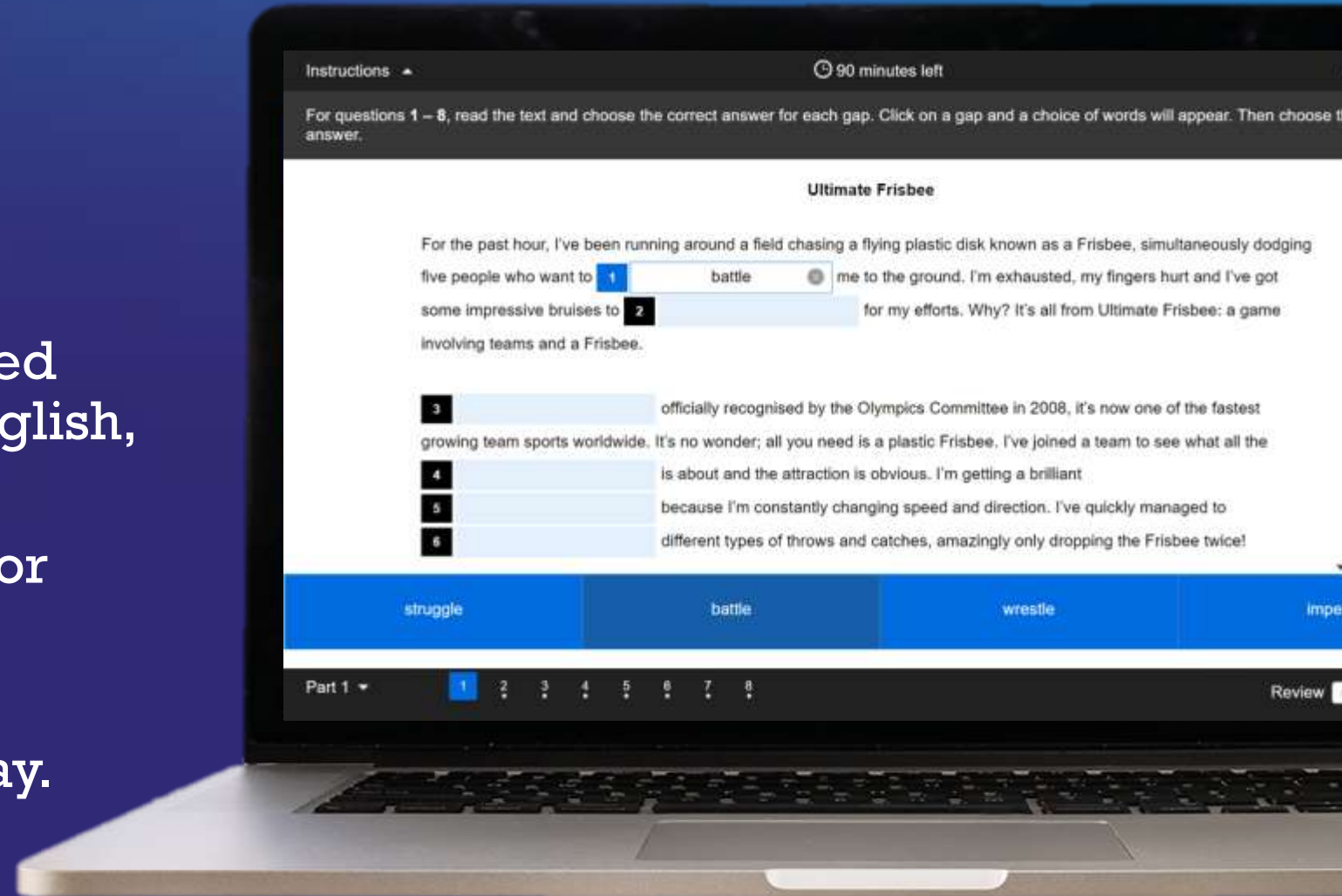
# Be ready!

## A timed Practice Test

Replicates the Computer-based test for Reading and Use of English, and Listening.

Single attempt prepares you for exam day conditions.

Your teacher activates the test when you are close to exam day.





# CAMBRIDGE



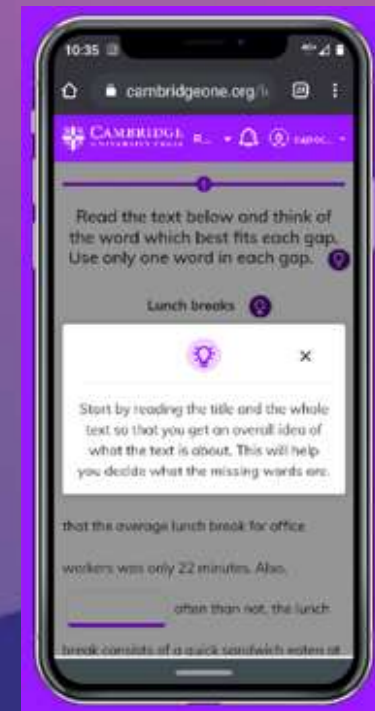
# Test & Train

Class-based – available with print publishing

2 x 'On the go' *Exam Practice* for Reading and Use of English and Listening

1 x Timed Practice Test

Speaking and Writing mixed media





# Self-study

Exam Practice 6 full Tests in total,  
no teacher view

- Learner autonomy refers to the principle that learners should take an increasing amount of responsibility for what they learn and how they learn it

Professor Jack C. Richards

May 2021  
Sept 2021

B2 First  
C1 Advanced

# PREPARE

SECOND EDITION

Where English meets Exams.



General English mixed  
with exam preparation



20 units

1

## Content designed for teenagers

Up-to-date themes and resources. Personalised tasks, additional culture and life skills sections maximise student engagement.

2

## Full Teacher's support

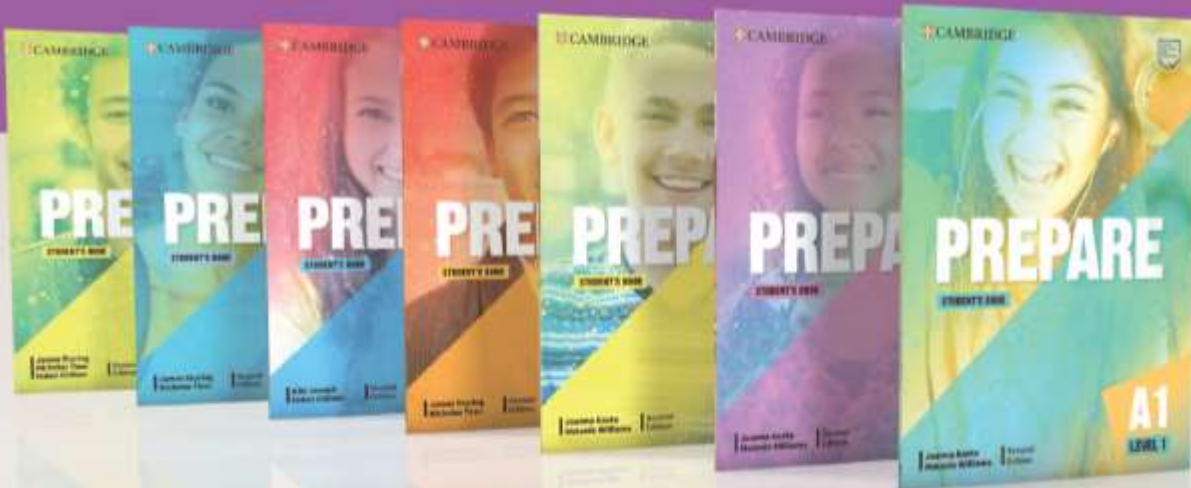
An interleaved Teacher's Book and digital resources help teachers plan memorable lessons.



For school-aged  
students



70-160 hours:  
a two-book approach  
to each exam level



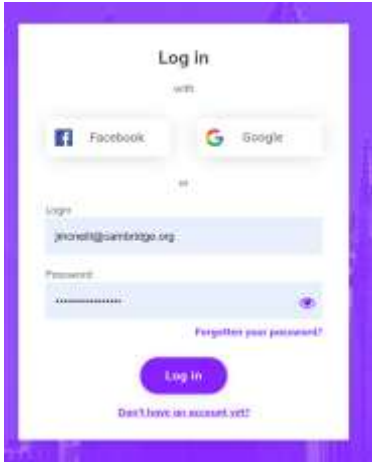
3

## A paired book approach

Two books per exam level. The first level builds students' confidence, the second provides further test guidance and support.



Open a free teacher account at [cambridgeone.org](https://www.cambridge.org)



Demo content of *Compact First*,  
*Complete First*, *Open World Advanced* and *Prepare*

[Cambridge Papers in ELT](https://www.cambridge.org/elt/blog/campaign_page/cambridge-papers-elt/)

[https://www.cambridge.org/elt/blog/campaign\\_page/cambridge-papers-elt/](https://www.cambridge.org/elt/blog/campaign_page/cambridge-papers-elt/)

[Testandtrain.com](https://testandtrain.com)

<https://testandtrain.com>

[www.Cambridge.org/clcf](https://www.cambridge.org/clcf)

<https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>

Search for “World of Better Learning Activity Cards”