



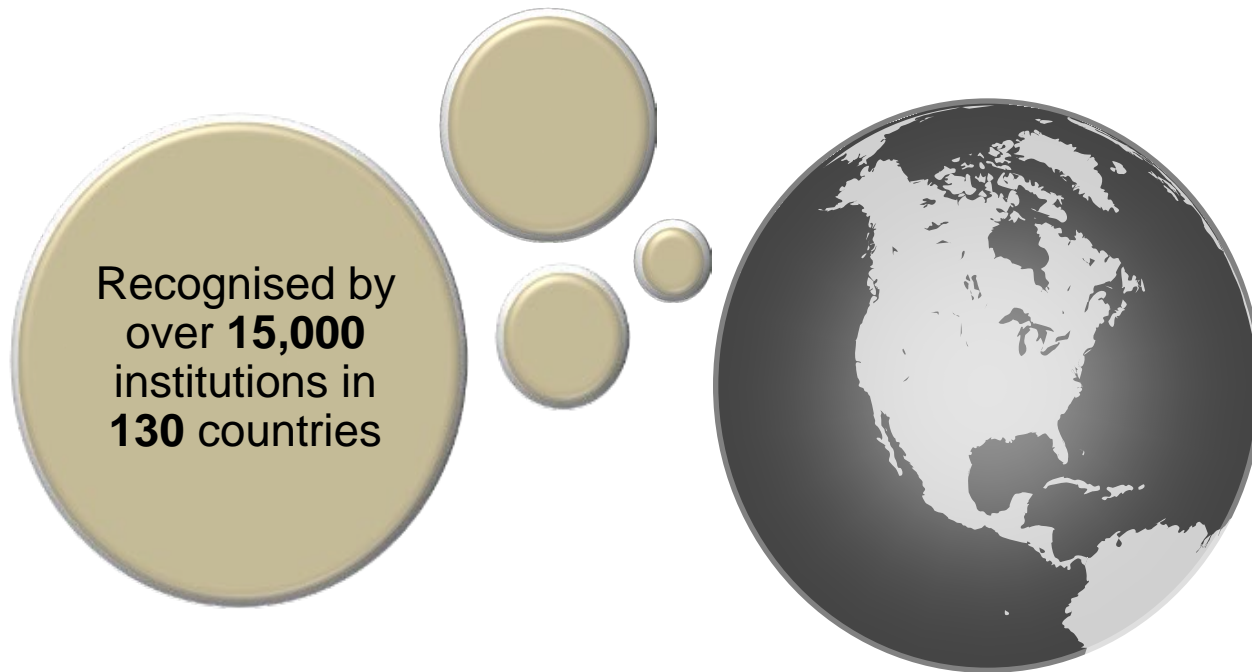
# Cambridge English: Advanced revision

Changes to the *Cambridge English:  
Advanced* examination and ideas for  
preparing students for the new tasks





# Global recognition of Cambridge English exams



For a full list of organisations worldwide accepting Cambridge English exams, visit [www.cambridgeenglish.org/recognition](http://www.cambridgeenglish.org/recognition)



# Cambridge English: Advanced recognition

**Over 4,000 educational institutions, governments and employers accept Cambridge English: Advanced:**

- Top Higher Education institutions in the UK, Australia, Canada, the USA, Europe and beyond
- Leading global employers, including Accenture, Ernst & Young, Dell, Vodafone, Marks & Spencer and Bayer
- State education authorities, including the Ministry of Higher Education and Scientific Research, UAE, and the Romanian Ministry of Education
- The UK Home Office for all categories of UK visa
- The Australian Department of Immigration and Border Protection (DIBP) and the Irish Naturalisation and Immigration Service (INIS) for student visas.

**[www.cambridgeenglish.org/recognition](http://www.cambridgeenglish.org/recognition)**



# Aims of the revised exams

- user-friendly and accessible
- higher education
- career enhancement
- modern, fresh appeal
- sets the standard for C1 exams



# Cambridge English: Advanced

Current exam (pre-2015)	4 hours 40 minutes
<b>Reading</b>	<ul style="list-style-type: none"><li>• 1 hour 15 minutes • 4 parts</li><li>• 34 questions</li></ul>
<b>Use of English</b>	<ul style="list-style-type: none"><li>• 1 hour</li><li>• 5 parts</li><li>• 50 questions</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• 1 hour 30 minutes</li><li>• one compulsory question (<b>variety of text types</b>); one from choice of five (including two set texts)</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• 40 minutes</li><li>• 4 parts</li><li>• 30 questions</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• 15 minutes • 4 parts</li></ul>



# Cambridge English: Advanced

From 2015	3 hours 55 minutes	Pre-2015	4 hours 40 minutes
<b>Reading and Use of English</b>	<ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• 8 parts</li> <li>• 56 questions</li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>• 1 hour 15 minutes</li> <li>• 4 parts</li> <li>• 34 questions</li> </ul>
		<b>Use of English</b>	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• 5 parts</li> <li>• 50 questions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• one compulsory question (<b>essay</b>); one from choice of <b>three (no set text)</b></li> </ul>	<b>Writing</b>	<ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• one compulsory question (<b>variety of text types</b>); one from choice of five (including two set texts)</li> </ul>
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<b>Speaking</b>	• 15 minutes • 4 parts	<b>Speaking</b>	• 15 minutes • 4 parts



# Details of the changes to Cambridge English: Advanced Reading and Use of English paper



# Paper 1: Reading and Use of English

Number of parts: 8

Number of questions: 56

Timing: 1 hour 30 minutes

Task types:

Part 1: multiple-choice cloze (8 questions)

Part 2: open cloze (8 questions)

Part 3: word formation (8 questions)

Part 4: key word transformation (6 questions)

Part 5: multiple choice (6 questions)

Part 6: cross-text multiple matching (4 questions)

Part 7: gapped text (6 questions)

Part 8: multiple matching (10 questions)





# Details of the changes to Cambridge English: Advanced

## Writing paper



# Paper 2: Writing

Number of parts: 2

Number of questions to answer: 2

Timing: 1 hour 30 minutes

Task types:

Part 1: compulsory essay

Part 2: one task from a choice of three



# Writing Part 2: task types

Which task types do your students prefer to write?  
Choose from the list below:

- letter
- story
- review
- report
- article
- proposal



# Writing Part 2

Possible task types in revised Part 2:

- letter
- proposal
- report
- review



# Details of the changes to Cambridge English: Advanced

## Listening Paper – no changes



# Speaking test: Part 1

Revised Speaking paper	Current Speaking paper
<p>Part 1</p> <p>Short conversation between the interlocutor and each candidate</p> <p><b>2 minutes</b></p>	<p>Part 1</p> <p>Short conversation between the interlocutor and each candidate</p> <p><b>3 minutes</b></p>



# Speaking test: Part 2

Revised Speaking paper	Current Speaking paper
<p>Part 2</p> <p>Individual long turn by each candidate, based on three pictures (1 minute). The listening candidate must then answer a question (30 seconds).</p> <p>4 minutes</p>	<p>Part 2</p> <p>Individual long turn by each candidate, based on three pictures (1 minute). The listening candidate must then answer a question (30 seconds).</p> <p>4 minutes</p>



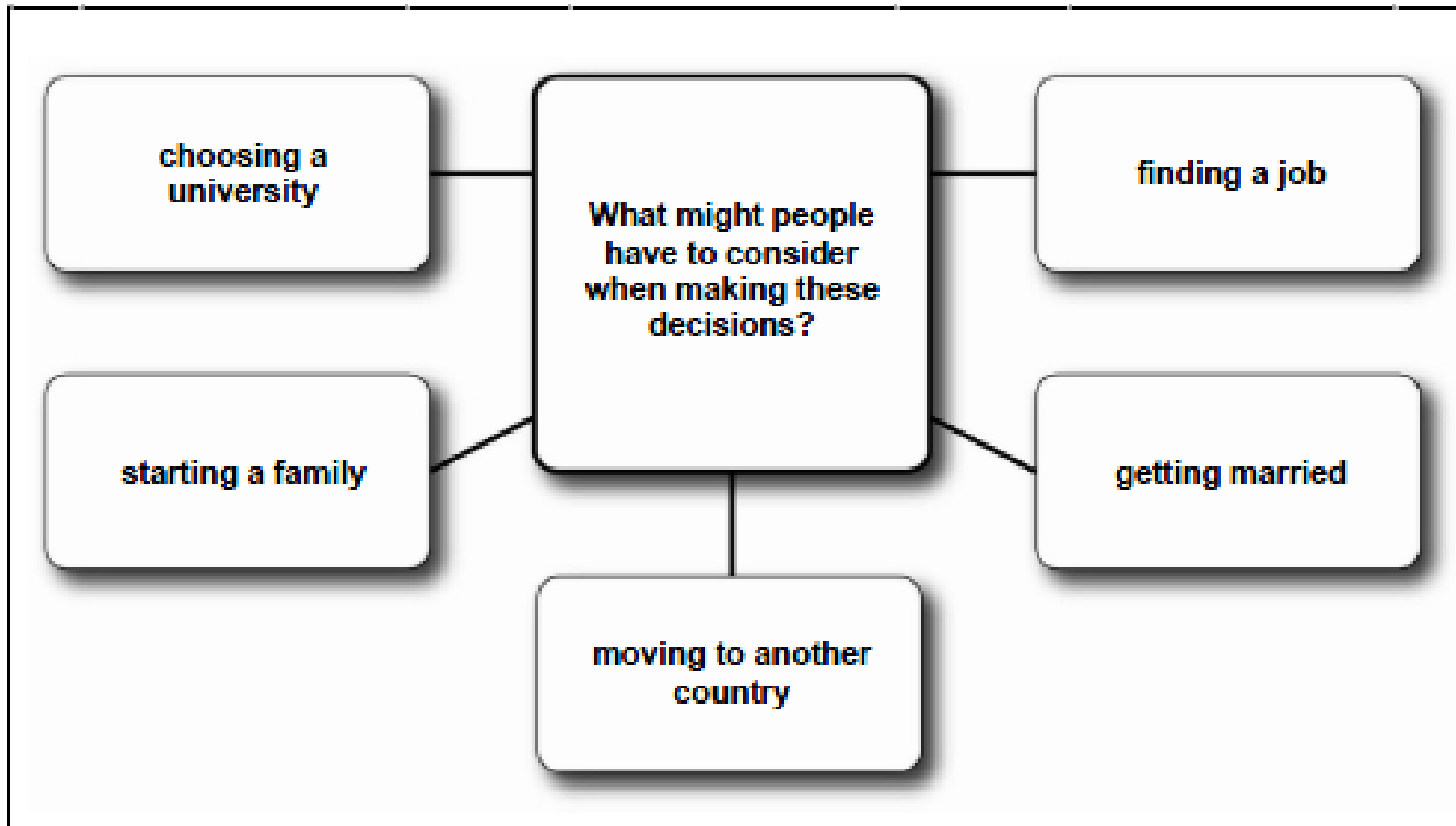
# Speaking test: Part 3

Revised Speaking paper	Current Speaking paper
<p>Part 3</p> <p>Two-way conversation between candidates, based on instructions with <b>written prompts only</b>. <b>Discussion (2 minutes)</b> followed by <b>decision-making task (1 minute)</b>.</p> <p>Total time: 4 minutes</p>	<p>Part 3</p> <p>Two-way conversation between candidates, based on instructions with written and visual prompts. Decision-making task.</p> <p>4 minutes</p>





# Speaking Part 3 task





# Speaking test: Part 4

Revised Speaking paper	Current Speaking paper
<p data-bbox="54 665 875 825">Part 4 Three-way discussion with interlocutor on topics related to Part 3.</p> <p data-bbox="54 893 266 936">5 minutes</p>	<p data-bbox="923 665 1744 825">Part 4 Three-way discussion with interlocutor on topics related to Part 3.</p> <p data-bbox="923 918 1136 961">4 minutes</p>



# Focusing on key changes

## Reading and Use of English paper

### Part 6: The cross-text multiple- matching task



# Cross-text multiple matching

## Part 6

You are going to read four reviews of a book about how architecture can affect the emotions. For questions **37 – 40**, choose from the reviews **A – D**. The reviews may be chosen more than once.

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### **The Architecture of Happiness**

*Four reviewers comment on philosopher Alain De Botton's book*



# Cross-text multiple matching

## B

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

## C

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



# Cross-text multiple matching

## Which reviewer

has a different opinion from the others on the confidence with which de Botton discusses architecture?

37

shares reviewer A's opinion whether architects should take note of de Botton's ideas?

38

expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

39

has a different view to reviewer C on the originality of some of de Botton's ideas?

40



# Cross-text multiple-matching task

- Which reviewer has a different view to reviewer C on the originality of some of de Botton's ideas?



# Cross-text multiple-matching task

**C** ... He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book ...





# Cross-text multiple-matching task

**C** ... He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book ...



# Cross-text multiple-matching task

**B** ... Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself.



# Cross-text multiple-matching task

**B** ... Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself.



# Cross-text multiple-matching task

<b>Skills required in new Part 6</b>	Already tested in current Reading paper (Paper 1)?
Skim and scan for specific information	✓
Understand opinion and attitude	✓
Compare and contrast attitudes across a number of texts	X



# Classroom idea for cross-text multiple-matching task (1)

- Students discuss a film/movie they have seen
- Elicit opinions, highlighting similarities and differences
- For homework, students find reviews of the film
- Students identify, compare and contrast reviewers' opinions
- Groups of students write exam-style questions



# Classroom idea for cross-text multiple-matching task (2)

- Choose topic of interest to students
- You and/or students bring texts to class (e.g. reviews, well-written articles)
- Identify opinions in texts and what the opinions are about
- Compare and contrast reviewers'/writers' opinions
- Groups of students write exam-style questions



# Focus on Part 1 essay task

**Part 1**

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

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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.



# Focus on Part 1 essay task

- candidates write an essay based on two out of three bullet points
- explain which of the two points is more important
- give reasons for opinion





# Tips for Part 1 essay task

Students should:

- read all input and instructions carefully
- select two bullet points only
- use their own words if they use the opinions in the input to develop the essay



# Focus on Part 1 essay task

- “Museums aren’t popular with everybody!”
- “Sports centres mean healthier people.”
- “A town needs green spaces – parks are great for everybody.”



# Classroom idea for Part 1 essay task – paraphrasing opinions

- Divide students into groups
- Each group chooses a topic
- Write brief opinion on piece of paper
- Pass paper to next group, who paraphrase the opinion and write it down, folding paper over to cover first opinion
- Pass paper on to next group, etc.



# Focus on Part 1 essay task

## Characteristics of a good essay



# Focus on Part 1 essay task

## Characteristics of a good essay

- Well-organised
- Clear introduction, development, conclusion
- Topic-related vocabulary and language
- Language for opinions and explanations



# Assessment criteria

- Content
- Communicative achievement
- Organisation
- Language



# Classroom idea for Part 1 essay task – linking ideas

- Whole class brainstorm linking words
- Choose a topic
- Pairs of students write short sentences (ideas and opinions related to the topic)
- Students link the ideas in the sentences using the linking words



# Summary

- Overview of the *Cambridge English: Advanced* exam
- Detailed look at the changes
- Teaching ideas
- Key dates and more information





# Key dates and further support

These changes will come into effect in

# January 2015



# Teaching Support website

- Information about all Cambridge English Language Assessment examinations and teaching qualifications
- Teaching resources for each part of each exam
- Lots more features to support teachers



[www.cambridgeenglish.org/teachingsupport](https://www.cambridgeenglish.org/teachingsupport)



# New microsite for revised exams

- Information about all the changes
- Videos, specifications, sample papers, teaching tips, classroom activities



[teachingsupport.cambridgeenglish.org](http://teachingsupport.cambridgeenglish.org)



# Cambridge English Teacher

Online  
Professional  
Development

- **Courses**  
Earn a certificate from Cambridge.
- **Experts**  
Live every week: advice and webinars.
- **Knowledge**  
Stay inspired with articles and videos.

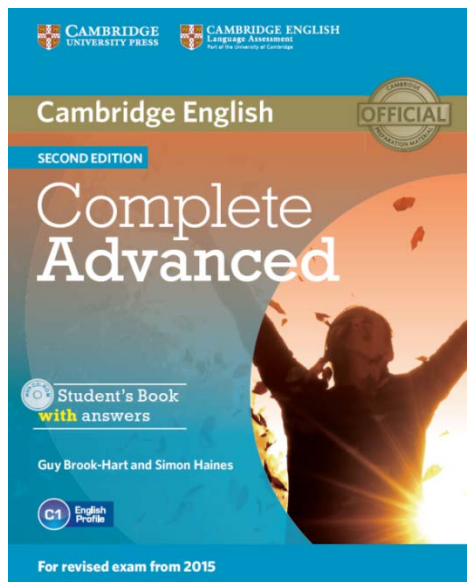
**Join at**

[www.CambridgeEnglishTeacher.org](http://www.CambridgeEnglishTeacher.org)

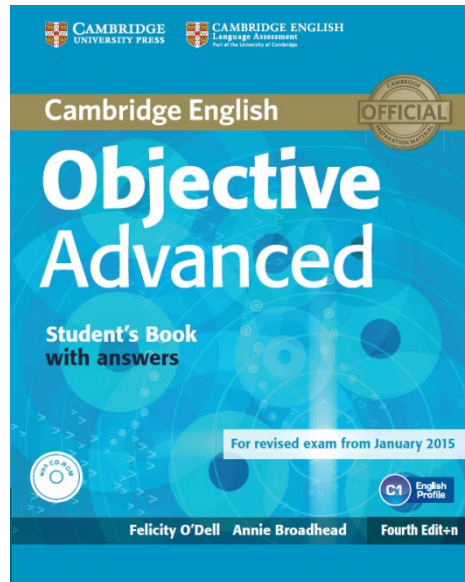
# Official Preparation Materials for the Revised 2015 Cambridge English: Advanced (CAE)



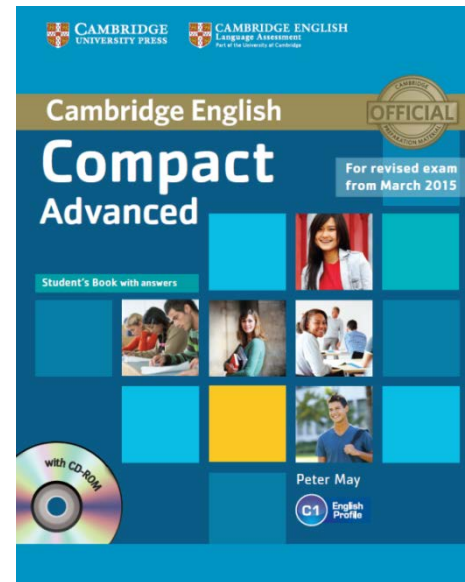
# Cambridge English: Advanced



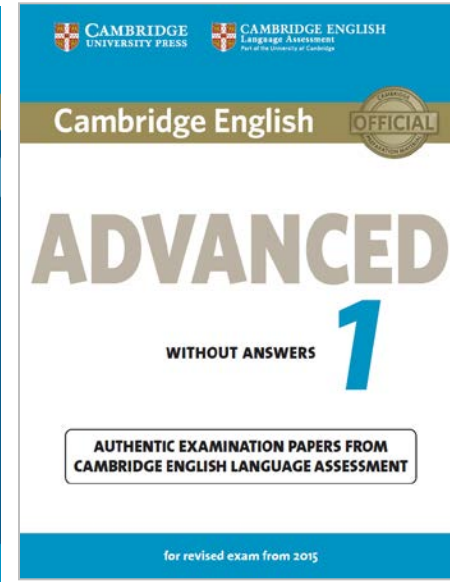
April 2014



May 2014



September 2014



June 2014



# Practice and Supplementary

	<b>Cambridge English: Advanced</b>
<b>Trainer</b>	<b>December 2014</b>
<b>Grammar and Vocabulary</b>	<b>February 2015</b>



# Unique preparation materials

- Internationally recognised authors
- Experts in teaching, learning and assessment
- Informed by research into real exam candidates' answers and the mistakes they make
- English Profile insights into vocabulary learning at each CEFR level

[www.cambridge.org/elt/exams](http://www.cambridge.org/elt/exams)







# Further information

**Introducing the new Cambridge English Teaching Framework**  
**28<sup>th</sup> & 30<sup>th</sup> April 2014**

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**Cambridge English Language Assessment**  
**1 Hills Road, Cambridge, CB1 2EU, UK**  
**Tel: +44 (0)1223 553997**  
**Fax: +44 (0)1223 553621**  
**Email: [helpdesk@cambridgeenglish.org](mailto:helpdesk@cambridgeenglish.org)**

**Keep up to date with what's new via the**  
**Cambridge English Language Assessment website:**  
**[www.cambridgeenglish.org](http://www.cambridgeenglish.org)**

**For information on Cambridge English webinars for teachers:**  
**[www.cambridgeenglish.org/webinars](http://www.cambridgeenglish.org/webinars)**

