

The Ultimate CAE Writing Guide for C1 Cambridge

Writing for C1

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✓ Essays

✓ Reviews

✓ Emails

✓ Reports

✓ Proposals

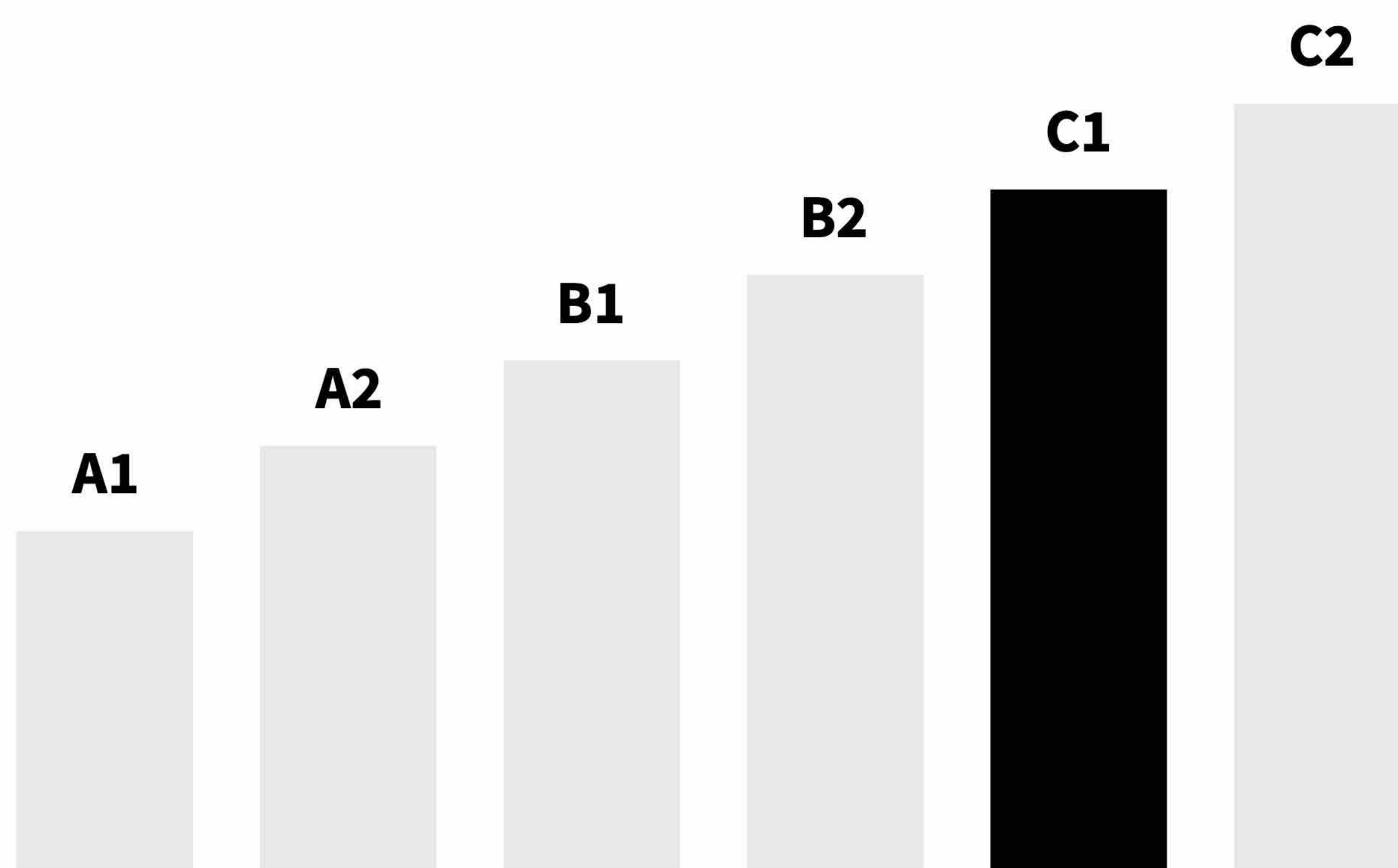
✓ 500+ phrases

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Luis Porras Wadley

Writing C1

The Ultimate CAE Writing Guide for C1 Cambridge



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First published in August 2022

ISBN: 9798849013053

Manufactured on demand by Kindle Direct Publishing.

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Introduction

Welcome to *Writing C1: The Ultimate CAE Writing Guide for C1 Cambridge*.

This guide covers the main writing tasks that appear in the Cambridge Assessment English examination C1 Advanced, previously known as Certificate in Advanced English (CAE). These tasks are: essays, reviews, reports, proposals, emails & letters.

This book provides three sample tasks and answers for each type of writing, plus a whole set of useful expressions for each type of task that candidates can use in their writings. Ideally, students should use these samples as models for their own writing tasks, making use of the helpful expressions provided at the end of each section.

Besides the sample tasks and useful expressions, this guide also contains a description of Writing Part 1 and Writing Part 2, a full description of every task type, answers to candidates' frequently asked questions (FAQ), guidance on developing an appropriate writing strategy, a description of how writing is assessed and a sample mark sheet which can be used to assess students' performance or as a self-assessment tool.

This writing guide is aimed at students of English as a foreign language who are interested in improving their writing skills with a view to obtaining their C1 Advanced certificate, and at teachers who want support writing material to use with their own students.

About the author

Luis Porras Wadley is the owner and director of KSE Academy, an English academy and official Cambridge Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for more than ten years. He is the author of other successful test preparation books, including *Speaking First*, *Speaking CAE*, *Speaking CPE* and *The Ultimate B2 First Writing Guide*.

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C1 Writing: Level Description by the CEFRL

C1 Advanced certifies a C1 level of proficiency as described by the Common European Framework of Reference for Languages (CEFRL), which corresponds to an advanced level of English.

According to the CEFRL, someone at the C1 level in writing:

"Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices." (CEFRL, p. 24)

In general, there is a subtle change when compared with lower levels. The expression "complex subjects" starts at this level, whereas at lower levels like B1 or B2, learners are only expected to deal with "a wide range of subjects" (B2) or "topics which are familiar" (B1).

If we dig deeper into the C1 level, we see that an English learner at the C1 level in writing:

In overall written production:

"Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion." (CEFRL, p. 61)

In creative writing:

"Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind." (CEFRL, p. 62)

In reports and essays:

"Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples." (CEFRL, p. 62)

As you can see, composing a writing task at level C1 can be a complex process and the reader's expectations are also quite high.

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C1 Advanced: Writing

In the C1 Advanced Writing paper, candidates have to prove that they can write different types of texts in English using linguistic resources which show that they have a C1 level of written English. There are two parts in the Writing exam, and they have 1 hour and 30 minutes to complete both parts.

C1 Advanced: Writing Part 1

What's in Writing Part 1?

Candidates are provided with a set of instructions to write an essay. These instructions always include a brief description of the situation, three points to consider, a set of opinions about the three previous points, and explicit instructions to write an essay. Candidates will be asked to explain which of two points is more important in a given situation and to justify their choice. The topic of the essay will be a subject of general interest for which specialised knowledge will not be required.

The goal of the essay task in Part 1 is to give candidates a chance to highlight important points about a topic and back up their arguments with the right points and reasons. Candidates' essays should be well organised, containing an introduction, a clear development, and a suitable conclusion. The essay task and instructions are meant to enable candidates to prove their ability to write at the C1 level. They ought to read every part of the task carefully and not omit any required development of the topic.

What do candidates need to practise?

Using language functions, such as evaluating, expressing opinions, hypothesising, justifying, etc.

How many tasks are there?

There is only one compulsory task in Part 1, which is always an essay.

How many words do candidates have to write?

220–260 words

C1 Advanced: Writing Part 2

What's in part 2?

Candidates have to write a text from a choice of text types: email, letter, report, proposal, or review. These different types of tasks are designed to provide situations and contexts in which candidates can put together and develop their ideas on a subject, with a specific purpose for writing, target reader and context in mind. As guidance, candidates are given some information about the context, the topic, the purpose, and the target reader.

Candidates must be prepared to demonstrate understanding of the style and tone and acceptable use of two or more of the following functions as indicated in the task description: expressing opinions, making comparisons, using persuasive language, describing, assessing and evaluating, justifying and judging priorities, hypothesising, etc.

For an appropriate response, candidates must pay attention to every aspect of the question, and they must use language that is appropriate for the task.

What do students need to practise?

Writing different types of text that could come up in the exam, focusing on the style of the different task types as well as different language functions.

How many tasks are there?

There are three tasks in Part 2, but candidates must choose only one.

How many words do candidates have to write?

220–260 words

Essays

Writing Part 1: Essays

Purpose of an essay

An essay is a piece of writing in which you are asked to discuss a topic that might be controversial or relevant in some context. It usually follows a class discussion, seminar, debate, etc. and is typically addressed to a college professor or teacher. Essays are meant to hold the target reader's attention and communicate complex ideas.

Register and style

The language of an essay should be formal. You must make sure that you justify all your ideas and that you use an appropriate range of C1-level grammar and vocabulary as well as connectors to link your sentences and paragraphs.

Structure

An essay should be well organised, with an introduction at the beginning, clear development and an appropriate conclusion at the end. The development or body should consist of two or three main paragraphs, depending on how you decide to structure your ideas. Also, you can choose whether to give it a title or not. This could even be the same question provided in the task.

Giving your opinion

Typically, in an essay, we tend to express our opinion at the end, although it is acceptable to do so at the beginning as well.

Common topics

Some common topics to write essays about are the environment, health and fitness, work and employment, friendships and family, money, celebrities, etc.

Sample Essay 1

Instructions

Your class has watched a debate between local politicians about how to attract more tourists to your town. You have made the notes below.

Ways to increase tourism in our town:

- build a shopping centre
- improve roads and motorways
- open art galleries

Some opinions expressed during the debate:

“A mall is a great way to attract visitors from the area and it will help to reduce local unemployment.”

“By improving local roads and motorways, it will be easier to reach our town, so more people will want to come.”

“Art galleries can attract many tourists if they feature pieces by renowned artists.”

Write an essay discussing **two** of the ways to increase local tourism which you have in your notes. You should explain **which method is better to attract tourists**, giving reasons to support your answer. You may, if you wish, make use of the opinions expressed in the debate, but you should use your own words as far as possible.

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Do you need someone to mark your essay?

Check out KSE Academy's writing assessment service. Scan the QR code on the left with your phone or visit <https://kdp.kseacademy.com/writing-c1-book> for more information. Use the coupon **██████** for a great discount as a thank you for purchasing this book.

Sample Essay 1

Answer

How to increase tourism in our town

For the last decade, our beautiful town has suffered a sharp decline in outside visitors, which is worrying politicians and other local authorities. For this reason, new ideas are being put forward to boost tourism locally in the next few years. Some of these include building a shopping centre and opening art galleries.

The main argument in favour of building a mall on the outskirts is that these facilities attract people who live in towns and cities around our own. Furthermore, these visitors will come here to spend money in our stores, helping to grow the local economy. However, some argue that since this mall would be located in the suburbs, not the city centre, most visitors might never step inside the city at all, failing to grow local tourism whatsoever.

The other proposal to promote local tourism –opening art galleries– is regarded by most as a risky choice. Art galleries, some believe, typically fail to attract large numbers of people, which is what most politicians desire. While there might be some truth in that statement, this type of museum would be located in the city centre, thus making it likely for tourists to spend time and money in our beloved city.

If I had to choose one of these two options to make our city more appealing to tourists, I would say that investing in art galleries seems like a safer solution in the long run. Art galleries would attract a fair number of tourists every year who would likely spend a few days in our city. Therefore, in the long term, this would help our town more efficiently than building a mall.

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Useful Expressions for Essays

Sample 1

- *a sharp decline*
- *For this reason,*
- *are being put forward*
- *boost tourism*
- *The main argument in favour of*
- *Furthermore,*
- *However,*
- *some argue that*
- *failing to grow local tourism whatsoever*
- *is regarded by most as*
- *some believe*
- *While there might be*
- *thus making it*
- *beloved city*
- *If I had to choose..., I would say that*
- *in the long run*
- *in the long term*

Sample 2

- *as it is more commonly referred to*
- *be here to stay*
- *tipping the scales in favour of*
- *let us take a look*
- *Firstly,*
- *a crucial component*
- *commuting*
- *work-life balance*
- *quality time*
- *in the long run*
- *contribute towards*
- *Furthermore,*
- *a purely financial approach*
- *harbour a company's workforce*
- *dear recurring costs*
- *bring a company down*

- *eating its profits*
- *obliged to cover employees' costs*
- *pale by comparison*
- *amount to*
- *in the black*
- *I would not hesitate*
- *cutting financial costs*

Sample 3

- *the cornerstone of their behaviour*
- *monkey see, monkey do*
- *one wonders about*
- *On the one hand, / On the other hand,*
- *so to speak*
- *Not only do children look up to*
- *children's upbringing*
- *whether it be*
- *in awe of a sportsperson*
- *deeds and achievements*
- *have a tremendous impact upon*
- *albeit not always*
- *From my point of view*
- *in this era dominated by influencers and wannabes*
- *more long-lasting effects*

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Useful Expressions for Essays

Other useful expressions

Talking about facts and trends

- *It is often said that ...*
- *It is common knowledge that ... plays a crucial role in ...*
- *It is undoubtedly the case that ...*
- *There is little doubt that ...*
- *... is widely believed to contribute to ...*
- *It is generally considered that ...*

- *Recent research indicates that the number of ... is increasing.*
- *... is a topic that is often discussed but rarely solved.*
- *Recent research suggests that ...*
- *Studies have shown that ... has an impact/influence on...*
- *Statistics show that ...*
- *The trend nowadays is towards ...*
- *Over the past/last ten years or so, ...*
- *Hardly a week goes by without another report of ... appearing in the media.*
- *... is a hotly-debated topic that often divides opinion.*
- *This raises the issue of whether ...*
- *... clearly/undoubtedly has an impact on ...*
- *It is common knowledge that ... plays a crucial role in ...*

- *Few people would contest/dispute the fact that ...*
- *Many people feel that ...*
- *Although most people would generally agree that ..., few ...*
- *More and more people are choosing to ...*
- *We live in an age when many of us are ...*
- *Opponents of this idea claim/maintain that ...*
- *Those who disagree/ are against these ideas may say/ assert that ...*
- *Some people may disagree with this idea,*
- *Some people may say that ..., however, ...*

- *Another factor to consider is ...*
- *On the other hand/In contrast ...*
- *It is often claimed that ...*
- *All the evidence suggests that ...*

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Useful Expressions for Essays

Stating your opinion

I/It + verb

- *I think/consider/find/feel/believe that ...*
- *I suppose/presume/assume that ...*
- *I would say that ...*
- *I have the feeling that ...*
- *I have no doubt that ...*
- *I hold the opinion/view that ...*
- *I take the view that ...*
- *I am under the impression ...*
- *I am of the opinion that ...*
- *I am sure/certain that ...*
- *I would also say that ...*
- *I am convinced that ...*
- *I am inclined to believe that ...*
- *It goes without saying that ...*
- *It seems to me that ...*
- *It is my impression that ...*

In/From/To my...

- *In my opinion, ...*
- *In my view, ...*
- *In my eyes, ...*
- *From my point of view, ...*
- *From my viewpoint, ...*
- *To my mind, ...*
- *To be honest, ...*
- *My opinion / view / belief / impression is that ...*
- *My own feeling on the subject is that ...*
- *My personal view is that ...*

Other

- *As I see it, ...*
- *The way I see it, ...*
- *As far as I'm concerned, ...*
- *As for me, ...*
- *As to me, ...*
- *Personally speaking, ...*
- *Speaking from experience, I would say that ...*
- *There is no doubt in my mind that ...*

Arguments and causes

- *One justification often given for ... is that ...*
- *Advocates/Proponents would claim that ...*
- *Those who object to ... often argue that ...*
- *Another objection is that ...*
- *However, it should not be forgotten that ...*
- *... are opposed to ... on the grounds that ...*
- *From the point of view of ...*
- *According to ...*
- *One of the factors which has led to ... is ...*
- *One factor which has brought this about is ...*
- *The problem often stems from ...*
- *The situation has been exacerbated by ...*
- *... has only made the situation worse.*
- *One consequence of ... is ...*

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Useful Expressions for Essays

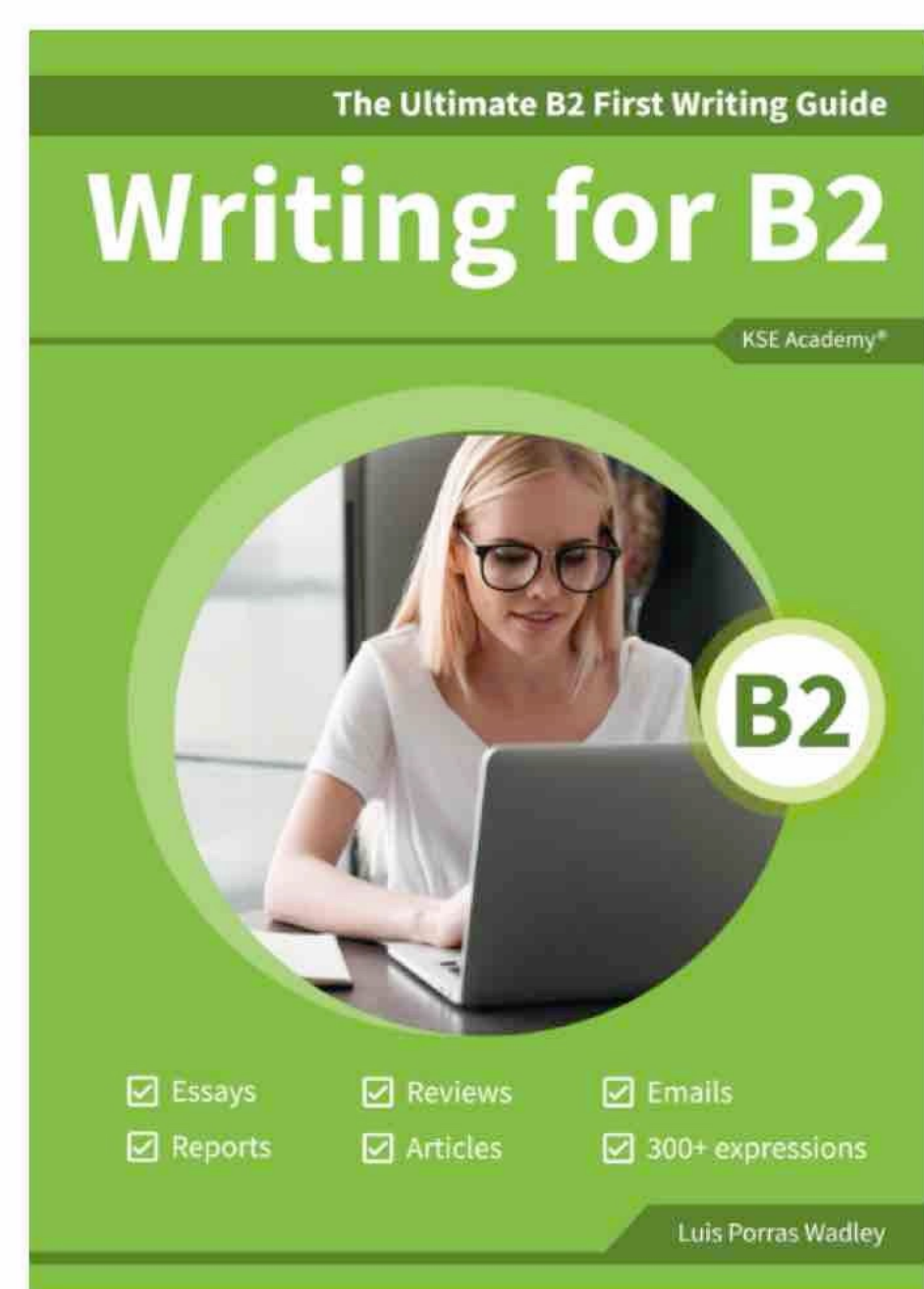
Concluding

- *In light of the above, I would say that ...*
- *Taking all this into consideration/account, ...*
- *All in all, it seems to me that ...*
- *All things considered, ...*
- *As far as I am concerned, ...*

- *... is the most effective way to ... due to the fact that ...*
- *Despite the fact that... undoubtedly plays a role in ... I firmly believe that ... is more effective due to the fact that its advantages outweigh its drawbacks.*
- *The obvious conclusion to be drawn is that ...*
- *On balance, I tend to believe that ...*
- *The world would surely be a better place to live in if ...*
- *If I had to choose which ... is the best/most efficient for/most beneficial to ..., I would have to pick ...*

More Cambridge resources by the Author

Writing Books

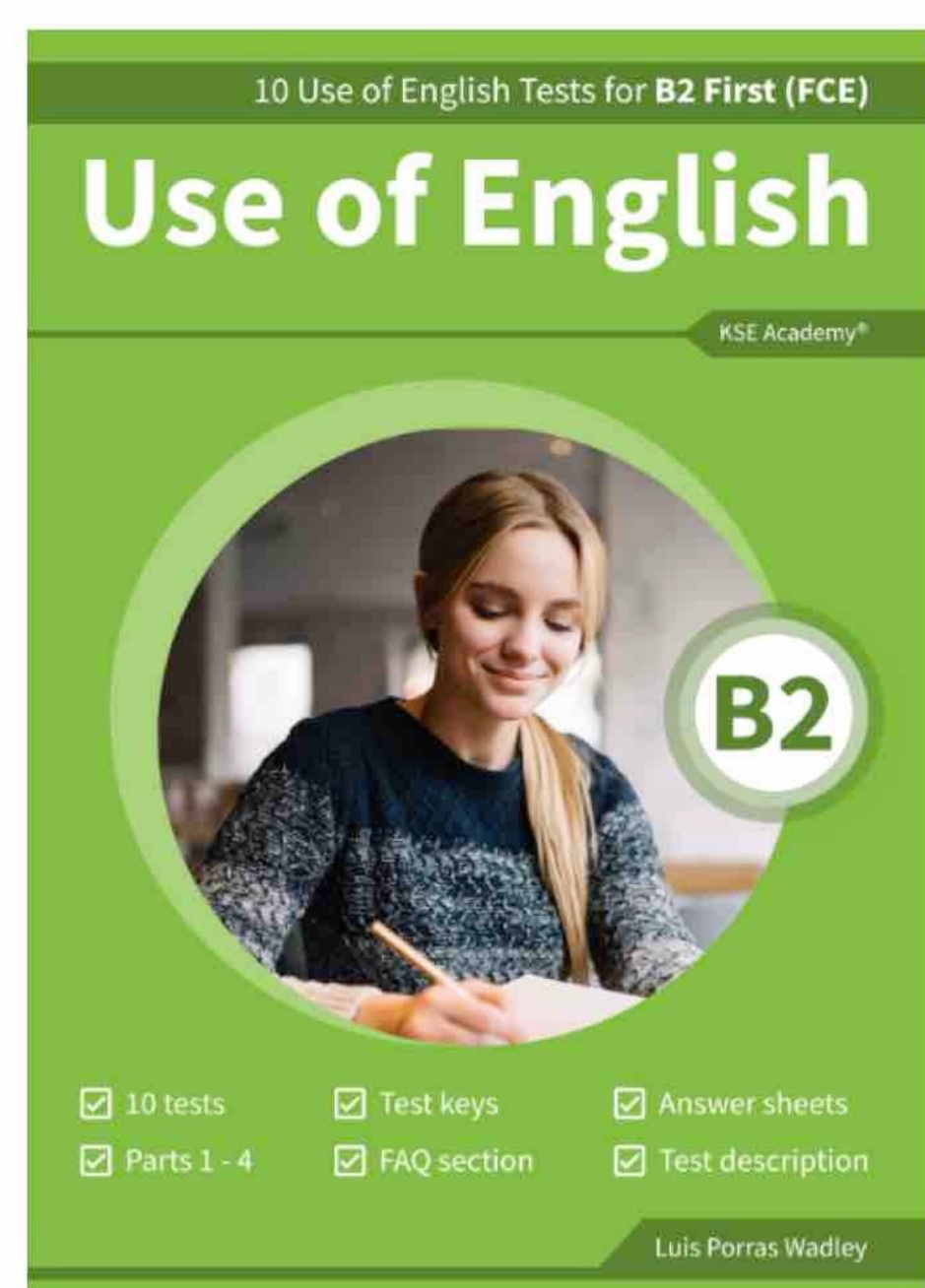
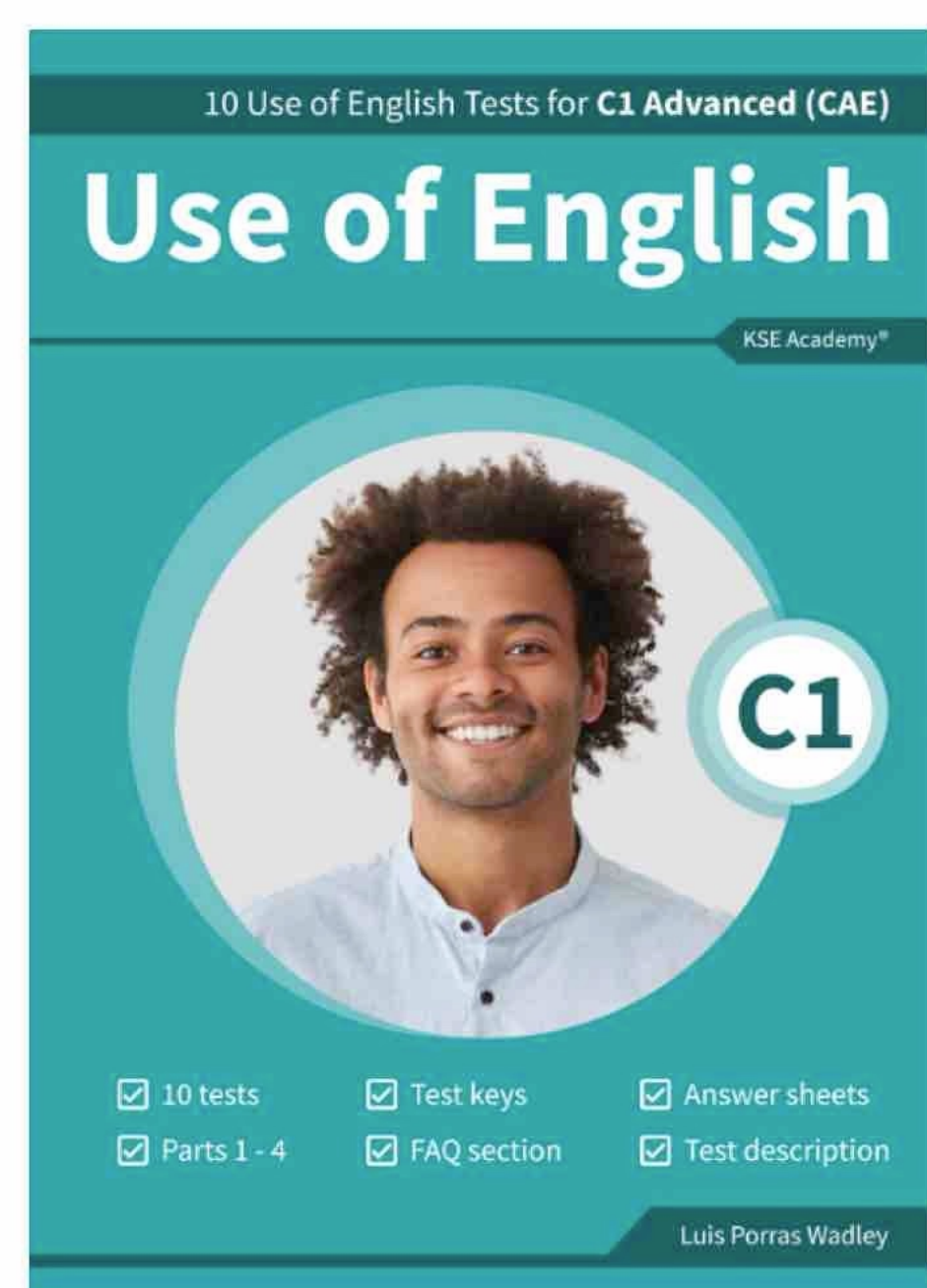


Writing for B2: The Ultimate B2 First Writing Guide

This guide covers the main writing tasks that appear in the Cambridge Assessment English test called B2 First (FCE). These tasks are: essays, articles, reviews, reports, emails & letters. This book provides 3 sample tasks and answers for each type of writing, plus more than 300 useful expressions that candidates can use in their writings for B2 First.

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Use of English books



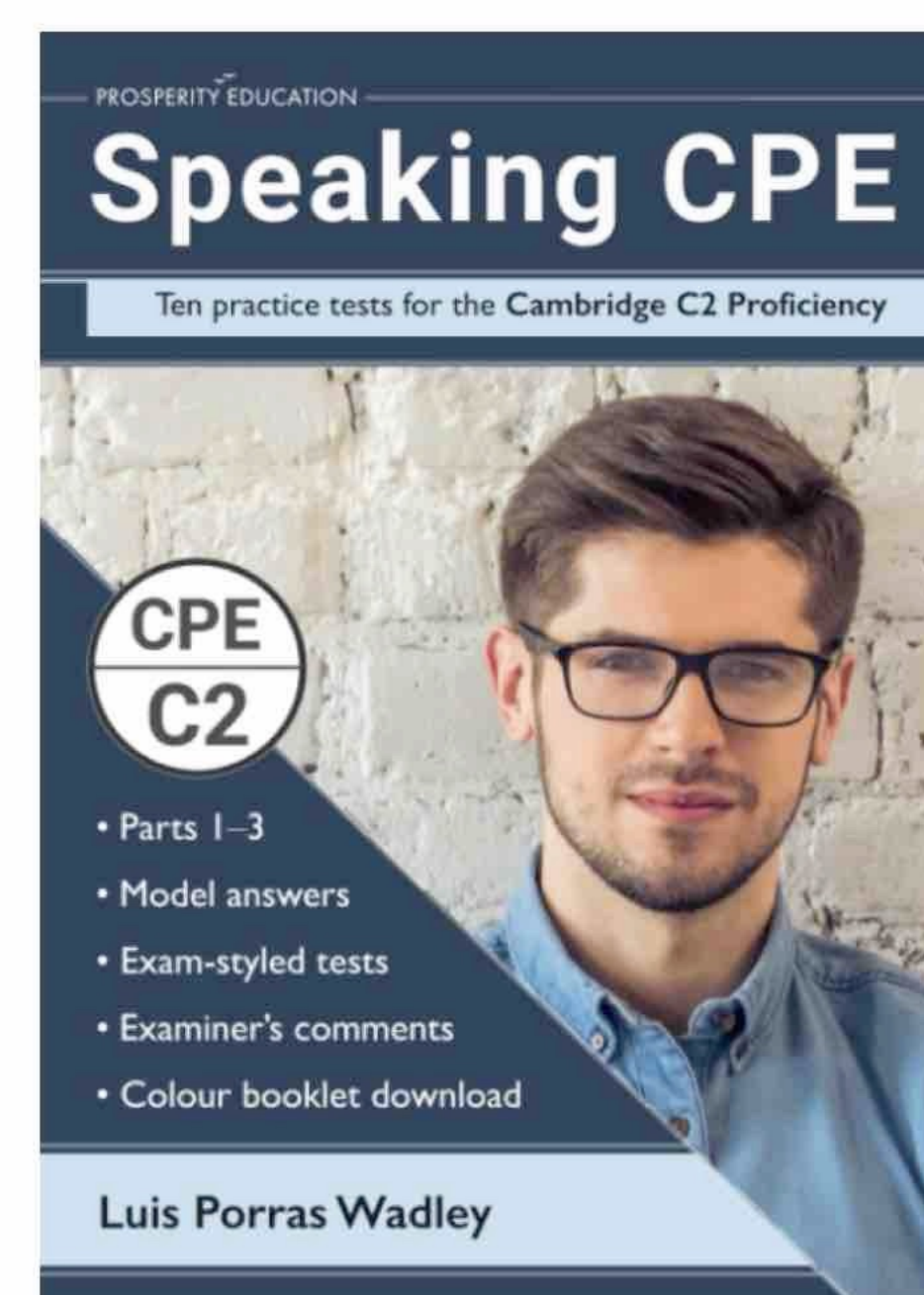
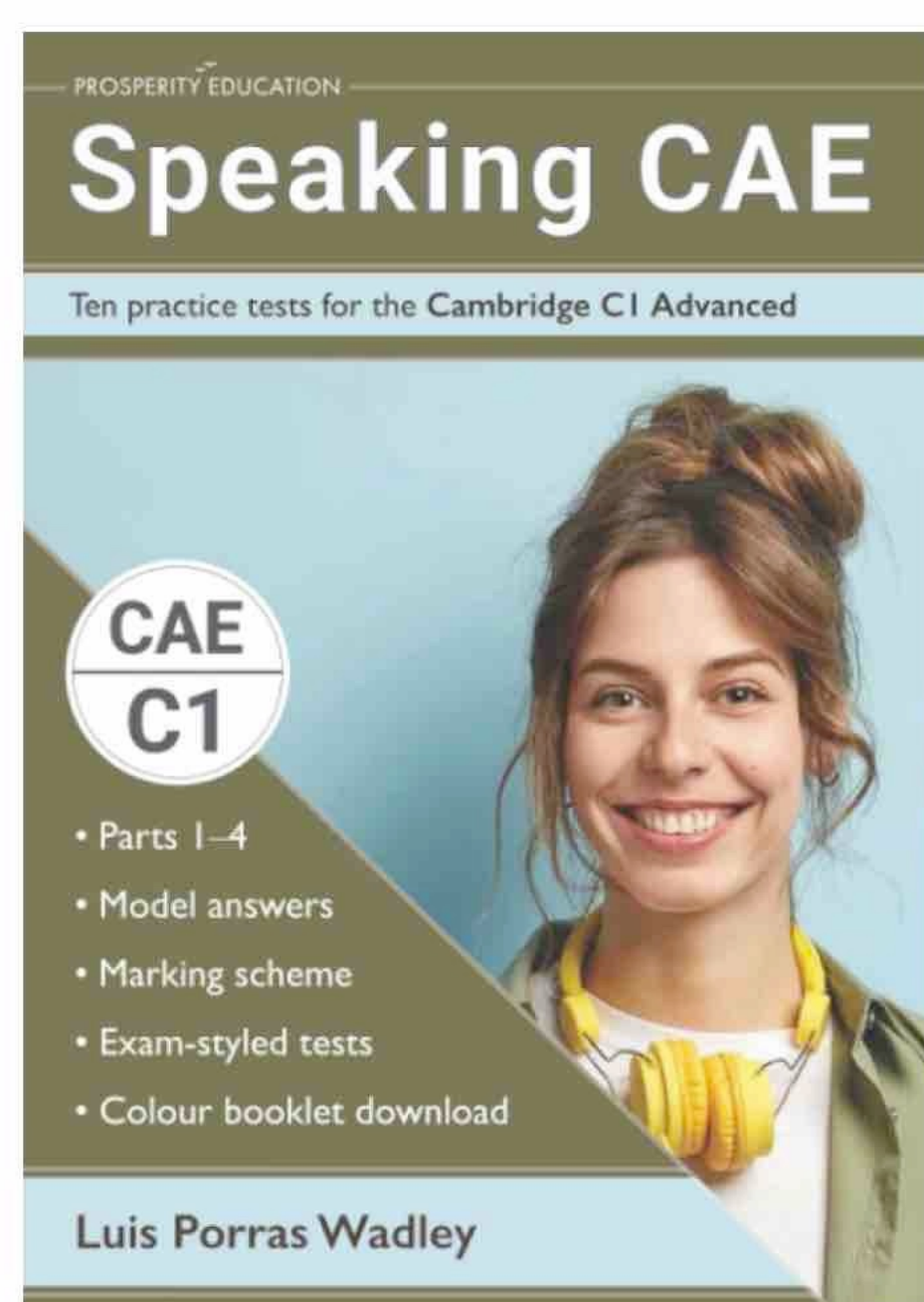
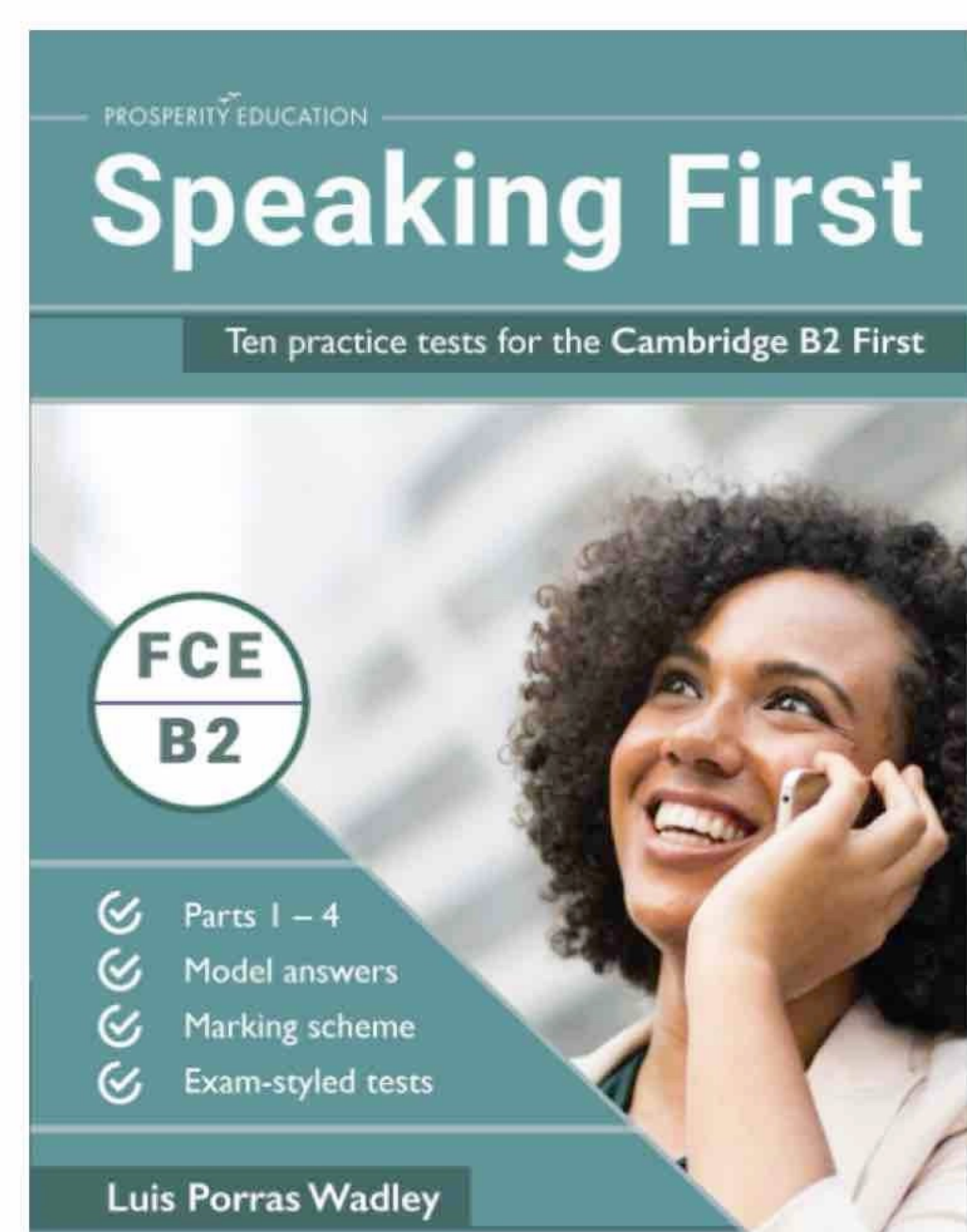
Use of English for C1 and B2 levels

These books contain ten practice tests for the Use of English of the C1 Advanced and B2 First tests. Whether you are a teacher or a student, you can benefit from the exercises in this book, as they will help you become familiar with the format and level of the exam, and the type of questions.

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Speaking Series by Prosperity Education

In this series, Luis Porras Wadley and Prosperity Education join forces to bring you 10 Speaking practice tests for the different examination levels. Get your digital copies now at ***prosperityeducation.net***.



Writing for C1

Welcome to ***Writing for C1: The Ultimate CAE Writing Guide for C1 Cambridge***

This **Writing Guide for C1** provides teachers and students with a **range of practical examples** covering all the possible writing task types featured in the **C1 Advanced Writing** test. With 15 sample tasks and over 500 useful phrases and expressions, ***The Ultimate CAE Writing Guide for C1 Cambridge*** is the **perfect writing resource** for anyone preparing for C1 Advanced.

Contents of this book

- ✓ **95 pages** of exclusive and original writing content
- ✓ **Step-by-step writing strategy** to produce any type of writing task easily
- ✓ **3 examples of every task type** (essays, emails/letters, reviews, reports & proposals)
- ✓ **500+ useful phrases** ready to use in your writings
- ✓ **Description of the C1 Writing paper** and every type of task
- ✓ **Extras and freebies** to maximise your writing practice
- ✓ **Sample mark sheet** and **assessment criteria** for C1 Advanced Writing



About the author

Luis Porras Wadley is the owner and director of KSE Academy®, an English academy and official Cambridge Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for over ten years.

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