



CAMBRIDGE
English

Cambridge

English Qualifications

C1 Advanced

Teaching Tips

Reading and Use of English

Writing

Listening

Speaking

Introduction

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 [C1 Advanced page](#) of the [Exam preparation](#) section of our website.

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). Ask students to highlight 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)	
Meaning	Definition: to spend a lot of money on buying things, especially things that are pleasant to have but that you do not need. ²
Form	phrasal verb Spoken: main stress on 'out' Phonemic transcription: /,splæʃ 'aʊt / Written: use with 'on'
Use	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.

- Encourage students to plan their time carefully and not spend too long on any one part of the test.
- Find out more about helping students with timed practice tests in the **Mock test toolkit**.

Completing the digital test

- All answers are typed directly onto the computer screen.
- In the Reading test, candidates can make notes, highlight text and review answers.
- Correct spelling is important in the Reading and Use of English paper. There is no spellchecker in the digital test.

Completing the answer sheet in a paper-based test in a paper-based test

- Candidates write answers on a separate answer sheet. They can transfer their answers after each task or after they finish all the tasks but must do this within the time limit.
- Give students practice completing an answer sheet within the time limit. You can find a printable version in the **C1 Advanced Handbook for Teachers**.
- 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.

Reading and Use of English

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 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.

Questions 1–8

For each question, choose the correct answer for each gap.

Studying black bears

After years studying North America's black bears in the conventional way, wildlife biologist Luke Robertson felt no closer to understanding the

creatures. He realised that he had to their trust.

× catch win achieve receive

Abandoning scientific detachment, he took the daring step of forming

relationships with the animals, bringing them food to gain their acceptance.

- 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 and typical collocations 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. Write verbs on one set of cards and nouns on another set and students could play 'go fish' or 'snap' to match cards to make correct collocations or phrasal verbs.

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.

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.

The origin of language

The truth is nobody really knows how language first began. Did we all start talking at around the same time of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in a way that

- 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.
- The answer is always one word. 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.

Questions 17–24

For each question, use the word in CAPITALS on the right to form a word that fits in the gap.

Training sports champions

What are the abilities that a professional sports person needs? To guarantee that opponents can be , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide

Keyword List

- 17. COME
- 18. FIT
- 19. ENDURE
- 20. BENEFIT
- 21. ABLE
- 22. STRONG
- 23. TYPE
- 24. SEVERE

- 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 focus is on vocabulary and grammar.
- 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.
- On the paper-based test, students should only write the words they put in the gap on their answer sheet, not the complete sentence.

Questions 25–30

For each question, complete the second sentence so that it means the same as the first. **Do not change the word given.** You must use between **three** and **six** words, including the word given.

My brother now earns far less money than he did when he was younger.

NEARLY

My brother much now as he did when he was younger.

← →

- 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.

Questions 31–36
Read the introduction below to a book about the history of colour. For each question, choose the correct answer.

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist.

31 What problem regarding colour does the writer explain in the first paragraph?

- Our view of colour is strongly affected by changing fashion.
- Analysis is complicated by the bewildering number of natural colours.
- Colours can have different associations in different parts of the world.
- Certain popular books have dismissed colour as insignificant.

- 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 the four options.
- 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 between the writers.

Questions 37–40

Read the article below containing four reviews of a book about architecture. For each question, choose the correct answer. Each answer may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

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

Which reviewer

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

- Reviewer A
- Reviewer B
- Reviewer C
- Reviewer D

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

- Reviewer A
- Reviewer B
- Reviewer C
- Reviewer D

- 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.

Questions 41–46

Read an extract from a magazine article. Six paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use.

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.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things

The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.

The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edges, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken

- 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 ways used to develop of texts:
 - the development of the theme and overall organisation of the text
 - 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. 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:
 - write headings for paragraphs to practise identifying the main idea in each
 - write an outline plan to help them focus on its main ideas and organisation
 - give students some sentences with linking words to complete (e.g., Learning English can be challenging, however, ...) or use them as a basis for discussions
 - circle pronouns in a text and find 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.

Questions 47–56
Read the magazine article below in which five career consultants give advice about starting a career. For each question, choose the correct answer. Each answer may be chosen more than once.

Starting out on your career

Are you a graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.

Consultant A
A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them: but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B
Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

Which consultant makes the following statements?

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

Consultant A

Consultant B

Consultant C

Consultant D

Consultant E

48 It takes time to become familiar with the characteristics of a company you have joined.

Consultant A

Consultant B

Consultant C

- 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, they still receive marks 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.

- 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 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.

Digital test

- In the digital writing test, students can change the text and screen colour.
- There is a word count as they type their answers.

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.
- Candidates should write neatly but it is not important if they write in upper or lower case, or if their writing is joined up. Any corrections they make should be clear so that the examiner can follow and mark their work.

Writing

Part 1: Compulsory task

Key task information

- Candidates have to write an essay of between 220 and 260 words on a topic about as a follow-up activity, such as listening to a 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.

Question 1
You must answer this question. Write 220–260 words in an appropriate style.

Your class has listened to a radio discussion programme about 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 for your tutor discussing **two** of the facilities in your notes. You should explain which facility it is more important for your 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.

Words: 0

- 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. Discussing more than two points might lead to writing irrelevant information.
- 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.

On the digital test, students select which question they are going to answer:

Questions 2–4
Answer one of these questions. Write 220–260 words in an appropriate style.

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.

Answering this question?
0 of 1 questions selected. Undecided ?

Part 1 0 of 1 Part 2 2 3 4

Questions 2–4
Answer one of these questions. Write 220–260 words in an appropriate style.

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?

Answering this question?
0 of 1 questions selected. Undecided ?

Part 1 0 of 1 Part 2 2 3 4

Questions 2–4
Answer one of these questions. Write 220–260 words in an appropriate style.

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.

Answering this question?
1 of 1 questions selected. Yes ✓

Part 1 0 of 1 Part 2 2 3 4

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:
 - Discussions 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 what they can expect to hear, e.g., names and places in news reports 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 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**.
- 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

- 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.

Completing the digital test

- All answers are typed directly onto the computer screen.
- Headphones with volume control help candidates listen comfortably and concentrate.

Completing the answer sheet in a paper-based test

- Candidates write answers on a separate answer sheet. They can transfer their answers after each task or after they finish all the tasks but must do this within the time limit. They have 5 minutes at the end of the test to transfer their answers to the answer sheet.
- Give students practice completing an answer sheet within the time limit. You can find a printable version in the [C1 Advanced Handbook for Teachers](#).
- 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.
- 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.

Listening

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.

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

You hear two friends discussing the topic of marketing.

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

how useful the environmental rating system is

how well the different courses are described

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.
 - Ease students into the task step by step, e.g., let the students listen without the questions first to check their predictions or 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, go over the answers, discuss 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.

Questions 7–14

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For each question, write the correct answer in the gap. Write a word or short phrase.

TRIP TO SOUTH AFRICA

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

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

Josh was surprised to see being grown in the first area they visited.

- 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.

Questions 15–20

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For each question, choose the correct answer.

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

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

16 What does Jenny suggest about the editor she worked for on her first national daily ← →

- 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.

Questions 21–30

You will hear five short extracts in which people are talking about changing their jobs. For Task 1, choose from the list the reason each speaker gives for changing job. For Task 2, choose from the list what each speaker feels about their new job. For each question, choose the correct answer. Complete **both** tasks.

Task 1

	21 Speaker 1	22 Speaker 2	23 Speaker 3	24 Speaker 4	25 Speaker 5
unfriendly colleagues	<input type="radio"/>				
poor holiday entitlement	<input type="radio"/>				
lacking a sense of purpose	<input type="radio"/>				
needing more of a challenge	<input type="radio"/>				
the workload	<input type="radio"/>				
disagreements with superiors	<input type="radio"/>				
no prospect of advancement	<input type="radio"/>				
the physical environment	<input type="radio"/>				

- 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 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.

Speaking

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.

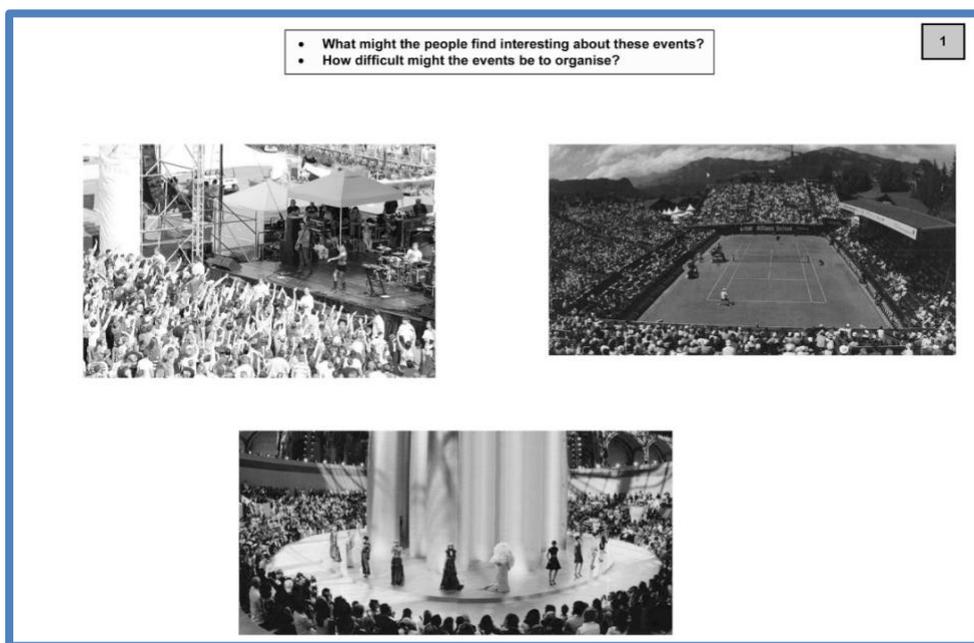
- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything 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 then answer further questions about both photographs in response to a question read out by the examiner. The questions are also written above the photos.
- 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.

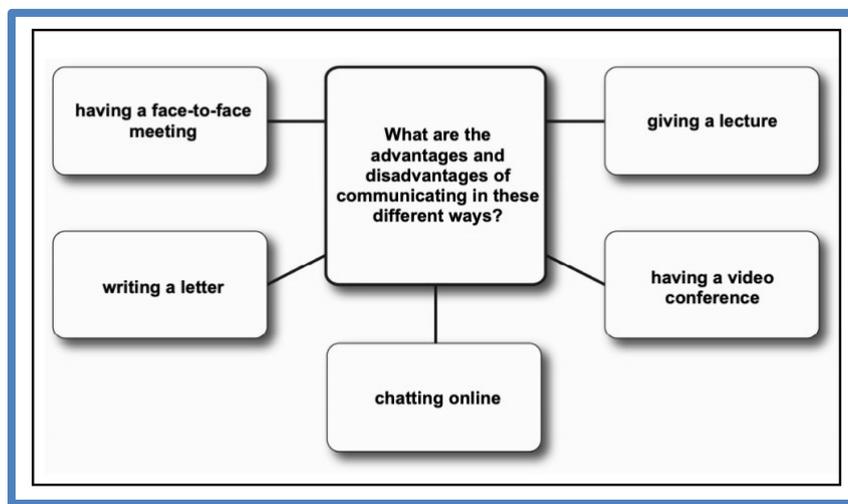


- Give your students plenty of practice in talking for a minute on a set subject. Get them to time each other to get a feel for the time.
- Tell students not to adopt 'closure' techniques such as 'that's all!'. They should keep talking until the examiner says, 'Thank you'. In this way, they will maximise 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

Exam preparation – links to sample papers, Information for Candidates and more

C1 Advanced Handbook for Teachers

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

Cambridge English YouTube channel – for more videos, webinars and teaching tips

Information for Candidates

Practice activities for all levels

Write & Improve

Test and Train

Find out more about the [benefits of digital exams](#).



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