



**Cambridge Assessment  
English**

**Cambridge**

English Qualifications

# C1 Advanced

## Teaching Tips

Reading and Use of English

Writing

Listening

Speaking

C1 Advanced



## Introduction

Welcome to Teaching Tips for C1 Advanced. These teaching tips have been designed to support teachers who are preparing learners for their exams. There are general teaching tips and ideas, exam strategies and information, with an extract of each task type from each of the four exam papers.

There are helpful links throughout that take you directly to classroom resources, videos, sample tests and webinars. All the tasks supplied in this document are taken from and linked to the [C1 Advanced Handbook for Teachers](#) and the [Exam preparation](#) section of our website.

## Contents

### Reading and Use of English

**3**

General teaching tips	3
Completing the answer sheet	4
Part 1: Multiple choice cloze	6
Part 2: Open cloze	7
Part 3: Word formation	8
Part 4: Key word transformations	9
Part 5: Multiple choice	10
Part 6: Cross textual multiple- matching	11
Part 7 Gapped text	12
Part 8: Multiple matching	14

### Writing

**15**

General teaching tips for Writing	15
Completing the answer booklet	15
Part 1: Compulsory essay	16
Part 2: Choice of task	17

### Listening

**19**

General teaching tips for Listening	19
Completing the answer sheet	20
Part 1: Multiple choice	21
Part 2: Sentence completion	20
Part 3: Multiple choice	23
Part 4: Multiple matching	24

**Speaking** **25**

General teaching tips for Speaking 25

Part 1: Interview 26

Part 2: Long turn 27

Part 3: Collaborative task 28

Part 4: Discussion 29

**List of Useful Links** **30**

## Reading and Use of English

### General teaching tips

- Encourage students to read extensively to help boost their range of grammar, vocabulary and familiarity with different text genres (helpful for the Writing paper too):
  - Provide a range of texts, such as coursebooks, interesting articles from the internet, newspapers and magazines, short stories, extracts from novels, non-fiction, etc.
  - Create homework assignments around a weekly reading scheme and ask students to give verbal or written reviews of texts they have read.
- Use pre-reading questions to create interest in the topic of the text and train students in valuable prediction techniques.
- Encourage students to look at the title and sub-title of each reading text as this gives them an idea of what to expect.
- Discuss different ways of improving reading skills with learners. Watch our webinar [Developing Reading Skills](#) and check out [Developing Reading Skills – A Guide for Teachers for C1 Advanced](#), which has practical ideas to help students practise different reading sub-skills.
- Encourage students to read a text without thinking that they need to understand every word, to give them practice deducing the meaning of unfamiliar words from context.
- Try these ideas to accustom students to the task format in Parts 1 to 7:
  - Use exam practice tasks from coursebooks and sample papers (available in the [Exam preparation](#) section of our website). Have students focus on instructions by highlighting key points.
  - Check understanding by asking questions, e.g., *How many words should you write?*
  - Many of the [C1 Advanced lesson plans](#) on our website can help you familiarise your students with the exam format.
  - Check the [Information for Candidates](#) booklet, which gives a simple summary of each paper with ideas to help your students prepare. Watch the [Information for Candidates webinar](#) for practical ideas on how to use it in class.
- Vocabulary cards like the one below are a good way to help students record new vocabulary, as shown in the [C1 Advanced Self-Access Learning Listening Part 1](#).

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

### Completing the answer sheet

- Encourage students to plan their time carefully and not spend too long on any one part of the test. Students should make sure they leave a few minutes before the end of the test to check their answers. Find out more about helping students with timed practice tests in the **Mock test toolkit**.
- Give students practice completing the answer sheet below. You can find a printable version in the **C1 Advanced Handbook for Teachers**.

- Running a practice test is a great way to give your students the chance to practise filling in the answer sheet correctly – this will ensure they are less likely to make mistakes on exam day.
- Students can transfer their answers after each task or after they finish all the tasks but must do this within the time limit of 90 minutes.
- Students should write answers in pencil, using capital letters and handwriting that can be easily read. Circles should be shaded in neatly and firmly.
- Correct spelling is important in the Reading and Use of English paper.
- Only one answer is allowed for each question. If students want to change an answer, they should rub it out thoroughly first before they write their new answer.

- A 'Spot the Mistakes' activity is a fun way to check students understand these instructions. Prepare a poorly completed answer sheet, e.g., with spelling mistakes, a mix of capitals/lower case, coloured pencil, scored-out answers, etc. Ask the students to circle all the mistakes they can find.

### Part 1: Multiple-choice cloze

#### Key task information

- The task is a short text with eight gaps plus an example.
- Candidates have to decide which option (A, B, C or D) best fits the gap.
- There is only one answer for each question.
- The focus is grammar and vocabulary, e.g., linking words, phrasal verbs, collocations or words with similar meaning, as well as understanding of the text at sentence level and beyond.

**Part 1**

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the **separate answer sheet**.

**Example:**

0    A deposits            B piles            C stores            D stocks

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D

---

**New uses for salt mines**

Geological (0) ..... of salt were formed millions of years ago, when what is now land, lay under the sea. It is hard to believe that salt is now such a cheap (1) ....., because centuries ago it was the commercial (2) ..... of today's oil. The men who mined salt became wealthy and, although the work was (3) ..... and frequently dangerous, a job in a salt mine was highly (4) .....

1	A provision	B utility	C material	D commodity
2	A match	B similarity	C parallel	D equivalent
3	A critical	B demanding	C extreme	D straining
4	A regarded	B admired	C approved	D honoured
5	A exploited	B extracted	C exposed	D extended
6	A profitable	B agreeable	C beneficial	D popular
7	A put down	B turned over	C made out	D set about
8	A enable	B retain	C ensure	D support

- Build a habit of reading the whole text before filling in the answers. Ask students to read the heading and the text quickly, and to then summarise it in one or two sentences before discussing in class.
- Allocate time during feedback to allow students to compare and justify their answers. Be prepared to discuss why one word is correct and the others are not.
- As a follow-up, students could research the definitions of similar words, e.g., *utility* and *commodity*, in the **Cambridge Learner's Dictionary** and write sentences that highlight the difference.
- Matching activities are a fun way to review words that typically go together such as phrasal verbs or collocations. An exercise like the one shown below in **Compact Advanced Student's Book** (Cambridge University Press and UCLES 2014) can be transferred to cards for students to match or followed up by asking them to write questions using the collocations that they can then ask each other in pairs or groups.

#### Collocations

1 In each of 1–6, which three verbs form collocations with the words on their right?

1 show / put / present / schedule	a TV programme
2 publish / submit / send in / contribute	a photo to a magazine
3 broadcast / perform / read / report	the news on TV
4 carry / print / feature / show	a newspaper story
5 draft / edit / broadcast / research	a magazine article
6 run / cover / promote / tell	a news story on TV

### Part 2: Open cloze

#### Key task information

- The task is a gap fill with eight gaps and an example – this time candidates have to think of the best word to fill the gap.
- The answer is always one word. Note: contractions (*I'll*, *didn't*, etc.) count as two words.
- The focus is on grammar and vocabulary.

**Part 2**

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0	T	O																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

---

**Managing change**

Most people find change unsettling and difficult to adapt **(0)** ..... . Many societies have experienced **(9)** ..... rapid change in the early years of the 21st century that life can feel very daunting **(10)** .....

- Many of the tips and the activity ideas for Part 1, e.g., reading the text and title first, are useful for this part too.
- Build a checklist of common mistakes, e.g., subject–verb agreement, use of plurals and common spelling errors. Students can use the checklist to check their own and each other’s work.
- Use accuracy-focused exercises (gap fills, sentence completion, etc.) and communicative activities (role plays, mingling activities and discussions) from coursebooks and other supplementary materials to give students general communicative language practice with common vocabulary and grammatical structures at this level.



### Part 3: Word formation

#### Key task information

- The task consists of a short, gapped text. Candidates have to change the form of the word in capitals, e.g., *COMMON* to *COMMONLY*, to best fit the gap on the same line.
- The answer is always one word. Note: contractions (*I'll*, *didn't*, etc.) count as two words).
- Incorrect punctuation is ignored, but spelling must be correct.
- Each word in capitals only applies to the gap on the same line.
- The focus is on vocabulary and grammar.

**Part 3**

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the **same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 

D	I	S	S	I	M	I	L	A	R								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

---

**Fashion and Science**

At first glance science and fashion could not be more (0) ..... . Science is **SIMILAR**

generally considered to be a (17) ..... that is slow-paced, serious and worthy, **PURSUE**

- Activities focused on word families, e.g., *similar*, *similarity*, *similarly*, *dissimilar* are useful. For example, teams race to brainstorm the most words from a given root word or categorise words from the same family by part of speech, e.g., noun, adjective, adverb.
- Any tasks that familiarise students with the principles of word formation (use of prefixes, suffixes and internal changes) will be helpful.
- Sometimes the missing word is plural or internal changes are needed (e.g., *long* to *length*), so it is a good idea to provide particular practice of such transformations.
- Sometimes a negative prefix will be required. For example, *il*, *un*, *dis*, *mis* suggest negative meaning. There is usually at least one word requiring a prefix in each Part 3 task, so advise students to look out for these.
- The **Cambridge Learner's Dictionary** includes information about the related forms of a word. Encourage students to research and record them in their vocabulary notebooks or on vocabulary cards.
- Encourage students to consider the form of the word they need, e.g., whether it's a noun, verb, etc., and how its meaning fits with the text.

### Part 4: Key word transformations

#### Key task information

- The task consists of pairs of sentences. Candidates have to complete the second sentence using a given word, so that it has a similar meaning to the first sentence.
- The answers must be three to six words and similar in meaning to the first sentence. Contracted forms (*I'll*, *didn't*, etc.) count as two words.
- The word given in bold must be used and cannot be changed.
- Students should only write the words they put in the gap on their answer sheet, not the complete sentence.
- The focus is on vocabulary and grammar.

**Part 4**

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

**Example:**

0 James would only speak to the head of department alone.

**ON**

James ..... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

**Example:** 0

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

---

25 As long as you explain the process clearly at the conference, your boss will be pleased.

**GIVE**

If ..... the process at the conference, your boss will be pleased.

- Give students practice in paraphrasing. This could include rewriting sentences from texts or matching words and phrases with a similar meaning.
- Make sure students pay careful attention to:
  - clues about time as this indicates the tense to be used
  - any clues in verbs or nouns that indicate whether to use a singular or plural form in the answer, but remember that the word in bold shouldn't be changed
  - what comes before and after the gap.

### Part 5: Multiple choice

#### Key task information

- The task consists of one long text, followed by six multiple-choice questions.
- Only one answer is possible for each question.
- The questions are in the same order as the information in the text.
- The focus is on understanding detail, opinion, tone, purpose, main idea, implication, attitude, and also text organisation features such as exemplification, comparison and reference.

- 31** The reviewer starts with the metaphor of a city map in order to illustrate
- A** the difficulty in understanding the complexity of the internet.
  - B** the degree to which the internet changes as time passes.
  - C** the difference between potential and real internet use.
  - D** the importance of the internet in people's lives today.

- Teach students to read the text quickly for general understanding before looking at the questions. As three out of the four options are incorrect, there is no point in trying to absorb these options before reading the text.
- Next, students should read each question carefully, highlighting key words to help them keep in mind the information they need to find when they look at the text again.
- Warn students about the risks of 'word spotting' (assuming that an option must be correct because it contains a word that is also in the text). Students should check that the meaning of an option is *fully* stated in the text, not just one word from it.
- When questions are incomplete statements like the question in the example above, encourage students to read both parts of the sentence carefully and to then check that the whole sentence matches what is in the text and not just the phrase in options A, B, C or D.
- Encourage students to underline the section of text where they find each answer. To follow up, give them the chance to discuss their choices with each other before sharing as a class.

### Part 6: Cross-textual multiple matching

#### Key task information

- The task consists of four short extracts from academic articles and four statements related to the opinions expressed in them. Candidates must match a statement to one of the four texts (A–D).
- Extracts A–D may be chosen more than once, so there could be one extract that is not mentioned.
- The focus is on understanding the opinions and attitudes expressed in order to identify agreement and disagreement between the writers.

<p style="text-align: center;"><b>Part 6</b></p> <p>You are going to read four extracts from articles in which academics discuss the contribution the arts (music, painting, literature, etc.) make to society. For questions 37 – 40, choose from the academics A – D. The academics may be chosen more than once.</p> <p>Mark your answers on the separate answer sheet.</p> <hr/> <p style="text-align: center;"><b>The Contribution of the Arts to Society</b></p> <p><b>A Lana Esslett</b></p> <p>The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.</p>	<p><b>Which academic</b></p> <p>has a different view from North regarding the effect of the arts on behaviour towards others? <input type="text" value="37"/></p> <p>has a different view from Konecki on the value of studying the arts compared to other academic subjects? <input type="text" value="38"/></p> <p>expresses a different opinion to the others on whether the human species has a genetic predisposition towards the arts? <input type="text" value="39"/></p> <p>expresses a similar view to Esslett on how the arts relate to demands to conform? <input type="text" value="40"/></p>
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- Give students practice with texts that give different views on a related theme and that are academic in style, such as different reviews of the same book or four experts giving their opinion on a subject. More formal reviews, such as those found in quality newspapers or journals, are a useful source for this type of text.
- Reassure students that they won't need specialist knowledge of the topic. However, practice in dealing with both complex vocabulary and structures such as noun phrases is useful.
- Students should read each question carefully and identify whether it asks them to look for a similar or different opinion.
- Activities which focus on recognising and evaluating attitude and opinion, and which enhance your students' abilities to infer meaning are helpful. You could ask students to underline words that show whether the author's attitude is positive or negative or if they are certain or uncertain, for example.
- Analysis of the author's attitude and opinion can be followed up with class discussion in response to ideas expressed in the text.

### Part 7 Gapped text

#### Key task information

- The task is a text with six missing paragraphs.
- Seven paragraphs are given in jumbled order and candidates have to select the paragraph that best fits each gap. There will be one extra paragraph that is not used.
- The focus is on text structure, cohesion and coherence, and the candidates' ability to follow the development of a long text.

**Part 7**

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

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**Scottish Wildcat**

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

**41**

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

**44**

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection

- Tell students to read the text with the gaps first so that they gain an idea of the structure and the development of ideas before starting the task.
- Give students plenty of practice in recognising these clues that mark logical development of texts:
  - the development of the theme and overall organisation of the text, e.g., *arguments for* followed by *arguments against*
  - words and phrases indicating time, e.g., *over the past decade*
  - linking words of contrast, addition, etc., e.g., *however, furthermore*
  - repetition and synonyms, e.g., *the sea, the water, the waves*
  - sequence of tenses, e.g. be aware of tenses used in clauses before and after the gap.
  - pronouns, e.g., *this, that, these, those*.
- Here are some helpful activities for your students to try:
  - writing headings for paragraphs to practise identifying the main idea in each
  - writing an outline plan of the article to help them focus on the main ideas and organisation of the text
  - giving students some sentences with linking words to complete (e.g., *Learning English can be challenging, however, ...*) or using them as a basis for discussions

- circling all of the pronouns in a text and asking students to draw an arrow to the noun or noun phrase they refer to.

### Part 8: Multiple matching

#### Key task information

- The task consists of one long text or up to six shorter texts, preceded by 10 questions.
- Candidates must locate the section of text where the answer to the question is expressed.
- Candidates can choose sections more than once and there will be between four and six options.
- There may be more than one correct answer in some cases and if so, the instructions will say this.
- The focus is on locating specific information, detail and recognising opinion and attitude.

**Part 8**

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 47 – 56, choose from the consultants (A – E). The consultants may be chosen more than once.

Mark your answers on the separate answer sheet.

---

**Which consultant makes the following statements?**

Keep your final objective in mind when you are planning to change jobs. 47

- Give students practice in reading the text quickly first to get a general idea of the content of each section. This overview gives students an idea of where to start looking for the matching information.
- Students should then underline the key points in the statements and scan the text for the particular information required. They do not need to read every word in the text. However, they should be aware that the 10 statements can be expressed in the text using different words and sentence structure and that they need to find a paraphrase of the whole question, not just one part.
- Write questions for your students about the text to encourage them to read for detail, look for clues and find the answers.
- The following activity gives them practice looking for key information for Part 8, as well as paraphrasing practice for Part 4 (key word transformation):
  - Ask your students to choose a text and pick three or four statements from it at random. They can work in pairs to paraphrase their statements while you monitor and support them.
  - Then they can swap their text and paraphrased statements with another pair who can try to identify the original statements in their text.
  - Follow up with a brief discussion on how easy/difficult students found the task and what strategies they used to paraphrase their statements, e.g., changing from active to passive voice, using synonyms, etc.

## Writing

### General teaching tips

- Read a variety of texts in class, including model answers to Writing Parts 1 and 2. Highlight features of style and tone to help your students adopt these in their writing.
- Encourage students to use a range of language. If they make mistakes, examiners give credit for effort as long as the mistakes do not impede communication.
- The flow of ideas in their writing should be logical and easy for the reader to follow. In the C1 Advanced Writing paper this should not be limited to just using linking words and phrases. Students will need guidance in using a variety of cohesive devices and organisational features.
- Help your students improve their writing with the practical ideas in this webinar on [writing for higher level learners](#).
- Practise different ways of planning to write, e.g., using mind maps, and emphasise how planning helps candidates meet the criteria for content and organisation. The time for the Writing paper (90 minutes) is enough for candidates to make brief plans and write two answers.
- The [Writing guide for C1 Advanced](#) will help you assess and develop students' writing skills with practical teaching ideas, and it provides detailed information on using the assessment criteria. The [Mock test toolkit](#) includes useful ideas for giving feedback on writing after a practice test.
- Are your students aware of the online tool called [Write & Improve](#)? It's a great way to get extra practice and feedback on their writing.

### Completing the answer booklet

- Make sure students know that they need to write their answers in the answer booklet. Several lined pages are provided for candidates to write their answers.
- Any corrections they make should be clear so that the examiner can follow and mark their work.
- Although spelling and punctuation errors are not specifically penalised, they can impede communication. Keep a checklist of students' common spelling errors and encourage them to refer to this for self- and peer-checking activities. Note that American usage and spelling are acceptable in the exam.
- Each question on the Writing paper carries equal marks so students should put equal effort into both Parts 1 and 2. Initially, students might find writing two tasks in 90 minutes challenging, but encourage them to keep a record of how long they spend each time – it's a great way to show them they are making progress.
- Candidates should write neatly but it is not important if they write in upper or lower case, or if their writing is joined up.
- Candidates are asked to write 220–260 words for each question in Parts 1 and 2. However, encourage learners to focus on fully answering the question, checking that the content is relevant, rather than counting the number of words they have written.



- Train students to read the questions carefully, to underline the most important parts, and then to plan an answer which addresses and develops all the points required by the task.
- The **Mock test toolkit** has all the information you need to run a timed practice test.

### Part 1: Compulsory task

#### Key task information

- Candidates have to write an essay of between 220 and 260 words on a topic which is to be written about as a follow-up to an academic activity, such as attending a panel discussion or watching a documentary.
- A set of notes on the topic is provided, consisting of three bullet points plus three short opinions related to the bullet points.
- There is no choice of tasks in this part.
- The main purpose of the task is to write about relevant issues on the stated topic, and to support an argument with subsidiary points and reasons.

**Part 1**

You must answer this question. Write your answer in 220 – 260 words in an appropriate style on the separate answer sheet.

1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

**Which facilities should receive money from local authorities?**

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

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

- Encourage students to read the question carefully and underline key instructions. Emphasise that they should only select two of the bullet points on which to base their essay. Attempting to discuss more than two bullet points could lead to the essay being less developed than required.
- Candidates can use the opinions provided to develop their essay. However, no credit is given for language which is copied directly from the question. Give students practice in rewriting the opinions in their own words.
- Practise techniques for organising writing: using paragraphs to guide the reader, including an introduction and conclusion, linking words and phrases (e.g., *but*, *so*, *however*, *on the other hand*, etc.) and cohesive devices (e.g., using pronouns for referencing and synonyms to avoid repetition).

- Use model answers and other texts to show how varying the length of sentences, using direct and indirect questions and a variety of structures and vocabulary can all help to communicate ideas more effectively.
- Give students practice in supporting their ideas with concrete examples, e.g., from their experience or observations.

### Part 2: Choose a task

#### Key task information

- The task consists of three questions from which candidates choose one.
- Candidates may have the option of writing a letter/email, a proposal, a report or a review of between 220 and 260 words.
- Since not all task types appear on every paper, it is important for students to have experience of writing all the different types that might be included in this part of the paper.

2 You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

3 You see the following announcement on a website, *Great Lives*:

**Reviews wanted**

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

4 You have received a letter from an English friend:

...

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,  
Chris

Write your **letter** in reply. You do not need to include postal addresses.

#### Teaching tips for letters/emails

- Ask students to focus on who the reader is and decide on the appropriate style and tone, for example, to an English-speaking friend, colleague, potential employer, college principal or magazine editor.
- They should be familiar with both formal and informal opening and closing phrases.

- Letters/emails will also require candidates' answers to carry out other functions, e.g., to reassure somebody, to correct a misunderstanding, or to justify a course of action, so they will also need to practise using functional phrases such as hypothesising, giving advice, justifying and judging priorities, etc.

### Teaching tips for proposals and reports

- A proposal or report is usually written in a neutral or formal style. The reader could be from a peer group (such as colleagues or club members) or a supervisor (such as a boss or a college principal).
- Candidates will be expected to make one or more suggestions, supported by factual information and evaluation, in order to persuade the reader. Students should work on using functional language for evaluating, making suggestions and persuading.
- Students should use headings such as *Background* or *Introduction*, *Recommendations*, etc. to organise their proposal or report in a logical way based on the question.

### Teaching tips for reviews

- A review may be about a book, magazine, film, play, concert or a product or service.
- Students should be encouraged to read as wide a range of reviews as possible, such as those for holidays, books, films, television programmes and consumer goods.
- A review in the Writing paper does not only ask for a general description of the thing reviewed, but requires an evaluation of its suitability for a particular purpose or audience.
- The target reader is specified in the task, and candidates should be encouraged to use this information when choosing appropriate ideas and language to include in their response.
- Your students may find it motivating to write a genuine review for something they have tried and to share the final version on a real English language review website.

# Listening

## General teaching tips

- Give students plenty of exposure to a range of voices, accents and styles of delivery. Select listening materials from C1-level coursebooks as well as authentic materials that you think might be interesting for your students, e.g.:
  - podcasts
  - radio and TV programmes
  - formal announcements
  - informal discussions
  - lectures.
- It helps if students feel relaxed and focused during listening activities. Try these ideas to build up their confidence and listening skills step by step:
  - Classroom discussion activities are a great source of listening practice. Give students plenty of opportunities to talk together and listen to one another in pairs and groups.
  - Make students aware of how much they themselves bring to a listening task. For example, discuss with them what they can expect to hear, e.g., names and places when they turn on the news, or numbers and times if they listen to announcements.
  - Make sure students have enough time to read the questions before they listen so they know what to listen for.
  - When introducing new vocabulary, make sure students know how to pronounce it – this will help them recognise more words when they hear them.
  - If a listening is particularly challenging, make use of the audioscript to listen again. This time students can read and listen. Allow time for them to note down any new vocabulary or draw their attention to features of natural spoken English such as weak forms or connected speech.
- The **C1 Advanced teacher guide for Listening** will help you assess and develop your students' listening skills. It includes more detailed information about what effective listening involves and practical teaching ideas to help you develop your students' listening skills for real life and the exam. You can also get an overview of the guide in the related **Developing English listening skills webinar**.
- When your students are ready, hold a practice test under exam conditions. Find out more about how to prepare your students, how to run the Listening paper and give useful feedback in the **Mock test toolkit**.

### Completing the answer sheet

- Make sure your students know the following information about the test:
  - they will hear each recording twice
  - there is time for them to read the questions before each recording
  - they have 5 minutes at the end of the test to transfer their answers to the answer sheet.

The image shows two pages of the Cambridge Assessment English Advanced Listening Candidate Answer Sheet. Page 1 (left) is for candidate information and instructions. It includes fields for Candidate Name, Centre Name, Examination Title, Candidate Signature, Candidate Number, Centre Number, Examination Details, and Assessment Date. Below these fields is the title 'Advanced Listening Candidate Answer Sheet' and a box with instructions: 'Use a PENCIL (B or HB). Rub out any answer you want to change using an eraser.' It also provides examples for marking answers: a circle with 'A' and a box with 'NUMBER 12'. Page 2 (right) contains the question grids. It is divided into four parts: Part 1 (6 questions), Part 2 (14 questions, 'Remember to write in CAPITAL LETTERS or numbers'), Part 3 (6 questions), and Part 4 (10 questions). Each question grid has multiple-choice options (A, B, C, D, E, F, G, H) or a space for a number.

- Students should write answers in pencil, using capital letters and clear, neat handwriting, so that the markers can read it easily. Circles should be shaded in firmly and clearly.
- Candidates won't lose marks for minor spelling errors in the Listening paper, but the intended meaning must be clear.
- Students should enter an answer for all the questions, even if they are not sure of the correct answer – they've probably understood more than they think.

### Part 1: Multiple choice

#### Key task information

- The task consists of three different extracts with two multiple-choice questions for each extract.
- Candidates should select only one option for each question.
- This part tests candidates' ability to listen for gist, detail, function, purpose, attitude, opinion, agreement, etc.

**Part 1**

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

---

**Extract One**

You hear two friends discussing the topic of marketing.

1 Which aspect of college publicity material do the friends disagree about?

- A how useful the environmental rating system is
- B how well the different courses are described
- C how visually attractive the brochures are

- Train students to read the questions carefully and pay attention to who is speaking, how well the speakers know each other and what type of information the question is looking for. For example, a positive or negative opinion, a reason, etc.
- Remind your students that they need to listen to the whole extract carefully once through before choosing their answers. It's a good idea to note down the answer they think is correct on the first listening but they should listen again carefully to confirm it the second time.
- Here are some ideas to use with different multiple-choice listening tasks to give your students extra support and help you to vary classroom activities:
  - C1-level multiple-choice listening tasks from supplementary materials and coursebooks can be used for extra practice (conversations are useful for Part 1 and longer talks for Part 3).
  - Give students a discussion task and/or an image linked to the topic of the listening *before* they listen and ask them to predict key ideas and language they might hear in the recording.
  - Ease students into the task step by step, e.g., let the students listen without the questions first to check their predictions or have them listen with the question but without the multiple-choice options – this can make it easier for them to spot the distractors when they listen again with the options.
  - After listening to the recording, go over the answers, discuss the distractors with students and help them understand the reasons behind both the right and the wrong answers.

### Part 2: Sentence completion

#### Key task information

- The task consists of eight sentences with gaps. Candidates have to fill in the gaps with words from the recording.
- The questions follow the order of the information in the recording.
- The word, number or phrase required for the answers will be heard on the recording and does not need to be changed in any way. Usually no more than three words are required.
- This part tests the candidates' ability to listen for specific information and opinions in a single long recording. Recordings may be broadcasts, talks or lectures aimed at a non-specialist audience.

**Part 2**

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

---

**TRIP TO SOUTH AFRICA**

As well as his research project, Josh planned to write a (7) .....  
for a website while he was in Africa.

Josh's group planned to check out a particular region after a (8) .....  
that had occurred there.

- Train students to use the time allowed to read the question. They should read through the information given in the instructions to get an idea of the topic and type of talk they will hear.
- Before listening, get students to predict what type of word might go in the gap. The teacher can prompt with questions such as *Do you think it's a noun, a verb ...? Is it singular or plural?* This will help build the habit of reading the text in front of the gap *and* the text which follows the gap.
- Another way to support students the first time they do this type of task is to give them the first and/or the last letters of the word/s that go in the gaps.
- After listening, put students in pairs to compare answers and think about what the answers might be. For example, did they miss important grammatical information like an indefinite article (*a/an*) which indicated a singular noun?

### Part 3: Multiple choice

#### Key task information

- The task consists of a longer interview or discussion (around 3 to 4 minutes) involving two or more speakers. Candidates must answer six multiple-choice questions with four possible options.
- The questions focus on the explicit and implied attitude and opinions of speakers. The questions may also focus on detailed or gist understanding, feelings, purpose, function and agreement.
- Questions follow the order of information presented in the text.

**Part 3**

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

15 What does Jenny say about the story which made her name?

- A She'd been on the lookout for just such a lucky break.
- B She resented colleagues trying to take the credit for it.
- C She wasn't actually responsible for the finished article.
- D She asked for a more prestigious job on the strength of it.

- This is the longest part of the Listening test, and your students should be given plenty of exposure to longer interviews and discussions.
- See the tips for Listening Part 1 for useful ideas for practising multiple-choice tasks.
- Help students to identify linking words, interviewers' questions and other textual features that structure an interview or talk.
- The multiple-choice questions often use language that paraphrases and reports the speaker's ideas, attitudes and feelings. Your students need to have a good command of the typical vocabulary used in order to fully understand the questions. For example, reporting verbs (e.g., *regrets*, *admits*, *resents*, etc.), adjectives and adverbs describing attitudes and feelings (e.g., *disappointed*, *frustrated*, *unexpected*, etc.), words used to report opinions (e.g., *insists*, *suggests*, *denies*, etc.), and degrees of certainty (e.g., *doubtful*, *convinced*, etc.).



### Part 4: Multiple matching

#### Key task information

- The task consists of five short, informal monologues and two tasks in which candidates must match what the speaker says with a statement from a choice of eight options.
- The letters for the options can only be used once, so three options are not used.
- This part tests the skill of listening for gist, detail, attitude, opinion, etc.

**Part 4**

You will hear five short extracts in which people are talking about changing their jobs.

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**TASK ONE**

For questions 21 – 25, choose from the list (A – H) the reason each speaker gives for changing job.

**TASK TWO**

For questions 26 – 30, choose from the list (A – H) what each speaker feels about their new job.

**While you listen you must complete both tasks.**

<p>A unfriendly colleagues</p> <p>B poor holiday entitlement</p> <p>C lacking a sense of purpose</p> <p>D needing more of a challenge</p> <p>E the workload</p> <p>F disagreements with superiors</p> <p>G no prospect of advancement</p> <p>H the physical environment</p>	<p>A encouraged by early results</p> <p>B hopeful about future success</p> <p>C delighted by a change in lifestyle</p> <p>D relieved the initial uncertainty is over</p> <p>E glad to be helping other people</p> <p>F grateful for an increase in salary</p> <p>G happy to feel in control</p> <p>H satisfied with the training received</p>
<p>Speaker 1 <input type="text" value="21"/></p> <p>Speaker 2 <input type="text" value="22"/></p> <p>Speaker 3 <input type="text" value="23"/></p> <p>Speaker 4 <input type="text" value="24"/></p> <p>Speaker 5 <input type="text" value="25"/></p>	<p>Speaker 1 <input type="text" value="26"/></p> <p>Speaker 2 <input type="text" value="27"/></p> <p>Speaker 3 <input type="text" value="28"/></p> <p>Speaker 4 <input type="text" value="29"/></p> <p>Speaker 5 <input type="text" value="30"/></p>

- Remind your students that they will hear five different speakers, but that the texts will have a thematic link. In this part of the test, the whole series of texts is heard once and then the whole series is repeated.
- Encourage your students to think about the theme of the texts and to think about the kinds of attitudes and ideas that they expect to hear in connection with the topic in question.
- Remind your students that they will be listening for gist meaning rather than detail in these texts, so although they may not understand every word, they should be able to pick out the speaker's main point, feeling, attitude or opinion.
- Students should always highlight key words in the questions for both tasks but there are two strategies for this task that are equally effective. Encourage students to experiment with both in class so they can decide which strategy works best for them:
  - Strategy A: Use the first listening to answer Task one and use the second listening to answer Task two.
  - Strategy B: Use the first listening to answer both Tasks one and two and use the second listening to check answers.

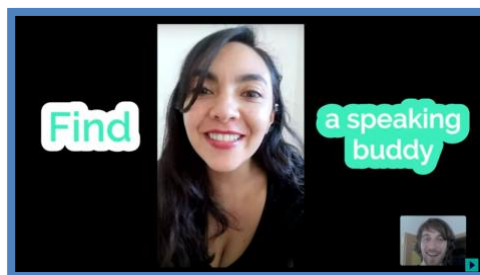
### Speaking

#### General teaching tips

- Show students exactly what to expect on exam day using the video below of past candidates taking the Speaking test. You can find links to the video, the examiner's comments and ideas on how to use them in class in the [Mock test toolkit](#).
- The standard format of the Speaking test is two candidates and two examiners, as shown in the [C1 Advanced Speaking test](#) video. However, tell students that it is possible that there will be three candidates. When there are three candidates, the test lasts longer. Examiners are trained to ensure each candidate has the same opportunity to speak whether they are in pairs or in groups of three.



- Classroom activities which involve students speaking in pairs and groups will give practice in skills such as managing interactions, giving personal information, exchanging information and opinions, giving reasons, speculating, agreeing and disagreeing politely, justifying opinions and negotiating, all of which are essential to success in the Speaking test.
- Ask students to watch the video, [5 tips for preparing for Cambridge Speaking exams](#), and to try out some of the ideas. As a follow-up they can discuss which ones they liked and share ideas of their own.



- To ensure all candidates are treated fairly, the examiner uses a script (you can see this in the [sample papers](#)). However, remind students that they can ask the examiner to repeat instructions or a question.
- Give students practice in paraphrasing when they do not know, or cannot remember, a word. You could do this by teaching functional phrases like *It's the thing you use for ...*, *I'm not sure of the exact word but ...*, *It's the person who ...*, etc.

- Encourage students to look for opportunities to practise their English, e.g., find study buddies, or, if possible, socialise with English speakers.

### Part 1: Interview

#### Key task information

- The examiner will ask questions related to the candidates' own lives, e.g., about work, leisure time and future plans, etc.
- Candidates have to answer the questions individually and do not need to interact with each other.
- This part of the test tests the candidates' ability to take part in general social interaction.

- **What free time activity do you most enjoy? ..... (Why?)**
- **What sort of work would you like to do in the future? ..... (Why?)**
- **Do you think you spend too much time working or studying? ..... (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? ..... (How?)**
- **If you could travel to one country in the world, where would you go? ..... (Why?)**
- **How important is it to you to spend time with your family? ..... (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? ..... (Why?)**

- Give students lots of practice talking about themselves:
  - Brainstorm typical Part 1 topics as a class, e.g., everyday lives, sports, holidays, school, etc.
  - Ask students to prepare around five questions on a few topics to ask and answer each other in pairs.
  - Students should be made aware that they should react naturally and give full answers but not answers that are too long and dominate the interaction.
- Create a **random wheel of topics** (search online for *picker* or *random wheel* tools) to provide prompts for asking and answering questions. This activity can be used for 5 to 10 minutes at the start or end of class to help build students' confidence in speaking on a range of topics.



### Part 2: Long turn


#### Key task information

- Each candidate is given a set of three photographs and should compare two out of the three. They must then answer further questions about both photographs in response to a question read out by the examiner. The questions are also written above the photographs.
- The focus is on the candidates' ability to speak individually for an extended period (1 minute). The other candidate is also asked to comment (for about 30 seconds) after their partner's turn, so they must listen carefully. They should not speak during their partner's long turn.

- What might the people find interesting about these events?
- How difficult might the events be to organise?

1

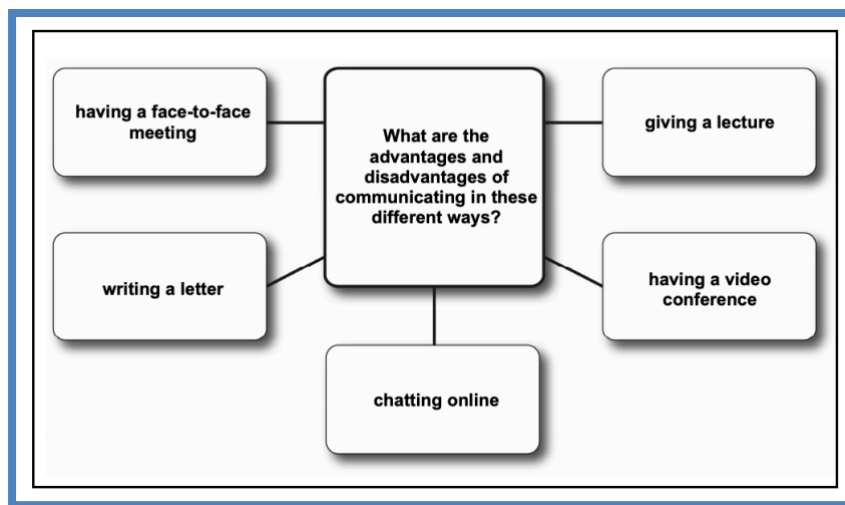


- Give your students plenty of practice in talking for a minute on a set subject. Get them to time each other to get a feel for the time.
- Tell students not to adopt 'closure' techniques such as 'that's all!'. They should keep talking until the examiner says, 'Thank you'. In this way, they will maximise the time available for their 1-minute long turn.
- Ask students to collect pictures from newspapers and magazines and to use these in class to practise comparing them. Ask students to group pictures into sets and invent their own Part 2 practice questions.
- Your students should be encouraged to react to and relate the visuals to the tasks rather than simply describe them. Give them useful language for speculating, e.g., *It seems that ...*, *x appears to be ...*, *etc.*
- Give students practice in organising their talk, comparing the two pictures and linking ideas together. Practise linking words for sequencing and adding or contrasting ideas, e.g., *firstly*, *what's more*, *on the other hand*. Review comparatives and other ways of expressing similarity and difference, e.g., *one similarity is that ...; in this picture there's ... whereas in the other there's ...*

### Part 3: Collaborative task

#### Key task information

- Candidates talk together for this task, which consists of a discussion question and five written prompts. Candidates are not expected to discuss all five prompts in the time available but should continue their discussion until asked to stop.
- Candidates are then given another task in which they are given a minute to work together towards a negotiated decision.
- They are assessed on their ability to hold a conversation, taking turns appropriately, and using the language of negotiation and collaboration.



- Reassure students that it is okay if they fail to reach a negotiated decision. The task is opinion based – there is no right or wrong answer. They should also feel free to disagree with each other politely.
- Give students practice in accurate production of functional language that is useful in this type of discussion. This should include ways of managing the discussion, e.g., *Shall we start with this one?*, *What do you think?*, *Shall we move on to ...?*, ways of expressing and justifying opinions and agreeing and disagreeing (politely).
- Advise your students not to try to rush through all the prompts in their discussion. It is better to deal with several of them in depth than to try to deal with all of them superficially.
- For more practice in managing and developing an interaction, put students in groups, give them a Part 3 task and assign roles, e.g., *a candidate who constantly interrupts*, *a candidate who is very quiet*, *an examiner*. Tell them they should deal politely with any interruptions or encourage quiet students to say something.

### Part 4: Discussion

#### Key task information

- The examiner will direct the interaction by asking questions which encourage the candidates to discuss the topics introduced in Part 3 further.
- This part of the test gives candidates an opportunity to show that they can discuss more abstract ideas, express and justify their opinions, and agree or disagree with one another.

- **Do you think it's important to have good communication skills to do a job well? ..... (Why? / Why not?)**
- **Some people say that because of modern technology we are losing our communication skills. What's your opinion? ..... (Why? / Why not?)**

- Train your students to give themselves a little time to think aloud by saying things like, *Well that's something I've never really thought about but, on reflection, I'd say ...*
- After doing a Part 3 task, ask your students to try to predict what kind of questions they think they might be asked in Part 4. They could do this in groups and then compare their ideas with those of another group.
- Give students practice in paraphrasing when they do not know, or cannot remember, a word. You could do this by teaching functional phrases like, *It's the thing you use for ..., I'm not sure of the exact word but ..., It's the person who ..., etc.*
- Encourage your students to listen to each other's responses to questions in Part 4 and join in to develop a discussion if it is appropriate. They must take care, however, to not interrupt their partner before he or she has given a full answer and also not dominate the discussion.
- Divide your students into pairs or groups of three and give them a controversial statement to discuss, e.g., 'Cars should be banned'. This will encourage them to express opinions about topics they may never have thought about.

## List of useful links

### Resources for teachers

[Cambridge Assessment English exam preparation](#) – links to sample papers, Information for Candidates booklets and more

### [C1 Advanced Handbook for Teachers](#)

[Resources for English teachers](#) – use the drop-down menus to find lesson plans, activities and teacher guides

[Mock test toolkit](#) – everything you need for running an effective practice test

[Developing Reading Skills: A Guide for Teachers – C1 Advanced](#)

[Developing Listening Skills – A Guide for Teachers – C1 Advanced](#)

[Assessing Writing: A Guide for Teachers – C1 Advanced](#)

[Official Cambridge exam preparation materials](#)

### Useful webinars and videos

[Developing reading skills. Practical ideas for: B2 First for Schools, C1 Advanced and C2 Proficiency](#)

[Developing English listening skills – B2 First for Schools, C1 Advanced and C2 Proficiency](#)

[Information for Candidates webinar](#)

[5 tips for preparing for Cambridge Speaking exams video](#)

[Cambridge English YouTube channel](#) – for more videos, webinars and teaching tips

[Cambridge English blog](#) – teaching tips and methodology

### Resources for students

[Information for Candidates](#)

[Write & Improve](#)


[Cambridge Learner's Dictionary](#)

[Practice activities for all levels](#)

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### A few facts and figures about us:

- 7 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in over 130 countries
- Over 52,000 preparation centres
- Providing English language assessment since 1913



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