



READING AND USE OF ENGLISH AT C1 AND C2

Victoria Peña

George Heritage





**to look at
abilities at
C1 and C2**

**to give ideas
to develop
your
students'
skills**

**to give
practical
ideas to use
in class**



**Integrating
skills**

**Using
authentic
material
effectively**

**Responsibility
of the student:
facilitation**



Level	Overall Reading Comprehension
C1	CAN understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
C2	CAN understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C2	CAN understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.



Level	Topic Area	
C1	General Ability	CAN read quickly enough to cope with an academic course .
C2	General Ability	CAN understand documents, correspondence and reports, including the finer points of complex texts .
C1	Social and Tourist	CAN understand complex opinions or arguments as expressed in serious newspapers .
C2	Social and Tourist	CAN understand a tenancy agreement in detail , including its main implications .



Level	Topic Area	
C1	Work	CAN understand the general meaning of more complex articles without serious misunderstanding .
C2	Work	CAN understand reports and articles likely to be encountered during his / her work, including complex ideas expressed in complex language .
C1	Study	CAN scan texts for relevant information, and grasp main topic of text.
C2	Study	CAN access all sources of information quickly and reliably .



Tasks at C1 and C2

Tasks need to ensure that students can...

- engage with a range of texts of different **lengths and complexity**
- engage with a range of texts from different **sources** and of different **text types**
- engage with a range of different **task types** and **question focuses**
- engage with a wide range of **reading and language skills focuses**



Tasks at C1 and C2

Skilled readers can...



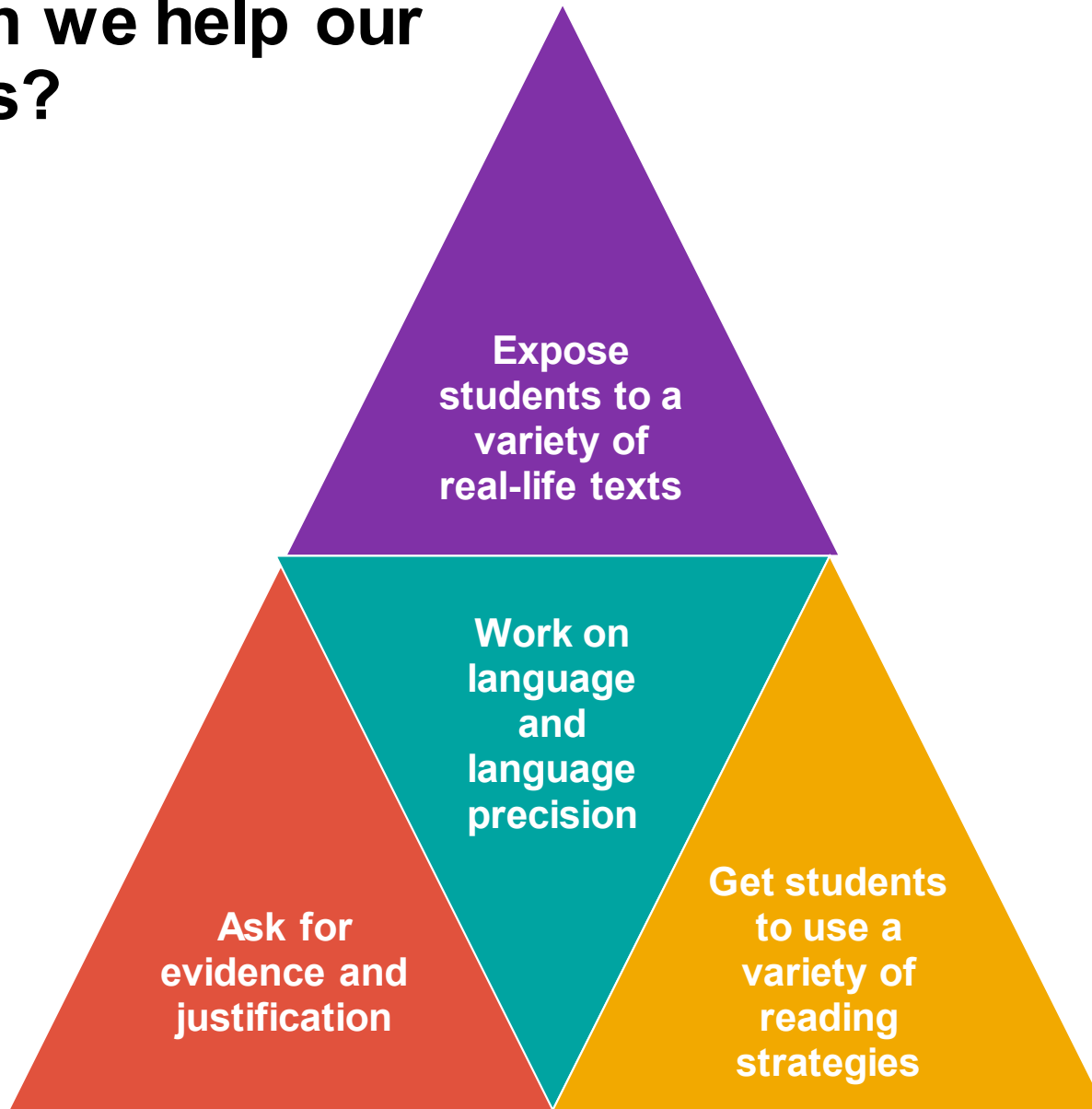
Tasks at C1 and C2

Skilled readers can...

1. Distinguish between similar words, e.g. *spilling / pouring / flowing / leaking*
2. Recognise collocations
3. Use the context around gaps to decide on the correct answer, e.g. *is it a noun / verb / negative*
4. Recognise and paraphrase
5. Discriminate between accurate answers and distractors
6. Recognise coherence of a text, and cohesive devices, e.g. *this / that / it / however*
7. Skim and scan effectively, i.e. quickly and accurately



How can we help our students?





Teacher Tips

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Watch videos
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Top Tips

♥ Your Favourites



Work on
language and
language
precision

Distinguish between similar words, e.g. *spilling / pouring / flowing / leaking*

Recognise collocations

Use the context around gaps to decide on the correct answer, e.g. *is it a noun / verb / negative*



Soap operas

It is surely beyond (0) that soap opera is the most consistently popular type of television programme in the world. It has succeeded in (1) the imagination of millions since it first (2) as a genre back in the 1930s. The word 'soap' alludes to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been (3) as mindless entertainment, with viewers only (4) to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking nostalgic feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also (5) great appeal for viewers since the stories (6) focus on domestic problems they may have experienced themselves.

There has been a significant shift in attitudes with many soaps now (7) moral and social issues. The characters and situations (8) are complex and ambiguous, providing much food for thought and no easy answers.



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- | | | | | |
|---|---------------|---------------|---------------|----------------|
| 1 | A commanding | B capturing | C carrying | D conquering |
| 2 | A originated | B emerged | C established | D inaugurated |
| 3 | A disregarded | B deplored | C disapproved | D dismissed |
| 4 | A resorting | B applying | C resigning | D adopting |
| 5 | A catches | B holds | C bears | D brings |
| 6 | A permanently | B uniformly | C perpetually | D invariably |
| 7 | A enquiring | B addressing | C commenting | D interpreting |
| 8 | A symbolised | B illustrated | C depicted | D represented |



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|---|---|-------------|---|-------------|---|-------------|---|--------------|
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Work on
language and
language
precision

Use the context around gaps to decide on the correct answer, e.g. *is it a noun / verb / negative*



The migration of birds

Migration is the perilous (0) SEASONAL journey undertaken by many bird species. In the northern hemisphere it is prompted by the (17) of food. Migrants are also (18) programmed to respond to the changing length of the day as autumn approaches. Nevertheless, in the tropics, where there is little variation in the amount of daylight, migration is still a surprisingly common (19)

SEASON

SCARCE

GENE

OCCUR

Many birds will display considerable restlessness before beginning their journeys. Their (20) to the earth's magnetic field helps them navigate, but inexperienced birds may get things (21) wrong and end up far from their intended destination.

SENSE

SPECTACLE

In the past, the return dates could be predicted with great precision but climate change makes this harder. Although it is (22) for birds to return earlier than their rivals so they can establish territories, getting back too early could have incalculable consequences for their long-term survival. However, some birds are (23) reducing the distances they migrate in response to a milder climate. Their adaptability in such a short period in (24) terms has greatly surprised scientists.

ADVANTAGE

PROGRESS

EVOLVE



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ADVANTAGE

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EVOLVE

Read x3



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Overall idea



The migration of birds

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ADVANTAGE

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Read x3

Overall idea

Gap-specific



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ADVANTAGE

PROGRESS

EVOLVE

Read x3

Overall idea

Gap-specific

Check for sense



Work on
language and
language
precision

Use the context around gaps to decide on the correct answer, e.g. *is it a noun / verb / negative*

Recognise and paraphrase



Part 4: Key word transformation

25 The driver instructed passengers to move down the bus.

way

Passengers down the bus by the driver.

ASKED WERE THEIR INSTRUCTED ON TO MAKE WAY GO



Part 4: Key word transformation

26 Mira tried to stay out of the argument between her two colleagues.

sides

Mira tried between her two colleagues.

- a) not to take sides in the argument
- b) not taking sides in the argument
- c) not to take sides



Part 4: Key word transformation

26 Mira tried to stay out of the argument between her two colleagues.

sides

Mira tried between her two colleagues.

a) not to take sides in the argument

b) not taking sides in the argument

c) not to take sides



Teacher Tips

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For the FCE and CAE Part 4 UoE question, where you must paraphrase using the given word, have students cross out any words that are the same or have the same meaning as in the given sentence. They will see which words still need to be used in the blank or whose meaning must be represented

Nicolette Mostert, Getting to Know English Centre



Part 4: Key word transformation

27 A lack of support is threatening the success of the carnival.

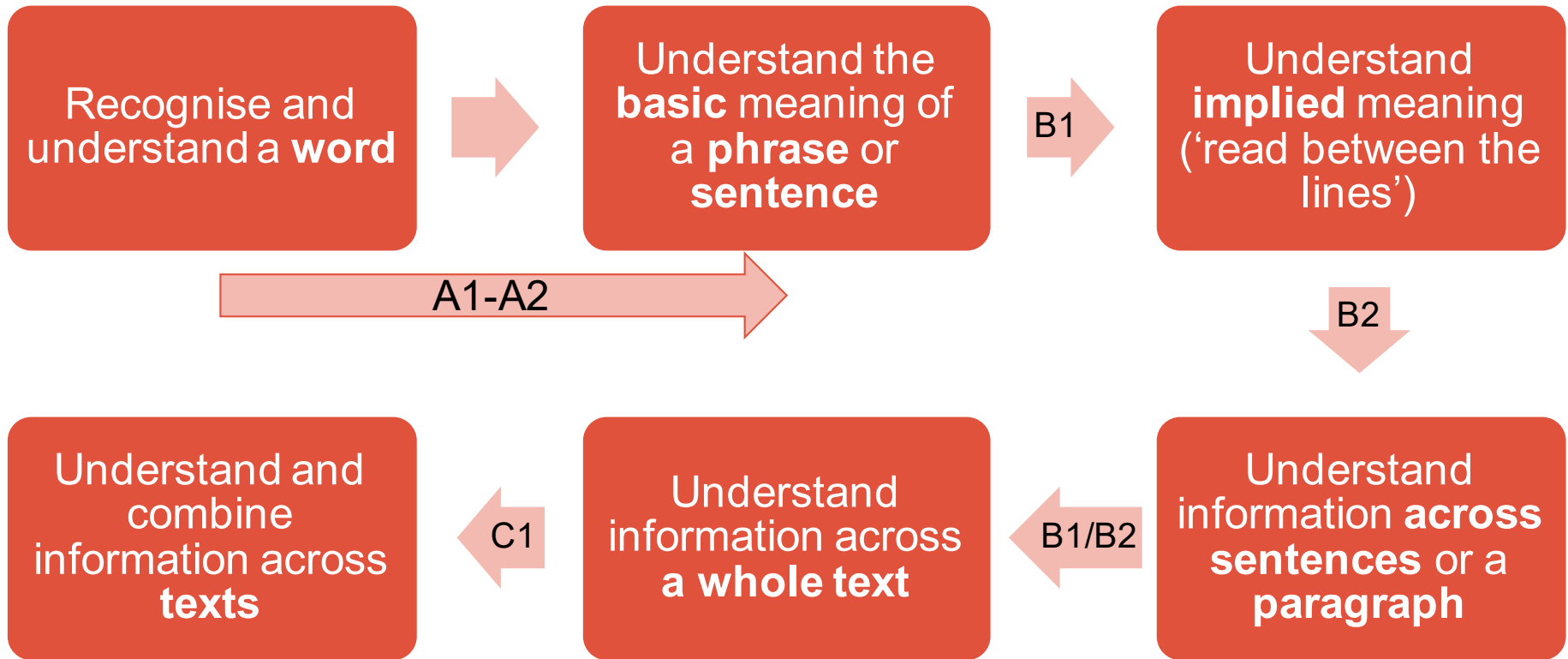
under

The carnival's support.

Identifying the equivalent parts of the sentence in the answer should shed light on the part of the sentence that carries meaning and the restructuring that will be necessary.

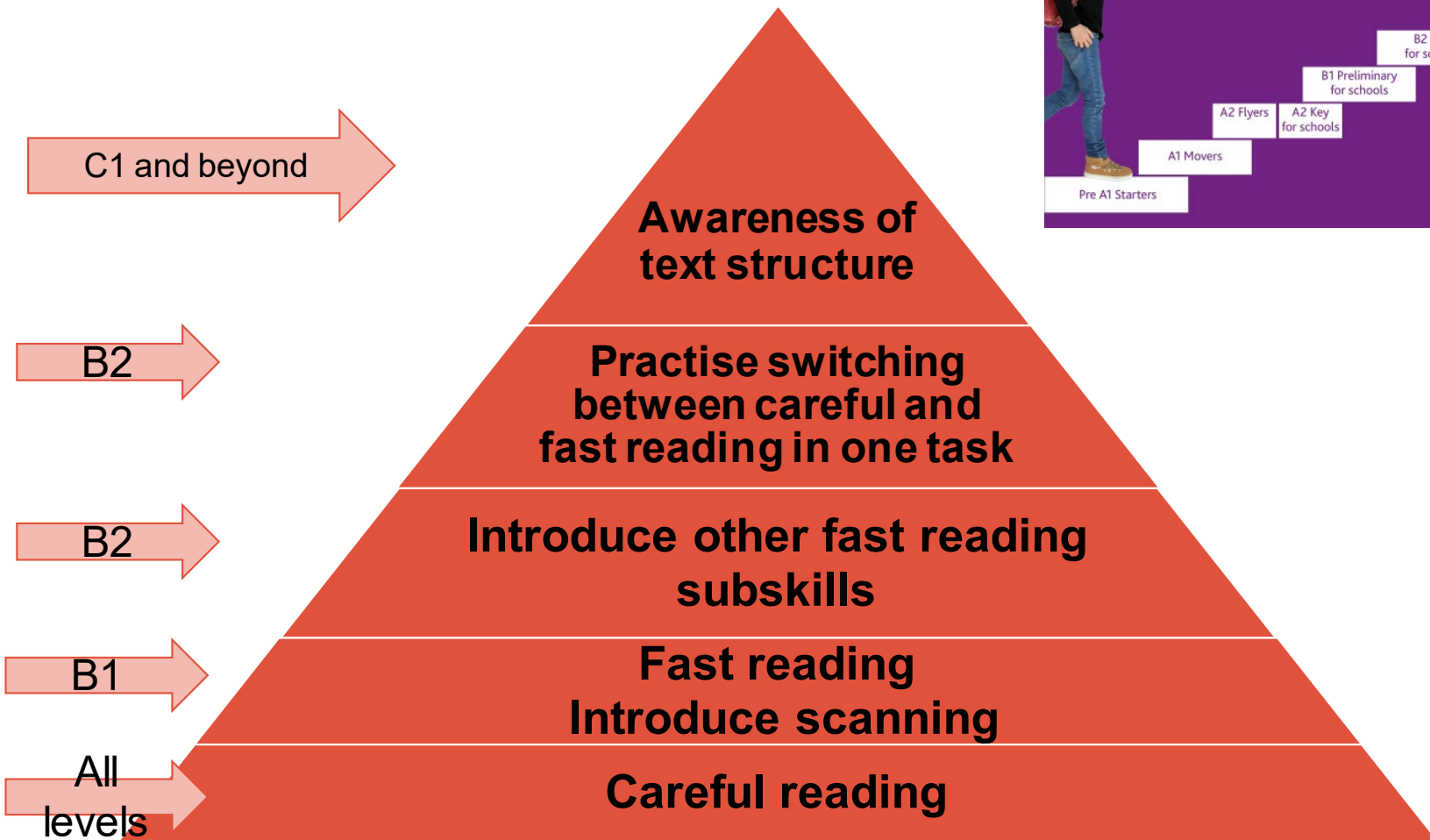


What do we do when we read?





Practise with your students



Your path to learning English, step by step

Put your text here if required



Pre A1 Starters

A1 Movers

A2 Flyers

A2 Key for schools

B1 Preliminary for schools

B2 First for schools

C1 Advanced

C2 Proficiency

Types of reading

Careful reading

Linear and slow

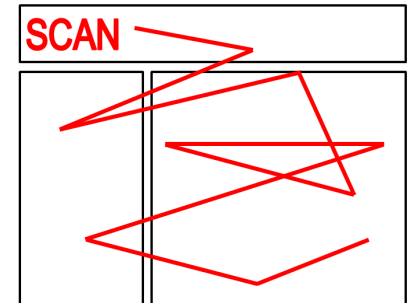
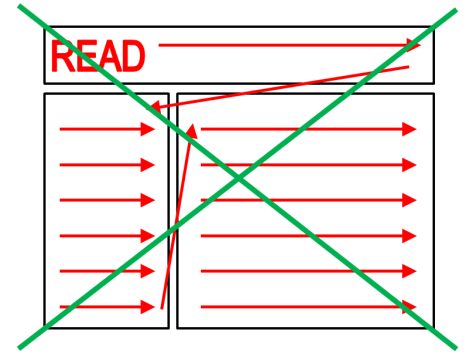


Fast reading

Skimming

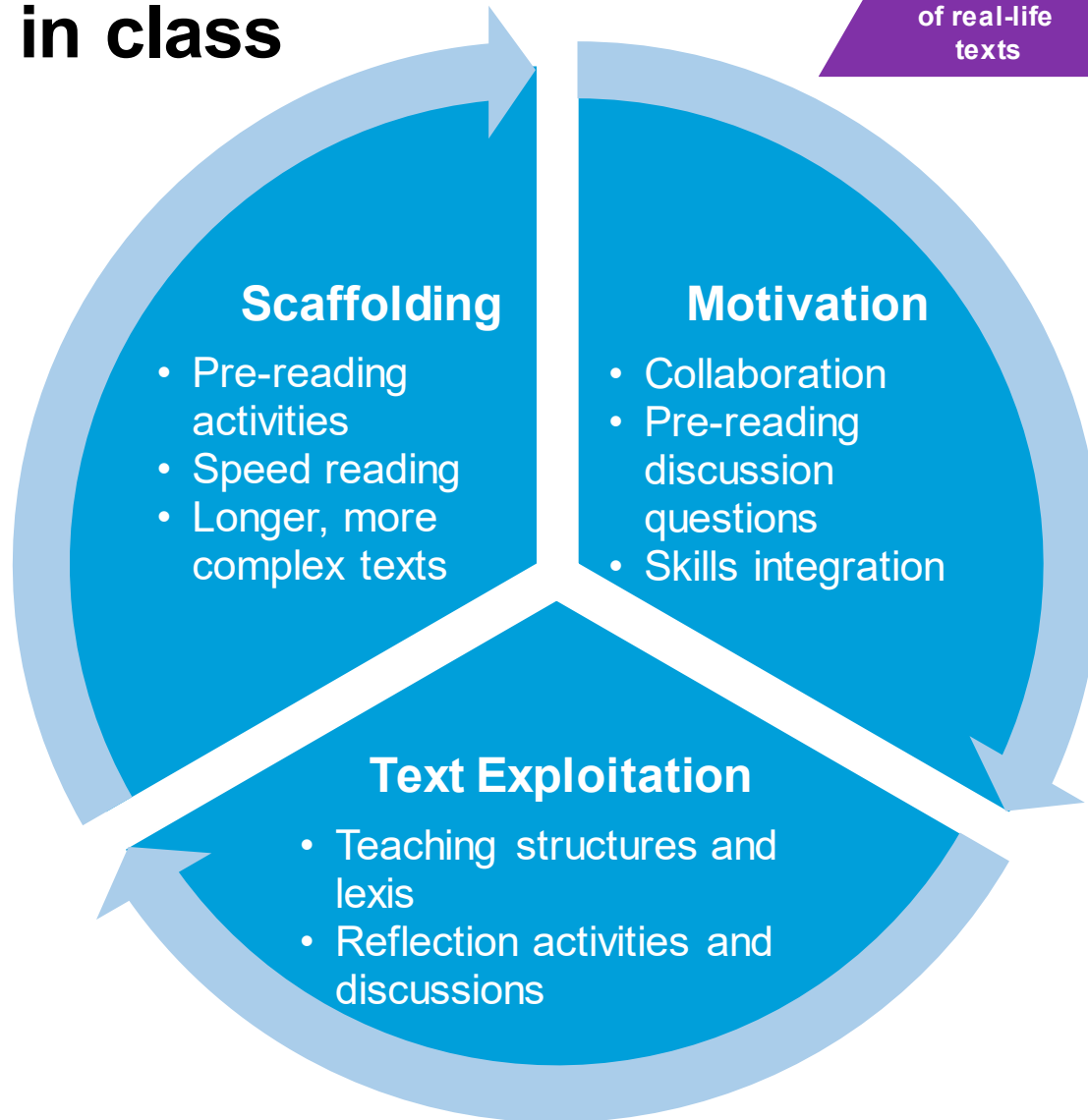
Scanning

Search reading





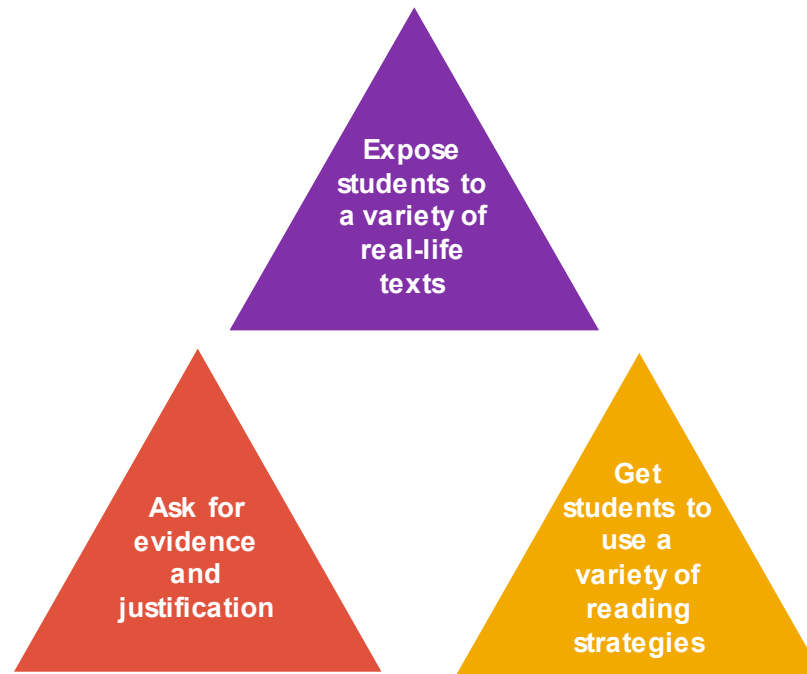
Reading in class



Expose students to a variety of real-life texts

Get students to use a variety of reading strategies

Ask for evidence and justification



Discriminate between accurate answers and distractors

Recognise coherence of a text, and cohesive devices, e.g. *this / that / it / however*

Skim and scan effectively, i.e. quickly and accurately



Expose students to a variety of real-life texts

Get students to use a variety of reading strategies

Search news articles that suit your level of English



CEFR Levels: ☐ All ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☒ C2+

Latest news stories

89845 results (0 seconds)

Results were found at CEFR reading level C2.

Vatican centralizes contracting to cut waste, corruption **C2** **Easier**

[washingtonpost.com](#) - Jun 1st 20 - a day ago

ROME — Gone are the days of the half-million euro Christmas Nativity scene in St. Peter's Square. The Vatican is centralizing its contracting and procurement procedures in a bid to cut waste, root out corruption and bring the Holy See's finances into the 21st century. Pope Francis approved new norms...

US consumer spending sinks by record 13.6% in face of coronavirus **C2** **Easier**

[foxbusiness.com](#) - May 29th 20 - 4 days ago

WASHINGTON — U.S. consumer spending plunged by a record-shattering 13.6% in April as the viral pandemic shuttered businesses, forced millions of layoffs and sent the economy into a deep recession. Last month's spending decline was far worse than the revised 6.9% drop in March, which itself had set a record...

US consumer spending sinks by record 13.6% in face of virus **C2** **Easier**

[abcnews.go.com](#) - May 29th 20 - 4 days ago

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Google says use existing EU laws, not new ones to govern AI **C2** **Easier**

[reuters.com](#) - May 28th 20 - 5 days ago

BRUSSELS (Reuters) - Google has called on the European Union to use current EU laws to govern the use of artificial intelligence rather than draft new ones and cautioned against a one size fits all regulatory framework because of AI's diverse applications. The U.S. online search engine's comments on Thursday...

Record unemployment leaves more Americans vying for shrinking number of 'safe' jobs that don't require ... **C2** **Easier**

[washingtonpost.com](#) - May 28th 20 - 5 days ago

More Americans are vying against each other to snag a shrinking pool of jobs assisting offices, entering data and handling other responsibilities that can be predominately executed from home, offering early clues about a labor market crunch that will intensify this summer. The scramble for remote, socially...

Time-of-Flight sensor enables multi-object ranging **C2** **Easier**

[evertiq.com](#) - May 27th 20 - 6 days ago

STMicroelectronics, a world leader in Time-of-Flight (ToF) solutions with over one billion devices delivered for various applications, has extended the capabilities of its FlightSense™ ToF ranging sensors by introducing the VL53L3CX with patented histogram algorithms that allow measuring distances to multiple...

The Toxic Effect of the Pandemic on Our Human Nature **C2** **Easier**

[psychologytoday.com](#) - May 26th 20 - 7 days ago

As a mental health professional involved in providing direct care to patients and training countless psychologists in evidence-based psychotherapeutic treatments for nearly four decades, I applaud the attention that psychological issues have received during the past month as we grapple with the enormous health and...



Expose
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texts

Get
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strategies

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abcnews.go.com - May 29th 20 - 4 days ago

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Last month's spending decline was far worse than the revised 6.9% drop in March, which itself had set a record for the steepest one-month fall in records dating to 1959. Friday's Commerce Department figures reinforced evidence that the economy is gripped by the worst downturn in decades, with consumers unable or too anxious to spend much.

Even with employers cutting millions of jobs during the month, personal incomes soared 10.5% in April, reflecting billions of dollars in support through government payments in the form of unemployment benefits and stimulus checks.

The depth of the spending drop is particularly damaging because consumer spending is the primary driver of the economy, accounting for about 70% of economic activity. Last month's figure signaled that the April-June quarter will be especially grim, with the economy thought to be shrinking at an annual rate near 40%. That would be, by far, the worst quarterly contraction on record.

Friday's report showed sharp declines in consumer spending across the board — from durable goods like cars to non-durable items such as clothing and services ranging from doctor visits to haircuts.



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English Dictionary

durable, adjective

durable

adjective

★  able to last a long time without becoming damaged:

The machines have to be made of durable materials.

The resolution calls for a durable peace settlement.

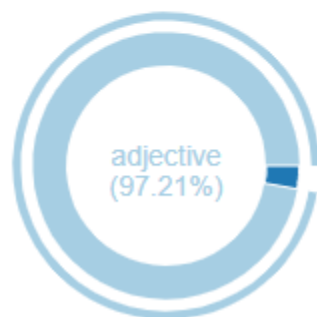


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Word Information durable



durable, adjective

durable, noun

The word you clicked is 'durable'. Our automated system believes this word is probably an *adjective* ⓘ.

[Search for durable, adjective in other articles](#)

The word cloud shows words which often appear in sentences with the word 'durable' as an *adjective* ⓘ. Click on a word in the cloud to read more example sentences from other articles where your chosen word and that word appear together ⓘ.

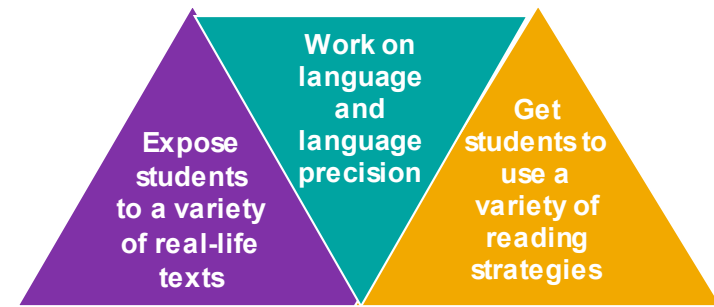


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throughout system risk power
extremely equipment construction
surprisingly form most inventory
solution not remain so conclusion
coating tyre bamboo good
material fabric with
for order prove be peace
bag incredibly make to
overall in very how shipment
growth remarkably response highly
effect really player
relationship advantage alternative
potentially compound



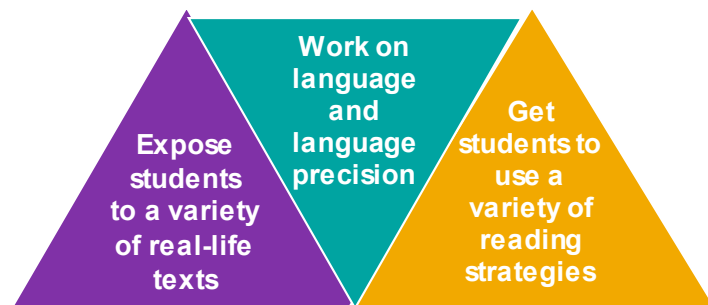
Comprehension Test:

How well do you understand the text?

Read the text and then write a short summary here!

Please type a summary of the document here...

Send



Comprehension Test:

How well do you understand the text?

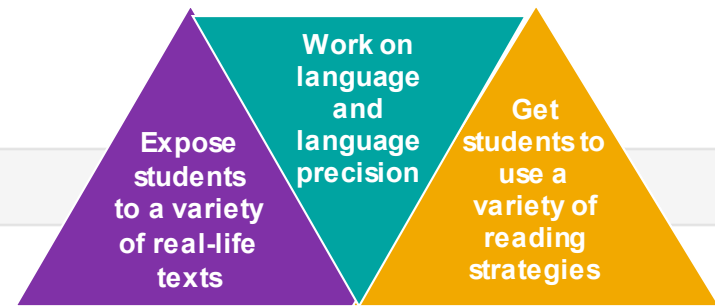
Read the text and then write a short summary here!

The economic effects of the coronavirus situation in the US continue to worsen. While the 6.9% drop in consumer spending in March had itself been the worst fall seen since 1959, in April this grew to 13.6%. The US economy is underpinned by consumer spending - it accounts for almost 70% of economic activity - and with millions of people losing their jobs and seeing no certainty in the near future, their spending confidence has, unsurprisingly been shaken.

Despite the rise in unemployment, the average personal income grew an astonishing 10.5% in April, although this is almost entirely as a result of governmental support in the form of financial aid measures and stimulus checks. Things are only predicted to get worse, with the current unemployment rate at 14.7%, with this expected to reach 20% by May, the worst figures on record.

~~While the Trump administration remains positive about an economic recovery in the second half of the year, there are doubts about this~~

Send



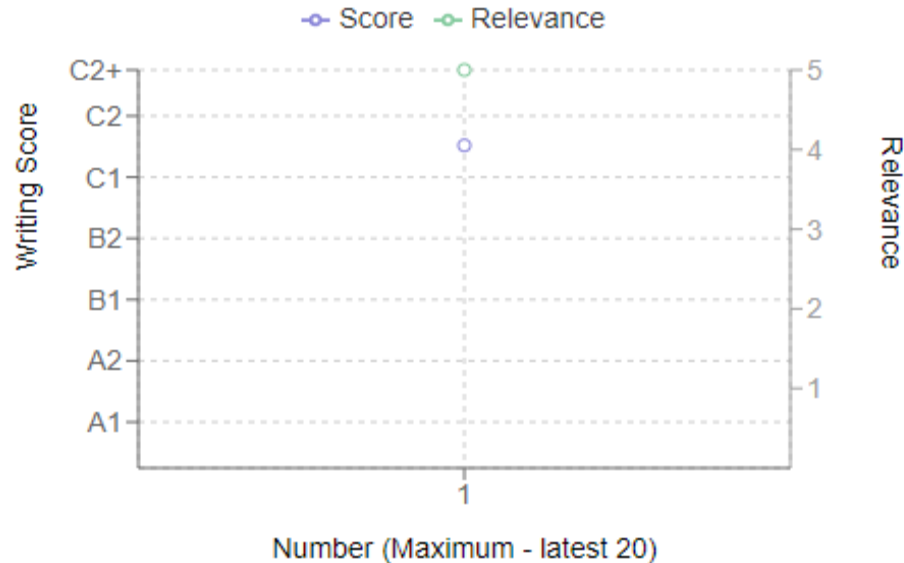
Comprehension Test:

Writing Level score: **C2**

Summary Relevance: ★ ★ ★ ★ ★

Try Again

Here you can see your last 20 summary checks and their scores. Click on a summary check in the graph to see your summary.





Practise with your students: multiple-choice tasks



Learning Objective



Improve vocabulary, make them think about how questions are formed for the reading paper - Reading/Use paper at CAE/CPE level

Tip

Take the first 2 paragraphs of a multiple choice reading and make it a word formation exercise (yes, type it all out). Once the ss have finished, elicit possible Qs for each paragraph. Give them the questions but without the multiple choice and they discuss how to answer. Finally give them A/B/C/D.



Practise with your students: multiple-choice and multiple-matching tasks

A large red equilateral triangle pointing upwards, centered on the page.

**Ask for
evidence and
justification**



Practise with your students: multiple-choice and multiple-matching tasks

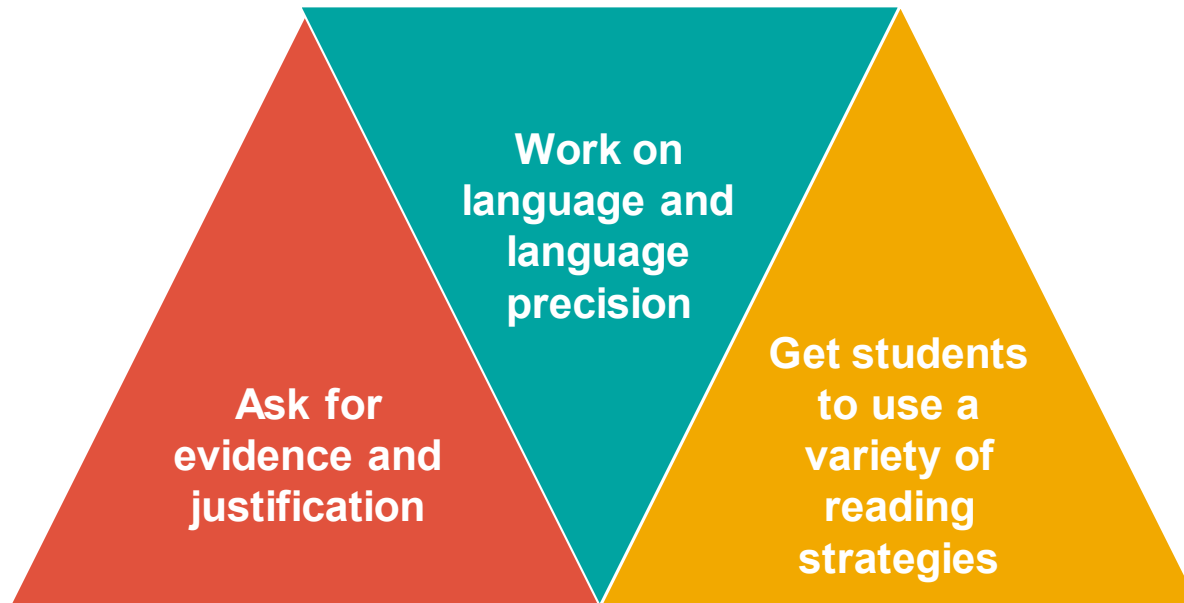


Ask for
evidence and
justification

Get students
to use a
variety of
reading
strategies



Practise with your students: multiple-choice and multiple-matching tasks





Reading in class

You are going to read an extract from a newspaper article entitled Japan in Bloom. Here are the first two paragraphs:

The scene is a park in the late afternoon. It is springtime: the trees are a profound, almost bluish emerald; the first reeds are beginning to sprout in the river. The sky is a soft, worn, denim blue, although above a smudge of cloud is a stripe of near black - it will rain soon. Yet there is no sense of doom, no portent; the rain, you sense, will be welcome when it arrives.

Down by the river, people have gathered. The adults wear kimonos in shades that match the landscape - rich greens, warm blues - and the children wear clothes the color of carp. A little girl turns her face up to

her mother; a little boy bends over to peer at something he spots in the grass - his mother reaches out her arms to him in the universal helpless gesture of a parent trying to call back her child from the brink of mischief-making, even as she understands her attempts will be futile. In the hills above them are two pavilions connected by a wooden bridge and accessed by a steep staircase that wends through the forest; in the windows, some of whose shoji shades have been pushed back to allow the air in, you can see that the ceiling has been strung with globes of red paper lanterns.

Japan-guide.com (2020)



- What is the purpose of these two paragraphs?
- Can you picture the scene in your mind? Why (not)?
- What aspects in the text help the writer achieve her purpose?

Adapted from: Yanagihara, H. (2019)



Reading in class

H: *This is not a scene I have witnessed for myself, but apart from a few details it could be. It is a scene from a woodblock print, "Flower Pavilion, Dangozaka, Sendagi," by the Japanese ukiyo-e master Hiroshige, the 16th image in his serialized portfolio, "One Hundred Famous Views of Edo," which was published between 1856 and 1859.*

D: *I went first to Sendagi (Tokyo), the area immortalized in Hiroshige's print. It was a damp, woolly day, and the skies, as in the woodblock, were a sullen and indecisive gray - Would it rain? Would it not? - the kind of energy-leaching weather that leaves one lazy and irritable. For the next few days I walked the city, visiting all the neighborhoods, the little parks and alleys, that I always do on my annual visit, which I have taken for the past 22 years.*

G: *The light changed. My cab moved on. But I turned in my seat, craning my neck, watching the trees disappear from view, watching the final petals drift through the air. When I turned back around, they were gone, and Shinjuku, its gray bridges and walkways, loomed before us, as if nothing had happened at all.*

F: *We were in Shinjuku now. The car turned down one unremarkable thoroughfare, and then another. And then it turned again, and suddenly we were on a street ablaze with cherry trees in luxuriant, excessive bloom. There they were, a dozen on each side of the street, all of them shaggy with flowers, the air around them swarming with floating petals, as if the petals were affixing themselves to the branches. Beneath and around them were everyday people doing everyday things, the tasks that need to be completed if a great city is to function: A delivery truck was being unloaded, and the sidewalk was being swept, and a repairman was shimmying up a telephone pole, and a woman was dragging a wooden crate of what might have been daikon to the door of a soba-ya. It was comical and also unbelievable, as if above them the skies were busy with flying pigs, and no one had noticed. This was a plain, unremarkable street, but in that moment, it was the most beautiful in Japan. It made me wonder whether it wasn't good fortune after all that the sakura season was so brief, for, these people aside, how could anyone get anything done in the face of such splendor? Wasn't it miraculous that life didn't simply cease in those two weeks in April that the trees were in bloom? How could you concentrate on anything else? How could a human compete?*

J: *Then I returned to Tokyo; the following day, I would go home. Back in the city, it was humid again. At the train station, I hailed a taxi and stared out the window as the car wound its way through the light midday traffic, working its way to the west of the city, where I would spend my final night.*

C: *The next day, I went to the mountains of Kyoto, which are always a few degrees cooler than Tokyo - I didn't expect to see any sakura there, and indeed, I didn't. I went to the temples I visit every year; I drank cup after cup of sakura tea, which has a curious salinity, as if it's not tea at all, but a broth made from seawater. I saw plum trees and camellia bushes and, everywhere, glossy black-barked cherry trees, their branches blistered with unopened buds, people circling hopefully beneath them as if they might at any moment burst into bloom.*

Adapted from: Yanagihara, H. (2019)



Reading in class

What cohesive devices and discourse markers have helped you identify the correct order of the paragraphs?

H: *This is not a scene I have witnessed for myself, but apart from a few details it could be. It is a scene from a woodblock print, “Flower Pavilion, Dangozaka, Sendagi,” by the Japanese ukiyo-e master Hiroshige, the 16th image in his serialized portfolio, “One Hundred Famous Views of Edo,” which was published between 1856 and 1859.*

B: *Yet of all the turmoil the country would endure and inflict over the next 150-odd years, what has remained consistent is its love for cherry blossoms, or sakura, as they are commonly called. Anyone who has even a passing interest in Japan knows this, has seen the photographs of black-suited salarymen having picnic lunches in an incongruously pink landscape, like something out of a child’s fantasy bedroom.*

F: *...A delivery truck was being unloaded, and the sidewalk was being swept, and a repairman was shimmying up a telephone pole, and a woman was dragging a wooden crate of what might have been daikon to the door of a soba-ya. It was comical and also unbelievable, as if above them the skies were busy with flying pigs, and no one had noticed. This was a plain, unremarkable street, but in that moment, it was the most beautiful in Japan. It made me wonder whether it wasn’t good fortune after all that the sakura season was so brief, for, these people aside, how could anyone get anything done in the face of such splendor?*

I: *Just as I was thinking this, the delivery man finished loading his truck. He slammed shut the back door. And then, before he climbed into the driver’s seat, he stopped and looked up at the cherry trees. He closed his eyes. And then he slapped the back door again, to make sure it was closed, and got into his truck.*



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Repetition and referencing



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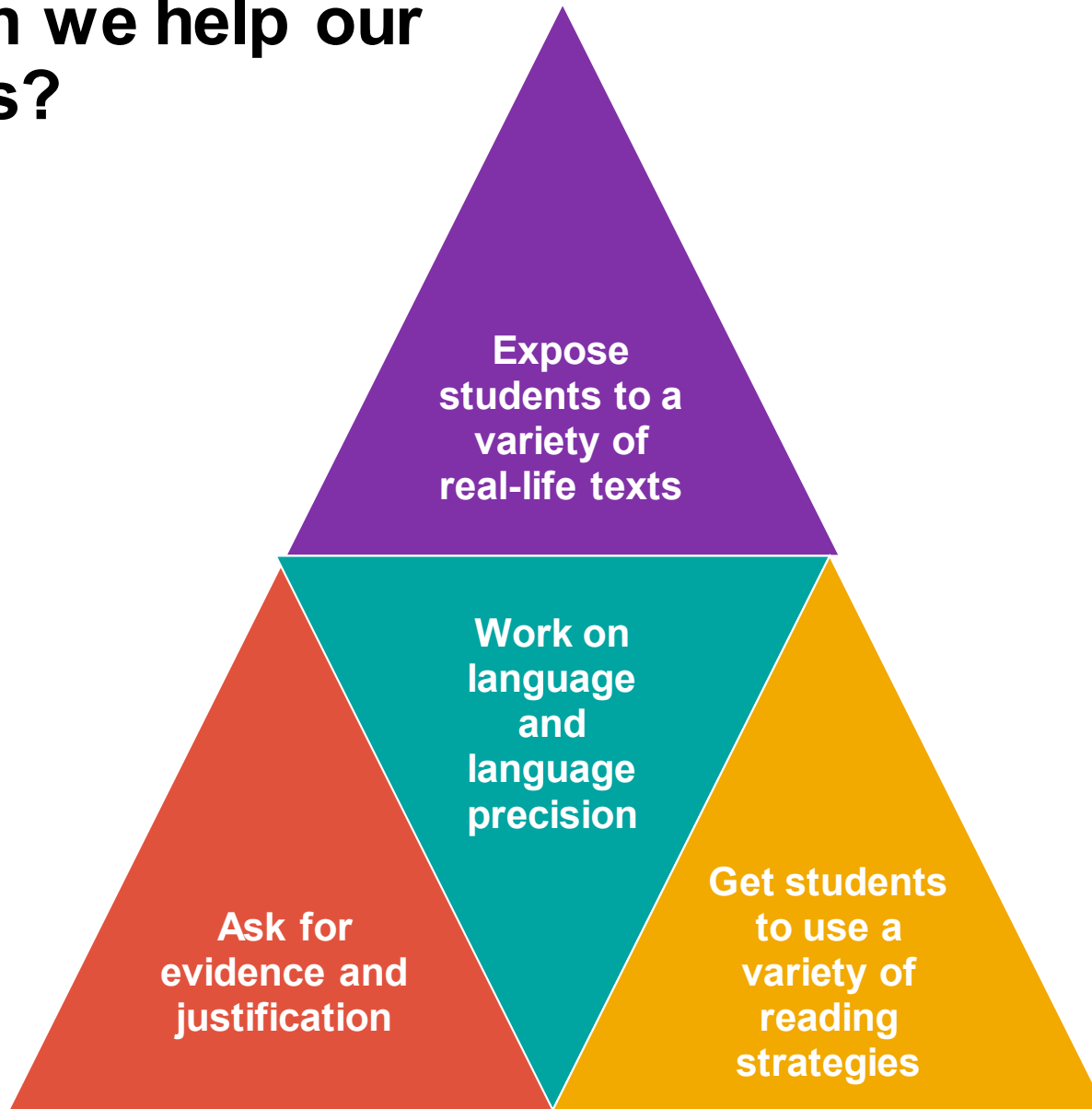
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Repetition and referencing

Synonyms and cohesive chains



How can we help our students?





Reading in class

Teaching idea: News desks

padlet

Find three news stories. Cut the three texts up into 'paragraph chunks'.



Place each story on a different table.



Students work in groups or pairs.



Groups prepare a summary of their story to feedback to the class.



Groups have to put the story back together in the correct order.



Each group is assigned a news desk and a story.



Reading in class

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padlet

Find three versions of the same story. Cut the three texts up into 'paragraph chunks'.



Place all paragraphs on each table.



Students first have to group together paragraphs from each publication.



Groups prepare a summary of each story to feedback to the class.



Groups have to put each story back together in the correct order.



Students have to justify their choices – style, argument, language.



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Beyond the tropics, Australia's [devastating bushfires](#) led to a sixfold increase in tree cover loss across the continent in 2019 compared with the previous year. Rod Taylor, from the World Resources Institute, part of the [Global Forest Watch](#) network that released the analysis, said as the unprecedented fires continued into 2020, this was only a partial picture of the area affected in the southern fire season.



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Brazil accounted for a third of it, its worst loss in 13 years apart from huge spikes in 2016 and 2017 from fires.

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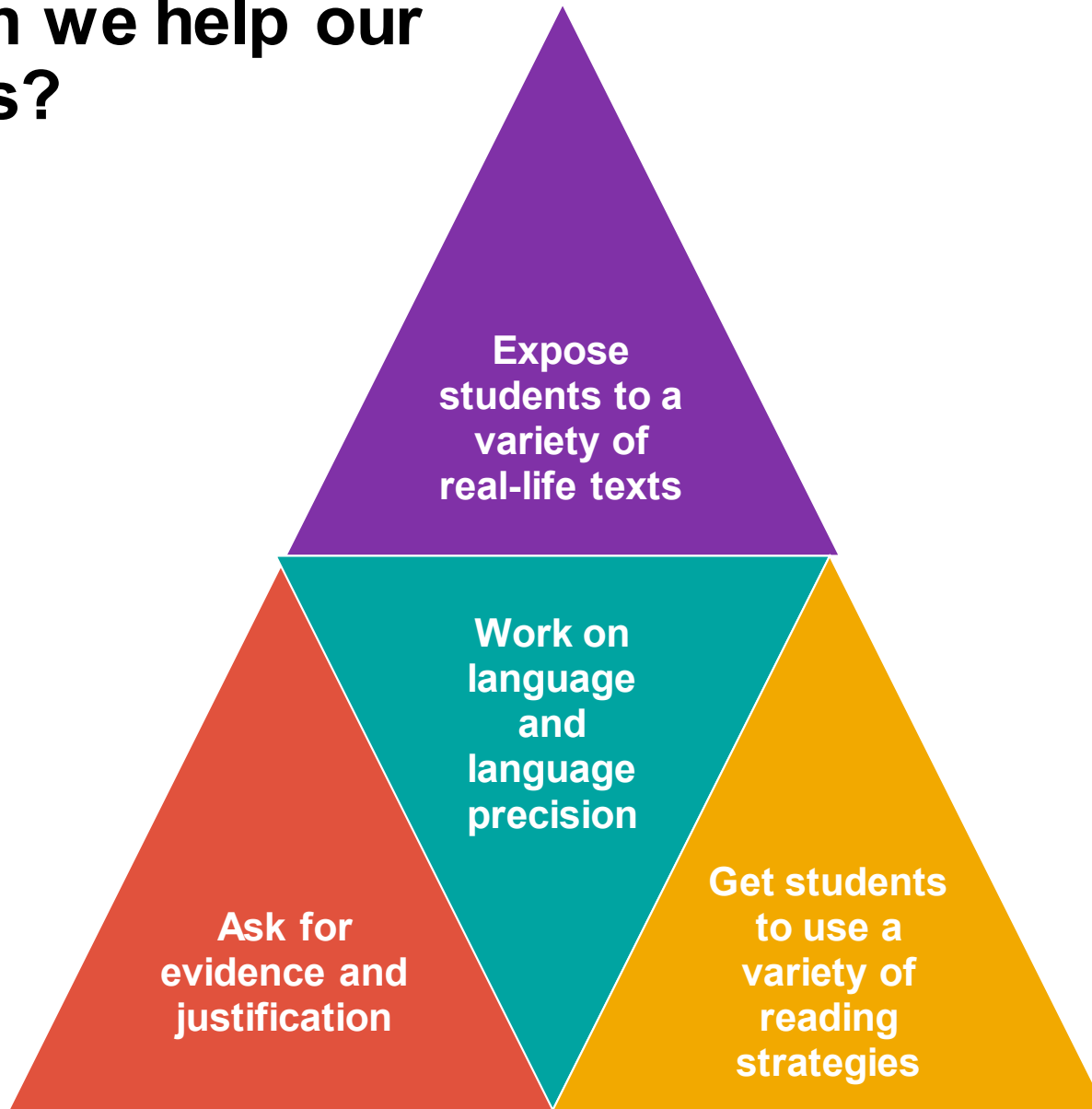
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How can we help our students?





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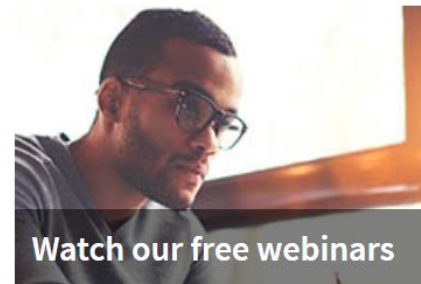
We are committed to supporting our exam centres, schools, teachers and learners in these difficult circumstances.

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Explore our exam preparation materials and free digital resources that you can easily share with your student and support you in these challenging circumstances. You can also join our community of teachers on Facebook for daily tips and activities.



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Cambridge English C1 Advanced Listening Overview (PDF, 43KB)

To familiarise students with the content of the Listening paper: the parts, task types, test focus, marking and timing.



Cambridge English C1 Advanced Listening Part 1 (ZIP, 6MB)

To raise awareness of the test focuses in Part 1 multiple-choice questions, to help students concentrate on listening for the answer to the question and to reduce the impact of the wrong answers.



Cambridge English C1 Advanced Listening Part 2 (ZIP, 4MB)

To practise a Part 2 task to develop students' ability, to predict the answer or type of language required in sentence-completion tasks and to familiarise students with the Part 2 sentence-completion task.



Cambridge English C1 Advanced Listening Part 3 (ZIP, 7MB)

To help students to identify wrong options in multiple-choice questions and know why they are wrong and to practise a Part 3 task.



Cambridge English C1 Advanced Listening Part 4 (ZIP, 9MB)

To familiarise students with Listening Part 4 and to help students develop a technique for finding the answers to the Part 4 multiple-matching tasks by recognising the parts of the text which give clues about the answer and by discounting those which are wrong.



Cambridge English C1 Advanced Reading Overview (PDF, 61KB)

To familiarise students with the content of the Advanced Reading and Use of English paper.



Welcome to our support guide for teachers

We understand that learning a language can be a long journey, so that's why we support teachers and learners every step of the way.

Cambridge English Qualifications are in-depth exams that provide regular milestones to keep students motivated. They allow you to track your learners progress from one exam to the next. Each exam is designed to consolidate the skills developed at the previous level and improve students' confidence, step by step.

This pack has been designed to help you support your students at each stage of the learning journey.



A welcome message from Guy Chapman, Head of Schools

About the support pack

We provide a comprehensive range of exam preparation, digital resources and general English teaching materials for teachers who are preparing students for Cambridge English Qualifications.

Our learning materials are based on research into how children learn best, so your students can improve their English both inside the classroom and beyond.

In this pack you'll find a range of exam preparation materials, digital resources, general English teaching resources and support for parents.

EXAM PREPARATION



DIGITAL RESOURCES



GENERAL ENGLISH
TEACHING RESOURCES



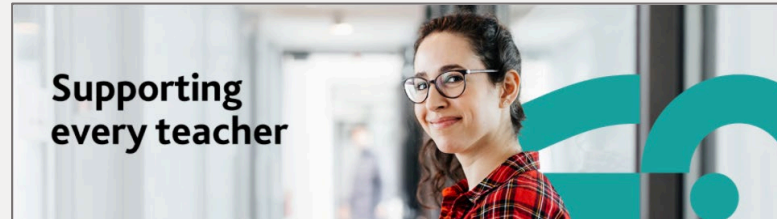
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