

Cambridge English : C1 Advanced

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Use of English

Time : 1 hour 30 minutes (Reading & use of English)

<p>Part 1 (6 questions) 1 mark for each correct answer.</p> <p>Multiple-choice Cloze</p> <p>Synonyms Collocations Phrasal verbs Phrases & expressions Linking words Visit this website : flo-joe</p>	<p>Part 2 (8 questions) 1 mark for each correct answer.</p> <p>Open Cloze</p> <p>Parts of speech Pronouns/Relative pronouns Articles/Quantifiers Modals/Auxiliary Verbs Conjunctions Prepositions</p> <p>Download this ebook : Open Cloze Made Easy</p>	<p>Part 3 (8 questions) 1 mark for each correct answer.</p> <p>Word Formation</p> <p>Forming nouns from verbs Forming adjectives from nouns Forming adverbs from adjectives Forming adjectives from verbs Forming opposite meanings Difficult spelling</p> <p>Download this ebook : Word Formation Guide</p>	<p>Part 4 (6 questions) Up to 2 marks for each correct answer.</p> <p>Key Word Transformations</p> <p>Comparatives/Superlatives Prepositions Increased/Decreased Creative verbs Modals of speculation Reported speech Auxiliary verbs Direct/Indirect Survival/Conditionals Verbs followed by to-ing or to-infinitive</p> 
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Reading

<p>Part 5 (6 questions) 2 marks for each correct answer.</p> <p>Multiple Choice</p> <p>A text with some multiple-choice questions. For each question, there are four options and you have to choose A, B, C or D.</p> <p>Read for detail, opinion, tone, purpose, main idea, implications, attitude.</p>	<p>Part 6 (4 questions) 2 marks for each correct answer.</p> <p>Cross-text Multiple Matching</p> <p>Four short texts with multiple-matching questions. You must read across all of the texts to match a prompt to elements in the texts. Understanding and comparing opinions and attitudes across texts.</p>	<p>Part 7 (6 questions) 2 marks for each correct answer.</p> <p>Gapped Text</p> <p>Tests understanding of text structure and development. Look for clue words at the beginning and end of every paragraph and before and after the gaps.</p> <p>Download this ebook : Gapped Text Made Easy</p>	<p>Part 8 (10 questions) 1 mark for each correct answer.</p> <p>Multiple Matching</p> <p>A series of multiple-matching questions followed by a text or several short texts. You have to match a prompt to elements in the text. Tests understanding of the text. Scanning for meaning and paraphrasing. Watch out for phrasal verbs, set phrases and idioms.</p> <p>Download this ebook : Multiple Matching Guide</p>
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Writing

Time: 1 hour 30 minutes

<p>Part 1 (One compulsory task : writing an essay)</p> <p>Compulsory Question (Essay) 220-260 words</p> <p>You read a text, then write an essay based on points included in the text. You'll be asked to explain which of the two points is more important, and to give reasons for your opinion. Skills : 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.</p> <p>Example essays here : Real Writing Examples</p>	<p>Part 2 (One task to be selected from a choice of three)</p> <p>Situationally Based Writing Task 220-260 words</p> <p>Proposal, Review, Email, Letter, Report Study the format of each kind of text. Download this document : Writing structures Download this ebook : Writing Test Guide</p>
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Listening

Time : About 40 minutes

<p>Part 1 (6 questions) 1 mark for each correct answer.</p> <p>Multiple Choice</p> <p>Three short extracts from conversations between interacting speakers. There are two multiple-choice questions for each extract and you have to choose A, B or C.</p> <p>Identify Place, function, address, opinion, speaker, topic, context or feeling. Pay attention to the stress and intonation, the speed at which the speakers speak and/or their sex, role, age, manner, hesitation, etc. Listen for information which helps you eliminate wrong options as well as identify correct ones.</p>	<p>Part 2 (8 questions) 1 mark for each correct answer.</p> <p>Sentence Completion</p> <p>A monologue lasting approximately 3 minutes. You have to complete five sentences on the question paper with the missing information which you hear on the recording. Questions in this task follow the same sequence as the information heard on the recording. There is one gap per sentence, which is completed by a single word or short phrase from the listening text. Listen for specific information, stated opinion.</p> <p>Download this book : Sentence Completion Book</p>	<p>Part 3 (8 questions) 1 mark for each correct answer.</p> <p>Multiple Choice</p> <p>A conversation between two or more speakers of approximately 4 minutes. You have to answer some multiple-choice questions by choosing the correct answer from four options (A, B, C or D).</p> <p>Listen for gist, attitude, opinion, purpose, feeling, main points and detail. Think about the focus of the question. For example, are you listening to decide on the speaker, the place, etc.?</p> <p>Listening parts 3 and 4 - tips</p>	<p>Part 4 (10 questions) 1 mark for each correct answer.</p> <p>Multiple Matching</p> <p>A series of five-themed monologues of approximately 30 seconds each. On the question paper, there are two tasks and for each task you have to match each of the five speakers to one of eight possible answers.</p> <p>Listen for gist, attitude, opinion, main points, speaker purpose and feeling; interpreting context.</p> <p>Be careful of distractors. Pay attention to words that express emotion. Example: I had burnt out, it was amazing, I hated it, etc.</p>
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Speaking

Time : 15 minutes per pair of candidates

<p>Part 1</p> <p>Interview (2 minutes)</p> <p>Conversation with the examiner. The examiner asks questions and you may have to give information about your interests, studies, career, etc. Giving information about yourself and expressing your opinion about various topics. Questions about yourself : Where are you from? How long have you been studying English?</p>	<p>Part 2</p> <p>Long Turn (1 minute 30 seconds per candidate)</p> <p>Comparing pictures and answering one question. You have to speak for 1 minute (about your photos) + comment for 30 seconds (about the topic of your partner's photos)</p> <p>Watch these videos : C1 Advanced - Speaking Test C1 Advanced - Speaking Test 2</p>	<p>Part 3</p> <p>Collaborative Task (3 minutes)</p> <p>Visual prompts 2 minute discussion followed by 1 minute to make a decision. Skills : Exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.</p>	<p>Part 4</p> <p>Discussion (5 minutes)</p> <p>Further discussion with the other candidate based on the topics or issues raised in the task in Part 3. The interlocutor asks each of you some questions and you discuss them with the other candidate. Skills : Expressing and justifying opinions, agreeing and/or disagreeing.</p> <p>Download this document : Speaking Test Guide</p>
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Cambridge Advanced Reading And Use Of English Overview

Jin-Ying Zhang



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Advanced Students' Knowledge of Vocabulary in a First and Second Language Monica Karlsson,2022-10-19 This book offers a comprehensive investigation into advanced students knowledge of vocabulary in their L1 and L2 As a cross sectional study it examines the quantitative aspects of students vocabulary knowledge through parallel tests of upper secondary level vocabulary specialised vocabulary and advanced vocabulary in both their L1 and L2 It also primarily in qualitative terms investigates students L1 and L2 knowledge of polysemous words lexical fields of near synonyms and false friends Knowledge of derivative forms idioms proverbs idiomatically used prepositions and multi word verbs offer insights into both the breadth and depth of students L1 and L2 vocabulary knowledge Finally it considers the extent to which students results can be attributed to differences between inferencing skills in their L1 and L2 In each subfield the pedagogical implications of the findings are discussed This book will be of interest to teachers and researchers focusing on the teaching and learning of vocabulary The English Studies Book Rob Pope,2005-10-05 The English Studies Book is uniquely designed to support students and teachers working across the full range of language literature and culture Combining the functions of study guide critical dictionary and text anthology it has rapidly established itself as a core text on a wide variety of degree programmes nationally and internationally Revised and updated throughout features of the second edition include a new prologue addressing changes and challenges in English Studies substantial entries on over 100 key critical and theoretical terms from absence and author to text and versification with new entries on creative writing travel writing and translation practical introductions to all the major theoretical approaches with new sections on aesthetics ethics ecology and sexuality a rich anthology of literary and related texts from Anglo Saxon to Afro Caribbean with fresh selections representing the sonnet haiku slave narratives and science fiction and with additional texts by Elizabeth Barrett Browning Charles Darwin Ian McEwan Margaret Atwood Amy Tan and others handy frameworks and checklists for close reading research essay writing and other textual activities including use of the Internet A Practical Guide to Assessing English Language Learners Christine Anne Coombe,Keith S. Folse,Nancy J. Hubley,2007 For many teachers of English language learners the field of assessment is foreign territory Assessment has its own culture traditions and terminology This training guide is intended to help classroom teachers become more comfortable creating and using assessments A Practical Guide to Assessing English Language Learners provides helpful insights into the practice and terminology of assessment The text focuses on providing the cornerstones of good assessments usefulness validity reliability practicality washback authenticity transparency and security and techniques for testing It devotes a chapter to the assessment of each of the four main skill areas reading writing listening and speaking and also covers placement testing such as using TOEFL and MELAB diagnostic testing evaluation and instructional decision making with regard to testing Tips to improve students test taking strategies are

offered and each chapter ends with a helpful list of Ten Things to Remember as well as informative case studies featuring two teachers and their assessment decisions Incorporating its own principles A Practical Guide to Assessing English Language Learners opens with a short quiz for the reader called Are You Testwise that quickly determines how each teacher will benefit from this indispensable guide Introduction to Old English Richard Hogg,2012-01-17 A student s introduction to the first centuries in the history of the English language The first edition of An Introduction to Old English was written by Richard Hogg The second edition has been revised by Rhona Alcorn Combining a wide variety of short texts with a coherent and up to date assessment of the forms of language which remain as the foundation of English today this introduction offers a unique study of Old English in context It is designed for students unfamiliar with the earliest stages of the English language and provides a basis for further study of the history of the language to the present day All the basic elements of Old English are covered including nouns adjectives verbs syntax word order vocabulary and sound values Wherever possible comparisons are drawn between Old English and the present day language but also with other related languages such as Dutch German and French There are also chapters introducing Old English poetry and dialect variation as well as a chapter looking at what happened to the language after the Norman Conquest *Educational Times* ,1916 **Developing Advanced English Language Competence** Armin Berger,Helen Heaney,Pia Resnik,Angelika Rieder-Bünemann,Galina Savukova,2022-02-03 This volume presents a systematic approach to developing advanced English language competence at tertiary level It includes the reflections of experienced language teachers and teacher researchers in the English Language Competence programme at the University of Vienna and provides examples of good practice amalgamating teaching expertise and research with aspects of curriculum design and programme management The book addresses a growing academic and professional interest in understanding advanced language learning and use To date research has tended to investigate advanced proficiency from a specific theoretical viewpoint for example cognition psycholinguistic processing strategies or the assumption of a critical period or the age factor In contrast this work examines advanced proficiency from a curricular and instructional perspective by providing a profile of advanced level language development in a specific institutional context It brings together three areas of language education curriculum design pedagogical practice and research Within this triangle advanced English language education is the focus or conversely advanced English language education provides the lens through which links between curriculum design teaching and research can be established **Collins International Primary English - International Primary English Teacher's Guide: Stage 2** ,2021-06-07 Collins International Primary English offers full coverage of the Cambridge Primary English curriculum framework 0058 from 2020 within a six level multi component course which has been carefully developed to meet the needs of teachers and students in the international market *The Journal of Education* ,1890 The Educational Review ,1896 The Education Gazette of the Province of the Cape of Good Hope Cape of Good Hope (South Africa). Education Department,1921 Saturday Review ,1888 *The Classical*

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