

CAE Exam Preparation

What's CAE¹?

This exam, now known as C1 Advanced, is the in-depth, high-level Cambridge English qualification that shows you have the language skills that employers and universities are looking for.

All universities in the UK, Republic of Ireland, Australia and New Zealand, and hundreds of universities in the US and Canada accept C1 Advanced.

Worldwide, more than 20,000 organisations, including educational institutions, businesses and government departments accept C1 Advanced as proof of high-level achievement in learning English.

Course objectives

By the end of the course learners will develop and practice the skills necessary to pass the exam:

- Oral skills to communicate effectively, negotiate towards an outcome, express and justify opinion, evaluate and speculate in response to given prompts.
- Writing skills to develop and support an argument on a given topic, as well as reports, proposals, and reviews, focusing on both a formal and informal style of expression.
- Reading and listening comprehension skills on a wide range of texts and topics, developing the skills of inferring, and also of general and detailed understanding.
- Familiarity with all parts of the exam and different question types. For example papers, and what's included in each, please visit <https://www.cambridgeenglish.org/fr/exams-and-tests/advanced/whats-in-the-exam/>

Approach to learning

At the British Council we offer high quality, effective English teaching to help learners build confidence, become better communicators, and prepare for their future, all in a positive, safe and inclusive learning environment. Preparing for the exam places the students in real-life situations and helps develop fluency and accuracy in written and spoken English through topics that are relevant to teenage learners.

Approach to assessment

Teachers give oral and written feedback on both class and homework throughout the year. A progress meeting with learners, parents and the teacher happens in December, and a progress report is sent to parents in April.

Students do an online mock exam at the end of December and the beginning of January. This helps us see whether the student is ready to do the exam this year, or whether further work is needed.

Learners are also encouraged to engage with self and peer assessment in lesson activities. This helps students think about their learning and the progress they are making. At the end of each lesson, teachers help students review their learning and record their thoughts in their Language Learning Notebook.

¹ <https://www.cambridgeenglish.org/fr/exams-and-tests/advanced/>

Course syllabus 2021/2022 – Coursebook: Spotlight on Advanced

	Language	Reading and Use of English	Writing	Listening	Speaking
Sept-Oct	Vocabulary: expressions with the words <i>make, pick up, run, up & down.</i> Review of past and present tenses Passive forms Modal auxiliary verbs for speculation, suggestion, deduction and assumption	Parts 1, 2, 4, 5 & 7	Part 2: A narrative piece of writing: a letter; a review; a formal letter	Introduction and advice for the Listening paper Parts 2 & 3	Part 1: social talk Part 2: speaking using visual prompts Focus on Part 4: Interacting together Part 3: making a decision
Nov-Dec	Vocabulary: expressions with the words <i>tell, turn, law, food & life</i> Future tenses Verbs followed by -ng or infinitive Conditionals	Parts 2, 3, 4, 6, 7 & 8	Part 1: writing an essay using the notes provided part 2: a report & developing an argument in an essay	Parts 2, 3 & 4	Part 1: giving personal information Part 2: interpreting pictures & comparing pictures Part 4: a three-way conversation
Jan-Feb	Mock exam and feedback on the mock exam for all papers Vocabulary: expressions with the word <i>road</i> Inversion	Parts 2, 3 & 8	Part 2: a proposal	Part 4	Discussing possible future developments
Mar-Apr	Vocabulary: expressions with the word <i>bring</i> Defining and non-defining relative clauses	Part 5	Part 2: a review	Part 1	Part 3: reaching a decision through negotiation
May-Jun	Compound words Vocabulary: expressions with the word <i>pull</i> Direct and Reported speech	Parts 1, 4, 6 & 7	Part 1: Supporting your ideas in an essay Part 2: a proposal with a focus on using appropriate register	Parts 3 & 4	Suggesting solutions and justifying ideas Part 2: organising a larger unit of discourse

*Please note: The teacher will follow the general pace of the students in the class, addressing their group's needs and responding to their interests. This may inevitably sometimes translate to a divergence from the original timetable.