

TIPS FOR THE C1 EXAM

CTE: Reading and Use of English

	TIPS to do the activity	TIPS to study for the activity
<u>PART 1</u> <u>Multiple choice questions</u>	1. Read the text once to get a general idea. 2. Read the questions carefully and underline if necessary keywords that may express different nuances. 3. Read all the options and make sure that you understand the different answers. 4. Scan the text for the answer. . Quite often at this level you will be required to interpret to get a general idea of what is being said in a particular section and then find the most suitable answer.	1. Read in English. Books that are adapted for students. 2. Practise this type of activity online.
<u>PART 2</u> <u>Word Formation</u>	1. Read the text paying particular attention to the words that come before and after the gap. 2. Try to guess what type of word fits (grammatically) in the gap. A noun? A verb? An adjective? An adverb? If you can, take into account the type of word that should fit the gap semantically. Should it be positive or negative? If you cannot do this second task simultaneously, do them successively. 3. Adjectives or adverbs may be positive or negative. Nouns may be in the singular or the plural. If it's a verb you may need to decide on the correct tense. 4. Once you have written down your answers, read the text again to check that it makes sense. Sometimes in this second reading, you can see that a word you needed appears further down in the text.	1. Keep a list of vocabulary in which you group different grammatical words with the same root together. 2. Practise this type of activity online.
<u>PART 3</u> <u>Multiple choice lexical cloze</u>	1. Read the text paying particular attention to the words that come before and after the gap. There are a lot of clues in the context that may get you to discard several options. 2. When deciding which option to choose, you should take into account three aspects: - o Grammar: are there any dependent prepositions? Are all the options the same type of words? - o Collocation: Is there any word in the context around the gap that usually goes with one of the answers? If two words could go in the same gap, which one is more common to go with the words preceding or following the gap? - o Meaning: What are the different nuances between the answers? What is the general idea being expressed in the paragraph? And in the whole text? 3. Once you have chosen your answers, read the text again to check that it makes sense.	1. Keep a record of collocations. Learn your vocabulary. 2. Practise this type of activity online.
<u>PART 4.</u> <u>Gapped text</u>	1. Read the text to get a general idea. 2. Read the missing paragraphs to get a general idea. 3. Read again the lines before and after each gap. There will be some valuable clues there.	1. Practise this type of activity online.
<u>PART 5</u> <u>Keyword transformations</u>	1. Do a lot of these exercises prior to the exam. It is like a puzzle, we need to train our brain to be able to identify the pattern and solve it quickly. 2. Keep lists with the most common ways of rephrasing a particular sentence. 3. Check your idioms and phrasal verbs. Quite often the rephrasing of a sentence requires you to be familiar with a particular idiomatic expression.	1. Review dependent prepositions, idiomatic expressions, discourse markers, phrasal verbs, collocations. 2. Practise this type of activity

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CTO: Listening		
	TIPS to do the activity	TIPS to study for the activity
<u>PART1</u> <u>Sentence</u> <u>selection</u>	1. Read the sentences and underline key words. 2. First listen for the general idea 3. The second time listen for the detail	1. Regularly watch some audiovisual content in English. Either a show that you have already watched several times or special content for English students like the BBC learning podcasts on youtube. 2. Do as many listening comprehension activities as you can. There are many for free online
<u>PART2</u> <u>Multiple</u> <u>choice</u>	1. Use the time given to read the questions very carefully before you listen to the recordings. This will show you what you need to identify in each one of them. 2. Don't choose an option simply because it contains words that you hear in the recording. An option may contain words used in the recording but not be the correct answer (these are known as distractors). 3. Don't feel that you must answer every question the first time you hear the recording. It may be better to wait until you have heard it twice before choosing your answer. 4. If you are able to answer a question the first time you hear the recording, listen carefully when it is played for the second time. You may discover that you made a mistake which you can now correct. 5. If you find a question particularly difficult, do not spend too much time thinking about it. Put the best answer you can and concentrate on the next recording. If you are still thinking about the previous question, you may get lost and fail to answer the next question carefully.	
<u>PART 3.</u> <u>Sentence</u> <u>Completion</u>	1. Use the time given to read the questions very carefully before you listen to the recording. This will give you an idea of what kind of information is required in each gap. Pay special attention to the words that go before and after the gap. This will help you to decide what the answer should be grammatically (a noun phrase, a singular or plural noun, a date, a number, etc.). It will also give you an idea of what the missing word or phrase is likely to mean in the context. 2. Don't spend too much time thinking about one question, this may cause you to miss the information for later questions. But if you do miss one gap don't panic, move on to the next one.	

PCTE: Writing												
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<u>PART 1</u> <u>Coproduction</u>	1. Read carefully the instructions. Don't be afraid to underline the keywords for what they are asking you to do exactly. 2. Follow writing strategies (brainstorm, outline, draft, check mistakes, format and fulfillment of the task, edit, proofread).	1. Make an outline for each different type of writing that you know. It should include the format, useful language, and the register. 2. Practice makes perfect.										
<u>PART 2</u> <u>Production</u>	1. Read carefully the instructions. 2. Follow writing strategies (brainstorm, outline, draft, check mistakes, format and fulfillment of the task, edit, proofread)	1. Keep a list of vocabulary in which you group different grammatical words with the same root together. 2. Practise this type of activity online.										
<u>Criteria</u> <u>d'avaluació</u>	<table><tr><th>CRITERI</th><th>EL QUE S'AVALUA</th></tr><tr><td>Adequació</td><td>L'assoliment de la tasca; desenvolupament dels punts proposats, l'adequació del registre pel que fa al destinatari, el propòsit i la situació; l'extensió o nombre de paraules que s'hagi estipulat i que l'escrit s'ajusti al format requerit (carta, nota informal, narració, ...)</td></tr><tr><td>Cohesió i coherència</td><td>Organització sintàctica de la informació, de les idees i del manteniment de la línia discursiva. Es reflecteix per mitjà de la disposició i unió d'oracions i paràgrafs, l'ús de mecanismes de referència (pronoms, cadenes lèxiques, seqüenciació temporal, l'ús adequat dels signes de puntuació).</td></tr><tr><td>Riquesa de vocabulari i d'estructures</td><td>La varietat i precisió referent al contingut, estructures i lèxic. Es valora l'ús de vocabulari i estructures complexes.</td></tr><tr><td>Correcció</td><td>L'ús del lèxic i de les estructures gramaticals i sintàctiques ha de mostrar un grau de correcció adient als requisits del nivell.</td></tr></table>		CRITERI	EL QUE S'AVALUA	Adequació	L'assoliment de la tasca; desenvolupament dels punts proposats, l'adequació del registre pel que fa al destinatari, el propòsit i la situació; l'extensió o nombre de paraules que s'hagi estipulat i que l'escrit s'ajusti al format requerit (carta, nota informal, narració, ...)	Cohesió i coherència	Organització sintàctica de la informació, de les idees i del manteniment de la línia discursiva. Es reflecteix per mitjà de la disposició i unió d'oracions i paràgrafs, l'ús de mecanismes de referència (pronoms, cadenes lèxiques, seqüenciació temporal, l'ús adequat dels signes de puntuació).	Riquesa de vocabulari i d'estructures	La varietat i precisió referent al contingut, estructures i lèxic. Es valora l'ús de vocabulari i estructures complexes.	Correcció	L'ús del lèxic i de les estructures gramaticals i sintàctiques ha de mostrar un grau de correcció adient als requisits del nivell.
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PCTO: Speaking

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	1. Keep in mind the goal of each task. Are you fulfilling it? Make sure you answer what you're asked. 2. Find the balance between producing a speech that is too succinct (brief) and producing one that is so elaborate that you get lost in the words you need to use to convey it. 3. Show off your grammar and vocabulary (idiomatic expressions, phrasal verbs, etc.) but don't overdo it. Have you ever seen anyone that only communicates using idioms? 4. For the conversation part make sure that you ask for each other's opinions (what do you think, what's your take on? What about you? Where do you stand? use question tags), express your agreement or disagreement, and reach a conclusion (if possible) 5. Keep track of time.	1. Redo some of the speaking activities in the book or on Google classroom as if it were the exam. Record yourself. 2. Listen to the recording and write down the mistakes you can identify. Then do the exercise again trying to correct the mistakes. 3. Keep a list of useful vocabulary (e.g. new vocabulary learned in class, idiomatic expressions, etc.) for each speaking topic. Review it every time you practise and especially before the exam.

Criteris d'avaluació

CRITERI	EL QUE S'AVALUA
Fluïdesa	La capacitat de l'alumne per produir un discurs oral adequat al nivell corresponent que sigui coherent amb la tasca i la situació comunicativa.
Correcció	L'ús de les estructures gramaticals i sintàctiques ha de mostrar un grau de correcció adient als requisits del nivell. Es valora l'ús d'estructures complexes.
Vocabulari	La varietat i precisió en l'ús del lèxic de manera que el desenvolupament de la tasca no es vegi limitat per la manca dels coneixements lèxics necessaris, els quals inclouen principalment la capacitat per parafrasejar eficaçment en front de les dificultats de producció.
Pronunciació	Els intercanvis comunicatius s'han de produir de manera que l'interlocutor no tingui dificultats per entendre l'alumne. A mesura que avancen els nivells, l'alumne ha de mostrar un domini més profund de la pronunciació de les paraules i dels patrons d'entonació.
Resposta interactiva	La capacitat d'interactuar amb altres interlocutors, mostrant un repertori d'estratègies comunicatives adequades al nivell. En l'intercanvi amb l'altre examinand, els candidats han de mostrar la capacitat d'adaptar-se a les normes del torn de paraula i ser capaços de cooperar en el desenvolupament de la conversa.

(En el cas del C1, la interacció és amb el professor examinador)

ML: Written Mediation

Basically, MEDIATION has to do with solving and dealing with problems we come up with in communication in our daily life. Generally speaking, when we are asked to mediate, we have to:

- Summarise
- Simplify
- Adapt
- Paraphrase
- Translate
- Clarify

Linguistic mediation in the Balearic Islands' EOI certificate exams is intralinguistic (English-English) and written.

TIPS to do the activity

1. There should be a bit of an introduction- there needs to be some context to your task. But please, **do not make that introduction way too long**. You have a limited number of words, and what you need to do is mediate the text.
3. Imagine you are talking to your friend, your boss, ...whomever you are mediating the text for (as instructed in the task). This will influence the register and the type of expressions that you will use (formal, neutral or informal).
4. If you decide to use the verb 'explain', please remember you use 'explain' as the verb 'say': *I'm going to explain the main ideas.../ I'm going to explain **to you** the main ideas...*
5. **Stick to the number of words** mentioned in the task. Writing some more words is OK. Writing 200-250 words if you are supposed to write 150 will show, and you will get fewer points for not fulfilling the task, for not summarizing appropriately.
6. Tip 5: Please **do not copy expressions in the source text literally**. Rephrase, use different words to express the same idea instead. Remember you are supposed to show your mediating skills by:
 - Selecting the most relevant information
 - summarizing or elaborating on the main ideas/content
 - paraphrasing

TIPS to study for the activity

1. Practice makes perfect
2. Look at online sample tasks and answers to get an idea of what you are expected to do.

Other tips and tricks

1. Two days before the exam make sure you are well-rested and don't innovate with your diet. Rice is usually a good call.
2. You need to know your strengths and areas for improvement so you can prioritize the practice of one type of exercise or skill (reading, use of English, listening, writing, mediation, speaking) over the others.