# How Vantage works

THE SYSTEM AROUND THE CLASSES

Four modules of twelve classes are the teaching. Everything below is the structure that carries them — how you get placed, where you sit, what you practise on, and how anyone can tell whether you are actually improving.

The four modules are built for the Band 7+ range.

- **Free assessment, before anything else.** All four skills, marked, with a band figure per skill rather than an impression. It places you in Pre-IELTS, General or Advanced. It is permanently free and it is not a launch offer — nobody is admitted on the basis of what they say their level is.
- **Two rooms.** A classroom for teaching and a computer lab for anything the real test does on screen. Reading and Listening are practised in both, because sitting a passage on paper and sitting it on a screen are not the same task.
- **The Vantage platform.** Practice, homework and scores live on vantageacademybd.com. Your results accumulate as a record rather than a memory, and you can work through them between classes from home.
- **Cambridge practice on the site.** Genuine Cambridge material, sat online in your own time and marked automatically, on top of what is used in class. Book 20 stays sealed until your final class.
- **Exercise material built here.** The drills, worked examples and exercise sets are written for this centre and for the errors Bangladeshi students actually make, not photocopied from a general coursebook.
- **One-to-one sessions.** Built into every module, not offered as an upsell. The midpoint and pre-final classes are given over to individual diagnosis and a Personalised Action Plan for each student.
- **Progress tracking.** The Error Log every class, a scored test at the end of every module, and — in Speaking — three recordings you hear side by side. Progress is a number you can see, not a reassurance.
- **Peer practice.** Sessions run alongside the timetable by former students who scored well, so speaking and drilling continue outside class hours.
- **Continued guidance.** Support does not end with the final class. Students remain in contact with the centre through the period leading to their test date, and receive individual guidance on preparation and timing.

# Batches and rotation

HOW THE FOUR MONTHS FIT TOGETHER

Two batches run each teaching day, morning and afternoon. They cover the same four modules but sit at different points in the rotation, which is what makes the schedule survive a missed week.

| ROUTE | HOW YOU TAKE IT | TIME TO FINISH |
|---|---|---|
| **General** | One batch, one module a month, in rotation. | Four months |
| **Advanced** | Both batches, two modules a month. | Two months |
| **Pre-IELTS** | Separate late-afternoon batch, before the four modules begin. | By assessment |

The modules run in a fixed cycle: **Listening → Speaking → Reading → Writing**, then back to Listening. The two batches sit two modules apart, so the morning and afternoon rooms are never teaching the same thing in the same month.

| MONTH | MORNING BATCH · 10–12 | AFTERNOON BATCH · 2–4 |
|---|---|---|
| **Month 1 — now** | Reading | Listening |
| **Month 2** | Writing | Speaking |
| **Month 3** | Listening | Reading |
| **Month 4** | Speaking | Writing |

After Month 4 the cycle repeats. Three consequences, all deliberate: you start at the beginning of the next module rather than waiting for an intake to form; you meet all four modules within four months whichever one you join on; and a class you miss can usually be caught in the other batch within two months. Missing a class is a problem, not a disaster.

> **Eight full mocks are included.** Every module carries scored tests under exam conditions, marked and broken down by question type rather than handed back as a single number. The figure that matters is never the last score on its own — it is the distance between your first mock and your last.

PERSPECTIVE. STRATEGY. ASCENT.

# The Listening Module

TWELVE CLASSES · EAR TRAINING AND TECHNIQUE

Twelve classes covering every question type the Listening test can set. The first three establish what the test actually measures — not the questions, but the ear — and install the algorithm you will use on every section. Classes 4 to 9 are the question types. The last three are execution under exam conditions.

The sequence below is a map, not a timetable. Pacing moves with the room. A question type that needs another twenty minutes gets it. What does not move is the daily practice, which runs from the first night to the last.

There are two short breaks in each class. Every session closes with a preview of the next class and a home task.

> **Shadowing decides your band more than anything taught in this room.** Twenty minutes a day, every day. Students who shadowed daily have moved from 12 or 13 correct to 24, 25 and 30. Students who skipped it plateaued — same teacher, same materials, same twelve classes.

> **The recording plays once.** There is no replay, and every question is worth exactly one mark — a phone number in Section 1 pays the same as an inference in Section 4. Do not save your concentration for the hard questions.

# What you learn, class by class

WEEKS 1 & 2

## WEEK 1 Before the question types

### CLASS 1 Module Introduction + The Listening Algorithm

Thirty seconds of Cambridge audio, played once, with blank paper. The result proves the difficulty is not the questions but the ear. Three bottlenecks are named: accent decoding, correction tracking, and back-and-forth discussion.

FOCUS The five-step Algorithm · The three bottlenecks · The Recovery Rule

### CLASS 2 Readiness, Awareness + Distractor Signals

One clip, three transcripts, only one correct — run cold, before any teaching. Then what your eyes do before the audio, what your pencil does during it, and the eight ways the recording is built to mislead. The Error Log starts here.

FOCUS Eight distractor signals · Hedging and absolutes · Error Log

### CLASS 3 Live Demonstration of a Full Test

The only class in the module where the instructor sits a complete test aloud, narrating the thinking, while you attempt it in parallel. No new technique. The gap between the two answer sheets is the diagnostic.

FOCUS Cambridge 17, Test 1 · All four sections · Forty questions

## WEEK 2 The core question types

### CLASS 4 The Completion Family

Form, Note, Sentence, Table and Flow-Chart Completion, plus Short Answer: five visually different question types running on one mechanic. Students assume completion is easy because the gaps are obvious. It is where word limits, spelling and plurals quietly remove marks.

FOCUS Five completion subtypes · Word limits · Spelling and number accuracy

### CLASS 5 Maps and Plans

The type Bangladeshi students are least prepared for, because spatial listening is not taught in the school system. The difficulty is holding orientation while processing audio. Twenty-five directional phrases drilled to recognition.

FOCUS The Finger-Tracking Method · Anchor landmarks · Reading a map in preparation time

### CLASS 6 Box / Feature Matching

Where strong vocabulary still loses marks, because the problem is structure, not words. Two lists held in working memory while the audio covers them out of order, and you track who said what.

FOCUS Pre-Read Compression · Attribution tracking · Discourse mapping for Section 3

# What you learn, class by class

WEEKS 3 & 4

## WEEK 3 Checkpoint and the trap types

### CLASS 7 Feedback and 1-on-1s

The structural midpoint. No new content. Individual diagnosis of your error patterns and a Personalised Action Plan each. This is not a remedial class — strong students usually have one specific leak, such as Section 3 attribution or Section 4 fade, rather than a general weakness.

FOCUS Mid-module diagnostic · Pattern identification · Personalised Action Plan

### CLASS 8 Multiple Choice

The highest concentration of distractors in the test. Every wrong option appears somewhere in the audio — that is how the type is designed — so keyword-matching catches all three and gives you no way to choose. The answer is identified through evaluation language instead.

FOCUS The three trap types · Evaluation language · Section 3 discourse tracking

### CLASS 9 Two-Part Questions

The hardest single question type in the test, even for strong listeners. Five long options read during preparation time, all five held while the audio runs, and two correct answers that rarely arrive consecutively.

FOCUS Heavy Compression · Five-option reading strategy · Pair logic

## WEEK 4 Stamina and execution

### CLASS 10 Section 4 — The Lecture Monologue

Seven minutes of continuous academic speech: one voice, no pauses. Marks here are lost to attention, not comprehension — concentration cracks near the four-minute mark and never recovers.

FOCUS Lecture Structure Pre-Reading · The Topic-Shift Signal Bank · The Autopilot Technique

### CLASS 11 Full Timed Test + Feedback

The test comes first and the 1-on-1s second, because the feedback depends on fresh data — the Class 7 diagnostics are four weeks old by now. Action Plans are refreshed for the run up to the exam.

FOCUS Full timed test · Updated pattern data · Action Plan refresh

### CLASS 12 Final Mock + After-Module Plan

Cambridge 20, reserved since day one and the freshest material in the bank, which makes it the closest predictor of your real score this module can produce. You leave with a plan for the gap between here and your test date.

FOCUS Cambridge 20 · Personal Action Plan · After-Module Exercise Protocol

# What is expected of you

YOUR SIDE OF THE WORK

- **Shadow for twenty minutes, every day.** Two lines at a time from BBC 'The English We Speak' or '6 Minute English', repeated aloud at full speed without pausing, iterated until you reach ninety per cent before moving on.
- **Keep the practice log.** Date, clip, self-rated accuracy. It is checked in the first five minutes of every class.
- **A Cambridge home task after every class.** Done under timed conditions, marked, and brought to the next class.
- **Maintain the Error Log.** Every error, every class, with the root cause and the fix beside it.
- **Dictation is earned, not given.** After two to three weeks of consistent shadowing you may be invited to add micro-dictation. Started early, it overwhelms rather than sharpens.

# The Algorithm everything rests on

THE FOUNDATION

| STEP | WHAT YOU DO | WHEN |
|---|---|---|
| **Preparation** | Read every question, underline keywords, note the word limit. | Before the audio |
| **Question analysis** | Predict the answer type, the paraphrase, and the grammatical clue. | Before the audio |
| **Active listening** | Anchor on correction, evaluation and topic-shift signals — not keywords. | During |
| **Capture** | Write the moment you hear it, in shorthand, while still tracking the audio. | During |

You meet the Algorithm in Class 1 and use it in every class after that until it runs without you thinking about it. One rule sits above all four steps: if you lose your place, jump forward to the next question rather than trying to recover the answer you missed. Losing one answer costs one mark; losing position costs five.

PERSPECTIVE. STRATEGY. ASCENT.

# The Speaking Module

TWELVE CLASSES · THREE RECORDED MOCKS

Twelve classes built on the four criteria an examiner actually scores. The first three establish the lens and take your baseline recording. Weeks 2 and 3 work criterion by criterion, then part by part. The last three integrate everything under exam conditions.

The sequence below is a map, not a timetable. Pacing moves with the room. What does not move is the measurement: you are recorded in Class 2, Class 10 and Class 12, and you hear all three side by side before the module closes.

There are two short breaks in each class. Every session closes with a preview of the next class and a home task.

> **Every mock is recorded and kept.** The Class 2 baseline is the reference point for the whole module. Progress in speaking is almost impossible to feel from the inside — hearing Class 2 against Class 12 is the only honest measure of what changed.

> **Accent is not scored.** Examiners are trained to understand every accent. What they cannot follow is broken rhythm and misplaced stress. A Bangladeshi accent with good rhythm outscores an imitated one with poor rhythm, every time.

# What you learn, class by class

WEEKS 1 & 2

## WEEK 1 Foundation and the four criteria

### CLASS 1 Introduction + The Four Criteria

The test format, and the four criteria the examiner actually scores against. Most students here have studied English for fifteen years and have never been told what good speaking sounds like. The criteria are the lens; without it, every later class is wasted.

FOCUS The Four-Criteria Scorecard · Error Log for Speaking · Shadowing protocol

### CLASS 2 Diagnostic Mock

Every student gives a full recorded mock while the rest of the room observes and scores with the Scorecard. You leave with a baseline recording, a diagnosed dominant weakness and five Error Log entries. Everything after this is measured against today.

FOCUS Recorded baseline · Peer scoring · Dominant weakness diagnosis

### CLASS 3 Fluency & Coherence

The criterion Bangladeshi students score lowest on. The grammar is usually there and the vocabulary is usually there, but the words arrive in fragments. Fluency is not speed — slow and smooth outscores fast and jerky.

FOCUS Point—Reason—Example—Link · Hesitation devices that are allowed · Sixty seconds without a long pause

## WEEK 2 Lexical and grammar deployment

### CLASS 4 Lexical Resource

Activation, not acquisition. At Band 6 your passive vocabulary is far larger than your speaking suggests — you have read 'fulfilling' a hundred times and never once said it aloud. This class is about getting those words out under pressure.

FOCUS Connectors by function, not decoration · Topic clusters for Part 3 · Breaking literal translation

### CLASS 5 Grammatical Range

The criterion that traps students at 6.5. The words are there, the fluency is there, and every sentence still arrives as subject, verb, object. The examiner has no range to score. The fix is activating structures you learned years ago in school.

FOCUS The ten-step Sentence Ladder · Five Band 7+ structures · Real-time layering

### CLASS 6 Pronunciation

The criterion students misunderstand most. Accent is not scored — rhythm, stress and clarity are. The effort spent imitating an American or British accent is effort spent on something the examiner does not mark.

FOCUS Word and sentence stress · Five connected-speech features · Interference patterns

# What you learn, class by class

WEEKS 3 & 4

## WEEK 3 Part by part

### CLASS 7 Part 1 Mastery

Part 1 is not a warm-up. It is graded from the first sentence, and a student giving three-word answers has been mentally filed as Band 5 by minute two. Three-sentence answers built on opinion, reason and detail, avoiding both traps: the one-word reply and the rehearsed mini-speech.

FOCUS Three-sentence architecture · First-impression management

### CLASS 8 Part 2 Mastery

The part students fear: two minutes alone, no help, and most freeze around forty-five seconds. Once you stop it is very hard to restart, so the answer is architecture rather than improvisation. Sixty seconds of planning on the four bullets, then a fixed shape.

FOCUS The four-bullet plan · Describe → Reflect → Speculate · Seven recovery phrases

### CLASS 9 Part 3 Mastery

Where Band 7 lives. Decent fluency, vocabulary, grammar and pronunciation will still cap at 6.5 if the answers stay on the surface. The examiner is listening for depth, comfort with abstraction, and willingness to hold both sides of a question.

FOCUS Four Part 3 question types · PEEC · Speculative language · Paraphrasing to buy time

## WEEK 4 Integration and exam conditioning

### CLASS 10 Full Mock 2 + Error Audit

The second recorded mock, compared directly against your Class 2 baseline. The most data-rich class of the module and usually the most motivating, because this is where students hear their own progress rather than being told about it.

FOCUS Second recording · Class 2 comparison · Weakness ranking

### CLASS 11 Targeted Fixing

The room splits into four groups by dominant weakness, assigned from the Class 10 data rather than from impression. Thirty minutes of drilling aimed at one criterion each, then everyone recombines for integration and a mini-mock.

FOCUS Differentiated groups · Criterion-specific drilling · Cross-group integration

### CLASS 12 Final Mock + Exam Strategy

The third and final recording, and a three-way comparison across Classes 2, 10 and 12 that shows the whole arc in one sitting. Then the test-day routine, recovery from the common test-room failures, and mindset.

FOCUS Third recording · Three-way comparison · Exam-day strategy

## What is expected of you

YOUR SIDE OF THE WORK

- **Speak before you are ready.** Every class opens with speaking — the Add-On Game and the Sentence Ladder run before any teaching, so nobody sits silent long enough to become self-conscious.
- **Shadow daily.** Rhythm and stress, not accent. Introduced in Class 1 and expected every day after it.
- **Maintain the Error Log.** Every error, every class, with the root cause and the fix beside it.
- **Your recordings are the evidence.** Three mocks across the module. They are the only objective measure of your progress, and you will hear all three side by side in the final class.

## The four criteria everything rests on

THE FOUNDATION

| CRITERION | WHAT THE EXAMINER IS LISTENING FOR | TAUGHT IN |
|---|---|---|
| **Fluency & Coherence** | Continuous, logically connected speech at a natural pace. | Class 3 |
| **Lexical Resource** | Variety and precision in words you already know. | Class 4 |
| **Grammatical Range** | Structures beyond subject–verb–object, used accurately. | Class 5 |
| **Pronunciation** | Rhythm, stress and clarity. Not accent. | Class 6 |

You meet all four in Class 1 and are scored against them from Class 2 onward. Parts 1, 2 and 3 in Week 3 do not add new criteria — they are the same four applied to three tasks that demand very different things from you.

PERSPECTIVE. STRATEGY. ASCENT.

# The Reading Module

TWELVE CLASSES · GENUINE CAMBRIDGE MATERIAL

Twelve classes covering every question type the IELTS Reading test can set. The first three teach the modes everything else rests on — keywording, scanning and skimming. Classes 4 to 8 are the question types, ordered by how much they cost you. The last four are execution: one timed passage, then three full mocks.

The sequence below is a map, not a timetable. Pacing moves with the room. A technique that needs another twenty minutes gets it, and a passage that lands quickly frees time for the next. What does not move is the order of the build: the three modes before the question types, the question types before the clock.

There are two short breaks in each class. Every session closes with a preview of the next class and a home task.

> **Bring your Error Log to every class.** It is the single most important item in this module. Every error you record becomes data, and by Class 12 that data becomes your personal exam revision plan. No log, no diagnosis.

> **All practice material is genuine Cambridge material** — Books 17, 18 and 19 across the course. Book 20 stays sealed until the final class, so your last mock is on passages nobody in the room has ever seen.

# What you learn, class by class

WEEKS 1 & 2

## WEEK 1 The three reading modes

### CLASS 1 Module Introduction + Keywording

Exam format, the 60-minute time architecture (17 / 20 / 23 minutes per passage), all ten question types, and the ten Forever Knowledge rules. Then the first technique: identifying the two to four content words in a question and predicting the synonyms the passage will use instead.

MATERIAL London Underground (Cam 17) · Stonehenge (Cam 18) — Note Completion

### CLASS 2 Scanning + Short Answer & Sentence Completion

Keywording tells you what to look for; scanning is how you find it fast without reading every word. Practised on the simplest question types so your attention stays on the skill itself.

MATERIAL Stepwells · Urban Farming (Cam 18) · Wetlands (Cam 19)

### CLASS 3 Skimming, Paragraph Mapping + Paraphrase

The 90-second skim that builds a map of the passage before you answer anything. You receive the Reading Algorithm one-pager — the 12-step process you will use on every passage for the rest of the course. The second half teaches paraphrase recognition, the core comprehension skill in IELTS Reading.

MATERIAL Stadiums (Cam 17) · The Steam Car (Cam 18) — Summary Completion

## WEEK 2 The judgement question types

### CLASS 4 True / False / Not Given — Part 1

The question type that costs the most marks. The three-step decision process, the qualifier trap, and the evidence anchor rule: if you cannot underline the proof, the answer is Not Given.

MATERIAL Bats to the Rescue (Cam 17) · Stonehenge (Cam 18)

### CLASS 5 T/F/NG Part 2 + Yes / No / Not Given

The same process applied to opinions instead of facts, plus attribution tracking — working out whose view a sentence actually expresses. The Passage Cycle begins here and runs in every remaining class.

MATERIAL To Catch a King (Cam 17) · The Gifted Child · Tennis Rackets (Cam 19)

### CLASS 6 Matching Headings

Topic versus main idea, and the Self-Heading Method: summarise the paragraph in five words of your own before you look at the options. This stops keyword-matching, which is what costs students marks here.

MATERIAL The Steam Car · Tomato Domestication · Dead Sea Scrolls

# What you learn, class by class

WEEKS 3 & 4

## WEEK 3 The trap question types

### CLASS 7 Multiple Choice — single and two-part

IELTS distractors are engineered to feel correct, so you stop choosing and start rejecting: the five distractor types, eliminate three, confirm one with a line from the passage, 90 seconds per question.

MATERIAL Building the Skyline (Cam 17) · Living with AI (Cam 18) · The Thylacine

### CLASS 8 Matching Information, Features + Sentence Endings

The most time-expensive question types, because they do not follow passage order. The fix is concept-first: reduce each question to a two-word label, then go straight to the likely paragraph using your skim map.

MATERIAL Blindfold Chess (Cam 17) · Pirates of the Ancient Mediterranean (Cam 19) · Education & Economic Growth

## WEEK 4 Execution under exam conditions

### CLASS 9 First full timed passage

No new techniques. Everything you have learned, used together, on one passage in 20 minutes with no help. The debrief examines your process, not just your answers — then a second passage gives you an immediate chance to correct what broke.

MATERIAL An Ideal City · Forest Management (Cam 18)

### CLASS 10 First full mock — 60 minutes

Three passages, 40 questions, real exam conditions, with hard stops at 20 and 40 minutes. Self-marking, then a full score breakdown by question type. You leave with a Personal Action Plan naming your two or three weakest question types.

MATERIAL Cambridge 18, Test 3

### CLASS 11 Targeted error correction + second mock

Twenty-five minutes attacking your specific weakness in small streams, then a second complete test on entirely fresh material. The gap between your Class 10 and Class 11 scores is the most important number in this module.

MATERIAL Cambridge 18, Test 4

### CLASS 12 Final mock + consolidation

Cambridge Book 20, reserved since day one. Full test, three-test comparison, then individual feedback for every student based on the Error Log across all twelve classes. The session closes with your permanent toolkit and final exam checklist.

MATERIAL Cambridge Book 20

## What is expected of you

YOUR SIDE OF THE WORK

- **A home task after every class.** Usually a set of questions on a passage we have already used, plus one full passage cycle at home from Class 5 onward.
- **Cold attempts are deliberate.** You will sometimes be asked to try a question type before it is taught. Getting it wrong is the point — it shows you why the technique matters.
- **Maintain the Error Log.** Every error, every class, with the root cause and the fix beside it.
- **Never leave a blank.** One mark per question and no penalty for a wrong answer. A guess has a chance; a blank has none.

## The three techniques everything rests on

THE FOUNDATION

| MODE | THE QUESTION IT ANSWERS | TAUGHT IN |
|---|---|---|
| **Keywording** | What am I looking for? | Class 1 |
| **Scanning** | Where is it in the passage? | Class 2 |
| **Skimming** | What is this passage about? | Class 3 |

Every question type taught from Class 4 onward sits on top of these three. Master them early and the rest of the module is a matter of applying them under time pressure.

PERSPECTIVE. STRATEGY. ASCENT.

# The Writing Module

TWELVE CLASSES · TASK 1 AND TASK 2

Twelve classes covering both writing tasks and all five Task 2 question types. The first three build the examiner's lens — the four criteria your script is actually marked against. Everything from Class 4 onward is production: structures extracted from real Band 7 and Band 8 responses, then written under exam timing.

The sequence below is a map, not a timetable. Pacing moves with the room. A criterion that needs another twenty minutes gets it, and a class that lands early frees time for more writing. What does not move is the order of the build: the lens before the production, the structure before the clock.

There are two short breaks in each class. Every session closes with a preview of the next class and a home task.

> **Bring your Error Log to every class.** It is the single most important item in this module. Every error you record becomes data, and by Class 12 that data becomes your top three exam risks and the fix for each. No log, no diagnosis.

> **No templates are issued.** Every essay type in this module is taught by putting real Band 6, 7 and 8 responses in front of you and having you extract the structure yourself. A memorised template is visible to an examiner. A structure you understand is not.

# What you learn, class by class

WEEKS 1 & 2

## WEEK 1 The examiner's lens

### CLASS 1 The Examiner's Mindset + Task Achievement

Two essays, one question. The first has clean grammar and answers half the question; the second has errors throughout and answers all of it. The second scores higher, and the disbelief that follows is the lesson: grammar is one quarter of the mark.

FOCUS The four criteria · Five Task 2 question types · Three-version Task Achievement exercise

### CLASS 2 Coherence & Cohesion + Lexical Resource

The two criteria students believe they already understand. Coherence is logic, not linking words — seven connectors on seven unrelated sentences is decoration. Lexical resource is precision, not big words.

FOCUS Paragraph diagnostics · Cohesion versus decoration · Collocation and repetition

### CLASS 3 Grammatical Range & Accuracy + Opinion Essays

The fourth criterion completes the framework, and the class pivots from evaluation to production. You learn the structural vocabulary of an essay — thesis statement, topic sentence, claim, evidence, concession — and build your first Opinion response.

FOCUS Range versus accuracy · Essay nomenclature · Opinion structure

## WEEK 2 From evaluation to production

### CLASS 4 Discussion Essays + First In-Class Writing

The Discussion structure is extracted from a Band 7 and a Band 8 model through an anatomy exercise you complete yourself. No template appears on the board. Then your first writing under time pressure.

FOCUS Cold model comparison · Anatomy extraction · First timed paragraph

### CLASS 5 First Full Timed Essay + Criteria Feedback

Forty minutes, one complete essay, start to finish. No new content in this class at all. You write, and the diagnosis begins — this is the script everything in Weeks 3 and 4 is built to correct.

FOCUS 40-minute Task 2 · Criteria-level marking · Individual diagnosis

### CLASS 6 Problem/Solution + Advantages/Disadvantages

Two new types on the same chain with a different chassis. Problem/Solution carries a structural trap — Body 2 must answer Body 1, not simply follow it. Advantages/Disadvantages introduces the verdict an 'outweigh' question demands.

FOCUS The response trap · The outweigh verdict · A writing exercise for each type

# What you learn, class by class

WEEKS 3 & 4

## WEEK 3 Task 1 begins

### CLASS 7 Two-Part Questions + Second Timed Essay

The fifth and final Task 2 type, then a second timed essay under exam conditions. The gap between this script and your Class 5 script is the number that tells you whether the feedback cycle is working.

FOCUS All five types complete · Timed Problem/Solution · Script comparison

### CLASS 8 Task 1 Introduction + Bar Charts

A fundamentally different skill. Seven classes of arguing and persuading, and now a task that permits no opinion, no cause and no speculation. Camera, not lawyer. You receive the Task 1 Mastersheet as a permanent reference.

FOCUS The Task 1 Mastersheet · Overview writing · Selecting what to leave out

### CLASS 9 Line Graphs, Tables, Pie Charts + Maps

One structure across four visual types, with a different language toolkit for each. Every type gets a cold attempt using the Mastersheet before any teaching, so the instruction comes out of your own mistakes.

FOCUS Trend, comparison and proportion language · Spatial and change language for maps

## WEEK 4 Execution under exam conditions

### CLASS 10 Mixed Visuals, Process Diagrams + Timed Test

Mixed visuals take the most time: they are the most common type in recent exams and demand several data formats integrated into one response. Process diagrams are the outlier, the one type where the thinking changes.

FOCUS All seven visual types complete · Two timed Task 1 responses

### CLASS 11 Full Exam Simulation

Sixty minutes, both tasks, one clock, no Mastersheet and no help. Time architecture is the only new content. This reveals not what you know but what you can produce under pressure.

FOCUS 60-minute simulation · Time split · Cambridge questions

### CLASS 12 Error Analysis + Error Log Audit

No new content. Eleven classes of tracked errors audited in one sitting: what has improved, what has persisted, and what is still your biggest risk. You leave with three targeted fixes.

FOCUS Error Log audit · Top three recurring patterns · Exam-day strategy

# What is expected of you

YOUR SIDE OF THE WORK

- **A home task after every class.** Usually a plan, a paragraph, or a full essay on a Cambridge question. Written work is due before the next class, not during it.
- **Cold attempts are deliberate.** You will regularly be asked to judge or produce something before it is taught. Getting it wrong is the point — it shows you why the technique matters.
- **Maintain the Error Log.** Every error, every class, with the root cause and the fix beside it.
- **Plan before you write.** Five minutes on the plan catches the two failures that cost the most marks: misreading the question type, and answering only half the question.

# The four criteria everything rests on

THE FOUNDATION

| CRITERION | THE QUESTION IT ANSWERS | TAUGHT IN |
|---|---|---|
| **Task Achievement** | Did you answer the question that was actually asked, in full? | Class 1 |
| **Coherence & Cohesion** | Do the ideas follow each other, and does the language connect them? | Class 2 |
| **Lexical Resource** | Is the vocabulary wide enough, and precise enough? | Class 2 |
| **Grammatical Range** | Is there variety in the structures, and accuracy within them? | Class 3 |

Each criterion is one quarter of your Writing band. Most students arrive having trained for the bottom two only. The first half of this module exists to correct that, and everything from Class 4 onward is the application of all four under time pressure.

PERSPECTIVE. STRATEGY. ASCENT.