

C1

ADVANCED 5

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



WITH AUDIO



WITH
RESOURCE
BANK

C1 ADVANCED 5

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

 WITH AUDIO





CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009808866

© Cambridge University Press & Assessment 2025

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2025

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in the Netherlands by Wilco BV

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-80886-6 Student's Book with Answers with Audio with Resource Bank

ISBN 978-1-009-80887-3 Student's Book without Answers with Audio

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.

Contents

Introduction	4
Speaking: an overview for candidates	6
Test 1	8
Reading and Use of English	
Writing	22
Listening	24
Test 2	30
Reading and Use of English	
Writing	44
Listening	46
Test 3	52
Reading and Use of English	
Writing	66
Listening	68
Test 4	74
Reading and Use of English	
Writing	88
Listening	90
Test 1	95
Test 2	98
Test 3	101
Test 4	104
Sample Writing answers	107
Answer keys and audioscripts	115
Sample answer sheets	159
Acknowledgements	163
Visual materials for the Speaking test	165

Introduction

Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge English. They are the perfect way to practise – EXACTLY like the real exam.

Why are they unique?

All our authentic practice tests go through the same design process as the *C1 Advanced* exam. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Cambridge English Qualifications	CEFR Level	UK National Qualifications
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First	B2	1
B1 Preliminary	B1	Entry 3
A2 Key	A2	Entry 2

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from the Cambridge University Press & Assessment English website at: cambridgeenglish.org.

The structure of **C1 Advanced**: an overview

The *Cambridge English Qualifications C1 Advanced* examination consists of four papers:

Reading and Use of English: 1 hour 30 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 30 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and one from a choice of three tasks in Part 2.

Listening: 40 minutes approximately

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

Speaking: 15 minutes (or 21 minutes for groups of 3)

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/parts	Number of items
Reading and Use of English	1 hour and 30 minutes	8	56
Writing	1 hour and 30 minutes	2	2
Listening	Approx. 40 mins	4	30
Speaking	15 mins	4	-
Total	3 hours and 55 mins approx.		

Grading

All candidates receive a Statement of Results. Candidates whose performance ranges between CEFR Levels B2 and C2 (Cambridge English Scale scores of 160–210) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 200–210) receive the Certificate in Advanced English stating that they demonstrated ability at Level C2.
- Candidates who achieve **Grade B** or **C** (Cambridge English Scale scores of 180–199) receive the Certificate in Advanced English at Level C1.
- Candidates whose performance is below Level C1, but falls within **Level B2** (Cambridge English Scale scores of 160–179), receive a Cambridge English certificate stating that they demonstrated ability at Level B2.

For further information on grading and results, please see the Cambridge University Press & Assessment English website at: cambridgeenglish.org.

Speaking: an overview for candidates

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner, and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes)

The examiner asks you and your partner questions about yourselves, and then moves onto wider questions about your life: for example, your leisure activities, studies, travel and daily routine. You are expected to respond to the examiner's questions and listen to what your partner has to say.

Part 2 (4 minutes)

In this part, you are given the opportunity to talk on your own for one minute. The examiner gives you a set of three pictures and a question. The examiner will ask you to talk about two of the pictures in response to the question for about one minute. It is important to listen carefully to the examiner's instructions. The examiner then asks your partner a question about your pictures and your partner responds briefly.

Your partner will then be given another set of pictures to look at. Your partner talks about these pictures for one minute. This time the examiner asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)








In this part of the test, you and your partner are asked to talk together. The examiner places a question and some text prompts on the table between you. These prompts provide the basis for the first discussion.

After this discussion, the examiner will give you another task where you are asked to make a decision on the topic.

Part 4 (5 minutes)

The examiner asks you and your partner some further questions about the topics you have discussed in Part 3. You may be asked to respond to the examiner's questions on your own, or in discussion with your partner.

Test 1

Icon	What does it mean?
	Listening test audio (Scan the QR code or download from the Resource Bank)
	Example Speaking test video (Scan the QR code or download from the Resource Bank)
	Download available from the Resource Bank
	Resources can be found at the back of the book
	Answer key
	Audioscript
	Sample Writing answer

Test 1

READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A active B vigorous C forceful D alert

0	A	B	C	D
	●	○	○	○

Welcome to Mars

Mauna Loa in Hawaii is among the world's most (0) volcanoes. However, according to NASA (the National Aeronautics and Space Administration), this (1) spot is ideal for (2) a space mission to Mars. Six scientists were therefore housed near the volcano in a small white dome for an 8-month experiment, the (3) of which was to (4) information on how lengthy Mars missions could psychologically affect astronauts. The six scientists closed themselves off from the world in order to undertake studies into the demands of life on Mars. Their task was to see how isolation and the lack of privacy affect social (5) of would-be explorers' lives.

Conditions on Mars are tough, so the six had to manage without many of life's (6) , like fresh fruit and unlimited water. They only left the dome once a week to (7) field studies in the volcanic crater, wearing suits similar to those being designed for Mars astronauts.

The research findings are expected to have considerable (8) on NASA's decisions when putting together crews for future missions to Mars.

- | | | | | |
|---|----------------|--------------|----------------|---------------|
| 1 | A uncertain | B unfitting | C unbelievable | D unlikely |
| 2 | A representing | B pretending | C simulating | D imitating |
| 3 | A reason | B object | C ideal | D ambition |
| 4 | A achieve | B store | C gather | D deduce |
| 5 | A views | B points | C aspects | D qualities |
| 6 | A delights | B fortunes | C merits | D luxuries |
| 7 | A conduct | B operate | C practise | D follow |
| 8 | A relevance | B connection | C influence | D application |

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	R																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Human body rhythms

I'm a scientist and I study human body rhythms, (0) circadian rhythms as they are called. Everything in our body is rhythmic; we used to think that there was just one 'clock' in the brain controlling these rhythms, (9) we now know that we have clocks in just about (10) tissue in our body. We are trying to understand how they interact with one another and the way they are affected by time cues (11) light or meal times. Scientists study these rhythms (12) we can help people, for example, to synchronise to new time zones and also help those (13) circadian rhythms are out of balance.

What currently interests me is the link between the timing of our body clocks and our metabolism. We know, for example, that long-term shift workers seem to desire sugary things such as biscuits and this can lead (14) health problems. Why (15) is the case requires a lot more research. My colleagues and I are working (16) finding a link at the moment.

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	M	I	L	L	I	O	N	A	I	R	E						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

The young entrepreneur

It's probably fair to say that self-made **(0)** undergraduates are something of a **(17)** But then, even by Oxford University's standards, Nick D'Aloisio is a rather **(18)** student.

MILLION
RARE
ORDINARY

Always **(19)** inquisitive, D'Aloisio taught himself programming while relatively young. He used his new-found expertise to create a mobile phone app which summarises news articles. He called it Summly. But D'Aloisio is also highly **(20)** and, aged only 15, he sought and then received financial backing from several **(21)** , which allowed him to develop his technology. It proved **(22)** successful and two years later the multinational corporation, Yahoo, acquired D'Aloisio's app for \$30 million. He then worked for the US tech giant for a time (there was some **(23)** in his team about having a 17-year-old product manager!) before deciding to continue his studies.

INTELLECT

AMBITION
INVEST
PHENOMENON

Despite his huge wealth, D'Aloisio thinks that equating money with success is never a good idea and feels **(24)** to be treated just like any other student by both teachers and peers.

SCEPTIC

FORTUNE

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
---	-----------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Carol's plan was to finish her paintings by spring.

SUPPOSED

Carol's paintings by spring.

26 All the runners received a medal when they completed the marathon.

COMPLETION

Every of the marathon.

27 What are your plans for the company's tenth anniversary celebrations?

MIND

What do the company's tenth anniversary celebrations?

28 You might not get the job, but you've got nothing to lose by applying.

HARM

You might not get the job, but applying.

29 In Marco's opinion, there was no reason to buy a car.

CONCERNED

As , there was no reason to buy a car.

30 The manager was unsure whether to employ someone with so little experience.

RESERVATIONS

The manager someone with so little experience.

Part 5

You are going to read an article about anthropomorphism – attributing human characteristics or behaviour to animals. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Are humans and animals really so different?

Science correspondent Martha Hamlin looks at whether anthropomorphism – attributing human characteristics or behavior to animals – is necessarily a bad thing

One night not long ago, an octopus named Inky hauled himself out of his tank at New Zealand's National Aquarium, heaved himself across the floor and squeezed into a narrow drain leading to the Pacific Ocean. It was a story fit for a children's film, and was widely shared online. Part of the fun of the story and other such tales of escape, involving creatures as diverse as rats and llamas, is indulging in a bit of knowing anthropomorphism: animals, they're just like us! In the case of octopuses, this pleasure is especially pronounced, because the creatures' great intelligence comes packaged in bodies so vastly dissimilar to our own. How is it that eight-tentacled sea creatures can open jars, recognize faces, use coconut shells as portable armor and even exhibit sophisticated play behavior?

Anthropomorphism is often thought of as unscientific, but Dr. Frans de Waal, who studies primates such as gorillas and chimpanzees, argues that it is not in fact anthropomorphizing, but its opposite – an unwillingness to recognize the human-like traits of animals, or what he terms anthropodenial – that has too often characterized our attitudes toward other species. Analysing decades of animal-cognition research, he shows that, with the exception of fully-developed language, animals have been observed exhibiting many of the key behaviors that were thought to distinguish humans from animals: the ability to consider the past and the future, to demonstrate empathy and self-awareness, and to anticipate the motives of others. Animals, in other words, are far smarter than we've been giving them credit for.

Anthropodenial, in de Waal's opinion, is a relatively modern phenomenon. In medieval and early modern Europe, the animal mind was considered sophisticated enough that animals could be put on trial for crimes. And as recently as the nineteenth century, many naturalists sought out the connections between human and animal intelligence. 'The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not of kind,' one nineteenth-century naturalist wrote. And this was no radical supporter of animal rights; it was Charles Darwin, whose theory of evolution changed the way we understand our place in the world.

The advent of behaviorism in the twentieth century, with its emphasis on conditioning animals through reward and punishment, shifted public views of animal intelligence. For most of the twentieth century, the two dominant schools of thought viewed animals as either stimulus-response machines or as robots endowed with useful instincts. It is perhaps no accident that this shift occurred during the same century that saw humans tearing down animal habitats at unprecedented rates, polluting land and water, and developing methods of rearing livestock which ignored the welfare of the animals.

Happily, de Waal believes that we are emerging from this dark period and learning to think of animal cognition as being on the same spectrum, though not necessarily at the same point, as that of humans. *line 63* 'The times are changing,' he writes. 'Everyone must have noticed the avalanche of knowledge emerging over the last few decades, diffused over the internet.' The most effective tests of animal intelligence, he argues, are designed with a species' particular traits and skills in mind. Squirrels may fail at human memory tasks, but whereas we need apps to find our misplaced phones, they can remember where they've hidden tiny caches of nuts. In her book *The Soul of an Octopus*, naturalist Sy Montgomery points out that if an octopus were to measure human intelligence, it might test us on the number of color patterns we can produce on our skin. Seeing us fail the test, it might conclude that we are pretty stupid.

De Waal remains skeptical of Inky's happy ending. He points out that, while captive octopuses have escaped their tanks before, it's probably overly optimistic to think that Inky figured out how to get to a drain leading to the ocean. But de Waal is aware of the power of viral stories to fuel appreciation of animal intelligence. He once ran an experiment to test whether capuchin monkeys can experience envy. When the monkeys were rewarded with either cucumbers (a well-liked monkey food) or grapes (an even better one), those given cucumbers shrieked and raged at seeing their peers get the superior treat. The study was published in a prominent scientific journal soon afterwards. But what really convinced people of the findings was a one-minute video clip of the experiment, released ten years later. Just one of the oddities of our particular kind of animal mind.

- 31 What point does the writer make about octopuses in the first paragraph?
- A Their playful nature would make them a good subject for a children's film.
 - B They are no more likely to be able to escape captivity than any other creature.
 - C People still underestimate their intelligence despite what is known about their abilities.
 - D Their human-like behaviour surprises people more as they are so unlike humans in appearance.
- 32 In the second paragraph, the writer says that Dr. Frans de Waal
- A gave a more accurate name to a changing behaviour.
 - B conducted experiments to back up his arguments.
 - C came to a conclusion based on existing data.
 - D questioned the research of other scientists.
- 33 In the third paragraph, the writer emphasises the fact that
- A accepting de Waal's ideas requires people to alter the way they see themselves.
 - B human knowledge has progressed considerably since medieval times.
 - C putting animals on trial was not universally considered reasonable.
 - D de Waal's views are backed up by the work of respected scientists.
- 34 What does 'that' in line 63 refer to?
- A dark period
 - B cognition
 - C spectrum
 - D point
- 35 What is the main idea put forward in the fifth paragraph?
- A Even with technology, humans are unable to match animal abilities.
 - B Being able to test other species doesn't mean you are superior to them.
 - C It is logical to assess a species' intelligence according to its unique abilities.
 - D The internet has played a major role in changing people's views of animal intelligence.
- 36 In the last paragraph, the writer thinks it is significant that
- A a video has more impact on people than written data.
 - B people are interested in whether monkeys can feel envy.
 - C de Waal waited ten years to release the video of his experiment.
 - D people invent a happy ending if a story doesn't already have one.

Part 6

You are going to read four extracts from articles in which architects discuss their profession. For questions 37–40, choose from the architects A–D. The architects may be chosen more than once. Mark your answers on the separate answer sheet.

The nature of architecture

Four architects talk about their profession

- A** What I love about architecture is that it's the only one of the applied arts that can change how we perceive the world around us. But however much I love buildings, even I recognise that, as much as we may want to, we will not be able to save them all. Buildings are constantly being degraded, attacked by the elements as well as by simple use. In any case, there are plenty of buildings that we wouldn't want to hold on to. Building design is a complex thing, and a space which ultimately doesn't work has never been created that way deliberately. It's just that it's impossible to predict everything before a building is complete. Going forward, there has to be a recognition of what is good for the planet in terms of building design. Our needs are changing rapidly, particularly regarding energy use, and energy efficiency will be a major theme in architecture.
- B** Modern life places demands on buildings which are different from those of the past, meaning that not all heritage buildings can or should be kept. Decisions must be made as to which are of most benefit to a community. It's the same with the design of new buildings. Their primary function is to improve the lives of the occupants. What good are stunning aesthetics if someone inside is stifled by heat from a badly placed window? As to creativity, an architect has to design according to the client's brief, so self-expression, such a key factor in the world of art, plays little part. Opinions on the new building will inevitably differ, and thanks to modern technology, these can be shared far more widely and quickly than in the past – often even as a building is under construction. This immediacy of feedback is sure to play a big part in building design over the coming decades.
- C** Architecture as a profession grew from the human need for shelter, but buildings have become a form of identity for the culture in which they're located, and their design must revolve around this idea. A well-designed building is a work of art which improves the appearance of the area in which it is placed. In addition, we can, and must, learn from it. How can we create a vibrant environment consisting of exciting and remarkable built forms if we allow the great achievements of the past to crumble away? Even the buildings which might be considered 'bad' still have something to offer. They are a reminder that perfect architecture doesn't exist. Architects don't have the luxury of creating a prototype, unlike, for example, a car designer, so unforeseen mistakes will creep in from time to time.
- D** When I look at those buildings which are almost universally criticised, or which clearly don't work for their users, I see the hand of an arrogant architect who believes that their right to self-expression should be given priority over aspects such as local context. I'm not denying for a moment that architecture is an art form, but the primary consideration must always be the user of the building. As architects, we have both the opportunity and the responsibility to create designs in which the experience of the building's inhabitants and others who interact with it will be enriched. While I don't see that changing, other things will come into play over the next few years. As the world's population rises, space and resources are becoming more limited, so inevitably, concerns over increasing global temperatures and greenhouse gas emissions will be reflected more in the buildings we create.