Universidad de Navarra

Curso preparación Cambridge Advanced P3

Guía docente 2026-27

PRESENTATION

This course is designed for those who intend to take the Cambridge EnglishAdvanced C1 exam in the days or weeks immediately after the course. Classes areexclusively face-to-face and focus on the analysis and practice of the five areasof the exam: Reading, Use of English, Writing, Listening and Speaking. The aim of the course is to maximise performance in the exam by raisingawareness of the learner's current language skills and identifying areas forimprovement, whilst studying exam strategies and assessment criteria. Studentswill be provided with practice materials for use outside of the classroom, thecompletion of which is required. Access to the course is decided on the basis of a specific level test taken online. Toenrol, please do the placement test:

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

- **Semester**: First

· **Type**: Intensive

· **Teacher**: Deborah Ruth Andena

· **Tutoring hours**: By appointment (dandena@unav.es)

· **Timetable**: Friday 3:30-7:30 pm

· **Classroom**: S03, Amigos building

Start and end dates: 23/10/2026 - 04/12/2026. Link to academic calendar: www.unav.edu /documents/d/guest/academic-calendar-2026-2027-pamplona- campus

SKILLS and COMPETENCES

The successful C1 intensive course candidate will have already passed a C1 courseand /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 practisedduring the first four weeks, both in and outside of the classroom. Additional grammar and vocabulary exercises will be provided in class and made availableonADI.

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

Written assignments: With reference to the Writing paper, a minimumof sixwritten assignments will be set for homework, depending on the number of weeksin the course. These are expected to be completed and handed in during thenext 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 acquiretheskills they need to improve their performance in each part of the Readingpaper. The intensive course also provides guided study of the grammar andvocabulary topics examined at CAE (C1) level.

Writing (1 hour 30 minutes)

The format, style and register of the following writing tasks are explained inclass: formal and informal e-mail and letter, report, proposal, review and anessay. Assignments are corrected in detail, and students are given specific suggestions onhow 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 andattitudes, the relationship between speakers, etc. Students acquire the listeningskills they need to improve their performance in the examination.

Speaking (15 minutes)

Students analyse a sample Speaking test. The classes focus on acquiringthefollowing: talking about yourself; giving opinions, the language of comparisonandcontrast, speculation and hypothesis, agreement and disagreement and decision- making. In addition, a mock exam is given along with detailed feedback about thecandidate's strengths and areas for improvement. (See https://www.cambridgeenglish.org/ for further details)

EDUCATIONAL ACTIVITIES

This 24-hour classroom-based course is divided into two parts: the first focusingonbecoming familiar with the exam and the language skills required to completeit successfully. The second part focuses on improving performance in the exambymeans 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 studentsthemselves or the teacher, as in the case of written assignments. In this wayperformance 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 onthecourse. This grade is based on attendance and participation, and if the courserequirements are met, is always a 7. If they are not, the mark is recorded as NP(NoPresentado).

FUNDAE criteria:

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

Special Cases

Students with special needs or requirements must informthe teacher at thebeginning of the course in order to organise the appropriate adaptations.

BIBLIOGRAPHY and RESOURCES

Essential

Cambridge C1 Advanced 5

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 1-3 (CUP, 2015-18).

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).

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

C1 Advanced Trainer 2. Felicity O'Dell, Michael Black. (CUP, 2020) Common Mistakes at CAE. Debra Powell. (CUP, 2005).

Common Mistakes at CAE (with Testbank). Debra Powell. (CUP, 2016).

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

Supplementary material: provided by class teacher.