

CPE Exam Preparation

What's CPE¹?

This exam, now known as C2 Proficiency, is aimed at learners who have achieved an extremely high level of English, and who wish to show that they can study demanding subjects at high levels, actively and confidently engage and participate in academic life, including in challenging research projects, or in international business settings.

Worldwide, more than 20,000 organisations, including educational institutions, businesses and government departments accept C2 Proficiency as proof of exceptional-level achievement in learning English.

Course objectives

By the end of the course learners will develop and practice the skills necessary to pass the exam:

- Oral skills to communicate effectively, and to demonstrate that they can use English to speculate, evaluate, elicit and negotiate towards an outcome, express and justify opinion in detail and with precision.
- Writing skills to develop and support an argument on a given topic, as well as reports, proposals, reviews and articles, focusing on the use of accurate, appropriate, precise language to convey specific meaning.
- Reading and listening comprehension skills on a wide range of texts and topics, developing the skills of inferring, and of identifying attitude, mood, ideas, feelings and opinions
- Familiarity with all parts of the exam and different question types. For example papers, and what's included in each, please visit <https://www.cambridgeenglish.org/exams-and-tests/proficiency/exam-format/>

Approach to learning

At the British Council we offer high quality, effective English teaching to help learners build confidence, become better communicators, and prepare for their future, all in a positive, safe and inclusive learning environment. Preparing for the exam places the students in in real-life situations and helps develop fluency and accuracy in written and spoken English.

Approach to assessment

Teachers give oral and written feedback on both class and homework throughout the year. A progress meeting with learners, parents and the teacher happens in December, and a progress report is sent to parents in April. Learners are also encouraged to engage with self and peer assessment in lesson activities. This helps students think about their learning and the progress they are making, At the end of each lesson, teachers help students review their learning and record their thoughts in their Language Learning Notebook. Students do an online mock exam at the end of December and the beginning of January. This helps us see whether the student is ready to do the exam this year, or whether further work is needed.

¹ <https://www.cambridgeenglish.org/exams-and-tests/proficiency/>

Course syllabus – Coursebook: Proficiency Masterclass

	Language	Reading and Use of English	Writing	Listening	Speaking
Sept-Oct	Vocabulary: Phrasal Verbs, Word formation, Collocation & Modifiers Tense choice and how this affects meaning Conditional clauses Past Tenses	Parts 1, 2, 4, 5 & 7	Part 1: summarising texts & writing an essay	Parts 1 & 4	Part1: Speaking about yourself Part 2: Discussing photographs, negotiating and arriving at a decision
Nov-Dec	Working with unknown lexis Degrees of likelihood Participle clauses Idiomatic expressions with <i>food, right, take & music words</i>	Parts 1, 2, 3, 4, 6 & 7	Part 1: working with two texts & exemplifying your ideas Part 2: a review	Parts 1 & 2	Part 3: individual long turn
Jan-Feb	Mock exam and feedback on the mock exam for all papers Inversion Expressing wishes and preferences	Parts 2, 4, 6	Part 1: Reading into Writing	Parts 3 & 4	Showing approval and disapproval
Mar-Apr	Gradability Passive structures Idiomatic expressions with technical words and the word <i>set</i>	Parts 1, 2, 3, 4, 6	Part 2: a report	Part 3	Part 3: individual long turn & using argument to support opinion
May-Jun	Reported speech, Comparison & Modality Metaphors, synonyms, neologisms & gender-specific words	Parts 1, 2, 3, 4, 5, 6 & 7	Part 2: a letter & an article Focus on hidden nuance	Parts 1, 3 & 4	Parts 2 & 3

*Please note: The teacher will follow the general pace of the students in the class, addressing their group's needs and responding to their interests. This may inevitably sometimes translate to a divergence from the original timetable.