Universidad de Navarra

Curso preparación Cambridge Advanced P1

Teaching guide 2026-27

INTRODUCTION

This course is designed for those who intend to take the Cambridge English Advanced C1 exam in the days or weeks immediately after the course. Classes are exclusively face-to-face and focus on the analysis and practice of the five areas of the exam: Reading, Use of English, Writing, Listening and Speaking.

The aim of the course is to maximise performance in the exam by raising awareness of the learner's current language skills and identifying areas for improvement, whilst studying exam strategies and assessment criteria. Students will be provided with practice materials for use outside of the classroom, the completion of which is required.

Access to the course is decided on the basis of a specific level test taken online. To enrol, please do the placement test:

https://docs.google.com/forms/d/e/1FAIpQLSdE-rE2j8dT0WEWMPxrDIPruxkXdBegWLHZORw7OYNk-tfouw/viewform

- **Semester:** First
- **Type:** Intensive
- **ECTS:** 2 (to apply for ECTS recognition, please click on this link**:** www.unav.edu /estudiantes/informacion-de-interes#creditos)
- **Teacher:** Lesley Carol Reid
- **Tutoring hours:** By appointment (lreid@unav.es)
- **Timetable**: Monday and Thursday 18:00-20:00.
- **Classroom:** Seminario S04, Amigos building

Start and end dates: 03 September-15 October 2026. Link to academic calendar: www.unav.edu /documents/d/guest/academic-calendar-2026-2027-pamplona-campus

LEARNING OUTCOMES

The successful C1 intensive course candidate will have already passed a C1 course and/or taken a UNAV placement test (https://forms.gle/1Mnkc1XD7H51wWSm7) stating that they can enrol on this intensive course.

The principal objective is to apply four main competencies to the linguistic knowledge and skills that students bring to the course:

I. **Becoming familiar with the exam**

Understand what is required in each section of the exam.

Understand the assessment criteria for written and oral expression.

Understand the assessment framework.

II. **Studying examples of candidates' writing and speaking**

Analyse model written responses and use them as benchmarks.

Watch interview videos and use them as benchmarks.

III. **Becoming accustomed to the exam**

Practise handling and using the answer sheets.

Complete a minimum of four full exams.

IV. **Using exam strategies**

Plan time management across the various parts of the exam.

Practice written expression under timed conditions.

Study strategies and tips for each of the exam exercises.

PROGRAMME

Weeks 1-4: There are four parts to the exam: Reading, Use of English, Writing, Listening and Speaking. Each part will be introduced, analysed and practised during the first four weeks, both in and outside of the classroom. Additional grammar and vocabulary exercises will be provided in class and made available on ADI.

Weeks 5-7/8: All parts of the exam are re-examined over the remaining weeks, and a mock oral exam will be given. All candidates have the option of working with someone that could then become their partner in the official exam. Final comments and suggestions.

Written assignments: With reference to the Writing paper, a minimum of six or seven written assignments will be set for homework, usually one per week. The number will depend on the length of the course. These are expected to be completed and handed in during the next class, for correction and feedback.

EXAM AND COURSE OUTLINE

 # Reading and Use of English (1 hour 30 minutes)

Part 1: Multiple-Choice Cloze test; Part 2: Open Cloze test; Part 3: Word Formation; and Part 4: Sentence Transformation. Part 5: Multiple-Choice questions; Part 6: Gap-Fill exercise; and Part 7: Multiple-Matching questions. Students acquire the skills they need to improve their performance in each part of the Reading paper. The intensive course also provides guided study of the grammar and vocabulary topics examined at CAE (C1) level.

 # Writing (1 hour 30 minutes)

The format, style and register of the following writing tasks are explained in class: formal and informal e-mail and letter, report, proposal, review and an essay. Assignments are corrected in detail, and students are given specific suggestions on how to improve their written work.

 # Listening (40 minutes)

The Listening paper has four different parts and students hear each one twice. General objectives include: understanding gist, specific details, opinions and attitudes, the relationship between speakers, etc. Students acquire the listening skills they need to improve their performance in the examination.

 # Speaking (15 minutes)

Students analyse a sample Speaking test. The classes centre on acquiring the following: talking about yourself; giving opinions, the language of comparison and contrast, speculation and hypothesis, agreement and disagreement and decision-making. In addition, a mock exam is given along with detailed feedback about the candidate's strengths and areas for improvement.

(See **https://www.cambridgeenglish.org/** for further details)

EDUCATIONAL ACTIVITIES

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This 24-hour classroom-based course is divided into two parts: the first focusing on becoming familiar with the exam and the language skills required to complete it successfully. The second part focuses on improving performance in the exam by means of recycling, reinforcing and mock exams.

PART 1

Individual and group activities to review language structures.

Guided practice of exam activities.

Presentation and discussion of exam tasks.

Analysis and revision of written and oral expression tasks.

PART 2

Real-time practice of the different components of the exam.

Mock practice of different parts of the exam.

Oral interviews, directed and assessed by peers.

Mock oral interview with another teacher.

ASSESSMENT

Continuous assessment

All work done during the course is graded and monitored, either by the students themselves or the teacher, as in the case of written assignments. In this way performance is compared with the scales of the C1 Advanced exam.

End of course assessment

All participants will receive a final grade that reflects their performance on the course. This grade is based on attendance and participation, and if the course requirements are met, is always a 7. If they are not, the mark is recorded as NP (No Presentado).

FUNDAE criteria:

University staff subsidised by FUNDAE will receive the bonus if they meet the attendance requirements set by FUNDAE, which is 75% of the in-person sessions.

Special Cases

Students with special needs or requirements must inform the teacher at the beginning of the couse in order to organise the appropriate adaptations.

BIBLIOGRAPHY and RESOURCES

Essential

Cambridge C1 Advanced, Practice Tests 5 (Cambridge University Press, 2021) This book is provided by the Institute of Modern Languages.

Recommended

Cambridge Test& Train https://www.cambridge.es/en/catalogue/exams/supplementary-material/testandtrain

Cambridge C1 Advanced, Practice Tests, Vols 1-4 (CUP, 2015-18).

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Grammar and Vocabulary for Advanced (with answers and audio) Martin Hewings, Simon Haines. (CUP, 2015).

Exam Booster for Advanced (Self-study edition). Carole Allsop, Mark Little, Anne Robinson. (CUP, 2018).

C1 Advanced Trainer. Felicity O'Dell, Michael Black. (CUP, 2015)

C1 Advanced Trainer 2. Felicity O'Dell, Michael Black. (CUP, 2020)

Destination C1 and C2. Grammar and Vocabulary. Malcolm Mann, Steve Taylor-Knowles. (Macmillan, 2009)

Supplementary material: provided by class teacher.

OFFICE HOURS

Please send an email to arrange an appointment.

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