



Assured by  SQA | Powered by  psi

C1 Test Information Sheet for Teachers

Exploring Skills for
English Tests

Version: 2.0

Effective from: October 2023

Classification: Public



Contents

The C1 Student: CEFR Descriptors	4
The C1 Speaking Test	5
Speaking Part 1	5
Format of the task	5
Speaking Part 1 task	6
Sample responses	6
Speaking Part 2	7
Format of the task	7
Skills/functions being elicited and assessed	7
Tips for teachers	7
Sample Speaking Part 2 task	8
Sample questions	8
Sample responses	9
Speaking Part 3	11
Format of the task	11
Skills/functions being elicited and assessed	11
Tips for teachers	11
Sample Speaking Part 3 task	12
Sample response	13
Sample response (continued)	14
The C1 Listening Test	15
Listening Part 1	15
Format of the task	15
Skills/functions being assessed	15
Tips for teachers	16
Sample Listening Part 1 task	17
Listening Part 2	19
Format of the task	19
Skills/functions being assessed	19
Tips for teachers	19
Sample Listening Part 2 task	20

Listening Part 3	26
Format of the task	26
Skills/functions being assessed	26
Tips for teachers	26
Sample Listening Part 3 task	27
The C1 Reading Test	31
Reading Part 1	31
Format of the task	31
Skills/functions being assessed	31
Tips for teachers	32
Sample Reading Part 1 task	32
Reading Part 2	34
Format of the task	34
Skills/functions being assessed	34
Tips for teachers	34
Sample Reading Part 2 task	35
Reading Part 3	39
Format of the task	39
Skills/functions being assessed	39
Tips for teachers	39
Sample Reading Part 3 task	40
The C1 Writing Test	44
Writing Part 1	44
Format of the task	44
Skills/functions being elicited and assessed	45
Tips for teachers	45
Sample Writing Part 1 task	46
Sample response	47
Writing Part 2	48
Format of the task	48
Skills/functions being elicited and assessed	48
Tips for teachers	49
Sample Writing Part 2 task	49

The C1 Student: CEFR Descriptors

According to the Common European Framework of Reference for Languages (CEFR), C1 students:

- can understand a wide range of demanding, longer texts and recognise implicit meaning.
- can express themselves fluently and spontaneously without much obvious searching for expressions.
- can use language flexibly and effectively for social, academic and professional purposes, producing clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Further details of the CEFR can be found in [this manual](#).

The C1 Speaking Test

There are three parts to the Speaking test.

In Part 1, test takers will answer questions about themselves.

In Part 2, test takers will answer questions on two topics.

In Part 3, test takers will talk about a subject using a role card.

There is no live interlocutor or examiner present; the computer delivers the questions as pre-recorded audio clips and the test taker's answers are recorded.

After each question, test takers will hear a beep. They should answer each question after each beep. There is a clock displayed on the screen to show test takers how long they have to speak. There is also a volume button so that test takers can change the volume of the audio recording if they want to.

Examiners listen to the test takers' performance in both Parts 2 and 3 and allocate a mark based on their whole performance across both parts of the test. Responses to Part 2 and Part 3 of the Speaking test are marked together by trained and qualified examiners on:

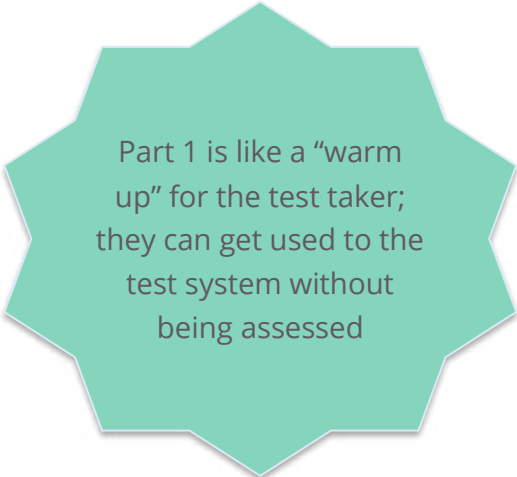
- Relevance and appropriacy of response – score between 0 and 6
- Grammar: Accuracy and Range – score between 0 and 6
- Vocabulary: Accuracy and Range – score between 0 and 6
- Clarity and Pronunciation – score between 0 and 6
- Coherence and Structure – score between 0 and 6

Test takers can take notes during the Speaking test. These note pages will be collected from the test taker at the end of each test.

Speaking Part 1

Format of the task

In Part 1, test takers are asked five questions. These questions are always the same – in all tests and at all levels. Test takers hear each question once and are given 10 seconds to answer each one. Part 1 of the Speaking test is NOT assessed; this part allows test takers to familiarise themselves with the test and the test system.



Part 1 is like a “warm up” for the test taker; they can get used to the test system without being assessed

Speaking Part 1 task

Below are the five questions a test taker is always asked in Part 1 of the C1 Speaking test.

1. What is your name?
2. Can you spell your first name, please?
3. Where are you from?
4. What is your date of birth?
5. What do you do?

Test takers have 10 seconds to answer each of these questions and their answers are recorded

Test takers can prepare and practise their answers in advance because Speaking Part 1 questions are always the same

Sample responses

1. My name is Ada Fischer.
2. A - D - A
3. I am from Frankfurt in Germany.
4. My date of birth is the third of April 1993.
5. I am a secretary for a lawyer.

Test takers should answer in full sentences, but do not have to worry about extending their answers in Part 1

Speaking Part 2

Format of the task

In Part 2, test takers are asked questions on two topics related to personal and everyday life. There are five questions per topic, so ten questions in total for Part 2. Test takers hear each question once, then they hear a beep. For each topic, they are given 30 seconds to answer questions 1-4 and 40 seconds to answer question 5.

The topics and the language of the questions are accessible to C1 test takers. Topics include family, work, society, culture, past events, future plans, hopes and aspirations.

Skills/functions being elicited and assessed

In Part 2 of the Speaking test, C1 test takers are assessed on their ability to respond to questions about their everyday experiences with a certain level of accuracy and flexibility. Questions will focus on aspects of life, work, culture and plans, such as:

- Discussing complex issues of an abstract nature and providing a viewpoint, exploring options and discussing courses of action.
- Speculating, hypothesizing and responding to arguments precisely.
- Discussing concepts and ideas.
- Presenting a case on a complex issue and exploring topics in some depth and providing supporting arguments and examples.

Tips for teachers

- Give test takers plenty of opportunities to practise talking about themselves, their work/studies, and their opinion on a variety of every-day life issues.
- Provide examples of vocabulary and phrases test takers will need to talk about a range of topics.
- Give test takers the chance to practise talking about abstract and hypothetical ideas through pair-work and group-work activities.
- Support test takers with their pronunciation and fluency.
- Monitor and correct unclear pronunciation.
- Provide strategies so that test takers can expand on their responses where appropriate and provide detailed responses.
- Let test takers know that it doesn't matter if they run out of time before finishing what they want to say as their answers to Part 2 and Part 3 are marked as a whole. They also shouldn't worry if they don't understand a question; they should just give the best answer they can and move on.
- Remind test takers that there is no live interlocuter so they cannot ask for a repeat of the questions.

Sample Speaking Part 2 task

The extract below is an example of the type of questions a test taker may encounter in Part 2 of the C1 Speaking test. This sample shows five questions with five sample responses. Part 2 of the Speaking test contains two sets of five questions, so ten questions in total.

In Speaking Part 2, there are 10 questions: 5 about one topic and 5 about another

The first couple of questions are usually personal in nature

Sample questions

1. Would you consider working from home on a permanent basis? Explain your answer.
2. What are the main distractions that might affect your productivity when working from home?
3. In your opinion, overall, do the benefits outweigh the disadvantages of working from home?
4. Do you think that working remotely will continue to become more common?
5. What do you think will happen to city centres if more and more people start working from home?

Test takers have 30 seconds to answer questions 1-4 and 40 seconds to answer question 5

There may be some follow-up questions asking for more information, such as "Why or why not?", "Give reasons" or "Explain your answer"

The last couple of questions are usually more open and ask for a test taker's opinion on a broader issue

Sample responses

1. It's not something I would consider long-term, to be honest. As much as the idea of working remotely sounds appealing, I don't think it's for me. I lack the discipline to set my own work schedule and I never seem to be able to get down to work when I'm at home. So, from the point of view of productivity, I'd rather work in an office. Also, if I was permanently working from home, I'd miss having colleagues around to chat to and compare notes with, for example discussing projects and clients.

Make sure test takers answer follow up questions too - for example, Q1 asks them to explain their answer

2. Obviously it depends a lot on your home environment. If you have a family and small children it can be hard to focus on work, as young children can be very demanding and want your attention most of the time. Also, you might live in a small apartment and have noisy neighbours to put up with, which could be really distracting if you need to concentrate. Even if you don't have these distractions, there's always the fact that as soon as you sit down to work, you start thinking about the mountain of chores you need to do and are unable to concentrate on work assignments.

This test taker expands on each of their answers, exploring the topic and providing detailed answers with examples

3. Admittedly, there are a lot of benefits to working from home. Take, for example the time and money you can save by not having to commute daily to work. Also, if you live in a nice, spacious home, it's a much better working environment than your average workplace. That being said, I think I speak for the majority of employees when I say that on the whole, working remotely isn't as good as working in an office because it affects productivity.

4. I think that more and more people will make the switch to working from home in the future. It is already possible to be in virtual meetings with people from all over

the world and collaborate on projects across multiple time zones. As technology advances even further, this will become even easier and more convenient. Another factor is that more people are conscious of the need for a better work-life balance and quality of life. This has led to lots of people working from home as, without having to commute daily to work, they have more time for family and to pursue hobbies.

5. Without a doubt, cities will be the first to feel the effect of the trend of working remotely. In next to no time, industrial areas of cities will become deserted as workers move out, leaving behind empty office blocks. This will have an impact on smaller cafes and restaurants which may have to close since they rely largely on office workers for their lunchtime and early evening trade.

Speaking Part 3

Format of the task

In Part 3, C1 test takers are presented with a role card with 5 prompts. They have 1 minute to read through the role card, think about their response and make notes if they wish. Then they have up to 5 minutes to speak and address the prompts on the role card.

The topics and the language of the prompts are accessible and appropriate to C1 test takers. Scenarios include exploring a local or global issue in some depth or talking through hypothetical scenarios.

Skills/functions being elicited and assessed

The aim of Part 3 is to allow test takers to speak at length about a given topic. The 5 prompts provide test takers with elements to include in their talk, as well as telling them how to address each element. Examples of skills being elicited include:

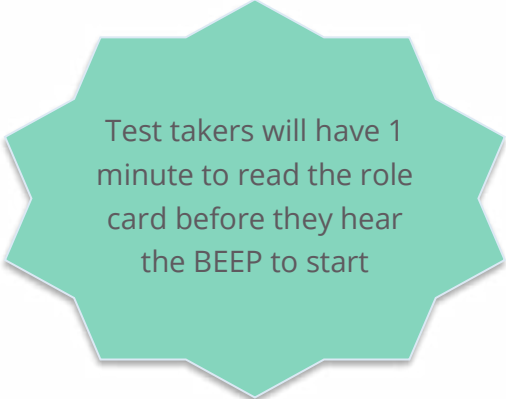
- Explaining an issue
- Arguing a case
- Discussing options
- Advising a course of action
- Justifying a point of view

Tips for teachers

- Provide test takers with opportunities to explore topics in groups and talk about their opinions and ideas.
- Provide examples of vocabulary and phrases needed to talk about a range of topics.
- Help test takers to research and prepare short talks.
- Encourage test takers to record themselves giving a short talk, then listen and correct any linguistic errors.
- Monitor and correct unclear pronunciation.
- Give test takers the opportunity to prepare notes and then talk from the notes to the class.
- Teach a variety of linking words and phrases that test takers can use to make their talk more coherent and cohesive.
- Practise time management skills; test takers should get used to keeping an eye on a clock/timer to see how long they have left to speak.

Sample Speaking Part 3 task

Below is an example of the type of scenario and questions a test taker may encounter in Part 3 of the C1 Speaking test.



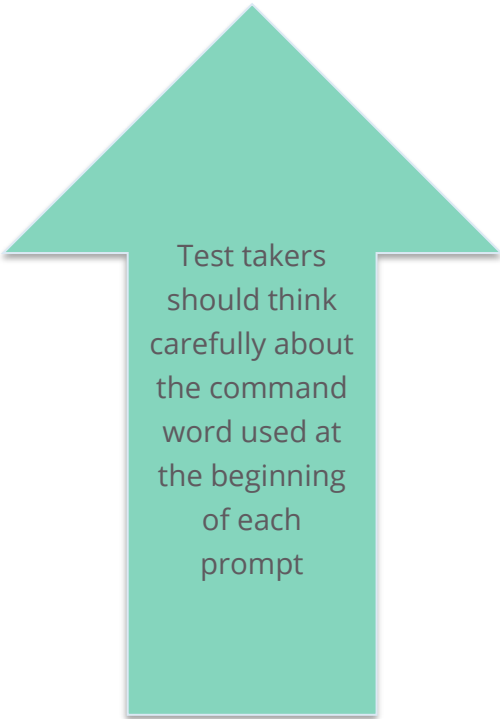
Test takers will have 1 minute to read the role card before they hear the BEEP to start



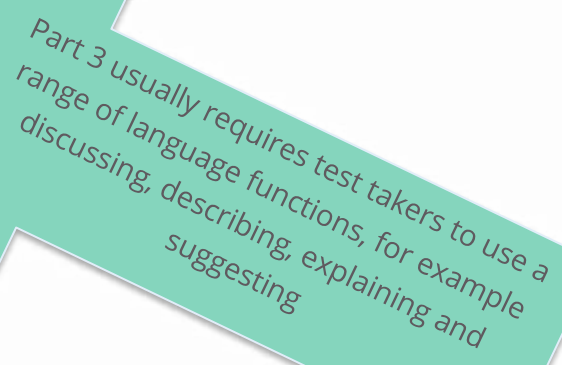
The scenario is always given at the beginning of Part 3

Role Card: Talking about the need for community projects.

- Explain why it is less common nowadays for people to have strong bonds with their neighbours.
- Discuss how a lack of community spirit affects people in a neighbourhood.
- Suggest what neighbours could do together to improve their local community.
- Suggest benefits that community projects or activities could bring to local people.
- Explain how the government could support community projects.



Test takers should think carefully about the command word used at the beginning of each prompt



Part 3 usually requires test takers to use a range of language functions, for example discussing, describing, explaining and suggesting

Sample response

In contemporary society, some neighbourhoods tend to lack a sense of community. The reason for this is that people rarely live in the same location nowadays for any length of time, let alone a lifetime as they used to in the past. With economic prosperity, businesses have become nationwide or even international concerns, and out of necessity, employees are frequently required to relocate, leaving behind friends and neighbours. Other people, however, may move away from neighbourhoods out of choice since they no longer have families living in the area and are free to go where they choose.

Test takers should structure their talk using cohesive devices

As a result, neighbours sometimes fail to develop a real connection with others in their neighbourhood. Sadly, this results in loneliness and a feeling of not being a part of the community. You see, it's really difficult to establish real friendships with other people when you know they might be moving on again before too long. But what's worse, maybe, is that when people aren't looking out for one another, the crime rate is liable to rise, leading to a neighbourhood becoming an unsafe place to live.

It is okay if test takers hesitate and need time to think or to change what they have said or expand on it; there's plenty of time

Neighbours could work together on projects from the very ambitious, such as renovating an old church hall so it can be used for community events, or creating a community garden that everyone can help out with maintaining, to the more modest, like helping out older people in the neighbourhood by doing their weekly shop or walking their dog. Many projects, like the first examples I gave, could help to improve the neighbourhood from a visual aspect. And of course, when the community knows each other better, they are more likely to care, resulting in less crime in the neighbourhood.

Test takers should provide reasons and examples to support their ideas

Sample response (continued)

As I've said, people may feel safer and more connected to the people around them. Community activities will also go a long way towards tackling loneliness among more elderly members of the community. Also, if the projects take place over a period of time, people will form stronger, longer-lasting bonds. Hopefully, once these bonds are established, they will grow and develop, and that sense of community will thrive for generations to come.

In order to encourage such initiative, the government could give financial support to neighbourhoods, in the form of a grant. They could also employ community officers to help develop projects by giving their input and knowledge and encouraging people to join in too.

If test takers make a mistake, they should self-correct

Test takers should add extra information in their response where they can to show the range of language they can use at C1

Test takers can address the prompts in any order, but they should cover them all. However, if they do miss one bullet point, they shouldn't worry too much as the examiners listen to the whole recording and assess the speaking across Part 2 and Part 3

The C1 Listening Test

There are three parts to the Listening test.

In Part 1, test takers will listen to 5 short recordings and answer 2 three-option multiple choice question (MCQ) after each recording.

In Part 2, test takers will listen to a longer conversation and answer 10 questions. These can be MCQ or sentence-completion questions.

In Part 3, test takers will listen to a longer monologue and complete 10 sentence-completion questions.

Each recording is played twice. Test takers have time to read the questions before the recordings start and time to check their answers afterwards.

Test takers can take notes during the Listening test as they listen to the recordings. However, they must make sure that they have answered the questions on the screen at the end of each recording before they move to the next part of the test. The notes pages will be collected from test takers at the end of the Listening test.

Listening Part 1

Format of the task

In Part 1, test takers will listen to 5 short recordings, which may be dialogues or monologues. The topics will be on everyday topics and life contexts, which are appropriate and accessible for test takers at C1 level. For each recording, the script will be 250-300 words.

Questions in this part consist of 2 three-option multiple choice question (MCQ) for each recording. The focus of these questions will be on identifying key information and the attitudes of the speakers, and test takers will need to answer the questions as they listen. Test takers will have time to read and check their answers, and each recording is played twice.

Skills/functions being assessed

- Focus on identifying key information and attitudes or speakers
- Understanding of factual or implied information.
- Comprehension of general messages about everyday life, work or study, for example recorded messages, public announcements, short radio bulletins, or weather reports.

Tips for teachers

- Practise time management skills; test takers should use a clock or timer when practising so that they can see how much time they have to read the questions and check their answers.
- Encourage listening practice with a range of material from different contexts, including everyday conversations and common announcements.
- Help test takers to identify key messages, key information and factual information from a variety of sources and encourage them to pay attention to both/all speakers.
- Focus test takers' attention on implied or inferred meaning in interactions.
- Remind test takers that they can use the second recording to answer any questions they have missed and/or to check their answers.
- Provide test takers with the skills to be able to understand unfamiliar words and phrases through context.
- Build test takers' confidence by providing them with opportunities to do practice tests.

Sample Listening Part 1 task

The extract below is an example of the type of recording and question a test taker may encounter in Part 1 of the C1 Listening test.

Both dialogues and monologues are used in Part 1

Each recording will be played twice

Sample Script

Speaker 1: man	I've just been reading about the way that individuals are put into categories before people know anything about them. Apparently, at a job interview, the managers decide about appointing you in the first two minutes. I think we should teach our children not to judge a book by its cover. That's just prejudice.
Speaker 2: woman	No, it isn't! It's a basic human ability which probably comes from early in our evolution. Psychologists say we need to stereotype to be able to make sense of a complex world. Going with our first instinct and learning to put things into categories is part of growing up. As adults, we couldn't get through a single day without being able to instantly assign items we have never seen before to their appropriate category. It ensures that we can quickly evaluate a situation and decide, for example, if there is any danger. Like when we see someone on a dark street, we would immediately recognize them as a threat.
Speaker 1: man	Except that the person might not, in reality, be a threat at all. It might just be a young person who's wearing a jumper with a hood, but we decide they must be dangerous. First impressions are often wrong. Classifying like that is the real danger because it often leads to aggression which is not valid.
Speaker 2: woman	Okay, I acknowledge that it can lead to mistakes, but we put things into groups because the human race has learnt over thousands of years to recognize danger and safety. It's in our genes. Having said that, I think you're right that we should teach our children not to put people into categories so easily, and I think this kind of topic should be part of the curriculum too. I'm just not sure how you turn off that part of the brain.

Sample Questions

What do the two speakers disagree about?

- a. **Putting people into categories is one form of discrimination.**
- b. Acting on first impressions is not always wise.
- c. Prejudice has changed as we have evolved.

How does the woman feel about preventing prejudice in children?

- a. This could be taught successfully at school.
- b. It's impossible to do.
- c. **It's unclear how it can be done.**

Test takers should be able to understand paraphrasing

MCQs will always have 3 options: 2 distractors and 1 correct answer

The incorrect options will also be mentioned or implied in the script/recording, so test takers should listen for the details connected to each option in order to choose the correct one

Listening Part 2

Format of the task

In Part 2, test takers will listen to a discussion between two or three speakers. The speakers will be exchanging information on everyday topics and issues which are accessible and appropriate for C1-level test takers. For Part 2, the script will be 700 to 850 words.

Questions in this part consist of 3 gapped sentence-completion questions, followed by 7 three-option multiple choice questions (MCQ). The focus of these questions will be on understanding of specific, detailed information as well as implied or inferred meaning, opinions, attitudes and feelings, agreement/disagreement, and negotiation of meaning.

Test takers will need to answer the questions as they listen to the recording, and they will have time to read the questions beforehand and check their answers afterwards. Test takers will hear each section played twice.

Skills/functions being assessed

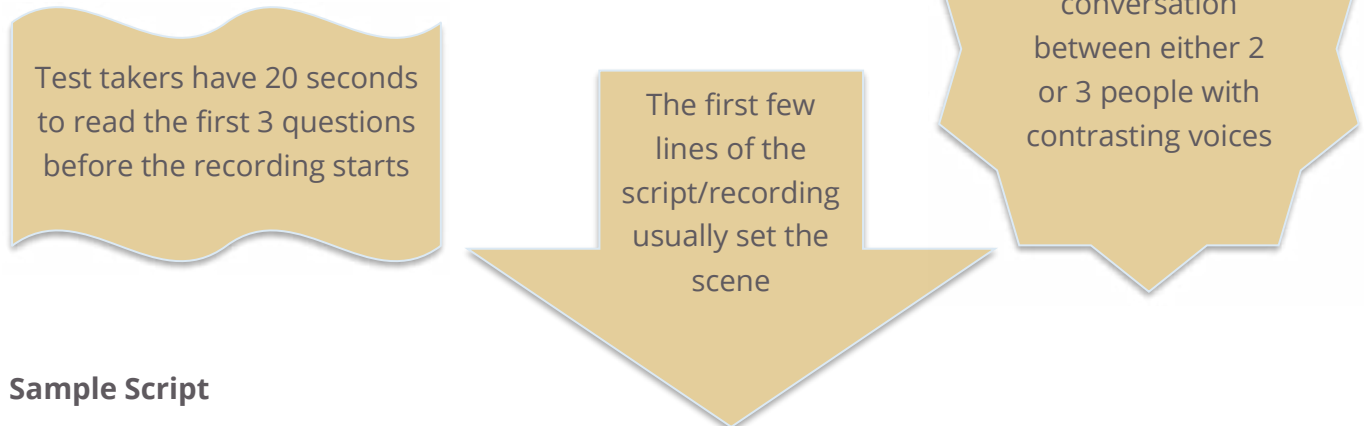
- Understanding of specific, detailed information, implied or inferred meaning, opinions, attitudes and feelings, agreement/disagreement, and negotiation of meaning.
- Comprehension of familiar matters of a concrete or abstract nature encountered in work, study or leisure.

Tips for teachers

- Provide opportunities for test takers to listen to a variety of dialogues which cover a range of situations, speakers and contexts, including speakers giving opinions, agreeing or disagreeing.
- Provide test takers with opportunities to practise different question types.
- Practise time management skills; test takers should use a clock or timer when practising so that they can see how much time they have to read the questions and check their answers.
- Help test takers to identify key information, factual information as well as implied meaning.
- Provide test takers with the skills to be able to understand unfamiliar words and phrases through context.
- Build test takers' confidence by providing them with the opportunity to do practice tests.

Sample Listening Part 2 task

Below is an example of the type of recording and questions a test taker may encounter in Part 2 of the C1 Listening test.



Sample Script


<p>Speaker 1</p> <p>Q1</p>	<p>I expect some of you have considered going into advertising after completing your education. Well, today, I'm talking to Sam, who is an executive at an advertising agency. Now, I imagine that with so many adverts on television and on the web nowadays, Sam, that agencies like yours must have to recruit trainees all the time?</p>
<p>Speaker 2</p> <p>Q2</p> <p>Q3</p>	<p>Well, yes, but there are numerous agencies that produce poorly written material, so of course, you should avoid them. If a company has advertised a vacancy online, find some of their previous advertising campaigns and ask yourself 'Do they appear professional? Would the advert motivate me to buy the product or service?' It would also be wise to look into what actually happened in the workplace of a reputable ad agency. I find the work rewarding but it's not for everyone.</p>

This first section of the recording will be played twice, giving test takers the chance to answer and then check their answers to questions 1, 2 and 3 before moving onto the rest of the conversation relating to questions 4 to 10

After answering questions 1, 2 and 3, test takers have 40 seconds to read questions 4 to 10 before this next section of the recording starts

Speaker 1	So, how do you fill your time in the workplace? Do you sit at your desk from 9 to 5 and create advertisements?
Speaker 2	I have never done that, actually. When I joined, I was involved in researching products, then later, I worked out the appropriate locations for the adverts, but now the actual adverts aren't part of my job at all.
Speaker 1	Since you seem to have mentioned every part of the process already, what's left?
Speaker 2 Q4	Identify customer needs and the groups of people who have those needs.
Speaker 1	So, your agency doesn't just come up with innovative or humorous ways of advertising products and put the adverts on the web to make people buy them?
Speaker 2 Q5	No, that wouldn't be very effective. The creative writers need information about the target customers to think up good ways to promote the product or the service to them. Anyway, people don't really <i>buy</i> products or services for that matter.
Speaker 1	Sorry? What do you mean? People buy products all the time. I bought some hand soap on my way into the studio this morning.
Speaker 2	What I mean is, you have to own those products or use them, yes, but you don't really <i>want</i> them.
Speaker 1	I'm completely lost! Why do we own products that we don't want?
Speaker 2 Q6	You don't want the product, but you need it because you want the benefit which you can get from it. You want to have clean hands, so you need soap.
Speaker 1	Is that distinction between want and need very important?
Speaker 2	It's at the centre of marketing. People don't buy a product because they've seen an advertisement. The advert may promote the

Q7	purchase, but it didn't create the desire. I must discover what benefits customers want to enjoy, otherwise it's impossible to advise the creative people on how to appeal to those customers.
Speaker 1	Give me an illustration.
Speaker 2	Okay. Why does a person study English?
Speaker 1	Because they want to learn English.
Q8	But why do they need a knowledge of English? I'll bet they're not learning it just because they enjoy it. It's highly likely that they want to enjoy a benefit from knowing English like being able to speak to people in foreign countries when they are on holiday, or when they are in their office.
Speaker 1	Or in their university.
Speaker 2	Exactly. I remember a question from the lecturer in the first marketing seminar at university. He said. 'A man goes into a shop and asks for an electric drill. What is he actually buying?' So, we all thought he was a little bit mad and one student said the obvious: 'An electric drill'. When the lecturer said, 'No'.... well, we were sure he was mad by that point! There were no further ideas, and finally he said, 'He's buying a hole'.
Speaker 1	I don't get it.
Speaker 2	He wants a hole in a wall, so he can put up a picture perhaps, but he needs a drill to make the hole, so what he is actually buying is the benefit: a hole.
Q9	And is that the difference, between wants and needs, what is so important to you at an advertising agency?
Speaker 2	It's crucial, because good adverts show people enjoying the benefits they want. They don't focus on the product they need. If people wanted to use English for tourism, a good advert would show someone enjoying that benefit – asking for directions in a London street and being understood, for example – rather than sitting in a classroom or doing homework. Or if they wanted English for academic purposes...
Speaker 1	... then you'd show someone in a lecture or seminar, understanding the lecturer.

Speaker 2 	Precisely. While the adverts are being created, I find out where the target group go online. I mean where you can find the people that the advert is aimed at. We look at the audience breakdown of hundreds of websites, because you don't want to waste money on an advert which brings a benefit to young female professionals on a website for retired men.
Speaker 1	Fascinating!

This section of the recording – like all parts of the Listening test – will be played twice

Sample Questions

Test takers should read the instructions for the sentence completion questions carefully as they can vary from test to test (e.g. “write ONE WORD OR A NUMBER” or “write ONE OR TWO WORDS”)

1. Advertising companies _____ people through agencies.
2. Agencies put adverts on their website when there is a _____ .
3. Candidates should research what daily life is like at an agency that is _____ .

The questions are always in order, so test takers will hear the answer to Q1 first, then Q2, then Q3 etc.

4. What is Sam's role at the agency now?
 - a. He designs the adverts.
 - b. He does product research.
 - c. He works in market research.**

5. The advertisement writers need Sam's input ...
 - a. to come up with funny adverts.
 - b. to understand the product or service better.
 - c. to ensure the adverts will appeal to the customers.**

6. When Sam says, 'People don't buy products,' what does he mean?
 - a. You really buy something to meet a need.**
 - b. What you really buy is a service.
 - c. People only buy a product which they really want.

7. Sam says it is vital for him to understand...
 - a. how to make a product appeal to a customer.
 - b. why the customer wants the product or service.**
 - c. how a customer has reacted to an advertisement.

8. According to Sam, people rarely learn a language for ...
 - a. fun.**
 - b. travel.
 - c. business.

MCQs will always have 3 options: 2 distractors and 1 correct answer

Test takers should expect to see a mix of MCQ stems: some questions to answer and some sentences to complete

9. What does the story about the electric drill show?
 - a. That Sam's lecturer was a little bit mad.
 - b. The difference between wants and needs.**
 - c. That customers often don't know what they want.

10. How does Sam's agency decide where to advertise on the web?
 - a. They ask people what type of websites they like visiting.
 - b. They analyse websites and choose good ones for each advert.
 - c. They check the type of people who visit different websites.**

Test takers should use the second recording to check their answers and change any if they want to

Answers

1. recruit
2. vacancy
3. reputable
4. c
5. c
6. a
7. b
8. a
9. b
10. c

If there is more than one accepted spelling of a word (e.g. using American and English spelling), both are accepted (e.g. "organized" or "organised" would both be marked as correct)

Listening Part 3

Format of the task

In Part 3, test takers will listen to an extended monologue, for example a talk or a lecture. Scripts contain between 550 and 700 words at C1 level. Topics will be related to everyday issues appropriate to C1-level test takers.

There are ten questions in Listening Part 3. Test takers must complete a set of notes by listening and writing words from the recording. The focus of these questions will be on understanding of key information as well as discussions and arguments being put forward by the speaker. Test takers will need to answer the questions as they listen, and they will need to spell the words correctly.

Test takers will have time to read the questions before they hear the recording, and time to check their answers after they listen. The monologue will be played twice.

Skills/functions being assessed

- Comprehension of key information in monologues for a given purpose
- Understanding of specific information of an everyday, personal nature
- Understanding of main ideas of propositionally and linguistically complex speech as well as complex lines of argument

Tips for teachers

- Provide test takers with opportunities to practise listening to a variety of recordings from different sources concerning various everyday topics and topics that are more abstract or hypothetical in nature.
- Give test takers opportunities to listen to a variety of recorded messages or talks, and to note how the information is grouped/organised in such recordings.
- Teach strategies that focus on note completion and writing the correct word type to complete gapped notes.
- Develop test takers' skills in being able to understand unfamiliar words through context.

Sample Listening Part 3 task

Below is an example of the type of recording and questions a test taker may encounter in Part 3 of the C1 Listening test.

Listening Part 3 is always a monologue, meaning there is only one speaker

Sample Script

I'm interested in all animals, but in particular, I love studying animals that live in very hot or very cold climates. We all know that some creatures, like penguins, can live in very cold conditions, and other creatures, like tigers, can exist in very hot ones. But, somewhat surprisingly perhaps, there are some animals that would be equally at home in the Antarctic or on the Equator because these creatures seem to love **extreme conditions**.

The species I find the most interesting is a type of animal which was first observed by a German biologist called Goeze in 1773. He gave these strange creatures a name that meant 'little water bears' in German because, you guessed it, they **resembled** bears, they were little and they lived in water.

They are not actually bears at all, but they are very little. They're only 0.5 mm long when fully grown, which is smaller than the diameter of a human hair. Two years after Goeze, an Italian biologist called Spallanzani gave them the name 'tardigrade' which means 'slow walker' in Italian, and this is the name we use today. Presumably, he concluded that they moved quite slowly on their four legs **compared with** other creatures observed through his microscope.

Anyway, they have now been **detected** everywhere on Earth, regardless of climate, from mountain peaks to the depths of the oceans, and from tropical rainforests to the Antarctic. Everywhere, whatever the conditions.

They are **impressive** animals that can survive in temperatures of minus 171 degrees Celsius, which is just one degree higher than absolute zero – the lowest temperature possible – but also in temperatures above the boiling point of water: 100 degrees Celsius. They can also adapt to extremes of **pressure**, either very high, like on the floor of the ocean, or very low, like on a mountain top.

The audio clips contain "real language use" such as contractions (e.g. I'm, they're) and sometimes hesitations (e.g. ummm, errr)

Sample Script (continued ...)

The arrival of each ice age drove many other species to **extinction** through millions of years of Earth's history. So, how have these creatures avoided the same fate? Well, the problem for most animals is the water in their bodies. A human being, for example, comprises about 60% water. When the temperature falls below freezing point, the water turns to ice and of course, ice has a bigger volume than the same amount of water, so it expands and damages every one of your **organs**, and every vein. But tardigrades have a clever trick for self-preservation. As the temperature decreases, they can replace most of the water in their bodies with a sugar called trehalose. This sugar solution does not form damaging **ice crystals** when it freezes. When the weather begins to warm up, the sugar turns back into water. Tardigrades also have very long lives. We don't know exactly how long, but some kept in a museum for over a century continue to thrive.

As an experiment, a number of tardigrades were put into a European spaceship and sent into outer space – as part of another mission, and not the whole point of the journey, I should add. Many of them survived the 12-day voyage with no air to breathe, whereas most creatures on Earth would die if **starved of** oxygen for only a few minutes.

Little water bears are strange creatures, certainly, and scientists can learn a lot about survival from them. Perhaps some of the lessons can be used by humans to survive in extreme conditions, for example by astronauts when travelling in space or landing on other planets.

Test takers have 1 minute to read the notes before the recording starts, then 30 seconds after the second play to check their answers

Sample Questions

Test takers should read the instructions for the sentence completion questions carefully as they can vary from test to test (e.g. "write ONE WORD OR A NUMBER" or "write ONE OR TWO WORDS")

Test takers should read the notes before the recording starts and predict what kind of words need to be used in each gap

The Tardigrade - a fascinating creature.

- Some animals can thrive in [1] _____, both scorching and glacial.

1773: Goeze (German biologist)

- Named a newly discovered creature after the animal they [2] _____, as well as their size and habitat.

1775: Spallanzani (Italian biologist)

- Named creatures 'tardigrades' as they moved slowly [3] _____ similar creatures.

Present day

- These creatures have been [4] _____ in many locations.
- Extremely [5] _____ creatures with well-developed ability to survive. Can deal with:
 - extreme temperatures (minus 272°C to plus 100°C)
 - very high or low [6] _____
- They have not faced [7] _____ like many other creatures:
 - humans: 60% water = freezes in body and damages [8] _____ and veins
 - tardigrades: replace water with sugar solution that does not turn to harmful [9] _____ on freezing = no damage
- Space travel:
 - did not die when [10] _____ air

Test takers must spell their answers (the gapped words) correctly

Answers

1. extreme conditions
2. resembled
3. compared with
4. detected
5. impressive
6. pressure
7. extinction
8. organs
9. (ice) crystals
10. starved of

The C1 Reading Test

There are three parts to the Reading test. Test takers have 75 minutes for the C1 Reading test.

In Part 1, test takers will read 5 short texts and answer 10 three-option multiple choice questions (MCQs) – two for each text.

In Part 2, test takers will read a single longer text and answer 10 questions, up to 5 three-option multiple-choice questions (MCQs) and sentence completion questions. Texts will be informational, such as a brochure, instruction manual or letter.

In Part 3, test takers will read a longer text and answer 10 questions (Sentence Completion, Note Completion, MCQs or Matching). Texts will explore a topic in more detail.

Test takers are permitted to take notes during the Reading test; however, they must make sure that they have answered the questions on the screen after reading each text before they move to the next part of the test.

Reading Part 1

Format of the task

In Part 1 of the Reading test, test takers will read 5 short texts with a maximum word limit of 300 words each. The text types can include web pages, blogs, news reports and so on. The content will be appropriate to C1 test takers.

There will be 10 questions in total for Part 1, two for each text. The type of questions found in this part are three-option multiple choice questions.

The language of the texts and questions is accessible and appropriate to test takers at C1 level. Test takers should spend approximately 25 minutes on Part 1.

Skills/functions being assessed

- Comprehension of a wide variety of complex texts
- Comprehension of implied and inferred meaning (attitudes, emotions, opinions)
- Understanding of vocabulary in context
- Understanding of specific information

Tips for teachers

- Give test takers the opportunity to read a wide variety of short texts written for different purposes.
- Encourage test takers to identify the main points and objectives of what they read.
- Practise multiple choice questions with test takers.
- Use the Skills for English practice test material to provide test takers with an awareness of the test format and layout.
- Develop test takers' time management skills by setting timed activities.

Sample Reading Part 1 task

Below is an example of the type of text and question a test taker may encounter in Part 1 of the C1 Reading test. Remember there are 5 texts with two questions each in Part 1.

Sample Text

[blog post]

Mobile phones in Africa

I work for a charity which collects unwanted mobile phones and sends them to Africa. For months, I thought I was just helping to enhance people's social lives, but it seems that the changes brought about by these mobile phones in rural areas could be enormous if a key condition can be met.

At present, mobile phones in many rural areas of Africa are unable to access the web because of limited infrastructure, which means that usage is restricted to contact through SMS and voice calls. As a result, to date, the cultural effects on society have been small. However, this may change as access to the internet becomes more widespread in rural areas. That is not to say that the phones are worthless without access to the internet. In some places, for example, a person can send a free text message to a national charity. When the organization calls back, the person can give local information without having to pay for the voice call. This may help neighboring communities to deal with everyday concerns, such as what is available that week in the regional market, or with more serious issues, like floods in the local area.

Texts come from a variety of sources and may have US spelling

Even more importantly, researchers have estimated that ownership of mobile phones with web access leads to growth in the economy of an area. A small part of this rise is related to the employment of people who undertake the installation of the infrastructure – the masts, for example – but this is only a short-term outcome. The main economic effect is due to greater efficiency in communications for small businesses in remote areas. Community interaction is also improved with access to social media.

So, don't just put your old smartphone in a drawer. Send it to me and help improve the prosperity of rural Africa.

Something related to the incorrect options (see underlined sections) is always mentioned in the text, so test takers need to read carefully

Sample Questions

1. When does mobile phone ownership produce significant social change?
 - a. When people can make free calls.
 - b. When the phones can access the web.**
 - c. When people can exchange local information.

2. How does mobile phone ownership lead to long-term economic growth?
 - a. People are employed to install the required infrastructure.
 - b. Communication with small businesses is improved.**
 - c. It leads to a rise in advertising on social media.

Reading Part 2

Format of the task

In Part 2 of the Reading test, test takers will read one longer text of 600 to 800 words. The texts are informational and can include brochures, manuals, letters of instruction/communication (for example from local council, hospitals), leaflets, websites and so on. The language will be appropriate to C1 test takers.

There are 10 questions in total in Part 2. The types of questions that can be found in this part are up to 5 three-option multiple-choice questions (MCQs) and sentence or note completion. The focus of these questions will be on reading for information, orientation and instruction.

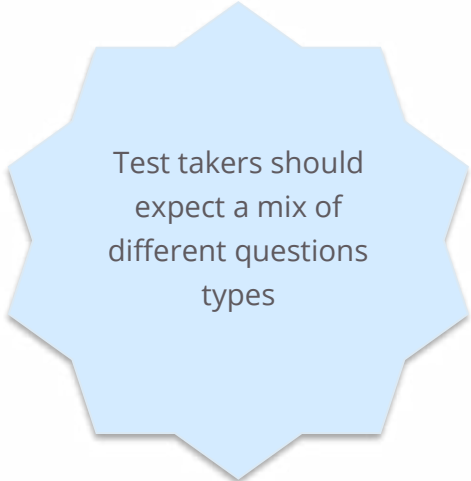
The language of the texts and questions is accessible and appropriate to test takers at C1 level. Test takers should spend approximately 25 minutes on Part 2.

Skills/functions being assessed

- Understanding a variety of text types written for information such as formal correspondence
- Understanding of detailed, complex information
- Understanding of implicit explicit attitudes and opinions

Tips for teachers

- Encourage test takers to read a variety of texts in which main ideas and information are being communicated
- Provide test takers with a focus on informational reading texts where key information can be identified in various formats, such as bullet points, headings or paragraphs
- Practise skimming and scanning techniques with test takers to help them locate key information in texts
- Develop test takers' skills in time management by setting timed activities



Test takers should expect a mix of different questions types

Sample Reading Part 2 task

Below is an example of the type of text and questions a test taker may encounter in Part 2 of the C1 Reading test.

The Part 2 text is informational in nature and usually contains aspects like bullet points and/or headings

This text is 623 words including the heading

Sample Text

Funding in the Morton Council area

Do you already own a business in the Morton Council area? Or perhaps you are thinking about starting a new business here? In either case, we may be able to help you. We know that starting and running a business is a difficult and sometimes frightening task. Most businesses need help with finance at some point in their development. If you are in this position, contact us today and we will put you in touch with the group below which is best suited to your needs.

Q6

Funds are available from the council-run Morton Growth Centre [MGC] for existing businesses which have a 12-month plan showing how they intend to grow and create new jobs in Morton. Your plan will need to give details of the market research you have carried out. This must demonstrate the possibility of growth in demand for your product or service. You must also provide a minimum of three years' worth of tax records and profit/loss reports. If you do not have a plan yet but lots of ideas you would like to discuss, call us on the number on our homepage and we can set up a meeting with someone from your industry sector who can talk you through our requirements.

Q1

Q2

The National Innovation Agency [NIA] funds, supports and connects **innovative** businesses to accelerate **sustainable** economic growth across the country. You can apply for research and development (R&D) funding in specific priority areas. At present, these include urban **renovation**, ecology (particularly conservation) and zero carbon distribution methods. You can also enter your product or service into one of NIA's many competitions. They run every six months and offer generous cash prizes for R&D.

Q6,
7 &

The Southeast Investment Group [SIG] is an independent organisation which was founded in 2010. Working with the council, it has helped hundreds of businesses in the area to grow and become profitable. It provides risk capital to small and

Q3

medium-sized enterprises with a maximum staff of two hundred and fifty employees or a maximum turnover of fifty million pounds. SIG has invested in a variety of new and established businesses throughout the southeast.

Q4

Morton Business Investors [MBI] is a group which aims to connect private investors with business investment opportunities. No project is too large or too small for this organisation as it has people waiting to invest with sums starting at £10,000. If you need a very large amount of money, the organisation can run a crowd-funding project. This enables many people to each invest a small amount. These opportunities can attract finance from experienced investors or businesspeople with sources of funding.

Q5

Morton University Innovation [MUI] awards are offered to local businesses who can demonstrate true innovation. Apply for an award by completing the form on the university website – the address is on the *Fact Sheet* page. You will need to attend a meeting at which you will give a presentation detailing your proposed business idea; the panel will want to hear how an award could help you with the provision of your product or service in the local area. Please note that any money awarded can only be used to research and develop new products or services, not to support existing products or services. But if you win an award, in addition to the finance, you will get access to the university's facilities and equipment to help your business innovate and grow. Although the committee which decides on the awards is prepared to consider any local proposals, the scheme is primarily focused on the creative, digital, manufacturing and engineering **sectors**.

Q10

Follow the links on our *Fact Sheet* page and check out the range of ways in which we can support new and existing businesses with funding and other services.

Sample Questions

For each question 1 to 5, choose the correct answer, a, b or c.

1. How can the owner of a new business get funding from MGC?
 - a. The owner must show the possibility for increased demand in the next 12 months.
 - b. New businesses cannot get funding from this organization.**
 - c. The owner must present a plan with market research.
2. In what way are the funding and the competitions from NIA similar?
 - a. They both offer money for ecology projects.
 - b. They both focus on research and development.**
 - c. They are both available throughout the year.

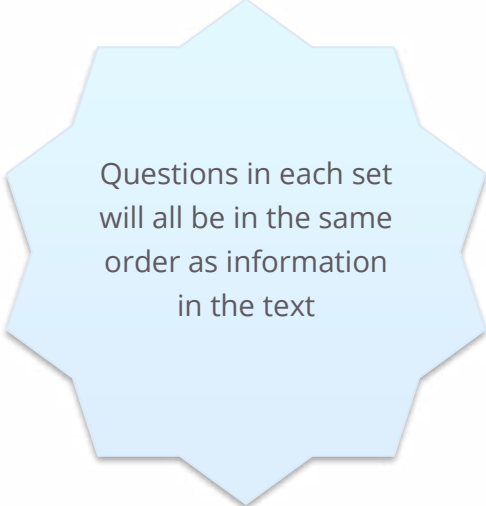
3. ABC Enterprises is a new company with 300 employees and an average turnover of £32 million. Why can't the business apply for funding from SIG?
 - a. **It employs too many people.**
 - b. Its turnover is too low.
 - c. It is a new business.

4. Which statement is true about the amount of money which MBI can arrange investment for?
 - a. **There is no maximum amount.**
 - b. It can source investments of up to £10,000.
 - c. It is designed for companies that need a large sum of money.

5. Which of these purposes could a company use an MUI award for?
 - a. Building a factory to increase production capacity of an existing product.
 - b. Finding out how many people nationwide are interested in a new product.
 - c. **Doing market research to assess the suitability of a new service.**

For questions 6 to 10, complete the sentences with ONE WORD from the text.

6. Morton Council offers business owners, new and existing, access to _____ which are available for a range of development purposes.
7. A key element for many of the sources of finance is that the product or service involved must be _____ .
8. The council is interested in helping businesses to achieve economic growth which is _____ .
9. One area the NIA is interested in is the _____ of the city.
10. One of the _____ which MUI Awards are aimed at is work connected with computers.



Questions in each set will all be in the same order as information in the text

Answers

1. B
2. B
3. A
4. A
5. C
6. funds
7. innovative
8. sustainable
9. renovation
10. sectors

These words must come directly from the text and must be spelled correctly

Reading Part 3

Format of the task

In Part 3 of the Reading test, test takers will read one longer text of 600 to 800 words. The text will explore a particular topic in some depth. It can be factual or narrative in nature, and the language will be appropriate to C1 test takers.

There will be 10 questions in total in Part 3. The types of questions that can be found in this part are up to 5 three-option multiple choice questions (MCQs), matching (for example matching topics to paragraphs), note-taking and sentence completion, but only 1 or 2 of these item types will be used. The focus of these questions will be on detailed understanding as well as understanding of inference, implied views, opinions and attitudes, locating information for note-taking purposes, and ability to follow an argument with supporting evidence.

The language of the texts and questions is accessible and appropriate to test takers at C1 level. Test takers should spend approximately 25 minutes on Part 3.

Skills/functions being assessed

- Reading to locate information including for note-taking purposes
- Comprehension of writer's views and opinions
- Identifying meaning of unknown words from the context
- Following a line of argument or event in a narrative, written simply and directly

Tips for teachers

- Provide test takers with opportunities to analyse more detailed, topic-specific texts.
- Teach skimming and scanning techniques to locate specific information.
- Encourage test takers to take note when reading texts.
- Practise paraphrasing information, synonyms and inferred meaning of words using various texts.
- Develop test takers' skills in time management by setting timed activities.

Sample Reading Part 3 task

Below is an example of the type of text and questions a test taker may encounter in Part 3 of the C1 Reading test.

Text takers should not worry if they don't understand every word in the text – they should instead try to understand the gist/global meaning

This text is 799 words including the paragraph titles

Sample Text

The Sahara Desert

Q2

Most of the northern third of the huge continent of Africa is occupied by the Sahara Desert. It covers nine million square kilometres and comprises most of the land area of the Arab countries of Algeria, Libya, Egypt and the Sudan, as well as Mauritania, Mali, Niger and Chad. It is roughly the shape of a rectangle, about 1,600 kilometres north to south and 5,000 kilometres east to west.

Q6

Paragraph 1

Q5

The history of the Sahara is still not completely clear to scientists, but there might be a clue in the name itself. Some academics believe that, in all probability, the name comes from the Arabic word for desert, which is *sahra*. However, there is an alternative theory which might seem unlikely but is a notion which is not completely impossible. Some people suggest that the name is derived from the word *sagara*. This word comes from the ancient language of Sanskrit, spoken more than 3,000 years ago. In Sanskrit, *sagara* means 'big sea' or 'ocean'. There was certainly once water in the Sahara, and a great deal of it. Although creatures of any sort are now a rarity in the desert, it has been known for many years that large animals once lived in the area. Rock paintings which have been found in a number of locations show many different types of animals, including giraffes, cows and deer. There are even paintings which show fish. In addition, the discovery recently of the bones of crocodiles and hippopotamuses in southern Libya leads to the obvious implication that substantial rivers and lakes once covered this area. This new evidence confirms previous notions that there must have been a huge lake at one time in the eastern Sahara, in northern Sudan. Evidence has also been found that rivers once flowed hundreds of kilometres from there into the Nile. This same region now gets less than five millimetres of rain each year.

Q7

Q1

Paragraph 2

What is more, there were tens of thousands of people living in the Sahara in recent history, working mainly as farmers, according to records from ancient Rome. It is true that most of the Sahara was already desert by the time of the Roman Empire, about 2,000 years ago, but the records state that a small area along the

Mediterranean coast still had good land for agriculture. In fact, this area was the most important of all to the Romans for the production of wheat.

Paragraph 3

So, what brought about the dramatic change to this area? At one time, Saharan desertification was an important area of study for environmentalists because it is the most extreme example of a land full of richness turning into desert. This is relevant because it is also happening in several other locations in the world. The boundaries of the main deserts of the world are advancing by a few centimetres every year. This led some scientists to believe that perhaps lessons could be learnt from what happened to the Sahara. However, the change that occurred to the Sahara area was not related to global warming or any other dangers we face today. The main cause was a change in the angle of the Earth in relation to the Sun. Nine thousand years ago this was just over 24 degrees, whereas, at present, it is just under 23.5 degrees. It took about 3,000 years for the angle to reach its present position, but that tiny change in the angle completely changed the climate of the Sahara.

Paragraph 4

Scientists cannot therefore generalise about what happened to the Sahara and link it to what is happening now to the Gobi Desert, for example. It is necessary to find other specific causes for desertification today. However, one point about the Sahara is relevant to current events. What turned the Sahara into a desert was only a very slight change in something. Learning from this, we must be careful about even tiny changes in, for example, CO₂ levels, because over time, they can upset the stability of a whole region. Some believe desertification could be based on the following process. One year there is slightly less rain than the year before. This means that the plants do not grow quite as well. As a result, the leaves of the plants hold less water close to the surface. Now there is less evaporation into the air, which means there is less rain the next year, and so on.

Paragraph 5

Perhaps we could say that one good thing came out of the change from rich land to desert. The ancient people of the Sahara left the areas which are now Libya and western Egypt as the land changed. They moved to settle along the banks of the Nile ... and the magnificent age of the Pharaohs began.

Q8

Q3

Q9

Q4

Sample Questions

For questions 1 to 5, choose the most suitable heading A to G. There are two extra headings you do not need.

- | | |
|-------------------|-----------------------------------|
| Paragraph 1. ____ | A Location, size and shape |
| Paragraph 2. ____ | B Desertification today |
| Paragraph 3. ____ | C Applying the learning elsewhere |
| Paragraph 4. ____ | D Shifting borders |
| Paragraph 5. ____ | E An ocean of sand |
| | F The breadbasket of the empire |
| | G the start of a new civilization |

For matching questions, like questions 1 to 5, test takers will have more options than they need

For questions 6 to 10, choose the correct answer, a, b or c.

- Why might the Sarah have been named after a Sanskrit word?
 - Because *sagara* looks and sounds like Sahara
 - Because the word gives us clues about the animals there.
 - Because there was a great deal of water in the area once.**
- What does the finding of crocodile bones imply about the Sahara?
 - Large bodies of water must have existed there at one time.**
 - People must have eaten crocodiles and hippopotamuses.
 - The climate must have been different in the past.
- What did records from ancient Rome show?
 - That the Sahara was mostly desert.
 - That it was feasible to grow crops in some areas of the Saharan region.**
 - That wheat production was very important to the Romans.
- According to the text, what do other deserts have in common with the Sahara?
 - They were once highly fertile.
 - They sun now hits them at a different angle.
 - They are gradually expanding.**
- What lessons can be learned from what happened to the Sahara?
 - The impact of agriculture on the environment.

- b. **Small changes can have big effects.**
- c. Deserts only develop when the climate changes.

Answers

- 1. E
- 2. F
- 3. D
- 4. B
- 5. G
- 6. C
- 7. A
- 8. B
- 9. C
- 10. B

The C1 Writing Test

There are two parts to the Writing test.

In Part 1, test takers write a passage (150 to 200 words) in response to a given scenario.

In Part 2, test takers write a longer passage (250 to 300 words) on a given topic.

Test takers can take notes during the Writing test; however, they must make sure that they have typed their responses in the text boxes on the screen within the given time limit.

Test takers will have 1 hour for the Writing test. We recommend they spend about 20 minutes on Part 1 and 40 minutes on Part 2.

Writing Part 1

Format of the task

In Writing Part 1, test takers are presented with a scenario or situation followed by a series of 3 bullet points.

The scenarios will draw from everyday life situations and will be authentic in nature, requiring some kind of response from the test taker. The response may need to be formal, neutral or informal depending on the scenario. Test takers may be asked to write an email, a blog post, a forum post or a similar digital piece of communication.

Test takers will need to address the requirements of the scenario and all three bullets in order to be able to achieve maximum marks available for the Appropriacy and Relevance of Response criterion. The task will include instructions about the number of words the test taker should write; at C1 level, test takers are required to write between 150 and 200 words in Part 1. It is recommended that test takers spend around 20 minutes on Part 1.

Test taker responses should follow expected conventions, for example:

- Emails should have an appropriate start and finish. There is no need for the test taker to put in email addresses or a subject line.
- Other digital formats should also have an introduction, a main section which addresses the bullet points, paragraphed if appropriate, and a closing section, which may summarise or provide conclusions as appropriate.
- Language and structure should be suitable for the level and test takers should use appropriate cohesive devices

Skills/functions being elicited and assessed

The following list provides examples of the skills or functions which may be elicited:

- Explaining a situation
- Describing something that has happened
- Recommending a course of action
- Giving own opinion

Test takers are marked on:

- Relevance and appropriacy of response, coherence and structure – score between 0 and 5
- Grammar: Accuracy and Range – score between 0 and 5
- Vocabulary: Accuracy and Range – score between 0 and 5

Tips for teachers

- Provide test takers with practice in writing in formal and informal styles
- Teach language for a variety of functions: for example, presenting a case or recommending a course of action
- Give test takers opportunities to explore different everyday scenarios where they may be required to produce different types of writing
- Encourage timed practice in which test takers aim to write the required length. Very short responses may be penalised as they won't cover all the required bullet points.

Sample Writing Part 1 task

Below is an example of the type of task a test taker may encounter in Part 1 of the C1 Writing test.

The scenario provides some background to the task and identifies the recipient

Your local council has asked for comments on a proposal to build six luxury houses on fields at the edge of your town.

Write an email to the council giving your opinion on the subject.

In your email:

- Say why you dislike the proposal.
- Discuss the housing problem in your town.
- Suggest ways of solving this problem.

The required response will usually be digital, for example an email

The bullet points give an indication of what the test taker should include in their answer; test takers do not have to address the bullet points in order, but they must include some information on every one

Write your email here. You should write between 150 and 200 words.

There is a minimum and maximum word count; the system will not allow test takers to write more than the maximum number of words

Sample response

There is a clear greeting here

Dear Sir/Madam,

I am writing regarding the proposal to construct six luxury houses on the edge of Morton. I object to this proposal in the strongest possible terms. Not only does it deprive us of important land for agriculture, but it also fails to contribute in any way to solving our real housing problem. As the council knows, this is the lack of affordable housing to buy or rent.

Bullet 1 is addressed here

This problem is getting worse. More and more old buildings which once contained cheap flats are being converted into luxury accommodation. These properties are often bought by people from outside the area as second homes. This increases the hardship of young people looking for affordable housing. The council ought to insist that new properties can only be bought by local people.

Bullet 2 is addressed here

Secondly, planning consent should only be given for the type of housing that is really required. This should be inside the boundaries of the town, so it does not take land for crops out of usage. For example, the old factory buildings on Eastfield Road could be renovated and turned into low-cost housing for workers in Morton.

Bullet 3 is addressed here

Yours faithfully

Sarah Bianchi

[196 words]

This sample response is well-organised and provides examples to support the opinions of the writer

This sample response includes C1-level vocabulary such as *deprive*, *renovate* and *affordable*

This semi-formal email ends with appropriate wording

Writing Part 2

Format of the task

In Writing Part 2, test takers are presented with a statement setting out an issue or providing a viewpoint or something similar.

The statement introduces a topic that can be explored and discussed by test takers. The statement is followed by a question or an instruction to discuss an aspect of the issue in the statement. The topic and language within the task will be level appropriate and will draw from everyday life situations.

The test taker response should address the instructions they have been given (for example “discuss” or “describe”) and cover all the relevant points. The response should be well-structured with an introduction, the main body of their response and a conclusion. The response should be appropriately paragraphed.

The task may ask test takers to present their own opinions and test takers should ensure they provide these in their response. The task will include instructions about the number of words the test taker should write; at C1 level, test takers are required to write between 250 and 300 words in Part 2. It is recommended that test takers spend around 40 minutes on Part 2.

Skills/functions being elicited and assessed

The following list provides examples of the skills or functions which may be elicited:

- Discussing a situation
- Discussing advantages and disadvantages
- Comparing and contrasting
- Discussing solutions to a problem
- Discussing the impact of something on everyday life

Test takers are marked on:

- Relevance and appropriacy of response, coherence and structure – score between 0 and 5
- Grammar: Accuracy and Range – score between 0 and 5
- Vocabulary: Accuracy and Range – score between 0 and 5

Tips for teachers

- Provide takers with practice in writing discursive pieces which have an introduction, a main body and a concluding sentence/paragraph
- Teach test takers about paragraphing and organisation of ideas in a discursive text
- Set up activities in which test takers can practise writing within the Skill for English word limits and time limits
- Teach language for comparing and contrasting, discussing different points of view, considering advantages and disadvantages of an action/position and presenting opinion(s) or arguments for a case
- Give test takers opportunities to explore and write about different situations and topics (for example, pollution, technology, education)

Sample Writing Part 2 task

Below is an example of the type of task a test taker may encounter in Part 2 of the C1 Writing test.

The first sentence provides a context and topic



In some companies, employees retire at the age of 65.

Discuss the advantages and disadvantages of this policy and whether you think it should be changed.

Write your answer here. You should write between 250 and 300 words.

The system will not allow test takers to type more than the maximum number of words in the text box

Sample response

In my country, I believe that retirement at the age of 65 became the norm with the introduction of state pensions many years ago. It may also be related to the fact that work was much more arduous for most people in those days. People like coal miners or farm workers were completely exhausted at 65. The advantage of the policy, therefore, was that everyone could look forward to retirement in comfort, paid for the state, which lasted until their death.

Nowadays, life expectancy is much higher and working conditions are generally much improved. As a result, it is nonsensical that people should stop work at a point where they may have another 20 or 30 years to live. In addition, nowadays many people are still fully active, physically and mentally, at 75 or even 85. They still have a lot to contribute to their company and profession and to society as a whole. Moreover, for some, relying on a pension for income and retirement, finishing work at 65 may not make economic sense. The monthly payments from government are minimal and not always sufficient for a good standard of life.

On the other hand, if you are financially stable at the age of 65 why not finish working and enjoy leisure and family time in your retirement? They may also take up new hobbies or even develop new interests and return to work in a different industry.

In conclusion, I believe that nobody should be forced into mandatory retirement at 65. People should be permitted to continue working for as long as they wish and are able to.

[269 words]

The first paragraph introduces the topic and gives some background

The second paragraph looks at disadvantages of retiring early

The third paragraph presents some advantages of retiring early

This test taker uses a variety of cohesive markers: *therefore, in addition, on the other hand, in conclusion*

This sample response includes a range of C1-level vocabulary, such as *arduous, nonsensical, life expectancy, mandatory*