

## Cambridge English Qualifications

### *C1 Advanced* exam summary

	READING & USE OF ENGLISH	WRITING	LISTENING	SPEAKING
<b>Time</b>	1 hour 30 minutes	1 hour 30 minutes	about 40 minutes	15 minutes per pair
<b>Parts</b>	8	2	4	4
<b>Questions</b>	56	n/a	30	n/a
<b>Assessment focus</b>	<ul style="list-style-type: none"> <li>understand different types of text, such as fiction and non-fiction books, journals, newspapers and magazines</li> <li>control of appropriate grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>produce two different pieces of writing: a compulsory essay, and one other from a letter, email, proposal, report and review</li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks</li> </ul>	<ul style="list-style-type: none"> <li>ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves</li> </ul>

### Recommended for *C1 Advanced* exam

#### Gold Experience 2<sup>nd</sup> Edition



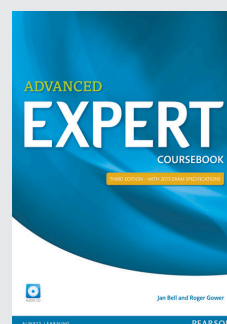
**Gold Experience 2<sup>nd</sup> Edition C1 Advanced** provides engaging content that equips students to succeed in both the *C1 Advanced* exam, and their upcoming young adult lives. The *B2+ Pre-Advanced* helps bridge the gap from *B2 First*.

#### Gold New Edition



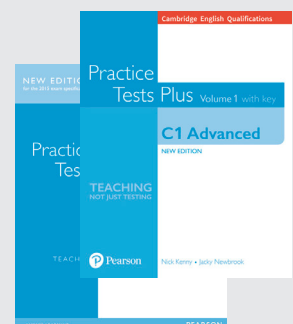
**Gold New Edition C1 Advanced** provides communicative exam focused preparation and exam training with an emphasis on personalisation.

#### Advanced Expert



**Advanced Expert** provides intensive exam preparation to help support ambitious students as they prepare for *C1 Advanced*.

#### Practice Tests Plus



**Practice Tests Plus C1 Advanced** provides realistic exam training, comprehensive guidance and strategies for dealing with each paper.

# C1 Advanced exam specification

## READING & USE OF ENGLISH

Part	Task	Task Focus	Format	No of questions
1	Multiple-choice cloze	Vocabulary – idioms, collocations, shades of meaning, phrasal verbs, fixed phrases etc.	A text with eight short gaps. Each gap has four multiple-choice options (A, B, C or D).	8
2	Open cloze	Grammar and vocabulary.	A text with eight short gaps. Each gap has a word or phrase missing.	8
3	Word formation	Vocabulary - prefixes, suffixes, internal changes, compounds etc.	A text with eight short gaps. At the end of the line is a 'prompt' word which needs to be changed in some way to complete the sentence correctly.	8
4	Key word transformations	Grammar, vocabulary, and collocation.	Each question consists of a sentence followed by a 'key' word and a second sentence with a gap in the middle. This key word needs to be used to complete the second sentence so that it has a similar meaning to the first sentence.	6
5	Multiple choice	Reading for detail, opinion, tone, purpose, main idea, implication, attitude, text organisation.	A text with some multiple-choice questions. For each question, there are four options to choose from: A, B, C or D.	6
6	Cross-text multiple matching	Understanding and comparing opinions and attitudes across texts.	Four short texts with multiple-matching questions. The task is to read across all the texts to match a prompt to elements in the texts.	4
7	Gapped text	Understanding the structure and development of a text.	A text with numbered gaps which represent missing paragraphs. After the text the missing paragraphs are shown in a jumbled order. The task is to read the text and the paragraphs and decide which paragraph best fits each gap.	6
8	Multiple matching	Reading for specific information, detail, opinion and attitude.	A series of statements followed by a text either divided into sections or as several short texts. Each statement needs to be matched to the section or text with the relevant information.	10

## WRITING

Part	Task	Task focus	Format	Word limit
1	Compulsory question: essay	Developing points as fully as possible in order to demonstrate a range of structures, vocabulary and language functions, such as evaluating, expressing opinions, hypothesising, justifying, persuading.	An essay based on points included in the input text. The task is to explain which of the two points is more important, and to give reasons for the opinion given.	220 - 260 words
2	Situationally based, contextualised writing task (1 out of 3)	Writing appropriately for genre.	Three tasks to choose from. Possible genres include letter, email, proposal, report or review. Information about context, topic purpose and target reader is given to guide the writing.	220 - 260 words

## LISTENING

Part	Task	Task focus	Format	No of questions
1	Multiple-choice	Listening for feeling, attitude, opinion, purpose, function, agreement, course of action, gist, detail, etc.	Three short extracts from conversations between interacting speakers. There are two multiple-choice questions for each extract, with three options (A, B or C).	6
2	Sentence completion	Listening for specific information, stated opinion.	A monologue lasting approximately 3 minutes. The sentences in each question need to be completed with the missing information heard on the recording.	8
3	Multiple choice	Listening for attitude, opinion, detail, gist, function and speaker purpose.	A conversation between two or more speakers of approximately 4 minutes. There are six multiple-choice questions, each with three options (A, B or C).	6
4	Multiple matching	Listening for gist, attitude, opinion, main points, speaker purpose and feeling; interpreting context.	A series of five themed monologues of approximately 30 seconds each. There are two tasks on the exam paper. In each task, each of the five speakers needs to be matched to one of eight possible answers.	10

## SPEAKING

Part	Task	Task focus	Format	Time
1	Interview	General social and interactional language.	Conversation with the examiner. The examiner asks questions and candidates give information about themselves, for example their interests, studies, career, etc.	1- 2 minutes
2	Long turn	Organising a larger piece of speech; comparing, describing, expressing opinions, speculating.	Candidate A receives three pictures and needs to talk about two of them for 1 minute without interruption. The questions are written at the top of the page as a reminder. Next, Candidate B is asked a question relating to these three photos. The roles are then reversed.	2- 4 minutes: 1 minute per candidate plus 30 seconds response
3	Collaborative task	Sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.	Conversation with the other candidate. The examiner gives the candidates some material and a task. Candidates have to discuss the material and make a decision regarding the task.	3 - 4 minutes
4	Discussion	Expressing and justifying opinions, agreeing and/or disagreeing, speculating.	Further discussion with the other candidate, guided by questions from the examiner, about the topics or issues raised in the task in Part 3.	4- 5 minutes