

Speaking CAE: Ten practice tests for the Cambridge C1 Advanced

Cambridge C1 Advanced | Parts 1–4

10 exam-styled practice tests

Model answers included

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These sample tests have been written to closely replicate the Cambridge CAE Speaking exam experience and so each test follows the same structure and wording as official C1 Advanced Speaking papers.

Because of this, candidates will become familiar with the topics, the structure, the timing and the level by the time they sit their C1 Advanced exam.

In addition to the 10 complete practice tests for B2 First Speaking, this book also contains model answers with examiner comments and ready-to-use speaking mark sheets.

This resource also includes an in-depth description of the C1 Advanced Speaking paper, and so provides a large bank of high-quality practice material both for students wishing to take the Cambridge C1 Advanced and for teachers preparing students for the exam.

About the author

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Test 1 – Part 1

2 minutes (3 minutes for groups of three)

Cambridge C1 Advanced: Speaking**Candidates' background**

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **How do you most enjoy spending your free time?**
- **How have your ambitions changed in the last few years?**
- **Do you still have the same friends you had when you were a child?**
- **Where would you like to go on your next holiday? (Why?)**
- **Do you consider yourself a risk-taker? (Why? / Why not?)**
- **Does music play an important role in your life? (Why? / Why not?)**
- **When was the last time you celebrated something important?**
- **Where do you see yourself in ten years' time?**

1 Doing sport

2 Celebrating achievements

Interlocutor In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people doing some sport**.

Place Part 2 booklet, open at Task 1, in front of Candidate A.

I'd like you to compare **two** of the pictures and say **what role sport plays in these people's lives and how often you think they need to train**.

All right?

Candidate A



.....
1 minute

Interlocutor Thank you.

(Candidate B), **who do you think needs to train the hardest? (Why?)**

Candidate B



.....
Approximately 30 seconds

Interlocutor Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Now, *(Candidate B)*, here are your pictures. They show **people celebrating different achievements**.

Place Part 2 booklet, open at Task 2, in front of Candidate B.

I'd like you to compare **two** of the pictures and say **how important these people's achievements might be for their future and how they are feeling now**.

All right?

Candidate B



.....
1 minute

Interlocutor Thank you.

(Candidate A), **who should feel the proudest of their achievement? (Why?)**

Candidate A



.....
Approximately 30 seconds

Interlocutor Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

What role does sport play in these people's lives?
How often do you think they need to train?



How important might these people's achievements be for their future?
How are they feeling now?



Test 1 – Part 3

4 minutes (6 minutes for groups of three)

Moving to a different country

Interlocutor Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some things people think about when moving to a different country for work and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 3**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **how important these things are when considering living in a different country for work**.

Candidates



.....
2 minutes (*3 minutes for groups of three*)

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide **which aspect is the least important when moving to a different country for work**.

Candidates



.....
1 minute (*2 minutes for groups of three*)

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

4 minutes (8 minutes for groups of three)

Interlocutor Use the following questions, in order, as appropriate:

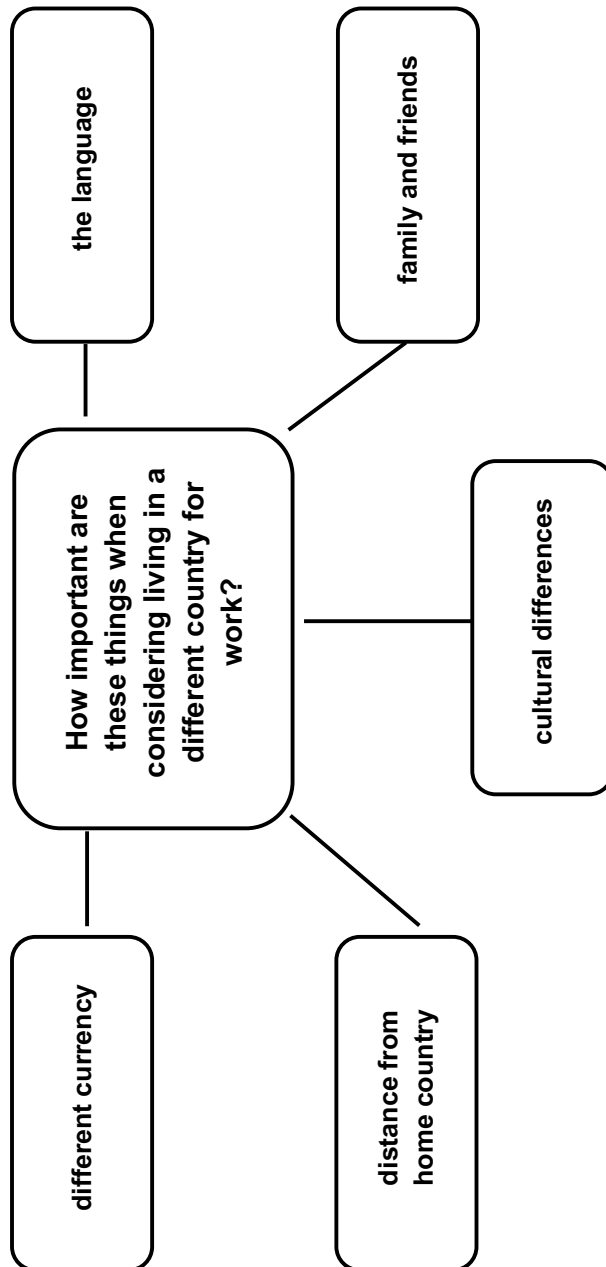
Do you think that a competitive salary is a good reason to move abroad? (Why? / Why not?)

- How do you think working abroad might benefit someone's professional career?
- Some people believe that having different jobs throughout their careers is important to have a fulfilling life. Do you agree? (Why? / Why not?)
- Some people say that they would only do a job they dislike if it paid well. What's your opinion?
- Do you think that a person's happiness depends on their job? (Why? / Why not?)
- Some people find it difficult to balance their professional and personal lives. Why do you think that is?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.



Date

DD	MM	YY

Candidate _____

Marks available

Grammatical Resource	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Lexical Resource	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Discourse Management	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Pronunciation	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Interactive Communication	0	1	1.5	2	2.5	3	3.5	4	4.5	5
Global Achievement	0	1	1.5	2	2.5	3	3.5	4	4.5	5

Item descriptors

Grammatical Resource <i>Control</i> <i>Range</i>	<ul style="list-style-type: none"> Degree of control of grammatical forms. Range of grammatical forms used.
Lexical Resource <i>Range</i> <i>Appropriacy</i>	<ul style="list-style-type: none"> Range of vocabulary used to give and exchange views. Appropriacy of vocabulary used.
Discourse Management <i>Extent</i> <i>Relevance</i> <i>Coherence</i> <i>Cohesion</i>	<ul style="list-style-type: none"> Stretches of language produced. Relevance of contributions and organisation of ideas. Use of appropriate cohesive devices and discourse markers.
Pronunciation <i>Intonation</i> <i>Stress</i> <i>Individual sounds</i>	<ul style="list-style-type: none"> Intelligibility Intonation Word stress Individual sounds
Interactive Communication <i>Initiating</i> <i>Responding</i> <i>Development</i>	<ul style="list-style-type: none"> Initiating, responding and linking contributions to other speakers' interventions. Maintaining and developing interaction, and negotiating towards an outcome. Widening the scope of the interaction.

Model answers – Test 1

The C1 Advanced examination is usually taken by candidates who want to obtain a C1-level certificate, which corresponds to an advanced level of English. As described by the Common European Framework of Reference for Languages (CEFR), candidates with a C1 level are considered to be *proficient users with effective operational proficiency*, thus being able to:

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

The purpose of the following model answers is to provide teachers and candidates with an example of language production and test performance that would score a high mark in a real C1 Advanced Speaking test.

These answers contain grammatical and lexical features as well as a range of discourse resources suited to an advanced level of English (C1). Please note that a good degree of linguistic accuracy is expected at C1 level.

On pages 95–99, there are comments highlighting different aspects of the model answers, such as:

- the strategies candidates make use of to address some of the parts
- the ways in which candidates express their opinions
- how candidates interact with one another, etc.

The aim of these comments is to draw the reader's attention to important details that might help them to achieve a successful performance in this part of the C1 Advanced examination.

While reading the model answers and the examiner's comments, please bear in mind the following:

- The test is taken in pairs (or trios), and candidates are expected to interact with each other in parts 3 and 4.
- The approximate timing of each part of the test is as follows:
 - Part 1: 2 minutes (pair) / 3 minutes (trio)
 - Part 2: 4 minutes (pair) / 6 minutes (trio)
 - Part 3: 4 minutes (pair) / 6 minutes (trio)
 - Part 4: 5 minutes (pair) / 8 minutes (trio)
- These answers would achieve a high score in a C1 Advanced Speaking test, and so should be regarded as strong-performance answers providing examples of the types of linguistic structures candidates are expected to produce at this level rather than examples of minimum performance to pass.

- Interlocutor** Candidate A, where are you from?
- Candidate A** *I'm originally from Málaga, but I've been living in Granada for the last ten years.*
- Interlocutor** What do you do here?
- Candidate A** *I'm an IT consultant in a marketing agency.*
- Interlocutor** Candidate B, how long have you been studying English?
- Candidate B** *Oh, well, most of my life, really. I think I started learning English when I was around three years old. So, yeah, quite a few years now.*
- Interlocutor** What do you enjoy most about learning English?
- Candidate B** *I guess that would be... being able to communicate with many people around the world. And also being able to read books and watch films in their original version. I don't like it when things get lost in translation.*
- Interlocutor** Candidate A, how have your ambitions changed in the last few years?
- Candidate A** *Well, if I'm being honest, I'd say they've changed quite a bit. A few years ago, I wanted to be a university professor, which is an extremely difficult position to attain, but then I landed my current job by chance and I'm quite content with it now. So, I no longer have such high ambitions.*
- Interlocutor** Candidate B, where do you see yourself in ten years' time?
- Candidate B** *Wow, that's a tough one. I honestly have no clue, but, if I'm being optimistic, I expect to have a better job than the one I have now, and I hope to have bought a house by then. But maybe I'm being too optimistic, so I suppose we'll just have to wait and see...*

Task 1 – Candidate A – Doing sport

- What role does sport play in these people's lives?
- How often do you think they need to train?

- Interlocutor** I'd like you to compare two of the pictures and say **what role sport plays in these people's lives and how often you think they need to train.**
- Candidate A** *Each of these pictures show people for whom sport clearly plays an essential role in their lives. The second picture portrays a fit, young man running on a treadmill at the gym. He's most likely a fitness fanatic who exercises a few hours every other day. So, I'd say that sport is, on a personal level at least, extremely important to him.*
- In the third picture, however, we can see some professional cyclists who are probably racing each other. In their case, I believe sport is even more important as this is probably their bread and butter – you know, what they do for a living. Therefore, I suppose they need to train at least five or six days a week on a regular basis.*
- Interlocutor** Candidate B, who do you think needs to train the hardest?
- Candidate B** *Well, I completely agree with Candidate A. The way I see it, the cyclists in this picture actually make a living out of sport, whereas for the other people it's more of a fun hobby or a personal choice. For this reason, I believe it's the cyclists who have to train the hardest, as they need to keep up their performance levels in order to enter and actually win professional competitions.*