

Teaching C2 Proficiency: Interactive Classroom Activities

**over 350 pages of photocopiable
materials for Cambridge Proficiency
and other very advanced classes**

by Alex Case

An introduction to teaching C2 Proficiency and to Teaching C2 Proficiency

Even language learners who have successfully reached Advanced level rarely make it to post-Advanced. Teaching C2 Proficiency: Interactive Classroom Activities contains over 350 pages of photocopiable activities with the kinds of advice, language, skills practice, feedback and exam knowledge that students need to push their Writing, Speaking, Listening, Reading and Use of English up to C2 level, and to pass the Cambridge Proficiency exam. Its materials have been used with every kind of post-Advanced student, from those who have no real plans to take the exam and haven't studied since passing Cambridge Advanced, to highly motivated students who need to pass C2 Proficiency within weeks.

This C2 Proficiency e-book includes:

- Warmers and easy introductions to Cambridge Proficiency
- Introductions to, practice of, and ways to memorise a huge amount of useful language for C2-level students (colourful vocabulary for reviews, advanced opinions phrases, more impressive language for articles, etc)
- Over 90 pages on all parts of Proficiency Speaking
- Over 70 pages on all parts of Proficiency Use of English
- Over 35 pages on all parts of Proficiency Reading
- Over 100 pages on all kinds of Proficiency Writing task
- Over 50 pages on all parts of Proficiency Listening
- Materials combining different papers and parts of papers
- Lots of work on common difficulties at C2 Proficiency level like rephrasing, positive and negative connotations, phrasal verbs and other idioms, impressive writing and speaking in the time available, strong and weak language, trick questions in reading and listening, and confusing discussion questions

As the name of the book suggests, the materials in Teaching C2 Proficiency: Interactive Classroom Activities all stimulate classroom interaction, with no awkward silences and no wasting time on things that would be better done as self-study. Stimulating pairwork and groupwork activities also help make the language and tips more memorable, and include more intensive practice of the language than traditional Proficiency materials would. Such activities include:

- Pairwork matching, error correction and dictations
- Line by line brainstorming
- Analysing and creating exam tasks
- Tips and useful language to discuss and remember
- Memory games
- Storytelling
- Card games
- Dice games
- Coin games
- Guessing games
- List dictations
- Word puzzles
- Quick reaction games

Planning Proficiency lessons and courses

Teaching C2 Proficiency: Interactive Classroom Activities can be used for everything from a one-off lesson to a whole course, including as a supplement to less interactive Proficiency textbooks and exam practice materials.

As in the book, it's probably best to start your course with the personal questions in Proficiency Speaking Part One, as a nice light start and so that students can get to know each other. After running through the rest of the Speaking exam, the book then follows the same order as the papers in the test. There is no particular reason to follow that order, but Cambridge Proficiency exam papers tend to start easy and get more difficult, so you could do the beginning of the Listening section, then the beginning of the Use of English section, etc. Sections on particular parts of the exam (e.g. the Listening Part One section) are designed to be used in approximately the order given, as the sections start with easy introductions and end with more intensive analysis of the test, typical mistakes, etc.

There are a few activities which are particularly useful for tying together the different parts of the exam, especially:

- Opinions language activities (for Speaking, especially Part Three, and Writing, especially Part One)
- Speaking on reading
- Activities that end with open cloze and/ or word formation (to link to Use of English Part Two and/ or Part Three)

You can also tie two parts of the exam together by using the same kind of activity twice, e.g. doing similar collocations activities related to two different parts of the test. Activities that there are two or more options for in this book include:

- Analysing and writing exam tasks
- Discuss and agree
- Discussion questions
- Dominoes
- Improving simple language
- List dictations
- Longer phrases
- Pelmanism and snap
- Producing suitable language challenges
- Questions stems to make questions from
- Ranking language
- Rephrasing
- Sentence completion
- Simplest responses
- Tactics discussion topics
- Tips and useful phrases
- Truth or dare
- Word snakes

You can search for suitable activities such as these by using the Index by Activity and Language Point from page 396.

Activities that would be top of my list of things to cover include:

- Something on strong and weak language/ ranking language
- Useful phrases for C2 Proficiency Speaking and/ or Writing
- Analysing and creating exam tasks
- Something on longer phrases and/ or more impressive language
- Timed writing practice on the guided answer sheet
- Something on connotation
- Asking and answering questions with typical Speaking question stems
- Something on rephrasing
- Something on typical confusions such as The Same or Different or error correction

Instructions

Instructions are given as part of each worksheet below. The instructions are usually written as if they are addressing the students, but it is obviously better if the teacher explains and demonstrates the activities, using those instructions as a guide for what they could say.

Brainstorming

The brainstorming stages are squashed into one or two pages to save space and paper, so don't give enough room to write all the possible useful language. Therefore, it is often better to get students to copy the headings and write suitable phrases under them.

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You may include the worksheets here in your own materials, perhaps after adapting them to the available class time, your students' weak points, etc. However, please acknowledge where the original materials or ideas came from with "Taken from Teaching C2 Proficiency: Interactive Classroom Activities by Alex Case" or "Adapted from Teaching C2 Proficiency: Interactive Classroom Activities by Alex Case" on each copy. You may also share the materials with other teachers in your own school, but please buy one copy per school. You may share individual worksheets on class websites which are not publicly available, but must get specific permission from Usingenglish.com for any other sharing of these materials and materials closely based on them.

Other materials

If you like the exam preparation approach used in this book, there similar e-books on IELTS Writing, IELTS Speaking, and IELTS Listening. Other classes should enjoy and get something useful from Teaching Social English: Interactive Classroom Activities 2nd Ed, Teaching Emailing: Interactive Classroom Activities 2nd Ed, Teaching Telephoning: Interactive Classroom Activities, Teaching Presentation Skills: Interactive Classroom Activities, Teaching Negotiating: Interactive Classroom Activities, and/ or Teaching Meetings: Interactive Classroom Activities 2nd Ed, all available at <https://www.usingenglish.com/e-books/>. Similar titles are also planned on other EFL exams, academic writing, travel English, technical English, grammar, and functional language.

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Speaking section

See also:

- Cambridge Proficiency Listening Part Two pairwork dictation page 357
- Reasons in C2 Proficiency Listening Part Four page 377

Speaking Part One section

Cambridge Proficiency Speaking Part One phrases things in common

Work together to find as many things in common as you can using the sentences stems on the next page, using the topics below if you like.

Useful language for finding things in common

- Me too./ So... I./ Me neither./ Neither... I.
- (That's such a coincidence) I... as well/ I also.../ (just) like you, I...
- My... is (absolutely/ almost/ virtually) identical/ (exactly/ almost/ more or less) the same/ (extremely/ very/ quite/ fairly) similar
- So, something we share/ we have in common is...
- In my case/ As for me...
- Unlike you...
- Really? I...

Suggested topics

- Arts and media
- Character/ Personality
- English/ Language learning/ Foreign languages
- Family and friends
- Festivals and celebrations
- Food and drink
- Free time
- Future
- Hometown
- Neighbourhood/ Local area
- News/ Current affairs
- Possessions/ Purchases
- Sports and exercise
- Studies/ Education
- Technology
- Transport and travel
- Work

Share two things that you found in common and see if you share that with people from other groups.

Ask about any sentences which you skipped, are not sure how to complete, etc.

Do the brainstorming and ranking tasks below.

Test each other on the phrases;

- say stronger and weaker phrases and see if your partner can say something that comes between
- say phrases above and below each other and see if your partner can explain the difference
- say one which has words with the same meaning next to them, and see if your partner can say a synonym (telling them that come above or below if they need help)
- explain one of the sections and help your partner make ranked phrases
- use the question stems in bold at the top of the sections to ask each other questions on the suggested topics above

Sentences to complete with your partner(s) with things you have in common

How do you feel about...?/ Do you like...?

- We absolutely adore/ We're crazy about/ We're huge fans of _____
- We're really into _____
- We're fairly keen on _____
- We don't really like/ We're not very fond of/ We're not so keen on _____
- We detest/ We loathe _____

How would you feel about...?/ Would you like to...?

- We dream of/ We have a burning ambition to/ We're dying to/ We'd absolutely love to/ We're absolutely determined to _____
- We'd be extremely keen on _____
- We wouldn't mind _____

Wh... do you think you will...?/ Wh... do you expect to...?

- We will definitely _____
- We confidently expect to _____
- We will probably _____
- We might well _____
- We could possibly _____
- We could conceivably _____
- We almost certainly won't _____

How important is... for you?/ Is... important to you?

- _____ is absolutely essential/ absolutely crucial for us.
- _____ is extremely important for us.
- _____ is fairly important for us.
- _____ is not so important for us.

How good are you at...?/ Are you good at...?

- We are amazing at _____
- We are pretty good at _____
- We are not bad at _____
- We are terrible at/ We are awful at _____

How... are you?/ How... would you say you are?/ Would you describe yourself as...?

- We are absolutely _____
- We are almost totally _____
- We are extremely _____
- We are fairly _____
- We are not so _____
- We are a tiny bit/ We are very slightly _____

How much time do you...?/ How long do you...?

- We spend almost all of our leisure time _____
- We spend the vast majority of our time off _____
- We spend most of our leisure time _____
- We spend a substantial proportion of our free time _____
- We spend very little of our free time _____

How often do you...?/ Do you often...?/ What do you usually...?

- We almost always _____
- We generally/ We typically _____
- We occasionally _____
- We rarely/ We seldom/ We hardly ever _____
- We almost never _____

How many times have you...?/ Have you ever...?

- We've _____ countless times.
- We've _____ so many times.
- We've _____ quite a few times.
- We've _____ a couple of times.
- We've _____ once or twice.

When did you last...?/ Have you... recently?

- We _____ just the other day/ very recently.
- We _____ not so long ago.
- We _____ quite a while ago.
- We _____ ages ago.

When ... you next...?/ ... you... soon?

- We _____ any time now.
- We _____ in the near future/ sometime soon.
- We _____ someday.

How do you feel about your next...?/ How do you feel about your future...?

- We can't wait for _____
- We're really looking forward to _____
- We're absolutely dreading _____

Do you have any plans for...?/ What are you planning to do...?

- We've arranged to _____ /
We're _____ ing
(_____)
- We're going to _____
- We're planning to _____
- We're considering/ We're thinking about _____
- We haven't ruled out _____

Brainstorming stage

Without looking above, write as many things as you can above and below the phrases given (stronger and weaker phrases, more positive and more negative words, etc). If you can think of two things with the same strength/ same meaning, put them on the same line next to each other.

How do you feel about...?/ Do you like...?

- _____
- _____
- We're fairly keen on.../ _____
- _____
- _____

How would you feel about...?/ Would you like to...?

- _____
- We'd be extremely keen on.../ _____
- _____

Wh... do you think you will...?/ Wh... do you expect to...?

- _____
- _____
- We will probably.../ _____
- _____
- _____
- _____
- _____

How important is... for you?/ Is... important to you?

- _____
- is extremely important for us./ _____
- _____
- _____

How good are you at...?/ Are you good at...?

- _____
- We are pretty good at.../ _____
- _____
- _____

How... are you?/ How... would you say you are?/ Would you describe yourself as...?

- _____
- _____
- _____
- We are fairly.../ _____
- _____
- _____

How much time do you...?/ How long do you...?

- _____
- _____
- We spend most of our leisure time.../ _____
- _____
- _____

How often do you...?/ Do you often...?/ What do you usually...?

- _____
- We generally.../ _____
- _____
- _____
- _____

How many times have you...?/ Have you ever...?

- _____
- We've... so many times./ _____
- _____
- _____
- _____

When did you last...?/ Have you... recently?

- _____
- We... not so long ago./ _____
- _____
- _____

When ... you next...?/ ... you... soon?

- _____
- We... in the near future./ _____
- _____

How do you feel about your next...?/ How do you feel about your future...?

- _____
- We're really looking forward to.../ _____
- _____

Do you have any plans for...?/ What are you planning to do...?

- _____
- _____
- We're planning to.../ _____
- _____

Use the mixed answers below to help, putting ones with the same level/ same meaning next to each other.

Mixed answers to rank

Put ones with the same meaning/ strength next to each other.

- We absolutely adore...
- We detest...
- We don't really like...
- We fairly keen on...
- We loathe...
- We're crazy about...
- We're huge fans of...
- We're not so keen on...
- We're not very fond of...
- We're really into...

- We dream of...
- We have a burning ambition to...
- We wouldn't mind...
- We'd absolutely love to...
- We'd be extremely keen on...
- We're absolutely determined to...
- We're dying to...

- We almost certainly won't...
- We confidently expect to...
- We could conceivably...
- We could possibly...
- We might well...
- We will definitely...
- We will probably...

- ...is extremely important for us.
- ...is absolutely crucial for us.
- ...is absolutely essential for us.
- ...is fairly important for us.
- ...is not so important for us.

- We are amazing at...
- We are awful at...
- We are not bad at...
- We are pretty good at...
- We are terrible at...

- We are a tiny bit...
- We are absolutely....
- We are almost totally...
- We are extremely...
- We are fairly...
- We are not so...
- We are very slightly...

- We spend a substantial proportion of our free time...
- We spend almost all of our leisure time...
- We spend most of our leisure time...
- We spend the vast majority of our time off...
- We spend very little of our free time...

- We almost always...
- We almost never...
- We generally...
- We hardly ever...
- We occasionally...
- We rarely...
- We seldom...
- We typically...

- We've... a couple of times.
- We've... countless times.
- We've... once or twice.
- We've... quite a few times.
- We've... so many times.

- We... ages ago.
- We... just the other day.
- We... not so long ago.
- We... quite a while ago.
- We... very recently.

- We... any time now.
- We... in the near future.
- We... someday.
- We... sometime soon.

- We can't wait for...
- We're absolutely dreading...
- We're really looking forward to...

- We haven't ruled out...
- We're ...ing...
- We're considering...
- We're going to...
- We're planning to...
- We're thinking about...
- We've arranged to...

Cambridge Proficiency Speaking Part One topics and vocabulary things in common with useful language for comparing

Choose a Speaking Part One topic from the list on the next page. Find one thing in common and one difference between you, tick off those two boxes on the right-hand side, then change topic and do the same. There are phrases below to help find things in common and find differences.

Use similar phrases to report a similarity and a difference to the class, and to see if they are the same or different for the other students.

Ask about any topics you can't understand or couldn't think about questions or statements for, trying to find things in common each time.

Without looking below, brainstorm useful language for comparing.

Compare your phrases with those below. Many other phrases are possible, so please check if you wrote something different.

Use similar language to compare the views in two Writing Part One texts.

Useful language for talking about similarities and differences

also/ as well
 (complete) contrast
 compared with..., I...
 (completely/ almost completely/ considerably/ quite/ slightly/ a little) different
 (big/ huge/ considerable/ slight/ small/ striking/ biggest/ main/ major) difference(s)
 in common
 (absolutely/ almost/ virtually) identical
 in my case/ as for me
 (slightly/ a bit/ considerably/ quite a lot/ far/ much much) less.../ more.../ ...er
 (un)like
 neither
 (exactly/ almost/ more or less) the same (as)
 share
 (extremely/ very/ quite/ fairly) similar
 (major) similarity
 so/ too
 while/ whilst/ whereas

Cambridge Proficiency Speaking Part One topics	Similarities	Differences
● Accommodation/ Local area		
● Arts and media		
● Character/ Personality		
● Experiences		
● Festivals and celebrations		
● Food and drink		
● Free time/ Leisure/ Hobbies/ Interests		
● Friends and family		
● (Near or distant) future		
● Good and bad points of your...		
● Health/ Sports and exercise		
● Hometown		
● Languages/ Language learning		
● Life changes/ (Major) life events		
● Likes and dislikes/ Preferences		
● News/ Current affairs		
● People (who influenced you, etc)		
● Skills/ Strengths and weaknesses		
● Speculating		
● Technology		
● Transport and travel		
● Work and studies		

Vocabulary for Cambridge Proficiency Speaking Part One things in common

Choose one of the lines below and try to find something in common and/ or a difference between you using that word. Then choose another line and do the same. Ignore any lines which you don't understand.

- neighbourhood
- next door
- move home
- suburb(s)
- outskirts
- (student) dorm(itory)/ (student) halls
- tiny/ cramped
- spacious
- medium-sized
- block of flats/ condo
- studio flat
- décor
- whodunit
- mag
- blew me away
- broadsheet – tabloid
- underwhelmed/-ing
- rom com
- sci fi
- animation/ cartoon
- popular science/ pop psychology
- costume drama/ historical drama
- telly/ the box
- give off the impression that/ of
- a bit + *negative words*
- not very + *positive words*
- weak point
- have (occasionally/ sometimes/ often/ usually) found that
- (generally) find that
- once (or twice)
- a couple of times
- some time ago
- a couple of... ago
- ages ago
- as far as I remember
- get used to
- in my (early/ late/ mid) teens/ twenties
- (traditional) summer festival
- (throw a/ an) (house/ housewarming/ office) party
- fireworks (display)
- ... cuisine
- sweet tooth
- binge on
- brunch

- take up
- lose interest in
- have a great time
- once every...
- chill out
- go out for (a drink)
- go out with/ meet up (with)
- gigs
- calligraphy
- take part in
- day off
- long weekend
- martial arts
- hot springs (resort)
- without fail
- almost always – almost never
- spend a lot of time
- (total/ complete) (...) fanatic/ geek/ obsessive
- theme park/ amusement park
- tidy up
- housework
- go shopping
- do the shopping/ the laundry/ the...
- close relations
- (members of my) extended family
- pal/ buddy/ mate/ (best/ old/ closest) friend
- get on (well) with/ get along (well) with
- take after
- (baby/ big) bro/ sis
- niece/ nephew
- clash with
- in-laws
- (at) this time next...
- have arranged to
- aim to
- chance to
- in the near/ distant future
- (with)in ... days/ weeks/ months/ years
- by (the time)...
- dream
- determined to
- someday/ one day/ sometime
- expect to
- would love to/ have my heart set on
- dreading
- can't wait to
- the day after tomorrow
- the week after next

- fancy ...ing
- plan(ning) to
- thinking about
- pros and cons
- selling point
- on the other hand/ side of the coin
- drawback
- work out
- suffer from an allergy (e.g. hay fever)
- cut down on
- indulge in
- light exercise
- lose weight – put on weight
- grew up/ was brought up
- (commuter/ satellite/ small/ medium-sized) town
- ... prefecture/ region/ state/ county/ ward
- hamlet/ village
- attend a language school
- get engaged
- coming of age (day)
- banquet
- mad about/ obsessed with
- (absolutely) detest/ loathe/ despise – adore
- don't mind
- (don't really/ really don't) like
- favourite... by far
- (not) a (big/ great) fan of
- (not/ not so) fond of/ keen on
- keep up with/ follow
- stay up to date
- mentor
- role model
- fellow alumni
- direct boss/ line manager
- classmate
- acquaintance
- useless/ hopeless/ terrible/ awful/ not bad/ good at
- a cinch/ easy peasy
- find it (virtually) impossible/ beyond me
- (never) get the hang of
- party trick
- get used to ... ing
- could possibly
- might well
- probably
- technophile – technophobe
- gadget
- whatchamacallit/ thingamajig

- app
- wifi (hotspot)
- social media
- commute
- go for a drive
- pick someone up/ give someone a ride/ give someone a lift
- (bullet/ steam/ local) train
- abroad/ overseas
- take a trip
- business trip
- on foot
- uni
- side line
- temp
- permanent job
- profession/ calling
- postgrad
- PhD
- cram school
- Master's/ MBA/ MA/ MSc
- new recruit

Ask about any vocabulary which you don't understand or couldn't make statements or questions out of, trying to find things in common with that vocab each time.

Split the vocabulary above into groups of words by subject. Words with the same subject are together, so you can just draw lines across the page to divide between the subjects.

Use the list of topics on the first page above to help. The topics are in the same order.

Check as a class or with the suggested answers.

Suggested answers

Accommodation/ Neighbourhood/ Local area

neighbourhood
next door
move home
suburb(s)/ outskirts
(student) dorm(itory)/ (student) halls
tiny/ cramped
spacious
medium-sized
block of flats/ condo
studio flat
décor

Arts and media

whodunit
mag
blew me away
broadsheet – tabloid
underwhelmed/-ing
rom com
sci fi
animation/ cartoon
popular science/ pop psychology
costume drama/ historical drama
telly/ the box

Character/ Personality

give off the impression that/ of
a bit + *negative words*
not very + *positive words*
weak point

Experiences

have (occasionally/ sometimes/ often/ usually) found that
(generally) find that
once (or twice)
a couple of times
some time ago
a couple of... ago
ages ago
as far as I remember
get used to
in my (early/ late/ mid) teens/ twenties

Festivals and celebrations

(traditional) summer festival
(throw a/ an) (house/ housewarming/ office) party
fireworks (display)

Food and drink

... cuisine
sweet tooth

binge on

brunch

Free time/ Leisure/ Hobbies and interests

take up

lose interest in

have a great time

once every...

chill out

go out for (a drink)

go out with/ meet up (with)

gigs

calligraphy

take part in

day off

long weekend

hot springs (resort)

without fail

almost always – almost never

spend a lot of time

(total/ complete) (...) fanatic/ geek/ obsessive

theme park/ amusement park

tidy up

housework

go shopping

do the shopping/ the laundry/ the...

Friends and family

close relations

(members of my) extended family

pal/ buddy/ mate/ (best/ old/ closest) friend

get on (well) with/ get along (well) with

take after

(baby/ big) bro/ sis

niece/ nephew

clash with

in-laws

(Near and distant) future (plans and predictions)

(at) this time next...

have arranged to

aim to

chance to

in the near/ distant future

(with)in ... days/ weeks/ months/ years

by (the time)...

dream

determined to

someday/ one day/ sometime

expect to

would love to/ have my heart set on

dreading
can't wait to
the day after tomorrow
the week after next
fancy ...ing
plan(ning) to
thinking about

Good and bad points of your...

pros and cons
selling point
on the other hand/ other side of the coin
drawback

Health/ Sports and exercise

work out
suffer from an allergy (e.g. hay fever)
cut down on
indulge in
light exercise
lose weight – put on weight

Hometown

grew up/ was brought up
(commuter/ satellite/ small/ medium-sized) town
... prefecture/ region/ state/ county/ ward
hamlet/ village

Languages/ Language learning

attend a language school

Life changes/ (Major) life events

get engaged
coming of age (day)
banquet

Likes and dislikes/ Preferences

mad about/ obsessed with
(absolutely) detest/ loathe/ despise – adore
don't mind
(don't really/ really don't) like
favourite... by far
(not) a (big/ great) fan of
(not/ not so) fond of/ keen on

News/ Current affairs

keep up with/ follow
stay up to date

People (people who influenced you, etc)

mentor
role model
fellow alumni
direct boss/ line manager
classmate
acquaintance

Skills/ Strengths and weaknesses

useless/ hopeless/ terrible/ awful/ not bad/ good at
a cinch/ easy peasy
find it (virtually) impossible/ beyond me
(never) get the hang of
party trick
get used to ... ing

Speculating

could possibly
might well
probably
will almost certainly

Technology

technophile – technophobe
gadget
whatchamacallit/ thingamajig
app
wifi (hotspot)
social media

Transport and travel

commute
go for a drive
pick someone up/ give someone a ride/ give someone a lift
(bullet/ steam/ local) train
abroad/ overseas
take a trip
business trip
on foot

Work and studies

uni
side line
temp
permanent job
profession/ calling
postgrad
PhD
cram school
Master's/ MBA/ MA/ MSc
new recruit

If your teacher tells you to, continue onto the brainstorming and/ or error correction stages below.

Cambridge Proficiency Speaking Part One vocabulary brainstorming

Write as much suitable vocabulary as you can in these categories, with one point for anything that is correct, fits the category and no other groups wrote, and up to three extra points for vocabulary that:

- other groups agree would impress the examiner/ show your wide range of vocabulary
- the other group(s) could use to describe their own life, family, etc in Speaking Part One
- is not in any previous Speaking Part One materials that you used

Accommodation/ Neighbourhood/ Local area

Arts and media

Character/ Personality

Experiences

Festivals and celebrations

Food and drink

Free time/ Leisure/ Hobbies and interests

Friends and family

(Near and distant) future (plans and predictions)

Good and bad points of your...

Health/ Sports and exercise

Hometown

Languages/ Language learning

Life changes/ (Major) life events

Likes and dislikes/ Preferences

News/ Current affairs

People (people who influenced you, etc)

Skills/ Strengths and weaknesses

Speculating

Technology

Transport and travel

Work and studies

Comparing and contrasting/ Talking about similarities and differences

Share the most impressive and original vocab to see how many points others give you.

Cambridge Proficiency Speaking Part One vocabulary error correction

Find and correct one mistake in each line below

Accommodation/ Neighbourhood/ Local area

- I live on the outskirts of a big city.
- I live in student hall.
- I want to move my home.
- My apartment is very narrow. I want to move somewhere bigger.
- I live in a medium condo.
- I live on the third floor of a flat.
- stujio flat

Arts and media

- whodidit
- The new Spiderman film blew me up.
- I prefer serious widesheet newspapers such as the FT.
- I'm not a big fan of love comedies.
- I'm not really into SF.
- I adore Disney anime.
- I hardly ever watch the televi.
- historic drama/ costume drama

Experiences

- It happened sometimes ago.
- as much as I remember
- I have experienced this once or two times.
- It occurred a couple of years before.
- I have never got used to eat spicy food.
- in my low teens

Festivals and celebrations

- hold a homewarming party

Free time/ Leisure/ Hobbies and interests

- take out a new hobby
- lose interests in
- spend a great time
- once a two weeks
- relax out
- I play with my friends
- go out for a drink party
- My holidays are Saturday and Sunday.
- I almost spend the weekends at hot springs resorts.
- amusement park/ thema park
- I go shopping at the local supermarket before I cook dinner.

Friends and family

- I get on good with my dad.
- I have six families
- I often crashed with my baby bro.

(Near and distant) future (plans and predictions)

- I love to go there again someday.
- the day before tomorrow
- the week after next week

- I fancy to buy a new dress.
- in the far future
- I have a plan to go there in two weeks.
- I'm thinking to change jobs in the near future.

Good and bad points of your...

- There are many pros to...
- sales point
- on the other hand of the coin

Health/ Sports and exercise

- I work at the gym two or three times a week after work.
- I suffer from a milk allergic
- weak exercise
- lose my weight

Hometown

- bed town
- I was grown up in...

Life changes/ (Major) life events

- I got engagement.
- come of age day

Likes and dislikes/ Preferences

- I absolutely dislike...
- I don't really like... It's terrible.
- It doesn't mind for me.
- My most favourite...
- I'm not so keen of...

News/ Current affairs

- I like to keep up to the news.

People (people who influenced you, etc)

- roll model
- same school alumni
- direct manager
- classfriend

Skills/ Strengths and weaknesses

- I'm not such good at...
- It's cinch
- It's virtual impossible
- I'll never get hang of

Speculating

- could probably
- will almost happen

Technology

- a gadgetry
- appli
- I'm a huge fan of SNS.

Transport and travel

- commuter to work by train
- go for a driving
- lift someone

- oversea
- I tripped to Jamaica.
- I usually go there by foot.

Work and studies

- When I was at univ,...
- I'm working as a temporary.
- We were freshmen at my company at the same time.
- Master/ MBA/ MA/ MSc

Comparing and contrasting/ Talking about similarities and differences

- I too.
- comparing with..., I...
- almost different
- considerable different
- more bigger
- quite more interesting
- extremely identical
- not like you, I...
- Neither me.
- My experience is almost same as yours.
- totally similar
- My father is similar to yours. On the other hand, my mother is very different to what you described.

Check as a class or with any lists that you used before. Other corrections may be possible, so please check if you wrote something different.

Ask each other questions from below about personal topics like those above. When answering the same question as someone else, try to comment on similarities and differences between you and the other candidate(s) as much as possible.

Cambridge Proficiency Speaking Part One question stems

- Are there any... that you are good at (...)?
- Are you... (or...) at the moment?
- Can you tell us about the things that...?
- Could you tell us how you like to spend...?
- Could you tell us something about (your taste in)...?
- Did you have a favourite... when...?
- Do you enjoy...?
- Do you feel optimistic about your (future)...?
- Do you have any plans for...?
- Do you have much opportunity to...?
- Do you live...?
- Do you see yourself... (in the future/ in the near future/ someday)?
- Do you think your... was good preparation for...?
- Does it take you long to...?
- Have you always...?
- Have you ever...?
- How difficult would it be for you to...?
- How do you prefer to...?
- How do you think your... will change in the future?
- How good are... in your...?
- How much longer do you think you'll...?
- How much of your time do you spend...?
- How typical...?/ How representative...?
- How good are you at...?/ How well can you...?
- How... a person are you?
- If you could change one thing about..., what would it be?
- Is it easy to... in your...?
- Is there a... which you particularly like?
- Is there anything that makes you proud about...?
- What advice would you give someone who...?
- What are the... like in your neighbourhood?
- What are your main...?
- What do you (most) hope to achieve...?
- What do you enjoy (most) about...?
- What do you like (best/ most) about...?
- What do you think you'll be doing...?
- What kind of... do you prefer?
- What kind of... would you like to... (in the future)?
- What languages...?
- What's the best thing about...?
- When do you expect to...?
- Which... has made the biggest impression on you?
- ... in... years' time?

Cambridge Proficiency Speaking Part One truth or dare game

Choose a question stem from below and tell your partner(s) which one you chose. Ask your partner a question with that question stem. After your partner answers your question, decide if you want exactly the same question back, or if you want a different question with the same question stem. You must answer the question that you are then asked. Especially if you got the same as you asked question, try to comment on any similarities or differences with what other people said with phrases like those in the box below.

Useful phrases for commenting on similarities and differences

“(Un)like you/ (name), I...”

“In a similar way to you/ (name), I...”

“(It’s a real coincidence, but/ You might be surprised to hear that/ You’ll never believe this but) I also...”

Do the same, but this time flicking a coin to decide if you will get exactly the same question (= heads, the side with the picture) or if you will get a different question with the same question stem (= tails, the side with a number).

Ask about any question stems that you couldn’t make questions from or weren’t sure how to answer (well).

Play the same truth and dare game with your own questions using the vocabulary below.

Play the same truth and dare game with your own questions on the topics below.

Ask about any topics or vocabulary you couldn’t make questions from or weren’t sure about your answers on.

Roleplay a whole Speaking Part One stage from when you first enter the exam room, with one person as the examiner and the other people as candidates, for two minutes (with two candidates) or three minutes (with three candidates). Please mix up giving the same question to each candidate and giving different questions to each candidate (as you have been practising with the games).

Cambridge Proficiency Speaking Part One question stems to make questions from

- Are there any... that you are good at (...)?
- Are you... (or...) at the moment?
- Can you tell us about the things that...?
- Could you tell us how you like to spend...?
- Could you tell us something about (your taste in)...?
- Did you have a favourite... when...?
- Do you enjoy...?
- Do you feel optimistic about your (future)...?
- Do you have any plans for...?
- Do you have much opportunity to...?
- Do you live...?
- Do you see yourself... (in the future/ in the near future/ someday)?
- Do you think your... was good preparation for...?
- Does it take you long to...?
- Have you always...?
- Have you ever...?
- How difficult would it be for you to...?
- How do you prefer to...?
- How do you think your... will change in the future?
- How good are... in your...?
- How much longer do you think you'll...?
- How much of your time do you spend...?
- How typical...?/ How representative...?
- How good are you at...?/ How well can you...?
- How... a person are you?
- If you could change one thing about..., what would it be?
- Is it easy to... in your...?
- Is there a... which you particularly like?
- Is there anything that makes you proud about...?
- What advice would you give someone who...?
- What are the... like in your neighbourhood?
- What are your main...?
- What do you (most) hope to achieve...?
- What do you enjoy (most) about...?
- What do you like (best/ most) about...?
- What do you think you'll be doing...?
- What kind of... do you prefer?
- What kind of... would you like to... (in the future)?
- What languages...?
- What's the best thing about...?
- When do you expect to...?
- Which... has made the biggest impression on you?
- ... in... years' time?

Cambridge Proficiency Speaking Part One questions vocabulary to make questions from

- area of work/ area of business
- bring up/ grow up
- celebrate
- extended family
- facilities
- get on (well) with
- keep up with
- surrounding(s)
- take after
- take up
- this time next...

Cambridge Proficiency Speaking Part One topics to make questions about

- Accommodation/ Neighbourhood/ Local area
- Arts and media
- Character/ Personality
- Experiences
- Festivals and celebrations
- Food and drink
- Free time/ Leisure/ Hobbies and interests
- Future plans and predictions/ The near and distant future
- Good and bad points of your...
- Health/ Sports and exercise
- Hometown
- Languages/ Language learning
- Life changes
- Likes and dislikes/ Preferences
- News/ Current affairs
- People (friends and family, people who influenced you, etc)
- Skills/ Strengths and weaknesses
- Speculating
- Technology
- Transport and travel
- Work and studies

Cambridge Proficiency Speaking Part One coin games

Game 1: C2 Proficiency Speaking Part One topics game

Choose one of the rows below, then flip a coin to see which topic your partner should ask you a personal question about. Heads = a question on the topic in the left-hand column and tails = a question on the topic in the right-hand column. Your teacher will tell you if you can choose any row you like, or if you should choose at random.

	Heads	Tails
1	Arts and media	Character/ Personality
2	English/ Language learning/ Foreign languages	Family and friends
3	Festivals and celebrations	Food and drink
4	Free time	Future
5	Hometown	Neighbourhood/ Local area
6	News/ Current affairs	Possessions/ Purchases
7	Sports and exercise	Work and studies
8	Technology	Transport and travel

When you finish, ask about any topics you had difficulty making questions about, questions which you are not sure that you answered well, etc.

Game 2: C2 Proficiency Speaking Part One question stems games

Choose a row from the page below, perhaps by choosing a random number. Flip a coin to decide if you will be asked a question on the left (heads) or on the right (tails). Your partner will ask you a question starting with the words in that box, for example "Are you studying any other languages at the moment?" or "Are you planning any trips at the moment?" if you chose the first row and then got tails. They can then ask one follow-up question if your first answer was short. Then take turns doing the same thing. You can use the same question stem twice, but make sure that you don't ask exactly the same question.

When you stop the game, ask about any questions which you couldn't understand, couldn't make a question out of, couldn't answer or couldn't understand the difference between.

Game 3: Proficiency Speaking Part One ask and tell coin game

Make a question using a stem below then flip a coin to check if you can ask the question to someone else (= heads) or should answer your question yourself (= tails, for tell).

	Heads	Tails
1	Are there any... that you are good at (...)?	Are you ...ing (...) (or...) at the moment?
2	Can you tell us about the things that make you...?	Could you tell us how you like to spend...?
3	Could you tell us something about your taste in...?	Could you tell us something about the way you...?
4	Could you tell us how you like spending your free time?	Did you have a favourite... when...?
5	Do you enjoy (your)...?	Do you feel optimistic about your (future)...?
6	Do you have any plans for...?	Do you have much opportunity to...?
7	Do you keep up with...?	Do you know what ... you'd like to... in... years' time?
8	Do you live...?	Do you see yourself... (in the future/ in the near future/ someday)?
9	Do you spend more time... or...?	Do you use... much (for...)?
10	Does it take you long to...?	Have you always...?
11	How difficult would it be for you to...?	How do you imagine you'll spend your time when...?
12	How do you prefer to...?	How do you think your... will change in the future?
13	How easy is it for you to...?	How good are you at...?
14	How important is... in your country?	How important is/ are ... to you/ in your life?
15	How much interest do you take in...?	How... a person are you?/ Would you describe yourself as...?
16	If you could..., what would...?	Is there anything that makes you proud about...?
17	What advice would you give someone who...?	What do you (most) hope to achieve...?
18	What do you think you'll be doing...?	What is the most interesting aspect of... for you?
19	What is/ are... like in your neighbourhood?	What language(s)...?
20	What opportunities are there for... in your area?	What sort of... did you...?
21	What would your dream... be?	When do you expect to...?
22	Which... (has) made the biggest impression on you?	Will ... play an important role in your...?

Cambridge Proficiency Speaking Part One dice game

Part One: Dice game

Roll a dice twice to decide what kind of Speaking Part One-style personal question you should ask your partner. Then answer the same question yourself, if possible commenting on any similarities or differences between what they said and what your own answer to that question is.

Useful language for commenting on similarities and differences

- (Un)like...
- I also.../ I... too.
- It's such a (strange) coincidence, but...
- There is some similarity between... because...
- In (complete) contrast to..., I/ my...

First roll of the dice – Speaking Part One topic

- 1 = Places (hometown, accommodation, neighbourhood/ local area, travel, etc)
- 2 = Work and studies
- 3 = Hobbies, interests and free time/ leisure
- 4 = Arts and media
- 5 = Technology (IT, the internet, etc)
- 6 = People (friends, family, influences, etc)

Second roll of the dice – Time/ Tense

- 1 = Present (right now or habits/ routines)
- 2 = Likes and dislikes/ Preferences/ Opinions (good and bad points, etc)
- 3 = Abilities/ Skills/ Strengths and weaknesses
- 4 = Experiences
- 5 = Future (hopes, plans, etc)
- 6 = Speculating/ Hypothetical questions/ Imagination

Alternative first roll of the dice – Speaking Part One topic

1. Food and drink
2. Health/ Sports and exercise
3. Languages/ Language learning
4. News/ Current affairs
5. Technology
6. Transport and travel

Part Two: Question stems

Roll a dice to decide which of these question stems you should make a question from to ask your partner, making different questions if you roll the same number again.

1. Do you have much opportunity to...?
2. Do you use... much (to...)?
3. How important is... to you?
4. How much interest do you take in...?
5. What would your dream... be?
6. Will... play an important role in your future (...)?

Part Three: Proficiency Speaking Part One exam practice

Works in groups of three, four or five. Use questions from above and the script below to practise this part of the exam. Start with (two or three) candidates standing.

Proficiency Speaking Part One examiner's script

"Come in and take a seat. Good morning/ afternoon. My name is... and this is my colleague... And your names are?"

Could I have your mark sheets, please?"

First of all, we'd like to know something about you.

(Candidate A) where are you from?"

And you (Candidate B)?"

(Candidate B) are you working or studying at the moment?"

And you (Candidate A)?"

(Candidate A) _____?"

(Candidate B) _____?"

(Candidate B) _____?"

(Candidate A) _____?"

Thank you."

Cambridge Proficiency Speaking Part One the same or different

Without looking below, listen to two or more C2 Proficiency Speaking Part One questions and raise one of the two cards that you have been given depending on what you think about their meanings. If there are more than two, they are all the same or all different. If you aren't sure how similar they are, think about whether those questions would have the same answer or would have different answers.

In pairs, discuss if the questions on the same line are different or not using language like the phrases in the box below, then write "D" for "different" or "S" for "the same" next to each line of questions.

Useful language for comparing

- This one is about nicknames etc **whereas/ , while/ , but/ . However,/ . In contrast,** this one is just about the pronunciation.
- These two are **exactly/ almost exactly/ almost/ nearly/ more or less** the same.
- These two are **totally/ almost totally/ very/ fairly/ a bit/ a tiny bit** different.
- **The most striking/ most obvious/ most important/ main** difference between these is that this one is a prediction while this one is a desire.
- **A great/ considerable/ substantial/ slight/ small / tiny** difference between these two is that this one is hypothetical but this one is about reality.

Check as a class or with the suggested answers.

Test each other on the questions:

- play the same holding up cards game in groups
- read out one which has one with the same meaning next to it and see if anyone can make a question with the same meaning
- read out two with different meanings and see if your partner can reply with different answers in the correct way
- read out two with the same meaning or different meanings and see if your partner correctly answers with the same answers or different answers

Do the comparing language presentation stage, then use similar language to do the same stages with the vocabulary below.

Label the sections of vocabulary with their topics, brainstorm more (high-level) vocabulary on the same topics, then compare your extra ideas.

1. Are there any sports that you are good at?/ Can you do any sports well?
2. Are you working at the moment?/ Are you currently in employment?
3. Could you tell us about your taste in foreign foods?/ Do you like foreign food?
4. Could you tell us if there is a comedy that you particularly like?/ Is there a comedy which you especially enjoy?
5. Could you tell us something about the way you generally get around?/ How do you usually travel?
6. Could you tell us how you like spending your free time?/ What do you enjoy doing in your leisure time?
7. Did you have a favourite sports person when you were a child?/ Was there a sports person who you most liked during your childhood?
8. Do you enjoy your job?/ Do you feel optimistic about your career?
9. Do you have any plans to look for a new job?/ Do you have a career plan?
10. Do you have much opportunity to meet up with old friends?/ Do you have much chance to get together with your old friends?
11. Do you keep up with the latest news?/ Do you stay up to date with current affairs?
12. Do you see yourself setting up your own company someday?/ Do you think that you will set up your own business one day?
13. How difficult would it be for you to change careers?/ How hard is it for you to find a new job?
14. How important is social media to you?/ How is social media important to you?
15. How interested are you in the Olympics?/ How much interest do you take in the Olympic Games?
16. How much longer do you think you'll commute the same way?/ How much of your time do you spend commuting every day?
17. If you could change one thing about your appearance, what would it be?/ What change would you make to your appearance, if any change was possible?
18. Is there anything that makes you proud about the town that you come from?/ Does anything make you feel pride in your hometown?
19. What advice would you give someone who was thinking of studying at your school or college?/ What recommendations would you make to someone who was considering studying at your school or college?
20. What are the green spaces like in your neighbourhood?/ How would you describe the green spaces near where you live?
21. What do you enjoy most about speaking English?/ What do you like best about speaking English?
22. What do you most hope to achieve in the next five years?/ What do you think you will achieve within five years?
23. What do you think you'll be doing in ten years' time?/ What do you imagine you'll be doing in five years?/ What do you expect you'll be doing five years from now?
24. What kind of things would you like to learn more about?/ What sort of topics do you want to be more knowledgeable about?
25. What makes you scared?/ What things make you feel frightened?
26. What would your dream home be?/ What would your ideal house or flat be?
27. When do you expect to go abroad?/ When do you think you will travel overseas?

Suggested answers

Ones with different meanings are underlined.

1. Are there any sports that you are good at?/ Can you do any sports well?
2. Are you working at the moment?/ Are you currently in employment?
3. Could you tell us about your taste in foreign foods?/ Do you like foreign food?
4. Could you tell us if there is a comedy that you particularly like?/ Is there a comedy which you especially enjoy?
5. Could you tell us something about the way you generally get around?/ How do you usually travel?
6. Could you tell us how you like spending your free time?/ What do you enjoy doing in your leisure time?
7. Did you have a favourite sports person when you were a child?/ Was there a sports person who you most liked during your childhood?
8. Do you enjoy your job?/ Do you feel optimistic about your career?
9. Do you have any plans to look for a new job?/ Do you have a career plan?
10. Do you have much opportunity to meet up with old friends?/ Do you have much chance to get together with your old friends?
11. Do you keep up with the latest news?/ Do you stay up to date with current affairs?
12. Do you see yourself setting up your own company someday?/ Do you think that you will set up your own business one day?
13. How difficult would it be for you to change careers?/ How hard is it for you to find a new job?
14. How important is social media to you?/ How is social media important to you?
15. How interested are you in the Olympics?/ How much interest do you take in the Olympic Games?
16. How much longer do you think you'll commute the same way?/ How much of your time do you spend commuting every day?
17. If you could change one thing about your appearance, what would it be?/ What change would you make to your appearance, if any change was possible?
18. Is there anything that makes you proud about the town that you come from?/ Does anything make you feel pride in your hometown?
19. What advice would you give someone who was thinking of studying at your school or college?/ What recommendations would you make to someone who was considering studying at your school or college?
20. What are the green spaces like in your neighbourhood?/ How would you describe the green spaces near where you live?
21. What do you enjoy most about speaking English?/ What do you like best about speaking English?
22. What do you most hope to achieve in the next five year?/ What do you think you will achieve within five years?
23. What do you think you'll be doing in ten years' time?/ What do you imagine you'll be doing in five years?/ What do you expect you'll be doing five years from now?
24. What kind of things would you like to learn more about?/ What sort of topics do you want to be more knowledgeable about?
25. What makes you scared?/ What things make you feel frightened?
26. What would your dream home be?/ What would your ideal house or flat be?
27. When do you expect to go abroad?/ When do you think you will travel overseas?

Comparing/ contrasting phrases presentation

Thinking about what you said in the discussion above, brainstorm as many different words and phrases as you can into the gaps below. At least four different things are possible in each gap.

This question is about nicknames etcetera _____
this question is just about the pronunciation.

These two questions are _____ the same.

These two questions are _____ different.

The _____ difference between the two questions is that this one is a prediction while this one is a desire.

A _____ difference between these two is that this one is hypothetical but this one is about reality.

-----cover, fold or cut -----

Mixed answers

Use these to help with the task above. Some could go in more than one place.

- a bit
- a tiny bit
- almost
- almost exactly
- almost totally
- but
- considerable
- exactly
- fairly
- great
- however
- in contrast
- main
- more or less
- most important
- most obvious
- most striking
- nearly
- slight
- small
- substantial
- tiny
- totally
- very
- whereas
- while

Compare with the list of useful phrases above.

Comparing C2 Proficiency Speaking Part One vocabulary

Use similar comparing language to discuss if the things on each line below have the same meaning or not. If there are more than two, they are all the same or all different.

- don't really like/ really don't like
- don't really like/ not so keen on/ not really into/ not a big fan of
- detest/ loathe/ despise
- my ideal home/ my perfect home/ my dream home
- least favourite/ most hated

- essential/ crucial/ vital
- very important/ incredibly important/ absolutely essential

- terrible at/ awful at/ hopeless at/ useless at

- most of/ the vast majority of/ almost all/ virtually all

- absolutely/ extremely/ fairly
- a bit/ a little/ a little bit/ slightly
- a tiny bit/ very slightly

- generally/ typically
- at the moment/ now/ currently/ presently

- several times/ a few times/ a couple of times/ once or twice
- the day before yesterday/ two days before
- ages ago/ a long time ago

- in ten years/ in ten years' time/ ten years from now
- sometime/ someday/ one day
- I expect to/ I'm looking forward to
- I expect to/ I'm sure I will
- I will/ I will probably/ I may
- I might well/ I may well
- I could possibly/ I could conceivably
- We're ...ing/ We're going to/ We're planning to/ We're considering
- arrangement/ appointment/ date/ promise
- I like/ I would like/ I would love/ I hope
- If I get the chance/ If I got the chance

- family name/ surname
- first name/ given name/ Christian name

- hometown/ neighbourhood
- suburb(s)/ outskirts/ satellite town
- I'm living/ I'm staying
- mansion/ apartment/ studio flat/ room
- a flat/ a block of flats
- I grew up/ I was brought up

- prefecture/ region/ state/ county/ ward
- sibling/ spouse
- a member of my family/ a relative/ a relation
- only child/ single
- take after my father/ look like my father
- close friend/ best friend/ oldest friend
- get on with/ get along well with/ have a good relationship with
- workmate/ colleague/ co-worker
- ex-classmate/ fellow graduate/ fellow alumni
- abroad/ overseas
- to go on a trip/ to trip
- traveller/ commuter
- go for a drive with someone/ give someone a lift/ pick someone up/ drop someone off
- meet up with my friends/ go out (for drinks) with my friends/ play with my friends/ hang out with my friends/ party with my friends
- spend a lot/ spend a long time
- movie theater/ theatre
- sci-fi/ fantasy
- rom-com/ sitcom/ stand-up/ sketch show
- animation/ anime
- kind of movie/ type of movie/ sort of movie/ genre (of movie)
- whodunit/ murder mystery
- was underwhelming/ blew me away
- costume drama/ historical drama
- TV/ telly/ the box
- take up a hobby/ keep up an interest
- days off/ holiday/ weekend/ vacation
- tidy my flat/ clean my flat
- go shopping/ do the shopping
- keep up with the news/ follow current affairs/ stay up to date with what is happening
- job/ career/ profession/ calling
- new recruit/ freshman
- temporary job/ part-time job
- optimistic/ positive
- bonfire/ fireworks

Cards to hold up

The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different

C2 Proficiency Speaking Part One questions with the same meaning brainstorming

Without looking above, write at least one more question meaning the same as each question below. Many other ways not above are also possible.

- Are there any sports that you are good at?
- Are you working at the moment?
- Could you tell us if there is a comedy that you particularly like?
- Could you tell us something about the way you generally get around?
- Could you tell us how you like spending your free time?
- Did you have a favourite sports person when you were a child?
- Do you have much opportunity to meet up with old friends?
- Do you keep up with the latest news?
- Do you see yourself setting up your own company someday?
- How interested are you in the Olympics?
- If you could change one thing about your appearance, what would it be?
- Is there anything that makes you proud about the town that you come from?
- What advice would you give someone who was thinking of studying at your school or college?
- What are the green spaces like in your neighbourhood?
- What do you enjoy most about speaking English?
- What do you think you'll be doing in ten years' time?
- What kind of things would you like to learn more about?
- What makes you scared?
- What would your dream home be?
- When do you expect to go abroad?

Compare with the first worksheet. Many more ways of wording the questions are also possible, so please check if you wrote something different.

C2 Proficiency Speaking Part One vocabulary with the same meaning brainstorming

Without looking above, try to write at least one way of rephrasing each thing below. Many ways not above are also possible, but make sure that you don't change the meaning.

- not so keen on
- loathe
- my dream home

- vital

- hopeless at

- a bit
- a tiny bit

- typically
- presently

- a long time ago

- ten years from now
- one day
- I'm sure I will
- I may well

- surname
- first name

- I was brought up

- a member of my family
- get along well with
- co-worker

- abroad

- genre (of movie)
- murder mystery
- costume drama
- TV

- keep up with the news

Check above. Other answers are possible, so check if you wrote something different.

Speaking Part Two section

Proficiency Speaking Part Two line by line brainstorming

Look at only the description of and wording of the examiner's instructions for Speaking Part Two in the first two boxes below, covering the rest of the page with a book or piece of paper (or making the text white if you are working on a computer). Try to guess what the candidates say first, show just the hint in the box below, brainstorm again if you guessed wrongly, then reveal what was actually said. Then do the same line by line until the end of the model Speaking Part Two, always brainstorming before you check the next hint and then the next dialogue box.

When you get to the end, ask about any lines that you don't understand, lines that you think could be better in another way, etc.

Discuss these questions:

- Which of the candidates will get a better score in the test, do you think? Did they both do okay?
- What are their strong points and weak points?
- How might the conversation be different with three candidates?

After the brainstorming stage below, test each other on the phrases:

- say a category and help your partner make suitable phrases
- say a phrase that needs a response and see if your partner can respond in the right way/ say a possible next line (with other suitable lines not below also okay)

Model Speaking Part Two dialogue to brainstorm line by line

The examiner gives the instructions for the first (short, introductory) part of Speaking Part Two
Now, in this part of the test you're going to do something together. Here are some pictures of... First, I'd like you to look at pictures A and B and talk together about which/ how/ why/ what/ when/ where/ who/ wh... these pictures/ places/ people/... might (have/ be)... You have about a minute for this, so don't worry if I interrupt you.
Candidate A checks what the question means with the examiner
Sorry, does that mean that we should...?/ So, that means that we should..., right?
The examiner confirms the meaning of the question
Yes, that's right./ Not quite. You are supposed to...
Candidate A suggests which picture to start with
Shall we talk about this one first?/ Let's start with this one, shall we?/ How about talking about this one first?
Candidate B agrees
Sure. (Either is fine)./ Okay./ (That seems like a) good idea.
Candidate A asks to speak first
Can I start?/ Shall I go first?
Candidate B agrees
Sure./ No problem./ Of course. Please go ahead.
Candidate A speculates on the first picture
It seems.../ It looks like.../... obviously.../ must.../ is almost certainly/ is probably/ may well.../ could possibly... (some kind of/ some sort of).../ I get the impression that...
Candidate A invites Candidate B to comment
What do you think?/ What do you reckon?/ Or not?/ Right?/ Would you agree?/ Does that sound plausible?/ Wouldn't you say?
Candidate B politely disagrees with Candidate A
I can see why you would say that, but I more get the impression that.../ It does look that way but (it could also be.../ it's more likely to be...)/ You're probably right, but I don't think we can be so certain that.../ That's possible, but I'd be inclined to say that.../ I see what you mean, but.../ I don't really think so.
Candidate A agrees weakly
You could be right./ Well, that's certainly possible./ Well, yes, you do have a point.
Candidate A suggests moving onto the next photo

So, shall we talk about the other one?/ Well, how about moving onto the other photo?
Candidate B agrees
Sure, let's (do that).
Candidate A suggests that Candidate B speaks first this time
Do you want to go first (this time)?/ Would you like to start (talking about this one)?/ You can go first (this time) if you like.
Candidate B accepts
Okay. Thanks./ Sure, why not?/ Okay, if you don't mind.
Candidate B fills silence/ thinks aloud
What can I say about this one?/ It's difficult to say for sure, but.../ I would probably say that.../ If you ask me,...
Candidate B links the photo to their own experience
It reminds me of.../ I associate this with.../ This makes me think of.../ I have a similar photo of.../ I once saw a... like this and it...
Candidate B speculates based on that personal impression
... so it must be.../ it's definitely.../ it's likely to be.../ there's a good chance that it...
Candidate A strongly agrees
Absolutely./ Definitely./ That's (exactly/ just) what I think./ I can't argue with that./ That's just what I was going to say./ You took the words right out of my mouth./ I couldn't agree with you more.
The examiner explains the (second, longer) main task
Thank you. Now look at all of the pictures. I'd like you to imagine that a... is planning to... Talk together about in these situations. Then suggest one more... that... You have about three minutes to talk about this.
Candidate A asks about one word in the question to the examiner
Sorry, what does... mean?/ Sorry, you said something like... What does that mean?/ Sorry, can I check the meaning of one word. You said that we should...
The examiner rephrases the word
It means that you should...
Candidate A shows that they now understand
Okay, got it now, thanks./ Okay, that's much clearer now, thanks.
Candidate A starts talking about the first photo
Starting with this one, I would say.../ If we think about this photo, I think it's safe to say...
Candidate B interrupts Candidate A

Sorry to interrupt, but.../ Before you go on,.../ Sorry, can I come in here?
Candidate B explains the task to Candidate A/ corrects Candidate A
Actually, I think we are supposed to talk about.../ I don't think we (necessarily) need to talk about.../ (As I understand it) we only need to think about...
Candidate A responds positively
OK, that would make more sense. Thanks./ Oh, sorry, I thought we were supposed to...
Candidate A starts on the first photo again
In that case,.../ Looking at it that way, this photo...
Candidate B disagrees strongly
Personally, I wouldn't say that at all./ I'm afraid I have more or less the opposite point of view./ I'm afraid I really don't think so./ Do you really think so?
Candidate B gives a strong opinion on the first photo
Frankly,.../ To be honest,.../ I really believe.../ I'm sure.../ There's no doubt in my mind...
Candidate A sticks to their opinion
Hmmm, I'm not so sure about that./ I get your point, but I would still say that.../ I can see why you would say that, but from my own point of view...
Candidate A brings discussion of that photo to a close
Anyway, we're obviously not going to agree on that./ So, clearly we have very different points of view on that one./ So, I think we've just about covered that one.
Candidate A asks Candidate B to choose the next photo
So, which one shall we talk about next?/ So, do you want to choose the next one?
Candidate B starts talking about the next photo (without pointing at it this time)
Looking at the top left photo/ Moving onto the photo of.../ Turning to the picture showing...
Candidate B gives a weak opinion on the next photo
I'm not sure, but I guess you could say that.../ It's difficult to know for sure, but I suppose.../ You might well disagree with me, but...
Candidate A agrees and adds another point
Sure, and what's more.../ Certainly. In fact, I'd go further and say...
Candidate A ends discussion of the second photo and moves onto the second part of the main task
(We seem to completely agree on that/ I can't add anything to that) so, the other thing we're supposed to talk about is.../ so, let's turn to.../ so, shall we discuss...?/ I think we're running out of time, and we also need to talk about.../ so, in the last few seconds, we have to.../ so, the next thing to do is...
Candidate A starts selecting from the options

My (top) choice would be.../ If I had to select one, it would probably be.../ I think the... est (by far) is.../ When it comes to..., the best choice is (definitely).../ For this purpose, I think we have to select.../ I (definitely) would(n't) choose.../ I think we can (safely) ignore.../ (From what you said earlier,) I guess you would (probably) choose...
Candidate B interrupts
Sorry to interrupt again, but.../ Sorry to butt in again, but.../ I'm really sorry, but...
Candidate B corrects Candidate A on the instructions for that part of the task
(If I remember correctly/ As far as I remember) I think we are supposed to.../ The task was to.../ The final thing we have to do is...
Candidate A apologises and explains their mistake
Oh, sorry. When we practised this in class we always had to.../ Sorry about that. I thought that in the exam the final question was always to.../ Really? I do apologise. Last time I took the test, the final task was to...
Candidate B responds
Oh yes, me too./ Really? I didn't know that./ Is that right? I read that...
Candidate B gets back to the task
Anyway, getting back to the task./ So, to get back to the task at hand.../ So, where were we? Oh yes,...
Candidate B makes a suggestion for one more
How about...?/ I would suggest.../ I think... would also be suitable.
Candidate A responds
That's certainly a possibility./ That's a good idea. I hadn't thought of that./ Yes, that definitely seems suitable.
Candidate A makes another suggestion
And what about...?/ And do you think... might also be okay?/ And can I suggest...?/ And I'd like to propose...
Candidate B chooses Candidate A's suggestion
Good idea. Let's go with that./ Okay, you've persuaded me. Let's choose yours./ Come to think of it, your idea makes much more sense.
Candidate B summarises their discussion (to fill time until the examiner interrupts)
So, we couldn't agree on... but we did decide that.../ So, you thought that... and I said that... but we had the same on opinion on..., which was that...

Brainstorming stage

*Without looking above, write as many suitable phrases as you can in each gap below.
Many phrases not above are also possible.*

The examiner gives the instructions for the first (short, introductory) part of Speaking Part Two
Candidate A checks what the question means with the examiner
The examiner confirms the meaning of the question
Candidate A suggests which picture to start with
Candidate B agrees
Candidate A asks to speak first
Candidate B agrees
Candidate A speculates on the first picture
Candidate A invites Candidate B to comment
Candidate B politely disagrees with Candidate A
Candidate A agrees weakly
Candidate A suggests moving onto the next photo

Candidate B agrees
Candidate A suggests that Candidate B speaks first this time
Candidate B accepts
Candidate B fills silence/ thinks aloud
Candidate B links the photo to their own experience
Candidate B speculates based on that personal impression
Candidate A strongly agrees
The examiner explains the (second, longer) main task
Candidate A asks about one word in the question to the examiner
The examiner rephrases the word
Candidate A shows that they now understand
Candidate A starts talking about the first photo
Candidate B interrupts Candidate A

Candidate B explains the task to Candidate A/ corrects Candidate A
Candidate A responds positively
Candidate A starts on the first photo again
Candidate B disagrees strongly
Candidate B gives a strong opinion on the first photo
Candidate A sticks to their opinion
Candidate A brings discussion of that photo to a close
Candidate A asks Candidate B to choose the next photo
Candidate B starts talking about the next photo (without pointing at it this time)
Candidate B gives a weak opinion on the next photo
Candidate A agrees and adds another point
Candidate A ends discussion of the second photo and moves onto the second part of the main task

Candidate A starts selecting from the options
Candidate B interrupts
Candidate B corrects Candidate A on the instructions for that part of the task
Candidate A apologises and explains their mistake
Candidate B responds
Candidate B gets back to the task
Candidate B makes a suggestion for one more
Candidate A responds
Candidate A makes another suggestion
Candidate B chooses Candidate A's suggestion
Candidate B summarises their discussion (to fill time until the examiner interrupts)

Look above for ideas, brainstorm more, then compare your extra ideas as a class.

Proficiency Speaking Part Two on Writing Part Two tasks

Work in groups of three or four. Decide who will be examiner first. The examiner chooses a Writing Part Two page from a book of Cambridge Proficiency exam practice tests. They then get the other two or three students to talk about the tasks on it in the two stages of Speaking Part Two. The examiner should use the script below, making sure that they say and use the right time limits (with longer time limits for three candidates). Then switch roles and do the same.

C2 Proficiency Speaking Part Two examiner's script

"Now, in this part of the test you're going to do something together. Here are some C2 Proficiency Writing Part Two tasks.

First, I'd like you to look at task ... and task ... and talk together about which task might be easier. You have about a minute/ two minutes for this, so don't worry if I interrupt you.

(candidates speak for together one minute, or two minutes if there are three candidates)

Thank you. Now look at all the tasks.

I'd like you to imagine that you are teaching a C2 Proficiency exam preparation class.

Talk together about which of those kinds of tasks you would usually recommend your students to choose in the exam. Then suggest in what circumstances you might make a different kind of recommendation.

You have about three minutes/ four minutes to talk about this.

(candidates speak together for three minutes, or four minutes if there are three candidates)"

Making Proficiency Speaking Part Two tasks challenges

Write exam-style speaking tasks for another group, set the tasks, then discuss how realistic the tasks were.

Group A

Work in groups of two or three. By completing the script below and finding or making suitable pictures, write Speaking Part Two tasks to set the students in another group. The time limits are one minute and three minutes if the other group has two students, or two minutes and four minutes if the other group has three students.

“Now, in this part of the test you’re going to do something together. Here are some pictures of _____.

First, I’d like you to look at picture A and talk together about which/ how/ why/ what/ wh_____ these pictures/ these places/ these _____ might (have) _____.
You have about _____ minute(s) for this, so don’t worry if I interrupt you.

Thank you. Now look at both pictures.

I’d like you to imagine that _____.
These pictures will be used _____.

Talk together about _____ in these situations. Then suggest two (more) _____.

You have about _____ minutes to talk about this.”

-----cover, cut or fold-----

Group B

Work in groups of two or three. By completing the script below and finding or making suitable pictures, write Speaking Part Two tasks to set the students in another group. The time limits are one minute and three minutes if the other group has two students, or two minutes and four minutes if the other group has three students.

“Now, in this part of the test you’re going to do something together. Here are some pictures of _____.

First, I’d like you to look at pictures B and C and talk together about when/ where/ who/ wh_____ these pictures/ these people/ these _____ might (be) _____.
You have about _____ minute(s) for this, so don’t worry if I interrupt you.

Thank you. Now look at all the pictures.

I’d like you to imagine that _____.

Talk together about _____ shown in these pictures. Then suggest one (other) _____.

You have about _____ minutes to talk about this.”

Speaking Part Three section

See also:

- Opinions on C2 Proficiency Writing Part One texts page 224
- Cambridge Proficiency Writing Part One on science speaking page 215

Proficiency Speaking Part Three truth or dare game

Choose a question stem from below, tell your partner(s) which one, then ask them a discussion question with that question stem. After your partner answers your question, decide if you want exactly the same question back, or if you want a different question made from the same question stem. You must answer that question. Especially if you got the same question as your partner, try to comment on any similarities or differences with what other people said with phrases like those in the box below. Then take turns doing the same.

Useful phrases for commenting on similarities and differences

- “(Un)like you/ (name), I...”
- “In a similar way to you/ (name), I...”
- “I was interested to hear that you... because I...”

When you finish, ask about any question stems that you couldn't make questions from, any questions that you weren't sure how to answer (well), etc.

Do the same making and answering questions activity, but this time flicking a coin to decide if you get exactly the same question (= heads) or a different question with the same question stem (= tails, the side with a number).

Play the same truth and dare game with your own questions using the vocabulary below. Your teacher will tell you if/ when you should use a coin.

Play the same truth and dare game with your own questions on the topics below.

Ask about any topics or vocabulary you couldn't make questions from, are not sure you answered well, etc.

Roleplay the discussion questions part of the Speaking Part Three stage for up to four minutes, with one person as the examiner and two or three people as candidates. The examiner should make sure that they mix up giving the same question to different candidates and giving different questions to each candidate (as you have been practising with the previous games, and as happens in the real test).

C2 Proficiency Speaking Part Three question stems

- Are there some things in life that...?
- At what age should people...?
- Do you feel that there are the right number of...?
- Do you think celebrities/ governments/ famous people/ the media/...?
- Do... need to... (to...)?
- How can... be helped to...?
- How can... change...?
- How do... benefit from...?
- How does... change as we get older?
- How easy is it for... to...?
- How important do you think... is?
- In many cultures,... How do you feel about this?
- In the past, many people... Is this a good thing, do you think?
- In today's world,... What effect does this have?
- In what ways do people need to.../ can.... help.../...?
- In..., what sort of... should be provided?
- Is it better for... to... or...?
- Is it easier to... or...?
- It is said that... What do you think about this?
- It's often felt that... Do you agree?
- Nowadays many... find it difficult to... Why do you think this is?
- Research says that... How important do you think this is?
- (In a global world) should... be allowed/ encouraged/ made to...?
- Some people choose (not) to... Why do you think that is?
- Some people say that it is better to... than... What do you think?
- Some people say/ think that... What do you think?/ How far do you agree?
- There is a saying that.../ They say that... How much truth is there in this?
- To what extent are...?
- What abilities...?
- What do we learn about ourselves from...?
- What do you think is the ...est...?
- What do you think makes a good...?
- What is the appeal of...?
- What is your attitude towards...?
- What makes one... more... than another?
- What makes some people...?
- What problems will we face because...?
- What role do(es)... play in...?
- What skills...?
- Which is the more... .., .. or...?
- Which... has (had) the greatest impact on...?
- Why are so many people interested in...?
- Why do some people say that...?
- Why do we...?
- Why might young people...?
- Would the world be a better place...?

C2 Proficiency Speaking Part Three questions vocabulary

- alternative medicine
- public holidays
- workspace
- neighbourhood
- public recognition
- signs of success
- award ceremonies
- public places
- praise
- criticism
- sponsor
- respect
- position of power
- strict
- unrealistic expectations
- left to chance
- unpredictability
- hold onto
- proud of
- enjoyment
- dealing with
- pressure
- strategies
- daydreaming
- monotonous
- (grossly) overpaid
- rest and recreation

C2 Proficiency Speaking Part Three topics

- Authority
- Chance
- Cooperation
- Efficiency
- Enjoyment
- Escape
- Events
- Health
- Recognition
- Skills/ Abilities
- Special times
- Surroundings
- Work and money

**C2 Proficiency opinions phrases discuss and agree
for Proficiency Writing Part One essays/ Proficiency Speaking Parts Two and Three
with opinions phrases collocations/ longer opinions phrases**

Choose gapped sentences from the next page and try to write at least five sentences that you both agree on with as many of these topics as you can:

Cambridge C2 Proficiency speaking exam and textbook topics

- Ageing
- Books
- Communities
- Cooperation
- Coping with change
- Education
- Globalisation
- Health
- History
- Information overload
- Management
- News coverage/ The media
- Parenting
- Performing arts
- Spontaneity
- Sport
- Success and failure
- The natural world/ The environment
- Traditions
- Travel

Please use a different topic for each sentence. Circle or cross out the words in brackets in the phrases depending on whether you want to use them or not (depending on whether the words exactly match your opinion or not).

Say some of the sentences that you wrote to another group and see if they agree.

Ask about any sentences that you couldn't understand, sentences you couldn't think of how to complete, topics you couldn't make statements on, etc, working together as a class to make suitable sentences each time.

After doing the brainstorming tasks below, change groups and try to find more sentences that you both agree with about the topics above, this time without the gapped sentences to help you.

Sentences to complete together (on the topics above)

Introducing the topic/ Giving background to the topic

There has been (a lot of/ quite a lot of/ some/ a little/ little) controversy recently over _____

For the majority of (young/ older/ middle-aged/ working/ retired/ middle class) people (in this country/ in the developed world/ in the developing world), _____

There are (two/ some/ very/ many/ slightly) different points of view on _____

Opinions

We (really don't/ don't really/ really) approve of _____

(We are not sure, but) we think that _____ is (more or less/ about/ approximately) right.

_____ seems to make (some/ quite a lot of/ a lot of/ complete) sense.

We (strongly/ totally/ mostly/ partially/ partly/ don't really/ really don't) agree with _____

We are (absolutely/ pretty/ fairly/ far from/ un-) certain that _____

Problems and solutions

_____ is a (huge/ large/ growing/ manageable/ small) problem for _____

_____ would (greatly/ substantially/ somewhat/ slightly) improve _____

_____ is (by far/ easily/ almost certainly/ probably/ possibly) the best way to deal with _____

_____ would (definitely/ almost certainly/ probably/ probably not/ almost certainly not/ definitely not/ help/ not) prevent _____

Talking about importance

_____ is (absolutely/ almost certainly/ probably) essential in order to _____

_____ is (extremely/ very/ fairly/ not so/ completely un-) important for _____

(Past, present and future) trends/ Predictions

_____ is (incredibly/ very/ fairly/ not so) popular at the moment.

People will (definitely/ almost certainly/ probably/ probably not/ almost certainly not/ definitely not) be _____ ing (_____) in _____ years' time.

_____ could (possibly/ conceivably) _____

There is a (very high/ high/ good/ reasonable/ low) chance of _____

Talking about other people (and their opinions)

(Almost all/ The vast majority of/ The majority of/ Many/ A substantial proportion of/ A number of/ A small number of) people in this country are against _____

There is a (common/ traditional/ popular/ modern) point of view that _____
_____ but (actually/ in fact/ in reality) _____

It is (certainly/ almost certainly/ probably/ perhaps/ possibly/ probably not/ almost certainly not/ certainly not) true that _____

Personal experience

In our (limited/ own/ personal) experience, _____

Cause and effect

_____ (inevitably/ tends to/ often) lead(s) to _____

The (only/ main/ clearest) reason for _____ is _____

_____ is (mainly/ often/ sometimes/ probably/ possibly) due to _____

_____ has a (extremely/ very/ somewhat/ slightly) bad effect on _____

The (only/ chief/ most striking) benefit of _____ is _____

_____ has a (major/ massive/ huge/ large/ positive/ negative/ mixed/ substantial/ small/ tiny) impact on _____

_____ is improving, (mainly/ probably/ possibly) because of _____

Comparing and contrasting

_____ would be (far/ quite a lot/ considerably/ somewhat/ a little) better than _____

The (most important/ most obvious/ main/ only) difference between _____ and _____ is _____

Coming to a conclusion

Although there are (both/ many) advantages and disadvantages to _____, overall _____

Despite the (possible/ obvious/ well-known/ many/ few) drawbacks, on balance
_____ is (definitely/ clearly/ almost certainly/ probably) a (very/ fairly) good idea.

The negative points of _____ (far/ easily/ generally/ probably) outweigh the positive aspects

It is (obviously/ probably/ partially) true that _____. Nonetheless, _____

Recommendations

The government should put (much/ quite a lot/ some/ a little) more _____ into _____

Brainstorming opinions phrases collocations

Without looking above, write as many suitable words and expressions as you can in each gap below. The same words can sometimes go in more than one place below. Many words not above are also possible.

Introducing the topic/ Giving background to the topic

There has been (_____) controversy recently over...

For the majority of (_____) people
(in _____),...

There are (_____) different points of view on...

Opinions

We (_____) approve of...

(We are not sure, but) we think that... is (_____) right.

... seems to make (_____) sense.

We (_____) agree with...

We are (_____) certain that...

Problems and solutions

... is a (_____) problem for...

... would (_____) improve...

... is (_____) the best way to deal with...

... would (_____) prevent...

Talking about importance

is (_____) essential in order to...

... is (_____) important for...

(Past, present and future) trends/ Predictions

... is (_____) popular at the moment.

People will (_____) be ...ing (...) in ... year(s' time).

... could (_____)...

There is a (_____) chance of...

Talking about other people (and their opinions)

(_____) people in this country are against...

There is a (_____) point of view that... but (_____)....

It is (_____) true that...

Personal experience

In our (_____) experience,...

Cause and effect

... (_____) lead to...

The (_____) reason for... is...

... is (_____) due to...

... has a (_____) bad effect on...

The (_____) benefit of... is...

... has a (_____) impact on...

... is improving, (_____) because of...

Comparing and contrasting

... would be (_____) better than...

The (_____) difference between... and... is...

Coming to a conclusion

Although there are (_____) advantages and disadvantages to..., overall...

Despite the (_____) drawbacks, on balance... is (_____) a (_____) good idea.

The negative points of... (_____) outweigh the positive aspects

It is (_____) true that... Nonetheless,...

Recommendations

The government should put (_____) more... into...

Use the mixed words below to help with the task above. Some can go in more than one place.

Mixed answers

- a little
- a lot of
- a (small) number of
- a substantial proportion of
- about
- absolutely
- actually
- almost + all/ certainly/ certainly not
- approximately
- both
- by far
- certainly (not)
- chief
- clearest
- clearly
- common
- complete(ly un-)
- conceivably
- considerably
- definitely (not)
- don't really
- easily
- (-n) extremely
- fairly
- far (from)
- few
- generally
- good
- greatly
- growing
- help
- high
- huge
- in fact
- in reality
- in the developed world
- in the developing world
- in this country
- incredibly
- inevitably
- large
- limited
- little
- low
- main(ly)
- major
- manageable

- many
- massive
- middle class
- middle-aged
- mixed
- modern
- more or less
- most important
- most obvious
- most striking
- mostly
- much
- negative
- not (so)
- obvious(ly)
- often
- older
- only
- own
- partially/ partly
- perhaps
- personal
- popular
- positive
- possible/y
- pretty
- probably (not)
- quite a lot (of)
- really (don't)
- reasonable
- retired
- slightly
- small
- some(times/what)
- strongly
- substantial(ly)
- tends to
- the (vast) majority of
- tiny
- totally
- traditional
- two
- un-
- very (high)
- well-known
- working
- young

Brainstorming different kinds of opinions language stage

*Without looking above, write as many suitable phrases as you can in each gap below.
Many phrases not above are also possible.*

Introducing the topic/ Giving background to the topic

Opinions

Strong opinions

Weak opinions

Problems and solutions

Talking about importance

(Past, present and future) trends/ Predictions

Talking about other people (and their opinions)

Personal experience

Cause and effect

Comparing and contrasting

Coming to a conclusion

Recommendations

Use the mixed words above to help, compare with the first pages, then share any extra phrases.

Speaking Part Three practice stage

Take turns asking each other questions on exam topics made from these question stems:

- Are people in your country generally interested in...?
- Are people in your country worried about ...?
- Are there times when it's better to...?
- At what age do you think...?
- Can you compare... to...?
- Can you contrast... with...?
- Can you explain why...?
- Can you give some examples of...?
- Can you think of any bad effects of ...? (On balance, do you think...?)
- Could you describe how people in your country...?
- Do you believe that people your age in your country...?
- Do you believe that... is a good idea?
- Do you think ...is getting better or worse? (What makes you say that?)
- Do you think... is always a good thing?
- Do you think it is okay for ... to...? (Why do you have that opinion?)
- Do you think it is possible for... to...?
- Do you think it's good for... to...?
- Do you think that ...is changing?
- Do you think that... is about right?
- Do you think that the government should...?
- Do you think... should...?
- Do you think there is a danger that...?
- Do you think your government is doing enough to...? (Why do you think that?)
- How has ...changed over the last 50 years in your country?
- How important is..., in your opinion?
- How much do you think the government should get involved in...? (What could they do?)
- How popular is/ are...in your country?
- In what ways do ...benefit society?
- Is... a problem where you live?
- What are the advantages and disadvantages of...?
- What are your predictions for ...in the next few years?
- What can be done to stop..., do you think?
- What can be done to...? (Do you think that is likely?)
- What could be the consequences of/ the effect of...?
- What do you think ...will be like in 50 years' time?
- What do you think about ...in your country?
- What is the biggest ...problem facing your country, do you think?
- Why do some people...?

Ask about any question stems above which you couldn't make questions out of, questions that you are not sure you answered well, etc.

C2 Proficiency Speaking Part Three phrases brainstorming and correction

Brainstorm language that you could use in Speaking Part Three into these categories:

Strong opinions

Weak opinions

Strongly agreeing

Weakly agreeing

Strongly disagreeing

Weakly disagreeing/ Politely disagreeing

Referring to the card (changing the sub-topic, etc)

**Supporting your opinions
Giving examples**

Giving reasons

Speaking while thinking/ Filling silence

Error correction stage

In each section below there are two phrases which aren't correct. One of those phrases isn't in the right section, while the other has the right function but has some kind of mistake such as a grammatical error. Find the two mistakes, then move one and correct the other.

Strong opinions

Frankly (speaking),...
I can't see any merit in...
I certainly don't believe that ...
I do think that...
I don't think anyone can doubt that...
I really think that...
I strongly believe that...
I strongly object to...
In my honest opinion,...
It seems clear to me that...
It seems obvious to me that...
I'd definitely say that...
I'm (absolutely) certain that...
I'm (absolutely) positive that...
I'm (completely) convinced that...
There is (absolutely) no doubt that...
To be (perfectly) frank,...
To be honest,...
To the best of my knowledge,...
Without doubt,...

Weak opinions

Although the arguments for are also quite convincing,...
Although there are also arguments against,...
Although there are both advantages and disadvantages,...
As far as I know,...
I (would) guess that...
I (would) imagine that...
I don't have much experience of this, but...
I don't know (very) much about this topic, but...
I know this is a minority view, but...
I personally feel that...
I tend to think that...
If you ask me, I'd say that...
In my humble opinion,...
In my limited experience,...
It could (perhaps) be said that...
I'd probably say that...
I'm not expert (on this), but...
I'm not (very) familiar with this topic, but...
I'm not sure, but I think that...
I've never (really) thought about this before, but...

Just for me, personally, ...
My initial reaction is ...
Not many people will agree with me but ...
Off the top of my head, ...
On balance, ...
On the whole, ...
Overall, ...
Some people will disagree with me, but ...
There is a lot to be said for ..., but ...
There is a part of me that says ..., but ...
This is just my point of view, but ...
This is only my opinion, but ...
You could say that ...

Strongly agreeing

I can understand why you might say that.
I feel exactly the same way about ...
I strongly agree that ...
I think just the same way about ...
I totally agree with ...
I wholeheartedly agree that ...
Just like you said, ...
That's exactly what I think.
That's exactly what I was going to say.
That's just what I was going to say.
You took the words right out of my mouth.
You're absolutely right about ...
... makes complete sense.

Weakly agreeing

I can probably accept that ...
I can't add much to what my partner said, except to say ...
I could (perhaps) be persuaded that ...
I feel more or less the same way about ...
I guess you're right about ...
I might be able to accept that ...
I partially agree with ...
I partly agree with ...
I suppose you're right about ...
You can be right about ...
You may be right about ...
You might be right about ...
... seems to make sense.

Strongly disagreeing

I can't agree to ...
I couldn't agree with you more.
I don't agree at all with the idea that ...

I find it very difficult to accept that...
There's no way I can accept that...

Weakly disagreeing/ Politely disagreeing

I can see why you might think that, but...
I don't really agree with...
I really don't agree with...
I think I don't agree.
I used to feel that way too. However,...
I'm not sure that I agree that...
I'm sure many people share that opinion, but...

Referring to the card (changing the sub-topic, etc)

Looking at the recommended topics, I see that...
Moving on the second topic,...
Thinking about...,...
Turning to the third bullet point (on the card),...
What else can I say about that? Well,...

Supporting your opinions

Giving examples

For a good example,...
For example,...
For instance,...
I can't think of a specific example of this, but I reckon...
Maybe the best example of this is....
To give an example,...

Giving reasons

As...,...
Clearly,... (I don't think I need to explain why).
Main reason for this is...
Since...,...
This is because of...
This is due to the influence of...

Speaking while thinking/ Filling silence

Good question!
Hmmm, that's a tricky one.
Obviously...
Okay. That's a really interesting question.
So, the question is about...
Well, that's difficult question.
What do I think about...? Well,...

Partial answers

The underlined phrases below are the ones that need to be changed. Make sure you have moved one and changed the other, and that you haven't done that to any of the other ones below.

Strong opinions

Frankly (speaking),...

I can't see any merit in...

I certainly don't believe that ...

I do think that...

I don't think anyone can doubt that...

I really think that...

I strongly believe that...

I strongly object to...

In my honest opinion,...

It seems clear to me that...

It seems obvious to me that...

I'd definitely say that...

I'm (absolutely) certain that...

I'm (absolutely) positive that...

I'm (completely) convinced that...

There is (absolutely) no doubt that...

To be (perfectly) frank,...

To be honest,...

To the best of my knowledge,...

Without doubt,...

Weak opinions

Although the arguments for are also quite convincing,...

Although there are also arguments against,...

Although there are both advantages and disadvantages,...

As far as I know,...

I (would) guess that...

I (would) imagine that...

I don't have much experience of this, but...

I don't know (very) much about this topic, but...

I know this is a minority view, but...

I personally feel that...

I tend to think that...

If you ask me, I'd say that...

In my humble opinion,...

In my limited experience,...

It could (perhaps) be said that...

I'd probably say that...

I'm not expert (on this), but...

I'm not (very) familiar with this topic, but...

I'm not sure, but I think that...

I've never (really) thought about this before, but...

Just for me, personally,...

My initial reaction is...
Not many people will agree with me but...
Off the top of my head,...
On balance,...
On the whole,...
Overall,...
Some people will disagree with me, but...
There is a lot to be said for..., but...
There is a part of me that says..., but...
This is just my point of view, but...
This is only my opinion, but...
You could say that...

Strongly agreeing

I can understand why you might say that.
I feel exactly the same way about...
I strongly agree that...
I think just the same way about...
I totally agree with...
I wholeheartedly agree that...
Just like you said,...
That's exactly what I think.
That's exactly what I was going to say.
That's just what I was going to say.
You took the words right out of my mouth.
You're absolutely right about...
...makes complete sense.

Weakly agreeing

I can probably accept that...
I can't add much to what my partner said, except to say...
I could (perhaps) be persuaded that...
I feel more less the same way about...
I guess you're right about...
I might be able to accept that...
I partially agree with...
I partly agree with...
I suppose you're right about...
You can be right about...
You may be right about...
You might be right about...
... seems to make sense.

Strongly disagreeing

I can't agree to...
I couldn't agree with you more.
I don't agree at all with the idea that...
I find it very difficult to accept that...

There's no way I can accept that...

Weakly disagreeing/ Politely disagreeing

I can see why you might think that, but...

I don't really agree with...

I really don't agree with...

I think I don't agree.

I used to feel that way too. However,...

I'm not sure that I agree that...

I'm sure many people share that opinion, but...

Referring to the card (changing the sub-topic, etc)

Looking at the recommended topics, I see that...

Moving on the second topic,...

Thinking about...,...

Turning to the third bullet point (on the card),...

What else can I say about that? Well,...

Supporting your opinions

Giving examples

For a good example,...

For example,...

For instance,...

I can't think of a specific example of this, but I reckon...

Maybe the best example of this is....

To give an example,...

Giving reasons

As...,...

Clearly,... (I don't think I need to explain why).

Main reason for this is...

Since...,...

This is because of...

This is due to the influence of...

Speaking while thinking/ Filling silence

Good question!

Hmmm, that's a tricky one.

Obviously...

Okay. That's a really interesting question.

So, the question is about...

Well, that's difficult question.

What do I think about...? Well,...

Check your answers as a class. Other corrections may be possible, so please check if you made different changes.

Opinions in Cambridge Proficiency error correction pairwork C2 Proficiency Speaking Parts Two and Three/ C2 Proficiency Writing Part One

Student A

Without showing your worksheet to your partner, together find the difference between your phrase and their phrase, and decide which version is correct. Then change yours if it is wrong. In each pair there is always one correct version and one incorrect version between the two worksheets.

Filling silence/ Thinking aloud/ Introducing opinions

This is interesting topic.

I have never really thought about this before, but...

As much as I know,...

I can't add much to what Juan said about this, except for saying...

I don't have many experiences of this, but...

I'm not expert on this, but...

In my limited experience,...

It could perhaps be said that...

On the whole,...

This is just a point of view, but...

Without a doubt,...

Agreeing with ideas

You can be right about that.

That is exactly how I think about...

That is a rather controversial statement but may well be true.

That seems to make completely sense.

I completely agree with the idea that... In fact, I'd go further and say that...

I feel more or less the same way about...

I think that is the perfect way to describe....

It goes without saying that...

It is almost impossible to argue with the idea that...

One of the main advantage of this approach is...

The writer of the text on social media could have gone further and said that...

There are far more pro than con to the course of action of...

Disagreeing with ideas

... is irrelevant to most young people.

Although... seems like a good idea, it is not clear to me that it would achieve...

I can't see a merit in...

I oppose paying for...

I think I don't agree that...

I would need more data to be convinced that it is the case that...

I would need more evidence to be persuaded that...

It also worth saying that...

The author of second text overstates their point when they say that...

We need to question the assuming that...

One of the drawbacks of that approach is...

The disadvantages of... far outweigh the advantages.

Supporting your opinions (personal experiences, examples, changes, reasons, etc)

I once read a book on this subject that said something like...

To give an example,...

... was definitely once important, but nowadays...

... will become more and more important in near future.

Despite changes in..., it will continue to be the case that...

The main reason of this is...

Check your answers as a class or by making sure that you've changed the versions in the All Errors Stage below.

Student B

Without showing your worksheet to your partner, together find the difference between your phrase and their phrase, and decide which version is correct. Then change yours if it is wrong. In each pair there is always one correct version and one incorrect version between the two worksheets.

Filling silence/ Thinking aloud/ Introducing opinions

This is an interesting topic.

I never really think about this before, but...

As far as I know,...

I can't add much to what Juan said about this, except for say...

I don't have much experience of this, but...

I'm no expert on this, but...

In my limited knowledge,...

It could perhaps say that...

On whole,...

This is just my point of view, but...

Without doubt,...

Agreeing with ideas

You could be right about that.

That is exactly what I think about...

That is rather controversial statement but may well be true.

That seems to make complete sense.

I completely agree to the idea that... In fact, I'd go further and say that...

I feel more or less same way about...

I think that is perfect way to describe....

It goes without say that...

It is almost impossible argue with the idea that...

One of the main advantages of this approach is...

The writer of the text on social media could gone further and said that...

There are far more pros than cons to the course of action of...

Disagreeing with ideas

... is irrelevant to most young people.

Although... seems like a good idea, it is not clear for me that it would achieve...

I can't see any merit in...

I oppose to pay for...

I don't think I agree that...

I would need more datas to be convinced that it is the case that...

I would need more evidences to be persuaded that...

It is also worth saying that...

The author of the second text overstates their point when they say that...

We need to question the assumption that...

One of the drawback of that approach is...

The disadvantages of... far outweigh the advantages.

Supporting your opinions (personal experiences, examples, changes, reasons, etc)

I've once read a book on this subject that said something like...

To make an example,...

... was definitely once important, but nowadays...

... will become more and more important in the near future.

Despite of changes in..., it will continue to be the case that...

The main reason for this is...

Check your answers as a class or by making sure that you've changed the versions in the All Errors Stage below.

All errors stage

Without looking above, correct the mistakes below. Each line has one mistake. Other correct versions not above are also often possible.

Filling silence/ Thinking aloud/ Introducing opinions

This is interesting topic.

I never really think about this before, but...

As much as I know,...

I can't add much to what Juan said about this, except for say...

I don't have many experiences of this, but...

I'm not expert on this, but...

In my limited knowledge,...

It could perhaps say that...

On whole,...

This is just a point of view, but...

Without doubt,...

Agreeing with ideas

You can be right about that.

That is exactly how I think about...

That is rather controversial statement but may well be true.

That seems to make completely sense.

I completely agree to the idea that... In fact, I'd go further and say that...

I feel more or less same way about...

I think that is perfect way to describe....

It goes without say that...

It is almost impossible argue with the idea that...

One of the main advantage of this approach is...

The writer of the text on social media could gone further and said that...

There are far more pro than con to the course of action of...

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... is irrelevant to most young people.

Although... seems like a good idea, it is not clear for me that it would achieve...

I can't see a merit in...

I oppose to pay for...

I think I don't agree that...

I would need more datas to be convinced that it is the case that...

I would need more evidences to be persuaded that...

It also worth saying that...

The author of second text overstates their point when they say that...

We need to question the assuming that...

One of the drawback of that approach is...

The disadvantages of... far outweigh the advantages.

Supporting your opinions (personal experiences, examples, changes, reasons, etc)

I've once read a book on this subject that said something like...

To make an example,...

... was definitely once important, but nowadays...

... will become more and more important in near future.

Despite of changes in..., it will continue to be the case that...

The main reason of this is...

Check your answers above. Other corrections are possible, so check with your teacher if you wrote something different.

Cambridge Proficiency Speaking Part Three on reading

Work in groups of three or four. One person should use the script below to be the examiner, setting the long-turn mini-presentation tasks and then asking the candidates related questions for five or six minutes. Then switch who is examiner and do the same with different tasks and questions from below.

C2 Proficiency Speaking Part Three examiner's script

"Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner's speaking because you'll be asked to comment afterwards.

So, (*name of Candidate A*) I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There're also some ideas on the card for you to use if you like. All right?

Here is your card, and a copy for you (*name of Candidate B*). Remember, you have about two minutes to talk before we join in."

(*After two minutes*) "Thank you."

("(*Name of Candidate B*) wh.../ how/ do/ are/ is/ should...?" (*question about what Candidate A just said*))

(*Name of Candidate A*) "What do you think?"/ "Do you agree?"/ "How about you?"

(*After about one minute*) "Thank you" (*taking back the cards*)

"Now, (*name of Candidate B*), it's your turn to be given a question. Here is your card, and a copy for you (*name of Candidate A*). Remember (*name of Candidate B*), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?"

(*After two minutes*) "Thank you. (*Name of Candidate A*) wh.../ how/ do/ are/ is/ should...?" (*question about what Candidate B just said*)

(*Name of Candidate B*) "What do you think?"/ "Do you agree?"/ "How about you?"

(*After about one minute*) "Thank you" (*taking back the cards*)

"Now, to finish the test, we are going to talk about "reading" in general."

When everyone in your group has been a candidate, ask about questions you don't understand, advice on Cambridge Proficiency reading, etc.

Underline question stems in the final questions which could be used to ask about other topics, compare those stems with the suggested ones, then take turns asking one similar question on other parts of C2 Proficiency and language learning more generally to the other two or three people.

C2 Proficiency Speaking Part Three prompt cards on reading

What helps children learn to like reading?

- parents
- school
- other influences

How important is it to read literature in the original language?

- writing style
- cultural differences
- untranslatable things

Is it better to let school children read what they like or force them to read something better?

- learning
- reading skills
- future reading

What are the advantages and disadvantages of graded readers for language learners?

- language
- learning
- time

What can be gained by being able to read more quickly?

- studying
- work
- free time

What helps people read more quickly?

- prior knowledge
- vocabulary
- speed reading techniques

How important is read in English?

- vocabulary
- reading skills
- cultural knowledge

Is it better to read with or without a dictionary?

- reading pleasure
- improving your reading speed
- learning vocabulary

What are the pros and cons of using a dictionary while you are reading?

- reading fluency
- vocabulary
- motivation

What can be gained by reading English for pleasure?

- vocabulary
- grammar
- interest

What could be the advantages of reading English textbooks on other subjects (English as a medium of instruction)?

- language learning
- subject knowledge
- future

How easy is it to learn to understand magazine articles from English-speaking countries?

- language
- overall structure
- topics

After both presentations have finished, ask questions from below, mixing up:

- who you ask the questions to first
- asking the two candidates the same question or different questions
- asking questions to specific candidates or asking the question openly and see who wants to answer first
- usually asking no follow-up question and sometimes asking follow-up questions (especially if the first answer is short)

- Are there some things that people used to read but rarely read now?
- At what age should people be taught to read in English?
- Do C2 Proficiency candidates need to skim and/ or scan to finish the Reading in time?
- Do you feel that there are the right kinds of tasks in Cambridge Proficiency Reading?
- Do you think it is true that learning vocabulary is the best way of improving your reading skills?
- How can Cambridge Proficiency candidates be helped to avoid the tricks that the examiners set for them?
- How can people read in English more quickly?
- How can reading in English just for pleasure improve people's English language skills?
- How do English language learners benefit from graded reading materials such as Advanced-level graded readers?
- How easy is it for people to increase their reading speed?
- In a global world, should school students in your country be made to read English-language textbooks in other subjects such as science?
- In Cambridge Proficiency textbooks, what sort of Reading materials should be provided?
- In many cultures, people nowadays rarely read for pleasure in their own language. How do you feel about this?
- In the past, many people used reading out loud as a way of learning languages. Was this a good thing, do you think?

- In today's world, people are reading more and more from a screen instead of from paper. What effect does this have?
- In what ways can doing Cambridge Proficiency Reading exercises help with using English in other situations?
- Is it better for Cambridge Proficiency candidates to read the text first or look at the questions first?
- Is it easier to improve your ability to read in English quickly or your ability to understand fast English speech?
- Is it more important for Cambridge Proficiency candidates to read in English or to listen to English?
- Is it natural for Cambridge Proficiency candidates to take longer to complete three Reading sections than to complete four Use of English sections?
- Is it sometimes good to skip Reading questions and come back to them later?
- It is said that reading fiction is a better way of remembering vocabulary than reading non-fiction. What do you think about this?
- Nowadays many people find it difficult to concentrate for the whole of a long reading text. Why do you think this is?
- Research says that fluent readers don't read one word at a time. How important do you think this is?
- Should all children be expected to take home English books from their school library?
- Some people choose to learn vocabulary only from guessing its meaning in context, without using a dictionary. Why do you think that is?
- Some people say that it is better to read several pages of an English book before stopping than to stop and look up each unknown word. What do you think?
- Some people think that you should mainly read magazines if you want to improve your Cambridge Proficiency Reading score. How far do you agree?
- To what extent are Cambridge Proficiency Reading texts and tasks like real-life reading?
- Today, we can often look up new vocabulary just by clicking on a word on our screen. Is this a good thing in your view?
- What abilities do people need to read in English well?
- What do you think is the best kind of text to read in English?
- What do you think makes good English language reading materials?
- What is the appeal of reading newspapers in English?
- What is the best way to spend your time if you have time left at the end of the Cambridge Proficiency Reading test?
- What is your attitude towards reading children's literature in English?
- What makes one English book easier to understand than another?
- What makes some people choose wrong multiple-choice Reading question options?
- What role does grammatical knowledge play in reading comprehension?
- What skills do people need to quickly deal with English emails?
- Why do we tend to read more slowly in other languages than in our own language?
- Why might young people find reading in English more difficult than older people tend to?
- Would the Cambridge Proficiency test be better if there was more Reading and less Use of English?

C2 Proficiency Speaking Part Three question stems from above

Compare these question stems to the ones you underlined in the questions above.

- Are there some things that...?
- At what age should...?
- Do... need to...?
- Do you feel that...?
- Do you think it is true that...?
- How can... be helped to...?
- How can... more...?
- How can... improve...?
- How do... benefit from...?
- How easy is it for... to...?
- In a global world, should...?
- In many cultures, people.... How do you feel about this?
- In the past, many people.... Was this a good thing, do you think?
- In today's world, people.... What effect does this have?
- In what ways can... help with...?
- Is it better for... to... or...?
- Is it easier to... or...?
- Is it more important for... to... or...?
- Is it natural for... to...?
- Is it sometimes good to...?
- It is said that.... What do you think about this?
- Nowadays many people... Why do you think this is?
- Research says that.... How important do you think this is?
- Should all... be expected to...?
- Some people choose to.... Why do you think that is?
- Some people say that it is better to.... What do you think?
- Some people think that you should.... How far do you agree?
- To what extent is... like.../ are... like...?
- Today, we can.... Is this a good thing in your view?
- What abilities do people need to...?
- What do you think is the best...?
- What do you think makes good...?
- What is the appeal of...?
- What is the best way to...?
- What is your attitude towards...?
- What makes one... ..er than another?
- What makes some people choose...?
- What role does... play in...?
- What skills do people need to...?
- Why do we tend to...?
- Why might young people...?
- Would... be better if... ?

Use the stems above to ask similar questions on other parts of C2 Proficiency and about language learning more generally (taking turns to ask one question to the others this time).

Speaking Parts One, Two and Three section

Cambridge Proficiency Speaking tactics discussion topics

Proficiency Speaking exam tactics discussion

Discuss what you should and shouldn't do in the exam to get a good score, including topics such as:

- Entering the exam room and sitting down
- Introductions
- Answering the personal questions in Proficiency Speaking Part 1 (answer length, etc)
- What to do if you don't understand the questions
- What to do if you still don't understand the questions
- What to do when your partner is answering their questions
- Mentioning what your partner said
- Length of answers
- Discussing together
- Turn taking (interrupting, getting the other person to speak, active listening, etc)
- Discussing the first one or two pictures together at the start of Speaking Part Two
- Discussing all the pictures together in the rest of Speaking Part Two
- Coming to a decision in Speaking Part Two
- Time management/ Controlling the discussion
- What to do if you completely agree with each other
- What to do if you (strongly) disagree with each other
- What to do if your partner is off topic, didn't understand the question, etc
- Talking on your own for two minutes in Speaking Part Three
- What to do when your partner is asked a short question about your presentation topic
- Responding when you are asked the same short question
- What to do when your partner speaks on their own for two minutes
- Answering a short question about your partner's presentation topic
- Answering discussion questions in the rest of Speaking Part Three
- Impressing the examiner
- Showing a good range of language
- Showing good interactive communication skills
- Dealing with difficult questions
- Avoiding silence

Proficiency Speaking self-study discussion

Discuss what to do at home to help make your Speaking score better, including:

- Preparing with other people and preparing on your own
- Preparing for Speaking Part One/ Speaking Part Two/ Speaking Part Three
- Learning (the most) suitable vocabulary, grammar and phrases
- Improving your pronunciation
- Improving your confidence
- How to use online advice, phrases, YouTube videos of candidates taking the test, etc
- How to use sample questions (from previous classes, the textbook and/ or websites)

Ask about any topics above which you aren't sure about or would like (more) advice on.

Then watch a YouTube video of two candidates taking the test, and comment on their tactics (especially other good tactics which you didn't discuss).

Read some exam advice to find at least one useful tip you didn't discuss and at least one tip you don't think is (always) a good idea, then do the same with another source.

Reading and Use of English section

Use of English section

Use of English Part One multiple-choice cloze section

Collocations in C2 Proficiency Use of English Part One dominoes

Shuffle up the cards that you are given without looking at them. Take seven cards each and lay one more card face up in the middle of the table. Students take turns trying to match half of one of their cards to one of the halves on the table to make collocations from Cambridge Proficiency exams. If you can't make any match that your partners accept, then pick one more card and play passes to the next person. Continue in the same way until someone finishes all their dominoes or all the dominoes have been taken but no one can go. The person with most dominoes left in their hand loses the game.

When you finish the game, compare your finished dominoes to their order on the worksheet below. If you have put together different collocations, check them with your teacher.

After you finish the game, test each other on the collocations by:

- Saying a sentence with one of the collocations but with one word missing for your partner to complete
- Saying a collocation and seeing if your partner can make a suitable example sentence
- Saying half of a collocation and seeing if your partner can make a suitable example sentence

Cards to cut up/ Suggested answers

Only cut down the middle of the table (not each column) so that each domino has the end of one collocation on the left and the beginning of a different collocation on the right.

serious concerns	stimulating	challenges	still
applicable	innate	talents	intrinsic
value	see the light	of day	lay to
rest (the myth...)	a shining	example of...	a rebranding
exercise	a dusty	old law firm	a new lease of
life	the deadly	perils (of...)	reckless
actions	draft	a report	advertising

campaign	a change of	fortune	of central
importance	put someone to	sleep	render something
useless	gather	pace	hasten
his demise	achievable	goals	become
the norm	a common	trait	works
perfectly	does his job	competently	confirm
that it is true	support	someone's opinion	sustain
life	a plausible	excuse	a predictable
failure	a prospective	candidate	the final
destination	the exact	location	museum
pieces	a mistaken	notion	sparks
a revolution	have a serious	flaw	hit a
snag	family	heirloom	personal
legacy	capture	the imagination	command your
attention	hold	great appeal (for...)	address

C2 Proficiency Use of English Part One collocations word snakes

Without looking at the next page, split the string of text below into common English fixed expressions of two or more words. Your teacher will tell you if you should use the Not Split at Words Version, use the Split at Words Version, or use the former followed by the latter.

Not split at words version

an accelerated pace of change addressing ethical issues came up with a new captured on CCTV capturing the imagination of critical flaws crumbles into dust the deadly perils of dealing with naughty kids a dusty old easy on the eye embarking on long journeys the exception not the norm facilitate access to give high scores for their performance in given a new lease of life by given free rein to do any a growing range of holds great appeal for people who innate talent intrinsic value joined forces for an attempt at keep tabs on the progress of lay to rest the myth that lurk at the very bottom of a marketing exercise a mistaken idea about never sees the light of day unless ranked according to a list of criteria does not respond well to rooted in a culture of still applicable a strong customer focus take some time to cool off traditional patterns of employment transfixed by the beauty of urgent intervention a valuable museum piece within easy striking distance of

Hint: If you get stuck, you could try starting at the end and working your way backwards towards the beginning.

After using the split at words version below to help (if your teacher tells you to), check your answers as a class or with the answer key.

-----cut, cover or fold-----

Split at words version

an accelerated pace of change addressing ethical issues came up with a new captured on CCTV capturing the imagination of critical flaws crumbles into dust the deadly perils of dealing with naughty kids a dusty old easy on the eye embarking on long journeys the exception not the norm facilitate access to give high scores for their performance in given a new lease of life by given free rein to do any a growing range of holds great appeal for people who innate talent intrinsic value joined forces for an attempt at keep tabs on the progress of lay to rest the myth that lurk at the very bottom of a marketing exercise a mistaken idea about never sees the light of day unless ranked according to a list of criteria does not respond well to rooted in a culture of still applicable a strong customer focus take some time to cool off traditional patterns of employment transfixed by the beauty of urgent intervention a valuable museum piece within easy striking distance of

Hint: If you get stuck, you could try starting at the end and working your way backwards towards the beginning.

Check as a class or with the answer key.

Test each other on the phrases:

- say gapped phrases for your partner to complete
- give your partner key words and help them make fixed phrases out of them
- say fixed phrases and see if your partner can use them in suitable example sentences

Suggested answers

1. an accelerated pace of change
2. addressing ethical issues
3. came up with a new
4. captured on CCTV
5. capturing the imagination of
6. critical flaws
7. crumbles into dust
8. the deadly perils of
9. dealing with naughty kids
10. a dusty old
11. easy on the eye
12. embarking on long journeys
13. the exception, not the norm
14. facilitate access to
15. give high scores for their performance in
16. given a new lease of life by
17. given free rein to do any
18. a growing range of
19. holds great appeal for people who
20. innate talent
21. intrinsic value
22. joined forces for an attempt at
23. keep tabs on the progress of
24. lay to rest the myth that
25. lurk at the very bottom of
26. a marketing exercise
27. a mistaken idea about
28. never sees the light of day unless
29. ranked according to a list of criteria
30. does not respond well to
31. rooted in a culture of
32. still applicable
33. a strong customer focus
34. take some time to cool off
35. traditional patterns of employment
36. transfixed by the beauty of
37. urgent intervention
38. a valuable museum piece
39. within easy striking distance of

C2 Proficiency Use of English Part One prepositions pelmanism and snap

Instructions for teachers

Photocopy, cut up and briefly shuffle one set of cards per group of 2-4 students, taking out some cards if there are too many and/ or if some are too easy or too difficult for your class.

Dependent prepositions pelmanism/ pairs/ memory game

Students spread the cards face down across the table. They take turns turning over two cards. If they can say one particle (such as “on” or “within”) that could go just before or after both phrases and their partner accepts that, they can keep both cards. They have to put both cards back face down in the same places if they can only think of a particle that matches one, if the particles that they think of are different for both cards, if they give up, or if they can’t think of an example sentence when challenged.

Students continue in the same way until all the cards are gone or until they can’t match the rest. The winner is the person with most cards when the game stops. After they finish, you could ask them write suitable prepositions before and/ or after the phrases on each card.

Dependent prepositions snap

Perhaps after a game of pelmanism, you can also play a faster game. Students deal all the cards out but don’t look at them. They take turns turning the top card from their pack face up, then race to shout out “Snap” if the last two cards can take the same preposition. If they are correct, they can take all the cards turned face up and play continues. To stop them shouting out all the time, you can have a punishment if they say “Snap” when the cards don’t match like giving away two cards to other students. The person with most cards when you stop the game wins.

Dependant prepositions in CPE Use of English Part One pelmanism/ snap cards

a large extent	a result	adapts	admits
advisable	answers	any case	applies something
approval	associates	attaches something	attention
attributes something	bargains	billed	bound
calls	calms	checks	chosen according
comments	commits	cools	crumbles
deals	deploys something	desirable	disapproves

dismisses something	eases	easy	embarks
embedded	emerges	enquires	establishes itself
example	falls	fault	featured
focuses	founded	given free rein	gets
gives	held	hides	hovers
interprets something	joins forces	keeps an eye	keeps tabs
labelled	launches herself	lays	levels
links something	loiters	lurks	particular
peril	portrayed	preferable	puts
quietens	races	reacts	replies
resigned	resorts	responds	rooted
secures something	sets	shatters	shields something
shrivels	stands	stems	striking distance
suffers	suitable	the end	total
transfixed	turns		

Suggested answers

Other collocations may be possible, so please check if you chose any different prepositions or adverbs.

to a large extent	as a result
adapts to	admits to
advisable to/ for	answers to/ by
in any case	applies something to
approval for	associates with
attaches something to	attention to
attributes something to	bargains with
billed as	bound to
calls for	calms down
checks with	chosen according to
comments on/ by	commits to
cools down	crumbles into
deals with	deploys something to
desirable for	disapproves of
dismisses something as	eases into
easy for/ on	embarks on
embedded into	emerges from/ into
enquires about	establishes itself as
for example	falls for/ into
at fault	featured as
focuses on	founded by
given free rein to	gets into/ at
gives into	held back
hides from	hovers above
interprets something as	joins forces with
keeps an eye on	keeps tabs on
labelled as/ by	launches herself into
lays down/ on	levels off
links something to	loiters about
lurks below/ under	in particular
in peril	portrayed as
preferable to	puts up with/ in/ across
quietens down	races into
reacts to	replies to/ with
resigned from	resorts to
responds to/ with	rooted in/ to
secures something with	sets up
shatters into	shields something from
shrivels into	stands for/ up
stems from	within striking distance
suffers from/ in	suitable for
at/ in the end	in total
transfixed by	turns into/ from/ to

C2 Proficiency Use of English Part One texts activities

Your teacher will give you just a Use of English Part One text (with no answer key and without options for words to go in the gaps). Do the activity or activities from this list that your teacher tells you to:

- Choose one of the gaps and take turns saying different words which could go in it, continuing until someone says something that is (slightly or very) unsuitable.
- One person chooses one of the gaps and says suitable words to go in it until they run out of ideas or say something which is unsuitable in some way. They get one point for each correct word, but lose all the points from that round if they make a mistake before they give up.
- One person chooses one of the gaps and says suitable words to go in it until they run out of ideas or say something which is unsuitable in some way. They get one point for each correct answer, then their partners get one point for each additional acceptable thing they can think of.
- Try to find other places in the text (other than where there are already gaps) where if you take out a word it is the only word that could go back in that gap

Your teacher will then give you a similar text but with no gaps. Make Use of English Part One tasks from sentences from the text, making sure that the other three options seem like they match the gap but are actually unsuitable in some way. When you test other students, you will get one point for each wrong guess that they make, but lose one point for each gap that they show can be filled with more than one of the options.

-----cut-----

Your teacher will give you just a Use of English Part One text (with no answer key and without options for words to go in the gaps). Do the activity or activities from this list that your teacher tells you to:

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- One person chooses one of the gaps and says suitable words to go in it until they run out of ideas or say something which is unsuitable in some way. They get one point for each correct answer, then their partners get one point for each additional acceptable thing they can think of.
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Cambridge Proficiency Use of English Part One options activities

Optional warmer

Look at a Use of English Part One task with the correct answers already circled and try to explain why that one option is correct and/ or why all the other options are wrong in each gap.

Just options activities

Your teacher will give you just the options from an exam Use of English Part One task (without the answer key, and with no gapped text). Do one or more of these activities:

- Choose one of the options and explain how it is different from all three of the other ones on the same line (because of grammar, meaning, collocations, etc)
- Choose one set of options and take turns explaining how all the options are different from each other, switching to another line when everyone gives up adding more to what has been said
- Choose a line, say a word or phrase that you think only goes together with one of the options and see if your partner selects the option that you chose

Ask about any options which seem the same, any ones you can't think of example sentences for, etc.

Look at a list of just the correct options from a real exam task (with no wrong options and no gapped text), and take turns trying to think of options which are similar to but different from those answers, explaining both the similarities and differences each time.

-----cut-----

Optional warmer

Look at a Use of English Part One task with the correct answers already circled and try to explain why that one option is correct and/ or why all the other options are wrong in each gap.

Just options activities

Your teacher will give you just the options from an exam Use of English Part One task (without the answer key, and with no gapped text). Do one or more of these activities:

- Choose one of the options and explain how it is different from all three of the other ones on the same line (because of grammar, meaning, collocations, etc)
- Choose one set of options and take turns explaining how all the options are different from each other, switching to another line when everyone gives up adding more to what has been said
- Choose a line, say a word or phrase that you think only goes together with one of the options and see if your partner selects the option that you chose

Ask about any options which seem the same, any ones you can't think of example sentences for, etc.

Look at a list of just the correct options from a real exam task (with no wrong options and no gapped text), and take turns trying to think of options which are similar to but different from those answers, explaining both the similarities and differences each time.

Cambridge Proficiency Use of English Part One answers activities

Optional warmer

Look at a Use of English Part One task with the correct answers already circled and try to explain why that one option is correct and/ or why all the other options are wrong in each gap.

Just correct options activities

Look at the list of correct options from Use of English multiple-choice tasks that your teacher gives you (without the wrong options and with no gapped texts) and do one or more of these activities:

- Try to think of gapped sentences in which the word given is the only possible answer. You get one point for each sentence that your partner accepts can only be filled with that word.
- Write the correct word and three wrong options and a gapped sentence that can only take that correct answer and see if other students can get the right answer, with one point if anyone gets it wrong but minus one point if the other students can show that one or more of the other options is also correct
- Compete to think of the word that is most similar to that correct option but is not identical and so would sometimes go in different gaps

-----cut-----

Optional warmer

Look at a Use of English Part One task with the correct answers already circled and try to explain why that one option is correct and/ or why all the other options are wrong in each gap.

Just correct options activities

Look at the list of correct options from Use of English multiple-choice tasks that your teacher gives you (without the wrong options and with no gapped texts) and do one or more of these activities:

- Try to think of gapped sentences in which the word given is the only possible answer. You get one point for each sentence that your partner accepts can only be filled with that word.
- Write the correct word and three wrong options and a gapped sentence that can only take that correct answer and see if other students can get the right answer, with one point if anyone gets it wrong but minus one point if the other students can show that one or more of the other options is also correct
- Compete to think of the word that is most similar to that correct option but is not identical and so would sometimes go in different gaps

Adverbs in Proficiency Use of English Part One question writing tasks

Choose one of the sets of four adverbs below and try to write a sentence with a gap that can only be filled with one of the four adverbs (because of grammar, collocations, meaning, etc). For example, you could write the question "It is _____ sought after" for the options "perfectly/ highly/ effectively/ honestly", because only one of those four adverbs goes in that gap. Then test other groups with your question. You will get one point for each student who chooses a wrong option, so try to make tricky questions. However, you lose all those points plus one more point if the other students spot that more than one answer is right or that none of those options is right in your sentence. You get an extra point if someone challenges your question but it is actually okay.

Adverbs from Cambridge Proficiency

deservingly
admittedly
conceivably
assuredly

correspondingly
similarly
accordingly
appropriately

perfectly
completely
reasonably
competently

potentially
plausibly
predictably
prospectively

permanently
uniformly
perpetually
invariably

Adverbs from Cambridge Advanced

correctly
exactly
thoroughly
perfectly

really
carefully
definitely
precisely

exactly
absolutely
completely
totally

only
fairly
hardly
nearly

fully
truly
honestly
purely

highly
radically
extremely
severely

truly
validly
correctly
effectively

considerably
highly
vastly
supremely

correctly
exactly
thoroughly
perfectly

really
carefully
definitely
precisely

After you test each other with your tasks, ask about any above which you don't understand the differences between, can't make example sentences for, etc.

Make similar questions from any four of the adverbs below. For example, you could choose one adverb, write a gapped sentence for it, then choose three others which are similar but can't go in that gap (for reasons of meaning, collocations, grammar, etc). You can use the ones marked with "x 2/ 3" more than once (because they are more common in real exam tasks).

Mixed adverbs to make tasks with

- absolutely
- accordingly
- admittedly
- appropriately
- assuredly
- carefully x 2
- competently
- completely x 2
- conceivably
- considerably
- correctly x 3
- correspondingly
- definitely x 2
- deservedly
- effectively
- exactly x 3
- extremely
- fairly
- fully
- hardly
- highly x 2
- honestly
- invariably
- nearly
- only
- perfectly x 3
- permanently
- perpetually
- plausibly
- potentially
- precisely x 2
- predictably
- prospectively
- purely
- radically
- really x 2
- reasonably
- severely
- similarly
- supremely
- thoroughly x 2
- totally
- truly x 2
- uniformly
- validly
- vastly

Use of English Part Two open cloze section

See also:

- Improve the Proficiency articles phrases page 322
- C2 Proficiency Reading Part Six gapped texts storytelling page 197
- Proficiency Writing Part One essays tips and useful phrases page 229

C2 Proficiency Use of English Part Two list dictation

Without looking below, listen to your teacher read out phrases from open cloze tasks with the same word missing until you can guess what missing word they all have in common. You must guess exactly the word that is on their list, even when different words are possible in those gaps. You can only guess once per hint.

Play the same game in pairs with Student A and Student B worksheets (sharing a worksheet if there are three people in your group). Choose one of the lines and read examples with the key word replaced by “blank”, “beep”, etc). If you run out of examples before your partner guesses the right word, make up more sentences or phrases with the same word missing, still with one guess per hint. If you have examples left after they guess the right word, you can go back to the same section later if you want to.

Swap worksheets and do the same, this time trying to pick the most difficult examples first (as your partner has already seen that worksheet).

Ask about any examples which you don't understand, think could have another word in, etc.

-----cover, fold or cut-----

Examples for the teacher to use in the first stage

- almost – almost any/ almost anything/ almost anyone/ almost anybody/ almost all
- like – It was a little like the time when.../ Factors like these can affect.../ It may sound like fiction but in fact...
- on – I need a book on the subject of.../ He went on to influence later generations/ It can be made out on the horizon
- one – It can be found, in one form or another,.../ In one way or another, I need to.../ This is one of our favourite places to.../ The one thing that is guaranteed is...

Student A

- a – It is a form of/ There is a great deal more/ Finished in a matter of seconds/ We do it in such a way as to.../ rather a daunting prospect/ It's a tall order
- all – I know, but all the same.../ for all we know/ to all intents and purposes/ despite all this/ almost all participants
- and – each and every person/ this has happened time and again/ over and above/ well and truly over/ it's not the be all and end all/ rise and shine
- anything – It can be anything from ten to.../ almost anything would be okay/ Anything else before we finish?/ He didn't do anything about it
- apart – apart from the odd exception/ it sets us apart from other groups/ we grew apart over time until we no longer shared.../ It fell apart after just an hour
- as – we saw it, as did others/ they dismissed it as.../ We acted in such a way as to.../ It strikes me as something that.../ It influences us as people/ That is just as true/ He sees foreigner as a kind of.../ as a result of.../ It established itself as the new.../ as a consequence of.../ as lengthy as it can be,...
- at – When it is at rest,.../ It works at the touch of a button/ At this stage, we are limited to.../ They are at a complete loss/ He's at ease with.../ We arrived at the conclusion that.../ at the same time/ ninety five at most/ a five percent improvement at best/ It seems at first sight to be.../ nothing at all/ a thousand at the very least
- back – as far back as I remember/ looking back at my life/ This goes back hundreds of years/ He brought back the old...
- by – Do it by trial and error/ By virtue of his experience, he managed to.../ This will be augmented by/ in times gone by/ as time goes by
- come – images come into his head/ the plan has come to fruition/ nobody will come to harm/ we need to come up with new ideas/ we have come to expect.../ However, when it comes to the other options...
- even – even so/ even then/ even if it never happens/ even though/ Even fewer people believe.../ even if it doesn't happen/ even when fully covered, it doesn't...
- every – almost every day/ each and every one/ each and every time/ every three days
- far – as far as we are concerned/ It extends far and wide/ It is far from ordinary/ It has grow far less popular/ It's the best by far/ We can't see so far into the future
- for – This partially accounts for.../ They compete for valuable.../ for good measure/ for whatever reason/ it was taken for granted/ such behaviour is natural for dogs/ our capacity for reflection can be impeded/ it was found to be responsible for releasing...
- from – Anything from ants to elephants have been known to.../ This is derived from.../ Following on from this,.../ It went from being a simple.../ passed down from generation to generation/ handed down from grandfather to... / the distance from this point to...
- given – Given enough rope,.../ This has given rise to/ Given that they have already.../ Given the fact that...
- in – But in actual fact/ That is true, in as much as.../ It is in danger of disappearing/ They have the matter in hand/ It can be understood in its entirety/ in one form or another/ It had its origins in.../ or something in between the two/ specialising in science/ the phenomena in question.../ It is all in vain/ This was done in the presence of.../ This resulted in.../ in view of that fact that...
- into – It was later assimilated into.../ It went into orbit/ New ideas popped into his head/ He was sucked into a vortex of.../ He drifted into speaking about.../ Give into the beat and dance

Student B

- if – It appears briefly, if at all/ If it happens to be.../ Thousands if not millions of...
- little – It was little more than an attempt at.../ It has little or no value/ He got little recognition for.../ Very little research has been done into.../ I can see very little in the performance beyond.../ His conclusion was based on little more than...
- long – Before very long, we will see that.../ for as long as.../ long may it continue/ long in the tooth
- make – Those ideas make little sense/ We can make it quicker by.../ Although it will be tricky, we might just make it/ In order to make a living, he had to...
- no – This is by no means the best way to.../ We no longer have confidence in.../ There is no other course of action but to.../ There is no substitute for.../ No sooner does one problem finish that another.../ More often than not,...
- nothing – Based on nothing more than a hunch,.../ There's nothing new about products that.../ Kids are nothing if not interested in.../ Almost nothing reaches...
- of – Bereft of familiar tools, he faced.../ Since the dawn of history,.../ There are in excess of a billion.../ We're not in the business of.../ Without tools, we are incapable of doing.../ regardless of whether you agree or not/ Making use of just the materials available,.../ Those of us who have already experienced.../ We run the risk of...
- only – If, and only if, we can manage to.../ It may only be a trivial question, but.../ Not only will it happen, it will also.../ Only after I came home did I realise that...
- out – I can't figure out why.../ I can't get the tune out of my head/ It can also carry out more complex tasks
- part – For the greater part of the year, local people.../ It is ready, for the most part/ The hard part of the process is...
- should – Should certain conditions be met, we will.../ Should he ask to join your table,.../ Should this go wrong, plan B is.../ Should this seem strange, think about...
- so – By so doing, you can.../ If we like it, then so must.../ So vital is his aid that...
- such – In such a way, traditional societies manage to.../ We didn't imagine that it was available to such an extent/ There is such a wide variety of products that...
- through – I know this process through and through/ I can't get through to him, however hard I try/ It is through this process that we can achieve...
- to – The main reaction to this was.../ According to experts,.../ I've never been subjected to such a.../ I've got used to being treated.../ I have become accustomed to seeing.../ He was confined to a tiny.../ It drew to a close after.../ Thanks to the aid of.../ It is evident to me that.../ Don't fail to tell them that.../ It is of great benefit to those who.../ There is no limit to the number of.../ To this very day, I remember...
- up – You will have to back up every statement with.../ We have built up a detailed profile of.../ How up to date are you on...?/ This makes up a big part of.../ We had to put up with discomfort of.../ She will take up residence...
- what – This is what can only be described as.../ What is more, he has been.../ I've seen what might be the most.../ What was once the best in town is now...
- with – Along with many others,.../ I'm unfamiliar with.../ If water is combined with this, it turns into.../ Competing with others makes them.../ When confronted with the facts about.../ This is inconsistent with the need for.../ I identify with those who.../ To keep in touch with mates,.../ Supplied with paper,.../ He accepted, and with good reason.
- without – It goes without saying that.../ Without any help, I managed to.../ Without knowing the official answer, he managed.../ Without the assistance of a dictionary,...

Collocations in C2 Proficiency Use of English Part Two dominoes

Instructions for teachers

Cut up the cards so that the end of one collocation and the beginning of another collocation are together on one card with two boxes, i.e. don't cut it into cards with just a single box.

To play dominoes, each student takes seven cards each, then they lay one more card face up in the middle of the table. Students take turns trying to match half of one of their cards to one of the halves on the table to make collocations from Use of English Part Two exams. If they can't make any match that their partners accept, they should pick one more card and play passes to the next person. Students continue in the same way until someone finishes all their dominoes or all the dominoes have been taken but no one can match any of their dominoes to the two ends of the string of dominoes on the table. The person with fewest dominoes left in their hand at the end wins the game.

When they finish the game, ask them to compare the matches between the dominoes on their table to the matches on an un-cut-up copy of the worksheet below, and ask if any different matches that they made are possible.

Before or after the game, they could also work together to link all the cards in one big circle.

After the game, they could test each other on the collocations by saying a sentence with one of the collocations but with one word missing for their partner to complete.

Cards to cut up/ Suggested answers

forward	there is nothing	new under the sun	for all
we know	stay in close	formation	on the other
hand	brings	recognition to	to what
degree	for good	reason	come to
fruition	it's a tall	order	might just make
it	would no	longer be needed	sounds

like science fiction	almost	all people...	each and
every time	it goes without	saying	needs little
more than...	strictly	speaking,...	I can't help
but wonder	think	big	given
enough support,...	very	little research	in danger
of disappearing	briefly if at	all	there is nothing
new in...	as far	back as 1767	the phenomenon in
question	call to	mind	willing to put
up with discomfort	the first thing to pop	into my head	more often than
not	however odd it might	seem	change is on the
horizon	begin to make	up a bigger part	looking further

C2 Proficiency Use of English Part Two collocations pairwork

Student A

Optional brainstorming stage

Work with someone with the same worksheet to try to guess how the half sentences that you have might finish.

Matching stage

Work with someone who has the Student B worksheet. Without showing your worksheets to each other, work out which halves go together and write the missing part in the space given. Each time, try to match just from the collocation in **bold**, then check by reading out the whole sentence to show the context. You can also tell your partner what you imagine is missing if that will help.

- Working all night was **over and** _____.
- We solved it through a process of **trial and** _____.
- We want to order a million **at the very** _____.
- I **can't help but** _____.
- Take five and an extra spare **for good** _____.
- Anything from** mice _____.
- The computer reacted **in a matter** _____.
- We'll have to rush, but **we might** _____.
- We have known each other **ever** _____.
- As the event **drew to a** _____.
- Teenage girls **make** _____.
- I, **along** _____.
- Thanks** _____.
- All our efforts will not have been **in** _____.
- Should all those **conditions be** _____.
- It's a good second choice, but there is **no** _____.
- This model is **by no** _____.
- To work well as a team, we need **each and** _____.
- As our lift didn't turn up, we **made our own** _____.

Check as a class or with the suggested answers.

Test each other on the collocations:

- say the sentence with a word missing for your partner to complete
- say one of the collocations and see if your partner can make a suitable example sentence
- say the first half of an example sentence and see if your partner can complete it in a suitable way (with different correct sentences also okay)

Student B

Optional brainstorming stage

Work with someone with the same worksheet to try to guess how the half sentences that you have might start.

Matching stage

Work with someone who has the Student A worksheet. Without showing your worksheets to each other, work out which halves go together and write the missing part in the space given. Each time, try to match just from the collocation in **bold**, then check by reading out the whole sentence to show the context. You can also tell your partner what you imagine is missing if that will help.

_____ **above** the call of duty.
_____ **close**, we packed our bags and...
_____ **error**.
_____ **every** member to cooperate on...
_____ **just make it** in time.
_____ **least**.
_____ **means** a finished prototype, but...
_____ **measure**.
_____ **met**, we will be able to sign...
_____ **of** milliseconds and shut down...
_____ **since** we met at the first...
_____ **substitute for** the good old...
_____ **to** the help of our flatmates, we...
_____ **to** whales can be trained to...
_____ **up** the vast majority of...
_____ **vain** if we just manage to...
_____ **way** to that far off...
_____ **with** many other attendees, found...
_____ **wonder** whether he really...

Check as a class or with the suggested answers.

Test each other on the collocations:

- say the sentence with a word missing for your partner to complete
- say one of the collocations and see if your partner can make a suitable example sentence
- say the first half of an example sentence and see if your partner can complete it in a suitable way (with different correct sentences also okay)

Suggested answers

Working all night was **over and**
We solved it through a process of **trial and**
We want to order a million **at the very**
I can't help but
Take five and an extra spare **for good**
Anything from mice
The computer reacted **in a matter**
We'll have to rush, but **we might**
We have known each other **ever**
As the event **drew to a**
Teenage girls **make**
I, **along**
Thanks
All our efforts will not have been **in**
Should all those **conditions be**
It's a good second choice, but there is **no**
This model is **by no**
To work well as a team, we need **each and**
As our lift didn't turn up, we **made our own**

above the call of duty.
error.
least.
wonder whether he really...
measure.
to whales can be trained to...
of milliseconds and shut down...
just make it in time.
since we met at the first...
close, we packed our bags and...
up the vast majority of...
with many other attendees, found...
to the help of our flatmates, we...
vain if we just manage to...
met, we will be able to sign...
substitute for the good old...
means a finished prototype, but...
every member to cooperate on...
way to that far off...

-----cover, fold or cut -----

Gapfill stage

Without looking above, put one word into each gap below.

- Working all night was **over and** _____ the call of duty.
- We solved it through a process of **trial and** _____.
- We want to order a million **at the** _____ **least.**
- I **can't** _____ **but wonder** whether he really...
- Take five and an extra spare _____ **good measure.**
- **Anything from** mice _____ whales can be trained to...
- The computer reacted _____ **a matter of** milliseconds and shut down...
- We'll have to rush, but **we might** _____ **make it** in time.
- We have known each other _____ **since** we met at the first...
- As the event _____ **to a close,** we packed our bags and...
- Teenage girls **make** _____ the vast majority of...
- I, **along** _____ many other attendees, found...
- **Thanks** _____ the help of our flatmates, we...
- All our efforts will not have been _____ **vain** if we just manage to...
- _____ all those **conditions be met,** we will be able to sign...
- It's a good second choice, but there is _____ **substitute for** the good old...
- This model is _____ **no means** a finished prototype, but...
- To work well as a team, we need **each** _____ **every** member to cooperate on...
- As our lift didn't turn up, we _____ **our own way** to that far off...

Check above. Other words are possible, so please check if you wrote something different.

C2 Proficiency Use of English Part Two collocations word snakes

Without looking at the next page, split the string of text below into common English fixed expressions of two or more words. Your teacher will tell you if you should use the Not Split at Words Version, use the Split at Words Version, or use the former followed by the latter.

Not split at words version

as far as we are concerned at first sight at the touch of a button before very long by no means doing his very best each and every person far from run of the mill following on from this for all we know if and only if in actual fact it goes without saying that it may very well keep our wits about us lost its original appeal make use of more likely than not of great benefit to run the risk of scrape a living search far and wide the extent to which the matter in question time and again to all intents and purposes to such an extent that to this very day well and truly what can only be described as widely read with regard to with that in mind with very good reason

Hint: If you get stuck, you could try starting at the end and working your way backwards towards the beginning.

After using the split at words version below to help (if your teacher tells you to), check your answers as a class or with the answer key.

-----cut, cover or fold-----

Split at words version

as far as we are concerned at first sight at the touch of a button before very long by no means doing his very best each and every person far from run of the mill following on from this for all we know if and only if in actual fact it goes without saying that it may very well keep our wits about us lost its original appeal make use of more likely than not of great benefit to run the risk of scrape a living search far and wide the extent to which the matter in question time and again to all intents and purposes to such an extent that to this very day well and truly what can only be described as widely read with regard to with that in mind with very good reason

Hint: If you get stuck, you could try starting at the end and working your way backwards towards the beginning.

Check as a class or with the answer key.

Test each other on the phrases:

- say gapped phrases for your partner to complete
- give your partner key words and help them make fixed phrases out of them
- say fixed phrases and see if your partner can use them in suitable example sentences

Suggested answers

1. as far as we are concerned
2. at first sight
3. at the touch of a button
4. before very long
5. by no means
6. doing his very best
7. each and every person
8. far from run-of-the-mill
9. following on from this
10. for all we know
11. if and only if
12. in actual fact
13. it goes without saying that
14. it may very well
15. keep our wits about us
16. lost its original appeal
17. make use of
18. more likely than not
19. of great benefit to
20. run the risk of
21. scrape a living
22. search far and wide
23. the extent to which
24. the matter in question
25. time and again
26. to all intents and purposes
27. to such an extent that
28. to this very day
29. well and truly
30. what can only be described as
31. widely read
32. with regard to
33. with that in mind
34. with very good reason

C2 Proficiency Use of English Part Two prepositions pelmanism and snap

Instructions for teachers

Photocopy, cut up and briefly shuffle one set of cards per group of two to students, taking out some cards if there are too many and/ or some are too easy or too difficult for your class.

Dependent prepositions pelmanism/ pairs/ memory game

Students spread the cards face down across the table. They then take turns turning over two cards. If they can say one particle (such as “on”, “as” or “within”) that could go just before or just after both of those phrases and their partner accepts that they can both take that same preposition or adverb, they can keep both cards. They have to put both cards back face down in the same places if they can only think of a particle that matches one, if the particles that they think of are different for both cards, if they give up, or if they can't think of an example sentence when challenged to.

Students continue in the same way until all the cards are gone or until they can't match the remaining cards. The winner is the person who has most cards when all the cards are gone, when none of the remaining cards match, or when the teacher stops the game.

After they finish, you could ask them write suitable prepositions before and/ or after the phrases on each card on an un-cut-up copy of the worksheet.

Dependent prepositions snap

Perhaps after a game of pelmanism, you can also play a faster game of snap. Students deal out all of the cards but don't look at them. They take turns turning one card from their pack face up, then race to shout out “Snap” if the last two cards can take the same preposition. If they are correct that the last two cards match in that way, they can take all the cards from the table and play continues. To stop them shouting out all the time, you might want to have a punishment if they say “Snap” when the cards don't match such as giving two cards to the other students. The person with most cards when you stop the game wins.

Playing cards to cut up

nothing new	looks	a result	far back
sees someone	long	hands	ease
worst	all	goes	our capacity
accounts	all we know	competing	derived
question	danger	mind	close formation
vain	society	sucked	pops
sounds	the extent	part	makes use
incapable	the other hand	the horizon	looks back
gives rise	calls	according	brings recognition
the first	self-evident	comes	sophisticated enough
what degree	2031	makes	engages
augmented	puts up	good reason	people knowing
the saying goes	goes	along	in touch with

Suggested answers

Other collocations are possible, so please check if you thought of different prepositions.

nothing new about	looks like/ into/ at/ for/ after	as a result	as far back as
sees someone as	as long as	hands in/ off/ back	at ease with
at worst	at all	goes for/ at/ into	our capacity for
into accounts/ accounts for	for all we know	competing for/ with	derived from
in question	in danger	in mind	in close formation
in vain	in/ for society	sucked into	pops up/ into
sounds like	the extent to	in part/ part of/ with	makes use of
incapable of	on the other hand	on the horizon	looks back on
gives rise to	calls for	according to	brings recognition for/ to
the first to	self-evident to	comes up with/ into/ for	sophisticated enough for/ to
to what degree	in/ until/ since/ from 2031	makes up for/ for	engages in
augmented by	puts up with	good reason for/ to	without people knowing about
as the saying goes	goes on/ into/ up/ with	along with	in touch with

C2 Proficiency Use of English Part Two phrasal verbs pairwork

Student A

Optional brainstorming stage

Work with someone who has the same worksheet to try to guess how the half sentences below might finish.

Matching stage

Work with someone who has the Student B worksheet. Without showing your worksheets to each other, work out which halves go together and write the missing part in the space given. Each time, try to match just from the phrasal verbs in **bold**, then check by reading out the whole sentence to show the context. You can also tell your partner what you imagine is missing if that will help.

- An emphasis on work-life balance may **bring** _____
- The new generation of robot will be able to **carry** _____
- A brainstorming session it a good way to **come** _____
- Our camping holiday taught us to **do** _____
- We have no choice but to **face** _____
- It took a lot of thought to **figure** _____
- We're not wealthy but we **get** _____
- We were shy about dancing at first but **gave** _____
- His career started badly but he was to **go** _____
- This antique watch has been **handed** _____
- The first three attempts failed by we **kept** _____
- In retirement, **looking** _____
- The carjackers **made** _____
- After days of fruitless work, the idea just **popped** _____
- His new film was **put forward** _____
- When I first saw it, I was **put** _____
- It is our attention to detail that **sets** _____
- I look like my dad but more **take** _____
- He's taking a break while he waits to **take** _____

Check as a class or with the suggested answers. Other matches may be possible, but there is only one way of matching them all, so please check if you matched them in different ways.

Test each other on the phrasal verbs:

- say the sentence with a word missing for your partner to complete
- say one of the phrasal verbs and see if your partner can make a suitable example sentence
- say the first half of an example sentence and see if your partner can complete it in a suitable way (with different correct sentences also okay, including different correct phrasal verbs with the same root verb)

Student B

Optional brainstorming stage

Work with someone who has the same worksheet to try to guess how the half sentences below might start.

Matching stage

Work with someone who has the Student A worksheet. Without showing your worksheets to each other, work out which halves go together and write the missing part in the space given. Each time, try to match just from the phrasal verbs in **bold**, then check by reading out the whole sentence to show the context. You can also tell your partner what you imagine is missing if that will help.

_____	about a change in how staff....
_____	after my maternal grandmother.
_____	at it until the breakthrough came.
_____	back at his life, he realised...
_____	by with a little help from our friends.
_____	down from father to son.
_____	for the best foreign language Oscar.
_____	for the border but were stopped...
_____	into the beat and joined in.
_____	into her head while showering.
_____	off by how it looked, but its taste...
_____	on to star in one of the biggest...
_____	out more complex tasks.
_____	out the best solution.
_____	up his new position as chair of...
_____	up to the issues and start looking...
_____	up with new ideas.
_____	us apart from the competition.
_____	without modern electronics.

Check as a class or with the suggested answers. Other matches may be possible, but there is only one way of matching them all, so please check if you matched them in different ways.

Test each other on the phrasal verbs:

- say the sentence with a word missing for your partner to complete
- say one of the phrasal verbs and see if your partner can make a suitable example sentence
- say the first half of an example sentence and see if your partner can complete it in a suitable way (with different correct sentences also okay, including different correct phrasal verbs with the same root verb)

Suggested answers

An emphasis on work-life balance may **bring**
The new generation of robot will be able to **carry**
A brainstorming session it a good way to **come**
Our camping holiday taught us to **do**
We have no choice but to **face**
It took a lot of thought to **figure**
We're not wealthy but we **get**
We were shy about dancing at first but **gave**
His career started badly but he was to **go**
This antique watch has been **handed**
The first three attempts failed by we **kept**
In retirement, **looking**
The carjackers **made**
After days of fruitless work, the idea just **popped**
His new film was **put forward**
When I first saw it, I was **put**
It is our attention to detail that **sets**
I look like my dad but more **take**
He's taking a break while he waits to **take**

about a change in how staff....
out more complex tasks.
up with new ideas.
without modern electronics.
up to the issues and start looking...
out the best solution.
by with a little help from our friends.
into the beat and joined in.
on to star in one of the biggest...
down from father to son.
at it until the breakthrough came.
back at his life, he realised...
for the border but were stopped...
into her head while showering.
for the best foreign language Oscar.
off by how it looked, but its taste...
us apart from the competition.
after my maternal grandmother.
up his new position as chair of...

-----fold, cover or cut-----

Gapfill stage

Without looking above, put one word into each gap below.

- An emphasis on work-life balance may _____ **about** a change in how staff....
- The new generation of robot will be able to **carry** _____ more complex tasks.
- A brainstorming session it a good way to **come** _____ **with** new ideas.
- Our camping holiday taught us to **do** _____ modern electronics.
- We have no choice but to _____ **up to** the issues and start looking...
- It took a lot of thought to **figure** _____ the best solution.
- We're not wealthy but we _____ **by** with a little help from our friends.
- We were shy about dancing at first but _____ **into** the beat and joined in.
- His career started badly but he was to _____ **on to** star in one of the biggest...
- This antique watch has been **handed** _____ from father to son.
- The first three attempts failed by we **kept** _____ it until the breakthrough came.
- In retirement, **looking** _____ at his life, he realised...
- The carjackers **made** _____ the border but were stopped...
- After days of fruitless work, the idea just **popped** _____ her head while showering.
- His new film was _____ **forward for** the best foreign language Oscar.
- When I first saw it, I was **put** _____ by how it looked, but its taste...
- It is our attention to detail that **sets us** _____ from the competition.
- I look like my dad but more **take** _____ my maternal grandmother.
- He's taking a break while he waits to **take** _____ his new position as chair of...

Check above. Other words are possible, so please check if you wrote something different.

C2 Proficiency Use of English Part Two multiword verbs challenge

Choose a verb below then take turns trying to combine it with different particles from the right-hand column. You get points for:

- being the last person to make a multiword verb with that verb (with others giving up or only making incorrect versions after that)
- challenging someone who says something that is incorrect (e.g. “bring at”)
- being challenged by someone when actually your multiword verb is correct
- being able to make a correct explanation if you are asked to
- challenging someone to make an explanation that they can’t make
- being able to make a suitable example sentence if you are asked to
- challenging someone to make an example sentence that they can’t make

Stop when no one has more ideas of multiword verbs make with that verb, then do the same with other verbs from below.

Verbs	Particles (prepositions or adverbs)
● bring	● about
● carry	● above
● come	● after
● deal	● against
● do	● ahead
● end	● apart
● face	● as
● get	● at
● give	● back
● go	● before
● hand	● below
● have	● beneath
● hold	● beyond
● keep	● for
● let	● forward
● look	● from
● make	● in
● part	● into
● pass	● like
● place	● of
● pop	● on
● put	● out
● run	● over
● scrape	● than
● speak	● to
● take	● up
● think	● upon
● try	● with
● use	● within
	● without

Ask about words you couldn’t think of many examples with, working as a class to make suitable examples each time. Then play the same game with other verbs not above.

C2 Proficiency Use of English Part Two texts activities

Work in small groups. Your teacher will give different groups different texts or different parts of the same text (e.g. a Use of English Part Two text that has been rewritten to have no gaps). Try to find places where you can take one word out and that is the only possible word that could go in that gap, in other words no other word would be correct in that place.

Read out the gapped sentences that you removed the words from, and see if other groups can guess the missing words. They get one point for a correct answer, with extra points if they can think of two or more words that would be correct in that gap (meaning that you didn't design your question correctly). You get one point for each guess that is wrong.

Extension: Try to complete Use of English Part Two tasks based on the same texts, e.g. the original Part Two tasks before the gaps were removed.

-----cut-----

Work in small groups. Your teacher will give different groups different texts or different parts of the same text (e.g. a Use of English Part Two text that has been rewritten to have no gaps). Try to find places where you can take one word out and that is the only possible word that could go in that gap, in other words no other word would be correct in that place.

Read out the gapped sentences that you removed the words from, and see if other groups can guess the missing words. They get one point for a correct answer, with extra points if they can think of two or more words that would be correct in that gap (meaning that you didn't design your question correctly). You get one point for each guess that is wrong.

Extension: Try to complete Use of English Part Two tasks based on the same texts, e.g. the original Part Two tasks before the gaps were removed.

-----cut-----

Work in small groups. Your teacher will give different groups different texts or different parts of the same text (e.g. a Use of English Part Two text that has been rewritten to have no gaps). Try to find places where you can take one word out and that is the only possible word that could go in that gap, in other words no other word would be correct in that place.

Read out the gapped sentences that you removed the words from, and see if other groups can guess the missing words. They get one point for a correct answer, with extra points if they can think of two or more words that would be correct in that gap (meaning that you didn't design your question correctly). You get one point for each guess that is wrong.

Extension: Try to complete Use of English Part Two tasks based on the same texts, e.g. the original Part Two tasks before the gaps were removed.

Cambridge Proficiency Use of English Part Two answers activities

Group A

Work in small groups. Your teacher will give you some answers from C2 Proficiency Use of English Part Two tasks (without the original tasks). Try to make gapped sentences where the only word that can go in the gap is one of the words in your list (= gaps in which all other words would be wrong).

When you have prepared at least five such gapped sentences, give or read out the gapped sentences to another group. They get one point for a correct answer, or extra points if they can think of two or more words that would be correct in that gap (meaning that you didn't design your question correctly). You get one point for each guess that is wrong.

After you finish the game, ask the class about any words on your worksheet which you couldn't think of a suitable sentence for (for which that word was the only possible answer).

Try to find patterns in what kinds of words Use of English Part Two answers tend to be by looking at both lists below.

C2 Proficiency open cloze answers to make tasks from

a/ an/ one	about
after/ before	against
ahead	all
almost	although/ though
any/ anybody/ anyone/ anything/ anywhere	apart
as/ because	at
back	become/ get
being	below/ beneath/ under
between	bring/ brought
but	by
can/ could/ may/ might	carry
come	consequence
considering	deal
degree	despite
do/ doing/ did	each
enough	every/ everything
extent	far
few/ fewer	for
forward	from
give/ giving/ given	go/ goes/ gone
hardly/ scarcely	has/ have/ having
his	how
however	if/ whether

Group B

Work in small groups. Your teacher will give you some answers from C2 Proficiency Use of English Part Two tasks (without the original tasks). Try to make gapped sentences where the only word that can go in the gap is one of the words in your list (= gaps in which all other words would be wrong).

When you have prepared at least five such gapped sentences, give or read out the gapped sentences to another group. They get one point for a correct answer, or extra points if they can think of two or more words that would be correct in that gap (meaning that you didn't design your question correctly). You get one point for each guess that is wrong.

After you finish the game, ask the class about any words on your worksheet which you couldn't think of a suitable sentence for (for which that word was the only possible answer).

Try to find patterns in what kinds of words Use of English Part Two answers tend to be by looking at both lists below.

C2 Proficiency open cloze answers to make tasks from

in/ into/ within	it/ its/ itself
keep	like
little	long/ longer
make/ making	many/ more/ most
means	mind
no/ never/ not/ none/ nothing/ neither	notwithstanding
of	on/ upon
only	or/ nor
other	ourselves
out	over
part	place
put/ take	rather
regard/ regardless	result
should	since
so/ such	some/ something/ somewhere
the	then
there	this/ that/ these/ those
time/ times	to
too	until/ till
up	was/ were
way	what/ whatever
when/ where/ which/ who/ whose	while/ whilst
with/ without	will/ would

Use of English Part Three word formation section

See also:

- Prepositions in Cambridge Proficiency list dictation guessing game page 162
- C2 Proficiency Reading Part Six gapped texts storytelling page 197

C2 Proficiency Use of English Part Three list dictation

Listen to words which can take the same prefix or suffix (words that can take “non-”, words which go with “-hood”, etc) and try to guess what affix they all have in common. You can only guess once per hint. You must get exactly the affix that is on the worksheet, even if those words share another affix.

Play the game in groups, with only one person looking at the worksheet each time.

Ask about words that you don't understand, affixes that you are not sure how to use, etc. Then write as many forms of these words as you can. Forms not below are also possible.

able
access
add
approve
argue
ceremony
comprehend
conclude
condition
courage
cure
deny
differ
doubt
drink
evolve
except
expect
forget
gene
help
honest
imagine
just
know
long
orient
perceive
perfect
place
please
possible
power
question
revolve
search
secure
see
strong

Words which take the same affix lists

- able – argue/ avoid/ compare/ cure/ deny/ dispose/ drink/ forget/ notice/ predict/ question/ recognise
- ac – claim/ company/ cost/ knowledge
- al – addition/ centre/ condition/ critic/ disapprove/ exception/ occasion/ propose
- ally – addition/ automatic/ basic/ critic/ genetic/ nature/ origin/ profession/ specific
- ance – allow/ appear/ attend/ maintain/ perform/ rely
- ant – assist/ consult/ converse/ ignore/ import/ inhabit/ please/ resist/ serve/ vary
- ary – custom/ evolution/ imagine/ revolution/ second/ supplement/ volunteer
- ate – active/ consider/ consul/ design/ elector/ origin/ orient/ passion
- ation – conserve/ expect/ imagine/ occupy/ orient/ prepare/ realise/ recommend/ reveal
- ative – affirm/ argument/ compare/ conserve/ exploit/ imagine/ inform/ talk
- cy – accurate/ agent/ bankrupt/ efficient/ frequent/ infant
- dis – ability/ appear/ approval/ close/ courage/ honesty/ miss/ orientation/ similar
- en – able/ counter/ courage/ danger/ force/ large/ lighten/ numerate/ sure/ trust
- en – broad/ deep/ flat/ length/ like/ ripe/ short/ strength/ threat/ wide
- ence – adhere/ cohere/ depend/ differ/ emerge/ exist/ occur/ precede/ prefer/ refer
- ent – adhere/ cohere/ depend/ differ/ emergent/ precede
- er – geography/ in/ labour/ out/ research/ retail/ settle/ supply
- ful – dread/ fruit/ harm/ mercy/ power/ success/ wonder
- ian – civil/ electric/ guard/ history/ magic/ mathematics/ Paris/ politics
- ic – atom/ base/ graph/ hero/ microscope/ parasite/ specify/ rhythm/ symbol/ volcano
- im – mature/ moral/ pair/ perceptible/ perfection/ personal/ possibility
- in – accurate/ ability/ accessible/ adequate/ comprehensible/ conclusive/ credibly/ curable/ dependent/ different/ finite/ frequent/ justice/ put/ security/ sight/ significant/ valuable/ variable/ voluntary
- ion – assert/ except/ immerse/ investigate/ relate/ imperfect/ construct/
- ise – character/ expert/ general/ popular/ revolution/ symbol
- ist – botany/ cycle/ novel/ piano/ psychology/ special
- ity – active/ complex/ dense/ diverse/ intense/ mature/ popular/ regular/ rigid/ scarce
- ive – appreciate/ distinct/ effect/ execute/ impress/ initiate/ instinct/ narrate/ object/ progress/ speculate
- less – breath/ count/ help/ power/ sleep/ taste/ use
- ment – achieve/ commit/ encourage/ enhance/ environs/ place/ replace/ require/ settle
- ness – aware/ conscious/ early/ effective/ helpless/ powerless/ scarce/ sleepy/ tasty
- or – audit/ conquer/ credit/ debt/ exhibit/ innovate/ instruct/ sail/ sculpt
- ous – advantage/ disaster/ marvel/ mystery/ nerve/ poison/ rigour/ vary/ virtue/ zeal
- out – break/ going/ put/ set/ side/ standing/ take
- re – appear/ attach/ connect/ cycle/ design/ draw/ occur/ place/ search/ supply
- ship – author/ champion/ companion/ craftsman/ fellow/ relation
- tic – aroma/ charisma/ dogma/ drama/ energy/ enigma/ gene/ opera
- un – aware/ ceremoniously/ conditional/ deniable/ doubted/ drinkable/ expected/ failing/ forgettable/ imaginable/ known/ pleasant/ questionable/ ravel/ related/ wise
- under – age/ developed/ estimate/ going/ line/ take
- ure – architect/ depart/ fail/ moist/ please/ press/ proceed
- y – arguable/ discover/ honest/ injure/ sleep/ wealth/ weight

C2 Proficiency Use of English Part Three word formation guessing game

Fold the pages below and look at just the left-hand column. Choose one of the words for the class to guess the other part of speech for. The teacher will allow the other students to guess first and come to you last, so choose one which you think other students might get wrong and/ or which has many different options. You must guess exactly the word that is there.

able	enabled
acquire	acquisition
add	additionally
adhere	adherence
advantage	advantageous
ambiguous	ambiguity
anatomy	anatomically
appreciate	appreciably
approve	disapproval
argue	unarguably
assume	assumptions
author	authorship
autonomy	autonomous
aware	unawareness
base	basically
botany	botanists
breath	breath-taking
bring	upbringing
ceremony	unceremoniously
certain	ascertain
character	uncharacteristic
cohere	incoherent
company	accompaniment
compare	incomparably
comprehend	incomprehensible
conceive	conception
conclude	inconclusive
consequence	consequently
conserve	conservative
converse	conversant
count	countless
credible	incredibly
credit	creditors
cure	incurable
cylinder	cylindrical
decide	decisive
deep	depths
deny	undeniable
depend	independently
design	designated
despair	desperation

differ	indifferent
dispose	disposable
doubt	undoubtedly
drama	dramatically
draw	drawbacks
dread	dreadfully
dry	droughts
elude	elusively
emerge	emergence
emit	emissions
emphasis	emphatically
enigma	enigmatically
estimate	underestimated
evolve	evolutionary
example	exemplify
except	exceptionally
execute	executives
expect	unexpectedly
expert	expertise
extend	extensively
fail	unfailingly
find	findings
forget	unforgettable
frequency	infrequent
fruit	fruitful
gather	gatherings
go	undergoing
graph	graphics
happen	happenings
history	historians
imagine	unimaginable
immerse	immersion
initiate	initiatives
innovate	innovators
intervene	interventions
intricate	intricacy
intrigue	intriguingly
justice	injustices
know	acknowledgement
lead	misled
leisure	leisurely
light	enlightened
likely	unlikelihood
maintain	maintenance
maximum	maximise/ maximize
mercy	mercifully
miracle	miraculous
miss	dismissed

mistake	unmistakeable
modify	modifications
moist	moisturise
mountain	mountaineer
mystery	mysteriously
narrate	narrative
notice	noticeably
notoriety	notoriously
number	enumerated
occur	occurrence
ordinary	extraordinarily
orientate	disorientation
origin	originate
pack	packages
pain	painstaking
perceive	imperceptibly
pervade	pervasive
philosophy	philosophically
picture	picturesque
place	replacement
please	unpleasantness
popular	popularisation
power	powerlessness
predict	unpredictably
press	pressing
presume	presumably
proceed	procedure
progress	progressively
propose	proposal
psychology	psychologists
put	input
rain	rainfall
realise	realisation
recognise	unrecognisable
relate	relationships
reluctant	reluctance
rely	reliance
reveal	revelations
revolve	revolutionise
rhythm	rhythmically
rigid	rigidity
rigour	rigorous
rival	unrivalled
round	surroundings
scarce	scarcity
search	researchers
secure	insecurity
seduce	seductive

sense
set
signify
sleep
spectacle
speculate
splendid
stand
strike
strong
substance
succeed
suffice
supply
suspect
take
threat
value
virtue
volunteer
wise
zeal

sensitivity
outset
insignificance
sleepiness
spectacularly
speculative
splendour
outstanding
strikingly
strengthened
substantial
successors
sufficiently
suppliers
suspicion
undertaken
threatening
invaluable
virtuous
involuntary
unwisely
zealously

Play the same game, but this time with the person who chooses the root word guessing the other form first.

Look at the whole list and ask about any words which you don't understand the meaning of, words on the right that you don't know the part of speech of, etc.

Play a similar game in pairs. Choose one of the words on the left for your partner to guess the right-hand form of, getting one point for each wrong guess.

Say a version in the right-hand side and see if your partner can say the original root word.

Look at a pair of words and brainstorm as many other different forms as you can.

Challenge another student, another group or the whole class with guessing one of the other forms that you brainstormed.

C2 Proficiency word formation reversi memory game

Instructions for teachers

Cut up the cards so that the left and right box are still connected and fold them so that the two forms of the word are on opposite sides, with one set per group of two to four students. Students spread the cards across the table, either side up, and take turns trying to say what is on the other side of as many cards as they can, stopping whenever they make a mistake. The next person then does the same with the same and/ or different cards.

Correctly guessed cards stay turned over to be tried the other way round next time. The winner is whoever manages the longest string of correct guesses in a row, e.g. someone who manages to guess the other side of twelve cards in a row before they make a mistake.

If students have questions about the hint words:

- Just NOUN means not a person
- NEGATIVE means with a negative prefix or suffix, so not necessarily a word with a negative meaning
- If it doesn't have the word NEGATIVE it means with no negative affix, sometimes meaning that a negative affix needs to be taken off.

After you stop the game and take questions about the words on the cards, get students to brainstorm as many forms as they can of these words:

- assume
- botany
- credible
- critic
- deep
- deny
- diagnose
- emit
- environs
- evolve
- finite
- initiate
- just
- molecule
- numerate
- parasite
- pervade
- please
- precede
- reveal
- revolve
- sign
- specify
- speculate
- virtue
- volunteer

Cards to cut up/ Suggested answers

assume NOUN	assumption(s) VERB
botany NOUN (PERSON)	botanist(s) NOUN
credible NEGATIVE ADVERB	incredibly ADJECTIVE
criticism(s) ADVERB	critically NOUN
deepen NOUN	depth(s) VERB
denial NEGATIVE ADJECTIVE	undeniable NOUN
diagnose NOUN	diagnosis/ diagnoses VERB
emit NOUN	emission(s) VERB
environs ADVERB	environmentally NOUN
evolve ADJECTIVE	evolutionary VERB
finite NEGATIVE NOUN	infinity ADJECTIVE
initiate NOUN	initiative(s) VERB
just NEGATIVE NOUN	injustice(s) ADJECTIVE

molecule ADJECTIVE	molecular NOUN
numerate VERB	enumerate ADJECTIVE
parasite ADJECTIVE	parasitic NOUN
pervade ADJECTIVE	pervasive VERB
please NEGATIVE ADJECTIVE	unpleasant VERB
precede NEGATIVE ADJECTIVE	unprecedented VERB
reveal NOUN	revelation VERB
revolve ADJECTIVE	revolutionary VERB
sign(s) NOUN	significance NOUN
specify ADVERB	specifically VERB
speculate ADJECTIVE	speculative VERB
virtue ADJECTIVE	virtuous NOUN
volunteer NEGATIVE ADJECTIVE	involuntary NOUN (PERSON)

C2 Proficiency Use of English Part Three word formation hangman

Fold the page so you can only see the gapped words on the left-hand side. Choose one of the words and take turns guessing missing letters, with the person who chose that word guessing last, and the teacher filling in correct letters as they are guessed.

Look at the whole list, including the right-hand side. Ask about any words which you don't understand, are not sure of the part of speech of, etc.

Play the same game, but with someone in your group looking at the answer and filling in correct letters as they are guessed.

Ask about any words which you don't understand, are not sure of the part of speech of, etc.

Play the opposite game, only giving the affixes as hints so the other students should guess the letters of the root word.

● __ able _	enabled
● access _ _ _ _	accessible
● add _ _ _ _ _ _ _ _	additionally
● adhere _ _ _ _	adherence
● advantage _ _ _ _	advantageous
● __ certain	ascertain
● assert _ _ _ _	assertion
● author _ _ _ _ _	authorship
● __ aware	unaware
● bankrupt _ _	bankruptcy
● basic _ _ _ _ _	basically
● __ bed _ _ _ _	embedded
● breath _ _ _ _ _ _ _ _	breathtakingly
● __ bring _ _ _ _	upbringing
● character _ _ _ _ _	characteristic
● __ cohere _ _	incoherent
● _ _ _ _ _ coming _	shortcomings
● __ company	accompany
● complex _ _ _ _ _	complexities
● __ condition _ _ _ _ _	unconditionally
● __ connect _ _	unconnected
● __ conscious _ _ _ _ _	unconsciousness
● consequent _ _	consequently
● count _ _ _ _ _	countless
● credit _ _ _ _	creditors
● critic _ _ _ _ _	critically
● __ danger _ _ _ _ _	endangerment
● democrat _ _ _ _ _	democratised
● __ depend _ _ _ _ _	independently
● __ different	indifferent
● distinct _ _ _ _ _ _ _ _	distinctiveness
● __ doubt _ _	undoubted
● drama _ _ _ _ _ _ _ _	dramatically
● dread _ _ _ _ _ _ _ _	dreadfully
● __ drink _ _ _ _ _	undrinkable
● __ fail _ _ _ _	unfailing
● __ forget _ _ _ _ _ _ _ _	unforgettable
● _ _ _ _ _ go _ _ _ _	undergoing
● __ effect _ _ _ _ _ _ _ _	ineffectively
● emerge _ _ _ _ _	emergence
● environment _ _ _ _ _	environmentally
● _ _ _ _ _ estimate _	underestimated
● exist _ _ _ _ _	existence
● __ expect _ _ _ _ _	unexpectedly
● expect _ _ _ _ _	expectancy
● expert _ _ _ _	expertise
● find _ _ _ _ _	findings

● __ frequent __	infrequently
● fruit _____	fruitfulness
● graph _____	graphically
● help _____	helplessness
● in _____	innermost
● instinct _____	instinctively
● __ justice _	injustices
● __ know _____	unknowingly
● __ knowledge _____	acknowledgement
● leisure __	leisurely
● __ light _____	enlightened
● like _____	likened
● __ mistake _____	unmistakeable
● moist _____	moisturised
● mountain _____	mountaineers
● __ notice _____	unnoticeably
● __ orient _____	disorientation
● origin _____	originate
● pack _____	packaging
● pain _____	painstaking
● __ pair _____	impairment
● picture _____	picturesque
● __ place _____	replacements
● popular _____	popularisation
● power _____	powerlessness
● __ predict _____	unpredictably
● press _____	pressing
● __ put _____	input
● rain _____	rainfall
● __ relate _	unrelated
● repeat _____	repeatedly
● rhythm _____	rhythmically
● rigid _____	rigidity
● rigor _____	rigorously
● ripe __	ripens
● __ rival _____	unrivalled
● __ search _____	researchers
● _____ side _	downsides
● sleep _____	sleepiness
● specific _____	specifically
● _____ stand _____	outstanding
● strength _____	strengthened
● surround _____	surroundings
● __ threat _____	unthreateningly
● __ wise _____	unwise
● zeal _____	zealous

C2 Proficiency Use of English Part Three word formation challenge

Choose a word below. Take turns making different forms ("calm", "calmness", "calming", etc) until someone gives up, makes a mistake, or repeats the same form. Then take turns doing the same with different words from below.

- able
- access
- add
- advantage
- attach
- aware
- certain
- compare
- condition
- critic
- cycle
- democrat
- deny
- depend
- diagnose
- drink
- estimate
- evolve
- except
- expect
- finite
- help
- just
- know
- lead
- like
- need
- ordinary
- please
- politics
- relate
- repeat
- search
- sense
- sign
- signify
- sleep
- spectacle
- stand
- substance

Ask about any words above which you can't think of how to change in at least three ways.

Work together to write different forms of the words above which you didn't use before.

Suggested answers

Other forms are possible, so please check if you wrote something different.

- able – ability/ unable/ inability/ disable/ disabled/ disability
- access – accessible/ inaccessible/ accessibility/ inaccessibility
- add – added/ addition/ additional/ additionally
- advantage – disadvantage/ advantageous/ disadvantageous
- attach – attachment/ reattach/ reattachment/ attach/ unattached
- aware – awareness/ unaware/ unawareness
- certain – uncertain/ certainly/ certainty/ uncertainty
- compare – comparison/ comparative/ comparatively
- condition – conditional/ unconditional/ conditionally/ unconditionally
- critic – criticism/ critical/ critically/ uncritical/ uncritically
- cycle – recycle/ recycling/ cyclist
- democrat – democracy/ democratic/ undemocratic/ democratically/ undemocratically
- deny – denial/ deniable/ undeniable/ undeniably
- depend – dependent/ independent/ dependently/ independently/ dependency
- diagnose – diagnosis/ diagnoses/ diagnostic
- drink – drank/ drunk/ drunken/ drinker/ drinkable/ undrinkable
- estimate – estimation/ underestimate/ overestimate/ overestimation
- evolve – evolution/ evolutionary/ revolve/ revolution/ revolutionary
- except – exception/ exceptional/ exceptionally
- expect – expectant/ expectantly/ expectation/ unexpectedly/ expectation
- finite – infinite/ infinitely/ infinity/ infinitely
- help – helper/ helpless/ helpful/ helpfulness/ helplessness
- just – justice/ unjust/ injustice/ justly/ unjustly
- know – knowledge/ knowledgeable/ known/ knowable/ unknowable
- lead – leader/ leadership/ leading
- like – unlike/ likely/ unlikely/ likelihood/ likeness/ dislike/ likeable/ likeability
- need – necessary/ unnecessary/ necessity/ necessarily/ needless/ needy
- ordinary – extraordinary/ ordinarily/ extraordinarily/ ordinariness
- please – please/ displeased/ pleasure/ pleasurable/ unpleasurable
- politics – political/ politician/ politically/ non-political
- relate – related/ relation/ relationship/ unrelated
- repeat – repetition/ repeated/ repeatedly
- search – research/ searchable/ searchability/ researcher
- sense – sensitive/ sensitivity/ insensitive/ insensitivity/ sensible/ senseless
- sign – signify/ significance/ insignificance/ significantly
- signify – significant/ insignificant/ significantly/ insignificantly
- sleep – sleepy/ sleepiness/ oversleep/ sleeper
- spectacle – spectacular/ unspectacular/ spectacularly/ unspectacularly
- stand – understand/ standing/ outstanding/ stood
- substance – substantial/ substantially/ unsubstantial

Adverbs in C2 Proficiency Use of English Part Three game

Choose one of the root words below and either:

- Try to guess exactly the adverb that was the answer in a Cambridge Proficiency Use of English Part Three word formation test (with no points for other guesses, even if your guess is a correct adverb, for example if the real adverb has a negative prefix that you didn't add)

OR

- Take turns trying to make adverbs out of one of the root words below that no one has made yet, with one point for anything that is a correct adverb and is linked to the root word below (even if it isn't the answer from the real test)

OR

- Choose one of the root words which you think it is difficult to guess the adverb of but think that you can guess. Your teacher will give the other groups a chance to guess the adverb and come to you last, with one point for whichever group gets the right answer.

When you finish one game above, write as many adverbs as you can next to each root word below, compare to the original list, then play another game above with a fresh copy of the root words.

Root words to make adverbs out of

add	appreciate
argue	base
ceremony	compare
condition	confidence
consequence	credible
critic	depend
drama	dread
environs	except
expect	extend
gene	increase
instinct	mercy
mystery	necessity
notice	notoriety
ordinary	perceive
progress	repeat
rhythm	signify
specify	spectacle
suffice	volunteer

Suggested answers

Other adverbs may be possible, so please ask if you said or wrote something different.

add	additionally
appreciate	appreciably
argue	arguably
base	basically
ceremony	unceremoniously
compare	comparatively
condition	unconditionally
confidence	confidently
consequence	consequently
credible	incredibly
critic	critically
depend	independently
drama	dramatically
dread	dreadfully
environs	environmentally
except	exceptionally
expect	unexpectedly
extend	extensively
gene	genetically
increase	increasingly
instinct	instinctively
mercy	mercifully
mystery	mysteriously
necessity	necessarily
notice	noticeably
notoriety	notoriously
ordinary	extraordinarily
perceive	imperceptibly
progress	progressively
repeat	repeatedly
rhythm	rhythmically
signify	significantly
specify	specifically
spectacle	spectacularly
suffice	sufficiently
volunteer	involuntarily

Look at just the right-hand column above and brainstorm as many different forms of those words as you can, e.g. nouns and superlative adjectives.

Use of English Part Four key word transformations section

Cambridge Proficiency key word transformations reversi

Instructions for teachers

Cut up one set of cards per group of three or four students, with both versions of each transformation attached to each other, i.e. two cells of the table in each card. Don't cut between the two sides of the card.

Give out the cards and ask students to fold them so that the two versions are on different sides of the card and spread them across the table. It doesn't matter which side is up.

One student chooses any card and tries to guess what is on the other side of the card, then turns it over to check, leaving it the other way up. If they were (exactly) correct, they can either stop there and take that card or try again with another card. They can check with the teacher if they think that they came up with another answer which has exactly the same meaning as the original sentence and uses the key word (unchanged), but the teacher should be very strict about it needing to have exactly the same meaning, be completely correct grammatically, and follow the usual exam rules on number of words etc.

Students continue guessing what is on the other side of the next card and turning over to check in the same way until they give up or make a mistake. If they give up before they make a mistake, they can keep all of the cards that they got right and those cards are then out of the game. However, if they make a mistake before they "stick", those cards stay on the table (still the opposite way up) to be tried again in future turns and that person scores no points from that round. The next person can try the same cards as the last person tried but failed to take, new cards which no one has tried yet, or (probably) a mixture of the two. They can give up after any number of cards from just one to trying to clear the whole table in one go.

The winner is the person with the most cards when you stop the game, at which point you might want to let them work together to try all the remaining cards.

If you want an extension, more difficult version and/ or longer version of this game, students can play a similar game but with the cards in a column that they must go from the bottom to the top of in one go without any mistakes, without cards being removed and without being allowed to "stick".

Cards to cut up/ Suggested answers

The thing I'd like most would be to live in London again.

more

There's _____ in London again.

There's nothing I'd like more than to live in London again.

would

The thing I'd _____ in London again.

When I told the students to listen carefully, they completely ignored me.

took

The students _____ when I told them to listen carefully.

The students took (absolutely) no notice of me when I told them to listen carefully.

completely

When I told the students to listen carefully, _____ me.

What the speaker meant was not (very) clear from time to time.

lack

There _____ in the speaker's meaning at times.

There was a lack of clarity in the speaker's meaning at times.

clear

What the speaker _____ to time.

The teacher avoids using the teacher's book unless there is no alternative.

resort

Only _____ use the teacher's book.

Only as a last resort does/ will the teacher use the teacher's book.

unless

The teacher avoids _____ is no alternative.

The careful preparation for the lesson ensured that the class finished on time.

prepared

The care _____ ensured that the class finished on time.

The care with which the lesson was prepared ensured that the class finished on time.

preparation

The _____ ensured that the class finished on time.

Candidates can only enter the CPE exam hall if they have taken an IQ test.

restricted

Entrance _____ have taken an IQ test.

Entrance to the CPE exam hall is restricted to candidates who have taken an IQ test.

if

Candidates can only _____ have taken an IQ test.

We have taken to swimming in the Sumida River every night.

into

We _____ swimming in the Sumida River every night.

We have got into the habit of swimming in the Sumida River every night.

taken

We _____ Sumida River every night.

Don't let her sweet smile deceive you; she has a heart of ice.

taken

Don't let _____ her sweet smile; she has a heart of ice.

Don't let yourself be taken in by her sweet smile; she has a heart of ice.

deceive

Don't let her _____; she has a heart of ice.

I didn't tell him I knew his secret until he confessed.

for

I _____ telling him I knew his secret.

I waited for him to confess before telling him I knew his secret.

tell

I did _____ he confessed.

I like going there on holiday, but under no circumstances do/ would I want to live there.

last

I like going there on holiday, but _____ to live there.

I like going there on holiday, but the (very) last thing (that) I('d) want to do is to live there.

circumstances

I'd like to go there on holiday, but _____ would I want to live there.

Unless the price rises, we will put a deposit down first thing on Monday.

is

Providing that _____ price, we'll put a deposit down first thing on Monday.

Providing that there is no rise in (the) price, we'll put a deposit down first thing on Monday.

rises

Unless _____, we will put a deposit down first thing on Monday.

There has never been a better job market.

time

At _____ a better job market.

At no time has there been a better job market.

never

There _____ a better job market.

Staff are absolutely forbidden from smoking in the street.

account

On _____ to smoke in the street.

On no account are staff allowed to smoke in the street.

absolutely

Staff _____ in the street.

I have (absolutely) no idea (at all) why he dumped me.

loss

I _____ explain why he dumped me.

I'm at a (complete/ total) loss to explain why he dumped me.

no

I _____ why he dumped me.

I don't intend to spend my whole life living in this town.

no

I _____ my whole life living in this town.

I have no intention of spending my whole life living in this town.

intend

I _____ my whole life living in this town.

Cambridge Proficiency sentence transformations challenge

In groups, choose one of the sentences below and rewrite it, changing the wording as much as you can without changing the meaning. Then do the same with two other sentences, choosing ones which you can think of ways to easily rephrase.

The only reason for Juan dumping his girlfriend was her smelly feet.

Subash showed no nerves at all, even on his first day.

The captain said he had no absolutely doubts that his team could still win.

A larger and larger number of drivers are over 65.

Nobody understands how difficult it is to do Justine's job.

Due to the flu going round, they have postponed the meeting for two weeks.

Search as you may, not many places serve such great apple pie.

There was no need to invest in the time share apartment; we could decide after our stay.

Martina had a suggestion but was too lazy to actually come out with it.

The only thing Steve can do now the application has been sent is wait and see.

There was no warning of the coming storm and so it caught Tom totally by surprise.

Bilal isn't planning to ever work there again.

How likely is Harold to get a promotion?

It has never been explained why the painting disappeared.

The management don't think that sales will grow in the next two years.

Harriet tried her best but we'll have to wait and see if she'll be admitted.

Rui decided not to broach the subject of the dirty dishes.

As far as we know, there is no such thing as ghosts.

With another group or other groups, eliminate any pairs of sentences which don't have exactly the same meanings, then choose the ones which have been reworded best/ reworded most. If you are scoring, you get five points for the best, four points for the second best, etc. Then do another round with three more sentences.

Do the same with sentences that you write yourself, and/ or make Use of English tasks by adding gaps and key words to the rewritten sentences.

C2 Proficiency sentence transformations language points challenge

In small groups, choose one of the lines below and write a pair of sentences that have that difference but exactly the same meaning. Also add as many other differences in vocabulary, grammar, word order, sentence construction as you can, but without changing the meaning. Then do the same with two more language points below. When you finish, you'll get points for successfully making lots of changes without changing the meaning.

Tenses

- present tense – Present Perfect

Word order

- sentence with passive voice – active sentence/ normal SVO or SVC statement where the subject is the actor
- normal SVO/ SVC statement – statement with inversion (auxiliary or main verb then subject like in a question, but in a statement)
- normal SVO/ SVC statement – statement with a meaningless grammatical subject/ grammatical subject that doesn't refer to anything ("It" that doesn't refer to anything, etc)

Idioms, fixed phrases and other collocations

- sentence with a phrasal verb (= verb plus preposition or adverb with an idiomatic meaning) – sentence without a phrasal verb
- sentence with an idiom – sentence without idioms
- sentence with a non-lexical verb/ sentence with a verb with many different meanings/ sentence with a verb which is often used in fixed phrases, idioms and other collocations (like "have" or "take") – sentence with a verb with more specific meanings/ sentence with a verb that doesn't need to collocate with a noun etc

Parts of speech

- sentence with a verb – sentence with a noun with the same meaning as the other sentence's verb
- sentence with an adjective – sentence with a noun with the same meaning as the other sentence's adjective

Punctuation

- sentence with a comma – sentence with no comma
- sentence with direct speech (in quotation marks) – sentence with indirect speech/ reported speech (with no quotation marks)

Positive and negative

- sentence with "no" or "not" – sentence without "no" and "not"
- sentence with "not" – sentence with "no"

Get together with another group or other groups. Look at all the sentences that were written. Eliminate all the sentences that have changed meaning in the second version, then together choose the ones which were most rephrased without changing meaning. If you are scoring, you get five points for the best, four points for the second best, etc. Then do another round with three more pairs of sentences matching different lines above.

Use some of those transformations to make exam tasks by adding a gap to one sentence and writing to a key word to go in it. Then test another group with those tasks.

C2 Proficiency sentence transformations key words challenge

Choose one of the words below. Write a sentence using that word, then write another sentence that doesn't use that word but that has exactly the same meaning. Make the second sentence as different from the first sentence as possible (in terms of grammar, vocabulary, word order, sentence structure, etc), but make sure that the meaning doesn't change at all. Then do the same with two other words from below. You will get points for making changes without changing the meaning.

Key words to make sentences and rephrased sentences from

account	every
no	best
better	bothered
came	caught
chances	charge
choice	coming
decision	dislike
fell	few
for	growth
habit	has
hope	how
in	involved
kept	lack
last	lose
more	nothing
objection	obligation
official	open
prospect	put
reach	resemblance
resort	restricted
sides	sign
suppose	sustained
taken	time
took	under
way	what
which	

Get together with another student or another group. Look at all the sentences that were written. Eliminate all the sentences that have changed meaning in the second version, then together choose the ones which were most rephrased without changing meaning. If you are scoring, give five points for having written the most rephrased one, four points for having written the second most rephrased one, etc. Then do one more round with three more words from above.

Make key word sentence transformations from what you wrote before by reversing the sentences and adding a gap to the one which needs a key word. Then test the rest of the class with your tasks.

Use of English reviews section

Prepositions in Cambridge Proficiency list dictation guessing game

Choose one of the lists below. Read phrases from that list with the preposition missing until your partner guesses the missing word, with only one guess allowed per hint. If you run out of examples before they guess the right word, make up more phrases with the same word missing. When they guess correctly, read the examples that they got wrong and then switch roles and do the same. If you are scoring, you get one point for each wrong guess by your partner. Continue switching and playing the same game until the teacher stops you. You can go back to the same list again later if you still have examples left which you haven't used.

Useful language for playing the game

Useful language for the person giving the hints

- "(I think) that's not correct (in this phrase)."
- "(I think) that's not a preposition"
- "I think that is (probably) correct, but it isn't the word I have here."
- "Close"
- "(Sorry) you're only allowed to guess once per hint"
- "I'll give you another hint"
- "The next phrase is..."
- "That's right. I'll read them all for you again with the answers in"

Useful phrases for the person guessing

- "No idea. Can you give me another example?"
- "Can you repeat that phrase (more slowly)?"
- "Can you repeat the previous hints?"

Ask about any phrases which you don't understand, think could have other words in them, etc.

Exchange sheets and play the same game, this time really hard to choose the most difficult ones first (as your partner has already seen that sheet).

Ask about any phrases which you don't understand, think could have other words in them, etc.

Do the word formation stage below.

Student A

- **to** – gave her free rein, a large extent, commits, attention, attributed it, attaches it, reacts well, admits, preferable, desirable, advisable, resorts, resigned yourself, applied it, got through, no reason, better, makes it notoriously difficult for one person, entrance is restricted, no choice but, the best of my knowledge, under no obligation, bothers, decision, the answers, her opposition, instructed, owing, due, was not open, given rise, according, brings very little recognition, the first, seems self-evident, when it comes, sophisticated enough, what degree, however alien it might seem, gave him the ability, a downside, has been likened, comparable, facilitate access, providing support, still applicable, bears no resemblance, is rumoured, failed, worth listening, is reputed, strict adherence, make our way up, keep our wits about us, couldn't live up, I was unable, find somewhere, made reference, creditors who he owed money, doing his best to, become accustomed, respond well, tendency, advantageous, an unprecedented degree, be specifically requested, wasn't in the mood, completely powerless, an inability, of benefit, dedicates herself, served, enabled him, this day, has put paid, increasingly sensitive, consigned them straight, have the right, her great annoyance, is bound, are subject, completely unrelated, all intents and purposes, rarely gets the chance, drew our attention, contrary, didn't have a clue how, indifferent, so as, took exception, it is unwise, is prone, recognisable, is threatening
- **for** – calls, suitable, stood up, the last thing I want is, preparation, waited, gives an explanation, good reason, our capacity, accounts, all we know, holds great appeal, a high score, joined forces, the time being, whatever reason, being selected, competing, had it not been, better known, the zealous search, a case was put forward, makes, selected, chosen, good measure, the most part, no call, a replacement
- **by** – transfixed, founded, taken in, was surprised, trial and error, readily accessible, taken aback, virtue of, so doing, no means, to improve their diet, enlightened, was impressed, had experienced extensive erosion, in times gone, taken in
- **out** – given, puts a fire, a rebranding exercise was carried, an argument broke, figured, of the question
- **over** – comes, long distances, and above, a quarrel broke out, the last 150 years, get
- **between** – waist height and eye level, attachment, contrast
- **off** – eases, cools, has been put, drifting
- **since** – ever, the dawn of history, the 1960s
- **without** – any assistance, urgent intervention
- **before** – very long

Student B

- **in** – featured, rooted, embedded, calls, the end, total, particular, any case, turned, no changes, took her, touch with, contact, the habit of, has been substantial growth, involved, charge of, take sides, question, danger of, mind, close formation, vain, society, mind, has every confidence in, be taken, a lack of clarity, the hope of, the dark, was given as the reason for the delay, that way, the event of rain, common, had no difficulty, the depths of, overly conservative, view of the fact that, providing there are no changes, there has been a sharp increase, light of the new evidence, some depth, intricate detail, history, some way or another, the business of, could be decisive, excess of a million people, addition to this, specialising, the region of 80%, favour of, the field of, order to, the last ten years, existence, resulted, between the two, has its origins, expertise, times gone by, the presence of, exceptional circumstances, terms of, as much as, actual fact
- **on** – camera, focussed, a journey, embarking, keep tabs, checks, keeps an eye, comments, calls, falls back, no account, the horizon, looks back, based, the other (hand), is keen, put the emphasis, has come to rely, had an absolutely revolutionary effect, the point of leaving, made an impression, those of us who are widely read, my mind, has shed light, the reliance, the verge of, that basis
- **at** – fault, no time, a complete loss to explain, ease, worst, all worthwhile, the same time, the most effective level, the outset, the designated time, most twenty five minutes, a time when, first sight, its height, arrived, the very least, the touch of a button, rest, this stage
- **from** – shielded it, stems, suffers, emerges, resigns, was derived, far, detracting noticeably, passed down, make a complete recovery
- **up** – shrivels, set, calls, stands, had given, plays, goes to great lengths to back, brought it, was held, building
- **down** – calms, quietens, passed, turned
- **apart** – sets us, from, took the clock
- **back** – falls, and forth
- **across** – put, come
- **forward** – puts his ideas

Student C/ Teacher

- **of** – a shining example, within striking distance, deadly perils, the dawn, disapproval, the prototype, new patterns, captures the imagination, disapproves, sustained losses, every chance, took no notice, a lack, the chances, little prospect, makes no mention, has no intention, a dislike, showed no sign, numbers, in charge, hopes, because, a glimpse, catches sight, as a result, the ease, part, makes use, incapable, as a consequence, the location, emissions, a life expectancy, a diagnosis, the many complexities, the campaigning, intrinsic value, a growing range, got hold, the speed, take note, lived up to the expectations, acquisition, public acknowledgement, an unrivalled collection, little or no value to me, the uttermost importance, was no concern, the full diversity, a distinctive characteristic, regardless, the inclusion, have a general awareness, shows signs, ran the chance, is suspected, the majority, no consequence, came as a surprise, no great significance, run the risk, the emergence
- **with** – dealing, associated it, the best they could come up, was left, the care which was taken, engages, augmented, puts up, good reason, reasonable certainty, the exception of, along, kept me supplied, -in striking distance, agree, found it hard to come to terms, been wholly conversant, the same frequency, in touch, his day-to-day relationships, presented me, little to do, unfailing regularity, shared his discovery, combined it, identify, a view to
- **as** – billed, establish yourself, initially dismissed it, deploys it, a result of this, a last resort, as far back, sees me, as long, a consequence of, declined by as much, enticingly as possible, far as I'm aware, what can only be described, the arguments unfold, as well, such, far as I am concerned, not such a wide variety
- **into** – launch yourself, crumbles, shatters, got, the care that went, looked, unconsciously sucked, pops, changed, merge mysteriously, assimilated, has been turned, painstaking research, be made
- **than** – nothing I'd like more, needs little more, significantly more, a great deal more, rather, very little other
- **about** – enquire, there is nothing new, it can bring, revelations, kept us in the dark
- **under** – no obligation to, threat, no circumstances
- **beyond** – goes, dispute
- **after** – all, chase,
- **like** – sounds

Word formation practice

Without looking above, write at least one other form of each word below (e.g. a noun if it is a verb). Many answers not above are also possible.

- able
- access
- acquire
- add
- adhere
- advantage
- advise
- annoy
- apply
- approve
- assist
- attach
- aware
- bed
- brand
- capable
- certain
- character
- choose
- clear
- collect
- compare
- complex
- conscious
- conserve
- converse
- credit
- custom
- dead
- decide
- deep
- desire
- diagnose
- differ
- difficult
- distant
- distinct
- diverse
- effect
- emerge
- emit
- emphasise
- enter
- entice

- erode
- exceed
- except
- exist
- expect
- expert
- extend
- facility
- fail
- fix
- fold
- form
- frequent
- grow
- identity
- impress
- include
- intend
- intervene
- know
- light
- like
- locate
- long
- lose
- major
- mystery
- notice
- notoriety
- oblige
- oppose
- over
- pain
- power
- precede
- prefer
- quiet
- reason
- recognise
- recover
- refer
- regard
- regular
- relate
- rely
- replace
- resemble
- reveal

- revolve
- rival
- sense
- side
- signify
- special
- specify
- substance
- suit
- tend
- whole
- wide
- wise
- worth
- zeal

Use the mixed affixes below to help.

-----fold, cover or cut-----

Mixed affixes

Make sure that you have used the prefixes and suffixes below at least once.

able	ac
al	ance
ant	ary
ative	cy
dis	down
ed	edge
em	en
ence	ial
ible	ically
in	ing
ion	is
ise	istic
ition	ity
ive	less
ly	ment
ness	ors
ous	re
ship	sion
sions	sition
staking	th
trans	ty
un	while

Suggested answers

Many other forms are also possible, so please check if you wrote something different.

able – (in)ability/ unable/ enable	access – accessible	acquire – acquisition
add – addition	adhere – adherence	advantage – advantageous
advise – advisable	annoy – annoyance	apply – applicable
approve – disapproval	assist – assistance	attach – attachment
aware – awareness	bed – embedded	brand – rebrand
capable – incapable	certain – certainty	character – characteristic
choose – choice	clear – clarity	collect – collection
compare – comparable	complex – complexities	conscious – unconsciously
conserve – conservative	converse – conversant	credit – creditors
custom – accustomed	dead – deadly	decide – decisive
deep – depth	desire – desirable	diagnose – diagnosis
differ – indifferent	difficult – difficulty	distant – distance
distinct – distinctive	diverse – diversity	effect – effective
emerge – emergence	emit – emissions	emphasise – emphasis
enter – entrance	entice – enticingly	erode – erosion
exceed – excess	except – exception/ exceptional	
exist – existence	expect – expectancy/ expectations	
expert – expertise	extend – extent/ extensive	
facility – facilitate	fail – un failing	fix – transfixed
fold – unfold	form – formation	frequent – frequency
grow – growth	identity – identify	impress – impression
include – inclusion	intend – intent/ intention	intervene – intervention
know – acknowledgement	light – enlightened	like – dislike/ liken
locate – location	long – lengths	lose – losses
major – majority	mystery – mysteriously	notice – noticeably
notoriety – notorious	oblige – obligation	oppose – opposition
over – overly	pain – painstaking	power – powerless
precede – unprecedented	prefer – preferable	quiet – quietens
reason – reasonable	recognise – recognition/ recognisable	
recover – recovery	refer – reference	regard – regardless
regular – regularity	relate – relationships	rely – reliance
replace – replacement	resemble – resemblance	reveal – revelations
revolve – revolutionary	rival – unrivalled	sense – sensitive
side – downside	signify – significance/ significantly	
special – specialise	specify – specifically	substance – substantial
suit – suitable	tend – tendency	whole – wholly
wide – widely	wise – unwise	worth – worthwhile
zeal – zealous		

Cambridge Proficiency Use of English collocations list dictation

Student A

Choose one list below. Without saying the key word at the beginning of that row, say words that go together with it from the list of example collocations until your partner guesses what one word goes before or after all of those examples. They can only guess once per hint, and must guess exactly the word that is there, even when other words might be correct. If they don't guess exactly that word, say another word that collocates with it from the same list. Continue with one hint then one guess until they guess the missing word. If you run out of examples before they guess correctly, make up more expressions with the same word missing. When they guess correctly, read the examples that they got wrong, and then switch roles. Take turns doing the same until the teacher stops you. You can go back to the same list again later if you still have unused examples left. If you are scoring, you get one point for each hint that results in a wrong guess.

Collocations with C2 Proficiency answers to guess the answers from

- **to** – gives someone free rein, a large extent, commits, attention, attributes something, attaches something, reacts well, admits, preferable, desirable, advisable, resorts, resigns herself, applies something, gets through, no reason, better, difficult, restricted, no choice but, the best of my knowledge, under no obligation, bothers, decision, the answers, bore no resemblance, her opposition, instructed, owing, due, was not open, gives rise, according, brings recognition, the first, self-evident, when it comes, sophisticated enough, what degree, gives rise, however alien it might seem, gave him the ability
- **in** – featured, rooted, embedded, called, the end, total, particular, any case, turned, no changes, took her, touch with, contact with, the habit of, there has been growth, involved, charge of, question, danger of, mind, close formation, vain, society, mind
- **as** – billed, established yourself, dismisses it, deployed something, a result, a last resort, a result of, far back as, saw us, as long, a consequence of
- **with** – dealt, associated the small, came up, the care which was taken, engages, puts up, good reason
- **into** – launching yourself, crumbles, shatters, got, the care that went, account, looked, unconsciously sucked, pops
- **at** – fault, no time, a complete loss, ease, worst, all
- **call** – on, up, for, in, to mind, round
- **make** – no mention of, the same mistake, it difficult, use of, journeys quicker
- **up** – shrivels, set, call, stand, had given
- **by** – transfixed, founded, taken in, the time I get home
- **keep** – an eye on, in touch, in contact, away from
- **under** – no obligation, threat, suspicion, surveillance
- **catch** – sight of, your attention, a taxi, a cold, up with your competitors, a glimpse
- **falls** – until darkness, back, into his orbit
- **see** – the light of day, what I can do, your way to

Exchange sheets and play the same game, making sure you start with the hardest ones.

Ask about any phrases which you don't understand or don't understand why they collocate. Then take turns choosing a key word and helping your partner make suitable collocations.

Student B

Choose one list below. Without saying the key word at the beginning of that row, say words that go together with it from the list of example collocations until your partner guesses what one word goes before or after all of those examples. They can only guess once per hint, and must guess exactly the word that is there, even when other words might be correct. If they don't guess exactly that word, say another word that collocates with it from the same list. Continue with one hint then one guess until they guess the missing word. If you run out of examples before they guess correctly, make up more expressions with the same word missing. When they guess correctly, read the examples that they got wrong, and then switch roles. Take turns doing the same until the teacher stops you. You can go back to the same list again later if you still have unused examples left. If you are scoring, you get one point for each hint that results in a wrong guess.

Collocations with C2 Proficiency answers to guess the answers from

- **of** – a shining example, within striking distance, deadly perils, the dawn, extreme disapproval, waiting for the prototype, new patterns, will capture the imagination, disapprove, get into the habit, no intention, a very good chance, took notice, a severe lack, calculate the chances, very little prospect, make no mention, have no intention, a marked dislike, still no sign, large numbers, in charge, there is no hope, this is because, catch a glimpse, caught sight, happens as a result, benefits include ease, forms part, makes good use, almost incapable, as a consequence
- **for** – this calls, suitable, interpret it, start to stand up, the last thing I want is, good preparation, give an explanation, no good reason, our capacity, this fully accounts, all we know, holds great appeal
- **on** – camera, fully focussed, embarking, keep tabs, regularly check, keep an eye, invite comments, had to call, fall back, no account, the other hand, the horizon, looks back
- **give** – someone free rein, someone a new lease of life, out, an explanation for, rise to, no sign of, up hope of, me the ability to
- **put** – the children to sleep, across your message, it off until next week, the fire out, up with his behaviour, his ideas forward, in charge of the project
- **from** – try to shield us, ultimately stems, continue to suffer, suddenly emerged, derived
- **come** – within striking distance, over well, as a complete surprise, up with the answers, to fruition
- **take** – in the stray cats, absolutely no notice of, sides in the debate, care with, into account
- **have** – a serious flaw, no intention of, every confidence that, exactly that in mind
- **change** – of fortune, in, to, from, sides
- **off** – ease, cool, has been put
- **become** – standard, the norm, what he imagined
- **down** – calm, quieten, slow
- **all** – after, briefly if at, over the world
- **than** – nothing I'd like more, need little more
- **within** – striking distance, our grasp, his lifetime, the confines of

Exchange sheets and play the same game, making sure you start with the hardest ones.

Ask about any phrases which you don't understand or don't understand why they collocate. Then take turns choosing a key word and helping your partner make suitable collocations.

Make C2 Proficiency Use of English tasks on phrasal verbs

Making Use of English Part One multiple-choice questions on phrasal verbs

Work in at least two groups. Choose a verb from your worksheet and four prepositions/ adverbs from that line (if there are more than four there), e.g. “work” + “at”, “in”, “on” and “with”. Write a sentence with that verb and with a gap that can only be filled by one of those four particles to test another group with. You can't use a dictionary at this stage, but you don't have to know all four multiword verbs, as long as you are sure that only one fits the gap. You will get one point for each question that other groups get wrong, as long as they agree that the other answers aren't possible. You can work separately to your partners if you like, but make sure that you double-check that your partners' sentences can only be used by the one word which they have chosen as the correct answer.

Use a dictionary for exactly five minutes to check your questions and/ or write more questions. Then test another group or groups with your questions, giving them or reading out the gapped sentence and the four options each time.

Look at all the pages below and ask about any phrasal verbs which you don't understand or don't understand the difference between.

Change pages with another group and do the same with four different verbs with the same particle, e.g. four verbs with “along”. Write a phrase where only one of the four verbs fits.

Look at all three pages and do the same with four completely different phrasal verbs (different verbs with different particles) that might be confused.

Making Use of English Part Two open cloze questions on phrasal verbs

Choose one of the verb + preposition/ adverb combinations from your sheet. Write an example sentence for it, take out either the verb or the particle, check that only that word can go in that gap, and change the example sentence to be more specific if more than one option is possible. Then do the same with other phrasal verbs. You will get one point for each question that other groups get wrong as long as they agree that other options aren't possible, so try to make many challenging questions. You can work separately to your partners if you like, but make sure that you double-check that your partners' sentences can only be completed with the one word which was chosen as the correct answer. You can't use a dictionary at this stage.

Use a dictionary for exactly five min. to check your questions and/ or to write more questions. Then test another group or groups with your questions.

Share any questions which you think really had more than one option and see if the class agrees.

Making more realistic exam questions

Look at all the options from a real exam Use of English Part One task or all the answers from a Use of English Part Two task and write suitable questions where other answers aren't possible to test another group with.

Group A

1. act as/ act in/ act on/ act up
2. back away/ back down/ back out/ back up
3. bear down on/ bear forward/ bear out/ bear up/ bear with
4. blow away/ blow apart/ blow down/ blow off/ blow over/ blow up
5. boot around/ boot back/ boot out/ boot over/ boot up
6. bounce around/ bounce back/ bounce between/ bounce off
7. break apart/ break away/ break down/ break into/ break off/ break out/ break through/ break up
8. bring about/ bring back/ bring forward/ bring in/ bring off/ bring on/ bring up
9. burn away/ burn down/ burn out/ burn up
10. buy back/ buy into/ buy off/ buy out/ buy up
11. call ahead/ call back/ call for/ call off/ call in/ call on/ call out/ call up
12. carry around/ carry away/ carry forward/ carry off/ carry on/ carry out
13. catch in/ catch on/ catch out/ catch up
14. check back/ check in/ check off/ check out/ check up
15. chop away/ chop back/ chop down/ chop off/ chop up
16. climb back/ climb down/ climb on/ climb over/ climb up
17. come about/ come along/ come apart/ come around/ come back to/ come between/ come forward/ come from/ come off/ come on/ come over/ come to/ come up
18. count down/ count for/ count on/ count up
19. crack down/ crack on/ crack out/ crack under/ crack up
20. creep about/ creep around/ creep back/ creep into/ creep off/ creep up
21. cut around/ cut back/ cut down/ cut into/ cut off/ cut out/ cut up
22. die from/ die like/ die of/ die off/ die out
23. dig about/ dig around/ dig away/ dig between/ dig in/ dig into/ dig out/ dig up
24. divide between/ divide by/ divide from/ divide into/ divide off/ divide up
25. double back/ double down/ double under/ double up
26. draw ahead/ draw apart/ draw down/ draw in/ draw off/ draw on/ draw out/ draw up
27. drive ahead/ drive apart/ drive around/ drive away/ drive back/ drive between/ drive down/ drive from/ drive in/ drive off/ drive on/ drive out/ drive over/ drive up
28. drop away/ drop back/ drop between/ drop in/ drop off/ drop out
29. eat between/ eat in/ eat out/ eat up
30. face away/ face down/ face off to/ face up to
31. fade away/ fade in/ fade into/ fade out
32. fall about/ fall apart/ fall back/ fall back on/ fall between/ fall for/ fall in with/ fall into/ fall off/ fall out/ fall over
33. feel around/ feel like/ feel under/ feel up
34. fight about/ fight back/ fight for/ fight over/ fight with
35. fill in/ fill out/ fill up/ fill with

Group B

36. fit around/ fit behind/ fit between/ fit in/ fit like/ fit out/ fit together/ fit with
37. follow around/ follow back/ follow on/ follow up
38. get across/ get ahead/ get along/ get around/ get around to/ get away/ get away with/ get back/ get by/ get into/ get off/ get on/ get over/ get through/ get to
39. give away/ give back/ give in/ give off/ give out/ give up
40. go ahead/ go away/ go back on/ go back through/ go behind/ go for/ go forward/ go off/ go on/ go out/ go over/ go under/ go without
41. grind away/ grind down/ grind on/ grind out/ grind up
42. grow apart/ grow back/ grow from/ grow in/ grow into/ grow out of/ grow over/ grow up
43. hand back/ hand down/ hand in/ hand on/ hand out/ hand over
44. hang about/ hang around/ hang back/ hang down/ hang in/ hang on
45. hear back/ hear from/ hear out
46. hit back/ hit off/ hit on/ hit upon
47. hold apart/ hold back/ hold down/ hold forth/ hold in/ hold off/ hold on/ hold out/ hold out for/ hold up
48. keep ahead/ keep apart/ keep away/ keep down/ keep in/ keep on/ keep up with
49. land back/ land in/ land up/ land up with
50. laugh about/ laugh at/ laugh away/ laugh behind/ laugh down/ laugh off/ laugh out
51. lead away from/ lead back/ lead by/ lead down/ lead to/ lead with
52. lean away/ lean forward/ lean in/ lean on/ lean towards
53. leave around/ leave behind/ leave in/ leave off/ leave on/ leave out/ leave to/ leave without
54. live apart/ live down/ live out/ live under/ live up to/ live with
55. look after/ look ahead/ look around/ look away/ look back/ look down on/ look for/ look forward/ look in on/ look into/ look on/ look out for/ look over/ look to/ look up to
56. make back/ make into/ make out/ make over/ make up for/ make up with/ make with
57. mark down/ mark out/ mark up/ mark with
58. mess about/ mess around/ mess up/ mess with
59. move about/ move ahead/ move around/ move in/ move off/ move out/ move over
60. open into/ open out/ open up/ open up to/ open with
61. pack around/ pack down/ pack into/ pack out/ pack up/ pack with
62. pass around/ pass away/ pass back/ pass by/ pass down/ pass on/ pass out/ pass over/ pass up
63. pay back/ pay in/ pay off/ pay out/ pay up
64. pick apart/ pick between/ pick off/ pick out/ pick over/ pick up/ pick up on
65. play back/ play down/ play for/ play in/ play on/ play up
66. pull ahead/ pull apart/ pull away/ pull back/ pull back/ pull in/ pull out/ pull over/ pull up
67. push about/ push around/ push away/ push back/ push down/ push on
68. put across/ put away/ put back/ put down/ put forward/ put in/ put off/ put on/ put together/ put up/ put up with
69. reach across/ reach for/ reach into/ reach up
70. read about/ read ahead/ read along/ read back/ read into/ read on/ read out/ read over/ read up on

Group C/ Teacher

71. report back/ report from/ report on/ report to
72. roll back/ roll down/ roll out/ roll over/ roll up
73. run after/ run ahead/ run around/ run away/ run behind/ run down/ run on/ run out/ run over/ run up
74. rush about/ rush ahead/ rush back/ rush forward/ rush in/ rush off/ rush out/ rush over
75. see about/ see ahead/ see behind/ see into/ see off/ see out/ see through
76. sell back/ sell off/ sell on/ sell out/ sell up
77. send ahead/ send away/ send away for/ send back/ send in/ send off/ send on/ send out/ send over/ send up
78. set back/ set off/ set out/ set to/ set up
79. settle back/ settle down/ settle in/ settle on/ settle up
80. show around/ show into/ show off/ show up
81. shut away/ shut down/ shut in/ shut off/ shut out/ shut up
82. sign away/ sign in/ sign off/ sign on/ sign out/ sign over/ sign up/ sign with
83. sink back/ sink between/ sink down/ sink in/ sink under/ sink without
84. sit back/ sit down/ sit through/ sit out/ sit up
85. sleep around/ sleep in/ sleep off/ sleep on/ sleep over/ sleep through/ sleep with
86. slip around/ slip away/ slip behind/ slip between/ slip by/ slip down/ slip from/ slip in/ slip off/ slip on/ slip out/ slip over/ slip under/ slip up
87. soak away/ soak off/ soak in/ soak up
88. split apart/ split between/ split from/ split into/ split off/ split up
89. stand apart/ stand around/ stand as/ stand back/ stand down/ stand for/ stand in/ stand out/ stand up for/ stand up to/ stand with
90. start back/ start off/ start out/ start up/ start with
91. stay ahead/ stay away/ stay back/ stay on/ stay over/ stay up/ stay with
92. step away/ step back/ step between/ step around/ step down/ step forward/ step up
93. stick in/ stick out/ stick to/ stick up for/ stick with
94. strike back/ strike off/ strike out/ strike up
95. switch back/ switch off/ switch on/ switch over
96. take apart/ take away/ take back/ take down/ take in/ take off/ take on/ take out/ take over/ take up
97. talk back/ talk down/ talk out/ talk up
98. think ahead/ think back/ think over/ think up
99. throw away/ throw around/ throw down/ throw off/ throw up
100. tie around/ tie back/ tie down/ tie in/ tie to/ tie up
101. turn around/ turn away/ turn back/ turn down/ turn in/ turn into/ turn off/ turn on/ turn out/ turn over/ turn to/ turn up
102. walk about/ walk ahead/ walk away/ walk back/ walk in/ walk into/ walk off/ walk on/ walk out/ walk over
103. wear away/ wear in/ wear off/ wear out
104. work around/ work on/ work out/ work off/ work under/ work up
105. write back/ write down/ write for/ write off/ write out/ write up

Reading section

See also:

- Cambridge Proficiency Speaking Part Three on reading page 90

Reading Part Five multiple choice section

Connotation and rephrasing in C2 Proficiency Reading Part Five

Student A

Look at one section from Section 1 to Section 4 below. Try to work out if most of the words and expressions in that section are positive or are if most are negative, then look for ones which have the opposite connotation. Listen to your partner's words and what they think about the connotation, and use the meaning and connotation of all the words to match them with up by meaning and connotation. Then write your partner's words down next to anything on your list that has the same connotation and the same or similar meanings. Check that all of the other things in that section on your worksheet have different meanings and connotation, then do the same with the next section. Note that the grammar of the matching ones is often different, so you should look for approximately the same meaning and also being positive or also being negative, without thinking about grammar too much.

Section 1

from a novel perspective
too many interpretations
fails to take account of
a biased view of history
unduly privilege one part
asymmetry between
celebrated incidents
unreliable
fail to benefit from

Section 2

insignificant
centre stage
conjecture
more specialised
distortions
easier said than done
regrets
deplores
damage

Section 3

greater attention to detail
ploys
fascinating
given a medal for
a key to the decipherment of...
interrogated deeply
interpreted rigorously
intuition

Section 4

vast new opportunities
share
hold out all sorts of tantalising possibilities
reinforce concerns
appreciative
unprecedented achievements

Do the same with the sections below, but switching the tasks that you and your partner do. Look at one section from Section 5 to Section 8 below. Try to guess the meaning and if that has positive or negative connotation. Without showing your worksheets to each other, use that to help match up with something on your partner's worksheet, then write their words with the same connotation and the same or similar meaning next to yours. Note that the grammar of the matching ones is often different, so you should look for approximately the same meaning and also being positive or also being negative, without thinking about grammar too much.

Section 5

reckless

Section 6

see the silver linings

Section 7

delusion

Section 8

not discouraged
face the facts

Check as a class or with the suggested answers. Some are debateable, so please check if you made different matches.

Ask about any words which you don't understand, are not sure about the connotations of, etc.

Do the connotations presentation below.

Do a Reading Part Five exam task, underlining rephrasing and checking that it has the same connotation as the question each time to help and to check your answers.

Check your answers, then search the Reading Part Five exam text for more rephrasing.

Search the Reading Part Five exam questions for more words with positive connotation or negative connotation.

Student B

Look at one section from Section 1 to Section 4 below. Try to guess the meaning and if that has positive or negative connotation. Without showing your worksheets to each other, use that to help match up with something on your partner's worksheet by meaning and connotation, then write their words with the same connotation and the same or similar meaning next to yours. Note that the grammar of the matching ones is often different, so you should look for approximately the same meaning and also being positive or also being negative, without thinking about grammar too much.

Section 1

has not been attempted before
canonical events

Section 2

played a starring role
expertise

Section 3

trickster

Section 4

confirm awareness of the downside

Do the same with the sections below, but switching the tasks that you and your partner do. Look at one section from Section 5 to Section 8 below. Try to work out if most of the words and expressions are positive or are negative, then look for ones which have the opposite connotation. Listen to your partner's words and what they think about the connotation, and use the meaning and connotation of your words to match them with your partner's example. Write your partner's words down next to anything on your list that has the same connotation and the same or similar meanings, then check that all of the other things on your list have different meanings and connotation. Note that the grammar of the matching ones is often different, so you should look for approximately the same meaning and also being positive or also being negative, without thinking about the grammar too much.

Section 5

unusually innovative
pushing the boundaries
risky
admirable
skilful
impressed by the extent of their cooperation
inspired others
rigorous

Section 6

stereotypical
dangerous ambivalence
concerned about the perils of
doomed
pessimism
unsettling feeling
cheer up
trite aphorisms

Section 7

optimistic outlook
trustworthy by nature
rational
unrealistic
has its place
sensible
desirable
material benefits
a healthy dose of

Section 8

negative thinking
peddling dreams
persistence
merely tricking ourselves
out of control
futility
unwilling
readiness to confront
grumpy cynicism

Check as a class or with the suggested answers. Some are debateable, so please check if you made different matches.

Ask about any words which you don't understand, are not sure about the connotations of, etc.

Do the connotations presentation below.

Do a Reading Part Five exam task, underlining rephrasing and checking that it has the same connotation as the question each time to help and to check your answers.

Check your answers, then search the Reading Part Five exam text for more rephrasing.

Search the Reading Part Five exam questions for more words with positive connotation or negative connotation.

Suggested answers

*Negative expressions are in **bold**.*

Section 1

from a novel perspective – has not been attempted before

too many interpretations

fails to take account of

a biased view of history

unduly privilege one part

asymmetry between

celebrated incidents – canonical events

unreliable

fail to benefit from

Section 2

insignificant

centre stage – played a starring role

conjecture

more specialised – expertise

distortions

easier said than done

regrets

deplores

damage

Section 3

greater attention to detail

loys – trickster

fascinating

given a medal for

a key to the decipherment of...

interrogated deeply

interpreted rigorously

intuition

Section 4

vast new opportunities

share

hold out all sorts of tantalising possibilities

reinforce concerns – confirm awareness of the downside

appreciative

unprecedented achievements

Section 5

unusually innovative

pushing the boundaries

risky – reckless

admirable

skilful

impressed by the extent of their cooperation

inspired others

rigorous

Section 6

stereotypical

dangerous ambivalence

concerned about the perils of

doomed

pessimism

unsettling feeling

cheer up – see the silver linings

trite aphorisms

Section 7

optimistic outlook

trustworthy by nature

rational

unrealistic – delusion

has its place

sensible

desirable

material benefits

a healthy dose of

Section 8

negative thinking

peddling dreams

persistence – not discouraged

merely tricking ourselves

out of control

futility

unwilling

readiness to confront – face the facts

grumpy cynicism

Positive and negative connotations in C2 Proficiency Reading Part 5 presentation

Without looking above, mark the words and expressions below with + for positive connotation or – for negative connotation.

- a biased view of history
- a healthy dose of
- a key to the decipherment of...
- admirable
- appreciative
- asymmetry between
- canonical events
- celebrated incidents
- centre stage
- cheer up
- concerned about the perils of
- confirm awareness of the downside
- conjecture
- damage
- dangerous ambivalence
- delusion
- deplorable
- desirable
- distortions
- doomed
- easier said than done
- expertise
- face the facts
- fail to benefit from
- fails to take account of
- fascinating
- from a novel perspective
- futility
- given a medal for
- greater attention to detail
- grumpy cynicism
- has its place
- has not been attempted before
- hold out all sorts of tantalising possibilities
- impressed by the extent of their cooperation
- insignificant
- inspired others
- interpreted rigorously
- interrogated deeply
- intuition
- material benefits
- merely tricking ourselves
- more specialised
- negative thinking

- optimistic outlook
- out of control
- peddling dreams
- persistence – not discouraged
- pessimism
- played a starring role
- ploys
- pushing the boundaries
- rational
- readiness to confront
- reckless
- regrets
- reinforce concerns
- rigorous
- risky
- see the silver linings
- sensible
- share
- skilful
- stereotypical
- too many interpretations
- trickster
- trite aphorisms
- trustworthy by nature
- unduly privilege one part
- unprecedented achievements
- unrealistic
- unreliable
- unsettling feeling
- unusually innovative
- unwilling
- vast new opportunities

Check as a class or with the suggested answers below. Some may be debateable, so please ask if you marked any differently.

Suggested answers

Negative ones are in **bold**. Other classifications may be possible, so please check if you marked any differently.

- a **biased view of history**
- a healthy dose of
- a key to the decipherment of...
- admirable
- appreciative
- **asymmetry between**
- canonical events
- celebrated incidents
- centre stage
- cheer up
- **concerned about the perils of**
- **confirm awareness of the downside**
- **conjecture**
- **damage**
- **dangerous ambivalence**
- **delusion**
- **deplores**
- desirable
- **distortions**
- **doomed**
- **easier said than done**
- expertise
- face the facts
- **fail to benefit from**
- **fails to take account of**
- fascinating
- from a novel perspective
- **futility**
- given a medal for
- greater attention to detail
- **grumpy cynicism**
- has its place
- has not been attempted before
- hold out all sorts of tantalising possibilities
- impressed by the extent of their cooperation
- **insignificant**
- inspired others
- interpreted rigorously
- interrogated deeply
- intuition
- material benefits
- **merely tricking ourselves**
- more specialised
- **negative thinking**

- optimistic outlook
- **out of control**
- **peddling dreams**
- persistence – not discouraged
- **pessimism**
- played a starring role
- **plots**
- pushing the boundaries
- rational
- readiness to confront
- **reckless**
- **regrets**
- **reinforce concerns**
- rigorous
- **risky**
- see the silver linings
- sensible
- share
- skilful
- **stereotypical**
- **too many interpretations**
- **trickster**
- **trite aphorisms**
- trustworthy by nature
- **unduly privilege one part**
- unprecedented achievements
- **unrealistic**
- **unreliable**
- **unsettling feeling**
- unusually innovative
- **unwilling**
- vast new opportunities

Analyse and write C2 Proficiency Reading Part Five tasks

Look at an official C2 Proficiency Reading Part 5 text and multiple-choice questions and see which of these things you can find:

- questions that are in the same order as the text
- questions that are in a different order to the text
- answers that are easy to find
- answers that are difficult to find
- answers which are near to each other in the text
- answers which are far away from each other in the text
- key words in the questions which are in the text
- key words in the questions which are rephrased in the text
- right options which have key words which are in the text
- right options which have key words which are rephrased in the text
- wrong options which aren't mentioned at all in the text
- wrong options which are similar to something in the text
- wrong options which you can easily eliminate
- wrong options which are difficult to eliminate
- trick options/ options which seem to be designed to trick you
- fairly easy questions
- very difficult questions
- questions for which none of the options seem to be 100% the same as what the text says (but for which one option is closer than the others)
- questions for which two options seem to match what the text says (but one is a better match than the other)
- answers which are debateable

Compare your analysis with another group or with the whole class, but note that there might be some slight variations between tests if you looked at different tasks to other groups.

Look at another Reading Part Five text, this time with some or all of the questions removed. Write questions that match the descriptions that you just discussed, e.g. with some wrong options not mentioned in the text if you found that.

Give your text and questions to another group, collect and correct their answers, then discuss these questions:

- Were any of the answers debateable?
- Was the difficulty level etc similar to the real test?
- How should you do this part of the test in the real (timed) exam?
- What can you do outside class to improve your ability to do well in this part of the test?

Discuss these exam and self-study tactics:

- trying to answer the questions before you look at the options
- scanning for key words from the questions and/ or from the options
- skimming through the text to find the right place for each topic
- skimming the whole text before you look at the questions
- double-checking that the other options are not possible
- doing lots of reading for pleasure of similar texts
- learning all the vocabulary from practice exam Reading Part Five texts and tasks

Reading Part Six

gapped text section

C2 Proficiency Reading Part Six tips and useful language

Cross off tips below which are not true/ are clearly wrong/ are bad ideas/ are not good advice, leaving any which are good tips, are debateable, depend on the test, etc.

There are always seven gaps and eight mixed missing extracts, meaning there is always one which is not needed.

There are sometimes two extra missing extracts which you don't need.

There are often two missing extracts that could fit in the same gap, so you have to choose the best fit.

The extra missing extract that you don't need could fit in one or more gaps, but other options are better and so should be chosen.

Although it might be designed to seem like it fits in a gap, there is always a reason why the extra option that you don't need is not actually suitable for any of the gaps.

You should start by looking at the first missing extract and skimming through the text until you find what seems to be a suitable place.

You should start by skimming through the gapped text to work out the topic of each paragraph/ where info is, then work through the extracts in the given order.

The first gap is often the most difficult to complete, so you might want to leave it until last.

You should probably start by quickly skimming through the main text to work out the topic of each paragraph/ where info is, then quickly read through the missing text options until you find one that you think you know the best location for. Then match the missing extracts to the gaps in order of difficulty.

Another option is the same approach in the opposite order: quickly skimming the missing extract options to work out the topic of each, then reading through the text until you find gaps which you think you know the answer to.

Particularly if you are not sure about answers or want to check, you should underline words in the main text and missing extract options which could help with matching.

There is often the same word in the missing extract and the part before or after it ("diamond" before the gap and "diamond" in the matching missing extra, etc).

The most important clue is that there is usually vocabulary in common between the missing extract and the part before or after (met – hit it off, sunset – darkness, market – sold, leave him to it – separate, dampen my enthusiasm – hardship, mechanic – factory, messes up – have another go, frequency – a thousand times, interesting – never tiring of it, silence – sound, soft – sank, lake – shore, soars above – aloft, now – quite recently, side effect – cure, space – the sun, behaviour – gesture, slow – dull, apprentice – qualifications, white water – torrent, conference – delegates, foundations – support, etc)

Less commonly, you may find words with the same meaning in common between the missing extract and the part before or after it (farewell – goodbye, leave them – separate, building – construction, unexpectant – pessimistic, acquainted – familiar, sense – feel, at the wheel – driving, stay somewhere overnight – accommodation, platform – elevated area, legacy – heritage, huge – immense – vast, animals – creatures, counteract – cancel out, tiny – minute, drizzle – light but steady rain, etc)

The second most important kind of help is language that shows the chronology of the story and so indicates which order the extracts should be in (on one occasion, immediately, the next morning, the outcome, on day one, firstly, another go, finally, as you draw closer, afterwards, suddenly, then all of a sudden, what had happened, after a while, until you're finished, that's when, having started..., (but/ only) then, after a period, one day, now, the moment arrived to, was beginning to, the afternoon was spent..., the next few days, it was not until we struck..., (only/ until/ quite) recently, etc)

The whole text is usually written in chronological order.

Though the majority of texts are mostly in chronological order, there are almost always parts which are non-chronological such as flashbacks, background information, and introducing the story with particularly striking scenes.

Though this is much less likely to be helpful, there are also reference words which can help you match things if you can work out what they are referring to (this, we, our, such, it was this, they, all this, there, it, them, the former, the latter, these features, such details, others, these devices, his, the subject, etc)

There are also sometimes linking words that can help you work out which order makes sense if you can figure out the relationships between the different parts of the text such as the fact that they should contrast with each other (aside from that, so, quite apart from... there is also the fact that..., instead of, this explains why, sadly, well, fortunately, however, but, but even this, therefore, ironically enough, thus, even, as a result, etc)

All of the gaps have associated key words like those mentioned above that you can underline to help you work out what part goes in the associated gap

Usually one, two or three missing extracts have to be put into place without the help of obvious words that you can underline like those mentioned above, instead following what info is missing in the story, making sure that it makes sense in that context, etc.

The final paragraph can usually be ignored.

If you have extra time, it's useful to read through the whole completed text to make sure that it makes sense with the missing parts in the places that you have put them in.

If you have extra time, you could check that the extra missing extract which you haven't used can't fit in any of the gaps.

Check as a class or with the suggested answers.

Suggested answers

*The bad tips are in **bold**.*

There are always seven gaps and eight mixed missing extracts, meaning there is always one which is not needed.

There are sometimes two extra missing extracts which you don't need.

There are often two missing extracts that could fit in the same gap, so you have to choose the best fit.

The extra missing extract that you don't need could fit in one or more gaps, but other options are better and so should be chosen.

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The first gap is often the most difficult to complete, so you might want to leave it until last.

You should probably start by quickly skimming through the main text to work out the topic of each paragraph/ where info is, then quickly read through the missing text options until you find one that you think you know the best location for. Then match the missing extracts to the gaps in order of difficulty.

Another option is the same approach in the opposite order: quickly skimming the missing extract options to work out the topic of each, then reading through the text until you find gaps which you think you know the answer to.

Particularly if you are not sure about answers or want to check, you should underline words in the main text and missing extract options which could help with matching.

There is often the same word in the missing extract and the part before or after it ("diamond" before the gap and "diamond" in the matching missing extra, etc).

The most important clue is that there is usually vocabulary in common between the missing extract and the part before or after (met – hit it off, sunset – darkness, market – sold, leave him to it – separate, dampen my enthusiasm – hardship, mechanic – factory, messes up – have another go, frequency – a thousand times, interesting – never tiring of it, silence – sound, soft – sank, lake – shore, soars above – aloft, now – quite recently, side effect – cure, space – the sun, behaviour – gesture, slow – dull, apprentice – qualifications, white water – torrent, conference – delegates, foundations – support, etc)

Less commonly, you may find words with the same meaning in common between the missing extract and the part before or after it (farewell – goodbye, leave them – separate, building – construction, unexpectant – pessimistic, acquainted – familiar, sense – feel, at the wheel – driving, stay somewhere overnight – accommodation, platform – elevated area, legacy – heritage, huge – immense – vast, animals – creatures, counteract – cancel out, tiny – minute, drizzle – light but steady rain, etc)

The second most important kind of help is language that shows the chronology of the story and so indicates which order the extracts should be in (on one occasion, immediately, the next morning, the outcome, on day one, firstly, another go, finally, as you draw closer, afterwards, suddenly, then all of a sudden, what had happened, after a while, until you're finished, that's when, having started..., (but/ only) then, after a period, one day, now, the moment arrived to, was beginning to, the afternoon was spent..., the next few days, it was not until we struck..., (only/ until/ quite) recently, etc)

The whole text is usually written in chronological order.

Though the majority of texts are mostly in chronological order, there are almost always parts which are non-chronological such as flashbacks, background information, and introducing the story with particularly striking scenes.

Though this is much less likely to be helpful, there are also reference words which can help you match things if you can work out what they are referring to (this, we, our, such, it was this, they, all this, there, it, them, the former, the latter, these features, such details, others, these devices, his, the subject, etc)

There are also sometimes linking words that can help you work out which order makes sense if you can figure out the relationships between the different parts of the text such as the fact that they should contrast with each other (aside from that, so, quite apart from... there is also the fact that..., instead of, this explains why, sadly, well, fortunately, however, but, but even this, therefore, ironically enough, thus, even, as a result, etc)

All of the gaps have associated key words like those mentioned above that you can underline to help you work out what part goes in the associated gap

Usually one, two or three missing extracts have to be put into place without the help of obvious words that you can underline like those mentioned above, instead following what info is missing in the story, making sure that it makes sense in that context, etc.

The final paragraph can usually be ignored.

If you have extra time, it's useful to read through the whole completed text to make sure that it makes sense with the missing parts in the places that you have put them in.

If you have extra time, you could check that the extra missing extract which you haven't used can't fit in any of the gaps.

Related vocabulary in B2 Proficiency Reading Part Six practice

Match words on the left and right of each section below which have related meanings/topics. Different matches to those above may also be possible, but there is probably only one way to match them all up.

- | | |
|-------------------------|--------------------|
| 1. met | a thousand times |
| 2. sunset | factory |
| 3. market | hardship |
| 4. leave him to it | have another go |
| 5. dampen my enthusiasm | hit it off |
| 6. mechanic | in the darkness |
| 7. messes up | never tiring of it |
| 8. frequency | sank |
| 9. interesting | separate |
| 10. silence | sold |
| 11. soft | sound |

- | | |
|-----------------|----------------|
| 12. lake | aloft |
| 13. soars above | cure |
| 14. now | delegates |
| 15. side effect | dull |
| 16. space | gesture |
| 17. behaviour | qualifications |
| 18. slow | quite recently |
| 19. apprentice | shore |
| 20. white water | support |
| 21. conference | the sun |
| 22. foundations | torrent |

Check above. Different matches to those above may also be possible, but there is probably only one way to match them all up.

Synonyms in B2 Proficiency Reading Part Six practice

Without looking above, write at least one thing which has the same meaning as each thing below. Many answers not above are also possible.

goodbye

leave them

building

familiar

feel

driving

stay somewhere overnight

elevated area

legacy

huge

animals

counteract

tiny

light but steady rain,

Compare with the suggested synonyms in the tips above. Many more synonyms are possible, so please check if you wrote something different.

Reference expressions in B2 Proficiency Reading Part Six practice

Discuss the similarities and differences between the reference expressions on the same line here:

- this/ these
- it/ this
- so/ such
- the former/ the first of these
- the latter/ the last of these
- other/ another
- a device/ the device/ this device

Chronology and linking in B2 Proficiency Reading Part Six practice

Work together to use versions of as many of the words and phrases below as you can to tell a story or stories. Any kind of story is okay, for example one of those in the left column.

Suggested story topics	Storytelling, chronology and linking language
<ul style="list-style-type: none"> ● A trip through Africa ● A trip with farmers ● Accompanying cattle/ Being a modern-day cowboy ● Building a bicycle ● Doing DIY ● An engineering challenge ● A trip in the outback ● Visiting a mountain ● Visiting an icon tourist site ● Getting lost ● Searching for accommodation ● An abandoned building ● A redesign ● A renovation ● A visit to the zoo ● A denunciation ● A shocking presentation ● A journey down a river ● Doing an adventure sport for the first time ● From rags to riches ● Coming back from rock bottom ● An invention 	<ul style="list-style-type: none"> ● _____ one occasion ● immediate_____ ● _____ next morning ● _____ outcome ● on _____ one ● first_____ ● _____other go ● final_____ ● as you _____ closer ● after_____ ● sudden_____ ● then _____ of a sudden ● what _____ happened ● after _____ while ● until you _____ finished ● that _____ when ● hav_____ started... ● _____ then ● after _____ period ● _____ day ● the moment arrived _____ ● was beginning _____ ● the afternoon _____ spent... ● the next _____ days ● it was _____ until we struck... ● aside _____ that ● quite apart _____... there is also the fact that... ● instead _____ that ● this explains why ● sad_____ ● _____fortunate_____ ● _____ recently ● ironically _____ ● _____ a result

When you finish, fill all the gaps above with words or parts of words.

Compare with the versions in the tips above. Other versions are sometimes possible, so please check if you wrote something different.

**C2 Proficiency Reading Part Six gapped texts storytelling
chronology in C2 Proficiency Reading and Use of English Part 6 practice**

Work together to use as many of the words and phrases below as you can to tell a story or stories. Any kind of story is okay, for example one of the topics here:

Suggested story topics

- A trip through Africa
- A trip with farmers
- Accompanying cattle/ Being a modern-day cowboy
- Building a bicycle
- Doing DIY
- An engineering challenge
- A trip in the outback
- Visiting a mountain
- Visiting an icon tourist site
- Getting lost
- Searching for accommodation
- An abandoned building
- A redesign
- A renovation
- A visit to the zoo
- A denunciation
- A shocking presentation
- A journey down a river
- Doing an adventure sport for the first time
- From rags to riches
- Coming back from rock bottom
- An invention

a far cry from	acquainted with	after a period/ a while	afterwards
(then) all of a sudden	as a result	beginning to	but then
can't miss	claim	come to a climax	despite the (minor) hardship(s)
destined for	disappear from	distinctive	draw closer
evident	fail to	far from ideal	final/ finally/ finalise
follow	fortunately/ unfortunately	from there	get to

get together	had barely...	had been created	have a go/ have another go
having started	immediately	in 19...	in danger of
instead	ironically enough	it was not until	lack of/ lacking
mess up	more... than I (had) supposed	never had I seen such...	newly
no need for	occur/ occurrence	on day one	on one occasion/ one day
over a year/ over...	pretend/ pretence	realise/ realisation	(quite/ only) recently
sadly	sense that	so	spent... on
that's when	the game is up	the last...	the moment arrived to
the next few...	the outcome of	threaten to	tricky
turn out to be/ that	up against	what had happened	meanwhile
without knowing			

Ask about words you couldn't understand, couldn't use, etc. Then do the language tasks below.

Look at an official C2 Proficiency gapped text task and mixed options. Before trying to put the options in the correct places, write the events described in chronological order in note form, starting with the events in the main text. As you do so, underline language in the texts like that above which helps you work out the order of events. Then use that to help do the filling gaps task.

Check your answers, discuss if thinking about chronology helped, then do something similar, but this time doing the filling gaps task first then writing down the chronology to start checking your answers.

Storytelling language word formation practice

Without looking above, write as many different forms of the words below as you can by adding suffixes, etc. Many forms not above are possible.

acquaintance

after

climatic

hard

destiny

appear

distinct

evidence

final

fortune

bare

other

immediate

irony

supposition

new

occur

pretence

recent

sad

come

threat

trick

while

with

Look above for ideas, brainstorm more, then compare your extra ideas as a class.

Storytelling language open cloze practice

Without looking above, write one word in each gap. Other words not above may also be possible.

- This accommodation is a far _____ from what I'm used to.
- I wasn't acquainted _____ this kind of video game console.
- After a period _____ mourning, life returned to normal.
- We thought the earthquake had finished but then _____ of a sudden it came back stronger than ever.
- I'm beginning _____ have my doubts about this plan.
- There's no need for a map. You can't _____ it – it has a bright pink roof.
- The show _____ to a climax with a firework display.
- He was destined _____ greatness.
- It disappeared _____ view behind the mountain.
- As the day of the test _____ closer, the feeling of dread became overwhelming.
- The lack of time is far _____ ideal.
- I might not _____ to the station in time to pick you up.
- We _____ barely started to dance when the power cut started.
- The concept had _____ created two hundred years earlier.
- I've failed twice, but now I've taken a break I think I'll _____ another go.
- _____ started to work in the hospitality sector, I find these customers to be comparatively easy to please.
- We are _____ danger of missing our deadlines.
- Ironically _____, it was my suggestion to let the slowest go but then I was the one who was held up.
- It was _____ until we got the station that we realised we had forgotten our tickets.
- There is a distinct lack _____ luxury in this so-called luxury hotel.
- I really messed _____ when I tried to cook a soufflé, and it ended up more like a biscuit.
- Never _____ I seen such a magnificent sunset.
- There is _____ need for any further safety checks. You are ready to go.
- He had enough knowledge to do the job well from _____ one.
- _____ one occasion, he even gave a presentation with zero preparation time.
- I spent twelve hours _____ this essay, but then realised I'd written about the wrong subject.
- The game is _____. We may as well turn ourselves into the police.
- There have been even more small boats in _____ last three months.
- When the _____ arrived to say goodbye, there were many tears.
- The outcome _____ this enquiry is difficult to predict.
- It turned _____ that it was all the fault of the computer system, and the users had done nothing wrong.
- We are up _____ competitors who are a hundred times our size.
- _____ knowing it, we were staying in a house where our parents had once stayed.

Check above. Other answers may sometimes be possible, so please check if you added something different.

Analyse and make C2 Proficiency Reading Part Six tasks

Analysing Proficiency Reading Part 6 gapped text tasks

Look at an official C2 Proficiency Reading Part 6 gapped text with mixed missing passages and see which of these things you can find:

- missing text options with key words which you should underline
- text before and/ after the gaps with key words which you should underline
- missing text which connects with both things before the gap and things after the gap
- missing text which only connects with things before the gap
- missing text which only connects with things after the gap
- reference words (“it”, “this”, “these men”, etc) which show the relationships between the missing text and the parts before and/ or after it
- linking expressions (“However”, “In addition”, “While”, etc) which show the relationships between the missing text and the parts before and/ or after it
- synonyms showing relationships between the missing text and the parts before and/ or after the gap
- other related vocabulary which shows the relationships between the missing text and the parts before and/ or after it (opposites, vocabulary related to the same topic such as two kinds of clothing, etc)
- the whole story written chronologically
- most of the story written chronologically
- a flashback
- time expressions or storytelling language that shows what order things happened in
- a final paragraph which can be ignored
- missing text without any obvious key words which are useful to underline
- parts before or after the gaps without any obvious useful key words to underline
- missing text which you can only fit in by following the general topic of that part of the text (not by underlining specific vocabulary, reference words, etc)
- missing text that clearly only fits in one gap
- missing text that seems like it could fit in two gaps (until you analyse it more carefully)
- missing text which could fit in more than one gap (but is better in one of them)
- a gap which can clearly only be filled by one of the missing parts
- a gap which seems like it could have more than one of the missing parts in it (until you analyse it more clearly)
- a gap which could have more than one of the missing parts in it (but is better with one of them in it)
- a first gap which is the most difficult to fill/ not the easiest to fill
- extra options which clearly don't fit anywhere
- extra options which seem to fit somewhere until you read them more carefully/ analyse them more closely
- extra options that seem to fit in one of the gaps (but not as well as the real answer does)
- trick missing text options/ missing text options which seem to be designed to trick you
- fairly easy questions
- very difficult questions

Compare your analysis with another group or with the whole class, but note that there might be some slight variations between tests if you looked at different tasks to them.

Reading Part 6 gapped text task writing

Look at a Reading text that has no gaps. Work together on a PC to make a task that matches the exam task that you looked at, by cutting out seven parts of the text, writing another extract that doesn't match any of those gaps, then mixing the options up.

OR

Look at another Reading and Use of English Part Six gapped text, but this time with no mixed missing parts. Write parts that could go in those seven gaps, then rewrite them until they match what you found in the exam task that you analysed (with one or two synonyms per test, etc). Write an extract that doesn't fit any of the gaps, then mix up the eight options.

Give your text and missing text options to another group, collect and correct their answers, then discuss these questions:

- Were any of the answers debateable?
- Was the difficulty level etc similar to the real test?
- How should you do this part of the test in the real (timed) exam?
- What can you do outside class to improve your ability to do well in this part of the test?

Reading Part 6 tactics discussion

Discuss these exam and self-study tactics:

- skimming the whole text with gaps before you look at any of the options
- skimming all the missing text options before you look at the gapped text
- underlining what seem to be key words as you read through the whole text with gaps before you look at any of the options
- underlining what seem to be key words as you read through all the missing text options before you look at the gapped text
- starting with the easiest missing text options/ reading through the missing text options until you find one that you are pretty sure you know the best place for
- working through the missing text options one by one in order, only moving on when you have an answer or give up
- working through the gaps one by one in order, only moving on when you have an answer or give up
- double checking that the missing text option which you haven't used doesn't fit into any of the gaps
- reading through the finished text with the missing text options in the gaps to make sure that the text now makes sense
- putting a question mark next to any which you aren't 100% sure of to try again at the end of the test if you have extra time
- writing your answers directly on the answer sheet when you decide on them
- transferring your answer onto the answer sheet when you finish this part of the test
- transferring all of your Reading and Use of English answers onto the answer sheet when you finish the whole paper (e.g. in the last ten minutes before the end of the test)
- reading the text again after you check your answers to underline any useful hints (related vocabulary, etc) that you missed
- doing lots of reading for pleasure of similar texts
- learning all the vocabulary from practice exam Reading Part 6 texts
- trying to guess what is missing from the gaps before looking at the mixed missing text options (in class/ for self-study/ in the exam) (once or twice/ a few times/ every time)

Reading Part Seven

multiple matching

section

Cards to cut up/ Suggested answers

delusion	kidding myself
learning	the acquisition of knowledge
helps	is highly conducive to
spirited response	rising to
influential	powerful drivers of
evokes the past	is a time machine
investigate	delve into
undaunted	unfazed by the task ahead
reduction in expenditure	saving a tidy sum
on impulse	on a whim
disregard adverse comments	won't take it to heart
escapism	transporting you far from
excels at	is unparalleled in
ambitious	reach beyond

accelerated	20 years ahead
particularly challenging	no small matter
worker involvement	engages employees
longer working hours	stretches their schedules
contentment	beat the blues
attempt something beyond your normal capacities	step outside your comfort zone
resist	suppress my desires
the possibility of varying interpretations	it could be about anything
lack of consensus	no universal agreement
inspired	stimulated an ambition
statutory regulations	legal provisions
limited ability	can't manage to
both positive and negative	a miracle, albeit one...
decentralized	no single governing body
restored	fell into obscurity for a while but these days...

Rephrasing in C2 Proficiency Reading Part Seven guessing game

Work in groups of three to five students. Choose one of your cards and say just the word or words from the question on the left-hand side of your card. First of all without any help, your partners will take turns trying to guess how it rephrased in the reading text, continuing until someone gets exactly the word or words on the right-hand side of your card or until everyone gives up. If there are two options on the right, they only need to guess one. If they don't get it without help, you can give hints such as how many words, the parts of speech or first letters.

Look at a copy of all of the cards and ask about any which you don't understand, think are not exact synonyms, etc.

Test each other on the language:

- Say the versions on the left and on the right but with one word missing from one of the versions, and see if your partner can complete it
- Say the word or words on the left and help your partner make the rephrased version on the right
- Say the word or words on the right and help your partner make the rephrased version on the left
- Think of another way of rephrasing one of the cards and give your partner hints until they can come up with it

Look at a practice exam Reading Part Seven. Before or as you try to match the questions to the extracts, underline related language such as synonyms.

Check your answers, then search for any synonyms etc that could have helped you with any that you got wrong. (There are usually around two or three questions where this is possible, so you may need to give up on some.)

Compare what you underlined with other students.

Cards to cut up

Words from the question	Rephrased words from the text
be sidetracked	not concentrate
not original	recycled
the written word	what we read
memorise	learn by heart
someone not directly involved	a third party
a guarantee	a promise
ascertain	confirm
effective	working well
consequences	impact
depiction	portrayal
end	completion
provocation	challenge/ dare
shared it	made it available/ gifted it
documented	recorded

lost	erased
interdependent	linked
an issue	a concern
adult	mature
be characteristic	distinguish
has exceptions	is not universal
law	legislation
negative feedback	criticism
once	in the past
inadequate	too little
no longer	not anymore
theory	model
precious to	dear to/ in our hearts
intellectual	cerebral
emotional	touching

Reading and Use of English reviews section

Cambridge Proficiency Reading and Use of English discussion questions

Discuss questions from below in small groups, starting with any which you particularly want to know your partner's opinion on, which you have strong opinions on, etc.

Can you usually finish the Reading and Use of English paper/ sections in time? If not, why not? If so, what helps you do so?

Which parts of the Reading and Use of English paper are most difficult for you? How could you make sure that those parts are easier next time?

What parts are not so difficult for you? What makes them easier than other parts?

How can you best prepare for the Reading and Use of English paper outside class?

How can you best improve your vocabulary (collocations, etc)?

Apart from doing Cambridge Proficiency Reading and Use of English practice papers, what things should you read, do, etc?

When you do practice papers outside class, how can you make sure that you both get useful exam practice and improve your knowledge and skills?

If you make a mistake when you do a practice paper, how can you make sure that you don't make the same mistake again, for example in your next practice paper?

In Use of English, should you usually trust your instinct for what sounds right or usually trust your memory of what you have studied?

If you write an answer but then wonder whether it might be something else, which of those two answers should you usually choose?

During a timed exam paper, when should you transfer your answers to the answer sheet?

How can you make sure that you don't make mistakes when you transfer your answers to the answer sheet?

How can you make sure that you don't run out of time?

If you have extra time after finishing the whole paper, how can you most usefully spend that time? What other things could you do if you had even more spare time?

Ask about any questions which you would like to hear other people's opinions on, discussing them as a class each time.

C2 Proficiency Reading and Use of English tactics discussion topics

Proficiency Reading and Use of English exam tactics discussion

Discuss what you should and shouldn't do in the Cambridge Proficiency Reading and Use of English exam to get a good score in the time available, including topics such as:

- Making sure that you follow the instructions
- What to write, underline, etc on the question sheet
- The process of doing the exam (what to do first, second, next, last, etc)
- Time management
- Part 1 (Use of English multiple choice cloze task)
- Part 2 (Use of English open cloze task)
- Part 3 (Use of English word formation task)
- Part 4 (Use of English key word sentence transformations task)
- Part 5 (Reading Part 1 with multiple-choice questions)
- Part 6 (Reading Part 2 with text that you have to put back in the right gaps)
- Part 7 (Reading Part 3 – matching the statements to the paragraphs)
- Read through the whole text first?
- Reading and answering quickly
- Finding information in the reading texts
- Avoiding common errors/ wrong answers/ tricks
- Guessing (knowing when to trust your instincts or not, etc)
- What to do if more than one answer seems to be correct
- Transferring answers to the answer sheet (use of capital letters, avoiding mistakes, etc)
- (Double) checking your answers
- What to do if you are running out of time
- What to do if you still have extra time at the end

Proficiency Reading and Use of English self-study tactics discussion

Talk about what you should do at home to help make your score better the next time that you do a Proficiency Reading and Use of English paper, with sub-topics like:

- Choosing exam practice materials
- How to do exam papers at home (how to make exam practice realistic, what to do after you finish timed exam practice, etc)
- Choosing and reading other (non-exam, fiction and non-fiction) reading texts
- Improving your reading speed
- Improving your detailed comprehension
- Improving your knowledge of vocabulary (fixed phrases such as idioms and other collocations, differences between similar words, etc)
- Improving your knowledge of grammar (including typical grammar in this exam)
- Making sure you fully learn language from practice exams that you try/ Making sure you don't make the same mistake again (what to write down, how to memorise it, etc)
- Choosing what to learn/ Prioritising
- Things which aren't good preparation for the C2 Proficiency exam

Ask about any topics above which you aren't sure about or would like (more) advice on.

Read some advice and try to find at least one important point you didn't discuss and at least one thing you are not sure is (always) right. Then share ideas with someone who read different advice.

Writing section

See also:

- Reasons in C2 Proficiency Listening Part Four page 377

Writing Part One essays section

See also:

- Opinions in Cambridge Proficiency error correction pairwork page 84
- C2 Proficiency opinions phrases discuss and agree page 66

Cambridge Proficiency Writing Part One on science speaking

Work in pairs. Each person should read a different one of the two texts below, underlining key words as you do so. Summarise the text for your partner (using your own words as much as possible) and listen to their summary of the other text. Try to find similarities and differences between the texts, then discuss your opinions of what they say.

Part 1

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in **240-280** words.

Student A

Suspicious about science

It doesn't take much to come across stories of scientists, evil or otherwise, who cause more harm than good. From the development of weapons to human cloning, there is plenty of support for the opinion that we should be suspicious of what people in white coats are getting up to behind closed doors. After all, they are humans like us with the same weaknesses and biases. A clear example comes from economics, where experts rarely reach conclusions that clash with their own preconceived political positions. Although all these caveats about scientists are clearly true, we shouldn't take that to mean that we should feel the same way about science. The systems and safeguards of scientific institutions such as academic journals mean that we can certainly have more confidence in the scientific consensus than we can in the conclusions of any other group of people.

-----fold, cover or cut-----

Student B

Has science really made things better?

We are now in the Anthropocene era where most things that affect our lives are produced by fellow humans, and the same is true of most of our problems. Specifically, the majority of things that cause suffering nowadays, from pesticides and global warming to allergies, lifestyle diseases and addictions, can be traced back to scientific developments. Living in a typical ugly, dirty town, it's hard not to look back with longing at a time when the world was green and clean and we could at least be confident that our health problems were not self-imposed. Having said all that, nobody wants to be shivering in a cave hiding from sabretooth tigers, and it's impossible to find any particular point in time after that when we can clearly say that progress should have stopped. There is therefore little point in harking back to an age of innocence, and we no choice but to put ourselves in the hands of the scientists again as the only ones capable of clearing up the mess that they have made.

Read through the other text and underline important words, then compare what you have underlined in both texts with your partner.

Try to think of as many other ways you can of rephrasing what the texts say, concentrating especially on the parts that you underlined. Then choose each time which language is most likely to impress the examiner (while still keeping close enough to the original meaning).

Plan an essay summarising and commenting on the two texts.

Decide which of the plans below is probably best for this essay, then compare them to what you discussed before if your ideas were different. The numbers refer to body paragraphs (as you don't really need to plan the introduction and final paragraph).

-----fold, cover or cut-----

Plan 1

Intro

1. Similarities between the texts
2. Differences between the texts
3. Your comments on the texts

(Brief summary)

Plan 2

Intro

1. Similarities between the texts with comments
2. Differences with the texts with comments

Summary

Plan 3

Intro

1. Description and comments on text 1
2. Description and comments on text 2 (mentioning any connections to text 1)

Summary

Plan 4

Intro

1. (Describing and commenting on) things you agree with in both texts
2. Things you disagree with in both texts

Conclusion with how much you agree or disagree with the texts in general

Plan 5

Intro

1. Positive views of science in both texts with comments
2. Negative views of science in both texts with comments

Conclusion

What would you put in the introductions to the answers?

For homework, write an exam question with two similar texts on the topic of ecology. Note that the texts above are a bit longer than the real ones, so try to make shorter ones (about 100 words per text) if you can. You can also write an answer to the question above if you like, but the main homework is to create a similar exam task.

Rephrasing in C2 Proficiency Writing Part One

Match vocabulary in your list to things with similar meanings. Most won't match yet.

Work with someone who has the other worksheet. Without showing your worksheets to each other, match words with similar meanings from the two worksheets.

Without any help, rephrase these typical words in Proficiency essay tasks.

- appropriate
- are still
- as a consequence of
- contradict
- contribute to
- critical
- damage
- ensure
- focus on
- fortunately
- given this
- governments
- happen
- huge
- it pays to
- maintain
- many
- more than
- most
- nowadays
- often
- only
- participate in
- particularly
- persuades us
- place
- points of view
- private citizens
- reflect profoundly on
- resolve
- show
- seem to be
- some
- somewhat
- the same
- to some degree
- too much
- unlikely
- yet

Compare with the suggested answers, brainstorm more, then compare your extra ideas.

Student A – words from the task

- appropriate
- are still
- as a consequence of
- contradict
- contribute to
- critical
- damage
- ensure
- essential
- focus on
- fortunately
- given this
- governments
- happen
- huge
- it pays to
- keep
- maintain
- many
- more than
- most
- nowadays
- often
- only
- participate in
- particularly
- pay attention to
- persuades us
- place
- points of view
- private citizens
- reflect profoundly on
- resolve
- say a great deal about
- seem to be
- show
- some
- somewhat
- the same
- to some degree
- too much
- unlikely
- vast
- yet

Check as a class or with the suggested answers.

Student B – possible rephrasing in the essay

- a certain amount of
- a large number of
- appear to be
- because of this
- concentrate on
- crucial
- disprove
- due to
- especially
- excessive
- find a solution to
- frequently
- go against
- harm
- help make up
- identical
- improbable
- in the modern world
- just
- location
- luckily
- make sure that
- massive
- members of the public
- nevertheless
- nonetheless
- not merely
- occur
- opinions
- ponder
- remain
- retain
- reveal
- somewhat
- suitable
- take part in
- the authorities
- the majority of
- therefore
- these days
- think deeply about
- to some extent
- venue
- we are convinced
- worthwhile to

Check as a class or with the suggested answers.

Suggested answers

- appropriate – suitable
- are still – remain
- as a consequence of – due to
- contradict – go against/ disprove
- contribute to – help make up
- critical/ essential – crucial
- damage – harm
- ensure – make sure that
- focus on/ pay attention to – concentrate on
- fortunately – luckily
- given this – because of this/ therefore
- governments – the authorities
- happen – occur
- huge/ vast – massive
- it pays to – worthwhile to
- maintain/ keep – retain
- many – a large number of
- more than – not merely
- most – the majority of
- nowadays – these days/ in the modern world
- often – frequently
- only – just
- participate in – take part in
- particularly – especially
- persuades us – we are convinced
- place – location/ venue
- points of view – opinions
- private citizens – members of the public
- reflect profoundly on – think deeply about/ ponder
- resolve – find a solution to
- say a great deal about/ show – reveal
- seem to be – appear to be
- some – a certain amount of
- somewhat – to some extent
- the same – identical
- to some degree – somewhat
- too much – excessive
- unlikely – improbable
- yet – nevertheless/ nonetheless

Reporting verbs in Cambridge Proficiency Writing Part One

Choose one verb below but don't say which you chose. Say something that could be reported that way, e.g. "This would undoubtedly work" for "support". Don't say the reporting verb or any similar word, just what someone would write to achieve that function. If your partner can't guess which you chose, say something else that could be reported in the same way, e.g. a second recommendation. Continue with one hint per guess until your partner guesses the correct reporting verb below, then take turns doing the same with different verbs from below.

Reporting verbs to choose and guess

- add
- advocate/ argue for/ defend/ encourage/ justify/ push/ support
- ask a rhetorical question/ wonder
- celebrate
- claim
- compare/ contrast
- conclude
- criticise
- debate/ discuss/ weigh up/ question
- delve into
- dismiss
- emphasise/ stress
- expand (on)
- (over)generalise
- give examples/ illustrate
- go further/ double down (on)
- include
- lament/ mourn
- link
- mention
- observe
- opine/ comment on
- point out/ highlight
- predict/ forecast
- qualify
- reassure
- recommend/ advise/ suggest
- report/ quote/ refer to
- speculate
- summarise/ paraphrase
- sympathise with
- warn (against)

Ask about any verbs which you couldn't think of suitable example sentences for, etc.

Written text presentation

Without looking above, write a suitable verb to report each example of written text below. Some reporting verbs can be used more than once.

- All of us without exception...
- almost as much
- also
- and so miss out on...
- can be counter-productive
- can be seen on a much bigger scale too
- definitely
- equally...
- Fortunately,...
- frankly
- has made...
- has reached a new low point
- However, the younger generation...
- In fact,...
- It is all too easy to...
- It is no surprise that it loses its appeal.
- It is such a shame that...
- it pays to...
- It seems that...
- It should not be overlooked that...
- may well be
- Nothing new is ever...
- On a more profound level,...
- people complain that
- ranging from... to...
- Should we always...?
- Some argue that/ It is often said that...
- Surely...
- There is a strong case for...
- There is little doubt that...
- There is the absurd idea that...
- therefore/ Given this
- This is not only true for...
- To put it briefly,...
- We can hardly be expected to...
- We naturally wish to...
- We should be suspicious of the trap of...
- whether they are... or...
- Who can deny that...?
- with a few exceptions
- Yet

Match the written text above to the verbs on the first page. Sometimes more than one match is possible, and a few verbs above have no examples here. Then check your answers as a class or with the suggested answers below.

Suggested answers

Other matches are sometimes possible, so please check if you wrote something different.

- add – also
- advocate/ argue for/ defend/ encourage/ justify/ push/ support – Surely.../ There is little doubt that.../ There is a strong case for...
- ask a rhetorical question/ wonder – Should we always...?/ Who can deny that...?
- celebrate
- claim
- compare/ contrast – However, the younger generation.../ equally.../ almost as much
- conclude – therefore/ Given this
- criticise – has reached a new low point/ frankly
- debate/ discuss/ weigh up/ question – Yet
- delve into – On a more profound level,...
- dismiss – There is the absurd idea that...
- emphasise/ stress – definitely
- expand (on) – This is not only true for.../ can be seen on a much bigger scale too
- (over)generalise – Nothing new is ever.../ All of us without exception...
- give examples/ illustrate – ranging from... to.../ whether they are... or...
- go further/ double down (on) – In fact,...
- include
- lament/ mourn – It is such a shame that...
- link – ... has made...
- mention
- observe – It seems that...
- opine/ comment on
- point out/ highlight – It should not be overlooked that...
- predict/ forecast
- qualify – with a few exceptions
- reassure – Fortunately,...
- recommend/ advise/ suggest – it pays to...
- report/ quote/ refer to – people complain that/ Some argue that/ It is often said that...
- speculate – may well be
- summarise/ paraphrase – To put it briefly,...
- sympathise with – We can hardly be expected to.../ We naturally wish to.../ It is all too easy to.../ It is no surprise that it loses its appeal.
- warn (against) – ... can be counter-productive/ We should be suspicious of the trap of.../ and so miss out on...

Test each other on the language:

- Choose a line from the suggested answers that has two or more reporting verbs, say one, and see if your partner can say one more
- Say a reporting verb and one of the example phrases and see if your partner can say if they match or not
- Say a reporting verb and an example of direct speech and see if your partner can think of one more example of matching direct speech

Opinions on C2 Proficiency Writing Part One texts opposite opinions phrases presentation and practice

Discuss the opinions in some C2 Proficiency Writing Part One texts, e.g. tasks that you wrote about for homework or which are in your textbook. As in the exam, please paraphrase the things in the texts (instead of just copying the words used there) when you comment on them.

Change groups if possible, then use phrases from below to extend your discussion. If you can't think of new points, you can use the phrases to say the same things in a different way. Discuss that opinion for as long as you like, then choose other phrases below and do the same.

Share one opinion that you agreed on and see if other groups feel the same way.

Ask about any phrases which you couldn't use, are not sure that you used correctly, etc, working together to use the phrases to comment on the texts each time.

Without looking at the full list of phrases, try to think of phrases which have the opposite meaning of each of the phrases on the following page. Many phrases not in the original list are also possible.

Opinions phrases to complete (with opposite opinions phrases)

There are widely opposed/ two very different/ diametrically opposed opinions on _____.

Most people (would) agree _____.

The view in the first/ second text that _____ is (very/ increasingly) common/ accepted.

The point of view that _____ is (definitely/ very much) a minority view.

_____ is a (very/ rather/ slightly) controversial statement (but could possibly/ may well be true).

I think everyone would agree that _____ (but it would be more valuable to say _____).

_____ will become more and more important in the (near) future.

_____ was (probably/ definitely) once important, but nowadays _____.

_____ is (by far) the most important point in the two texts.

_____ is (true but is) a rather trivial point.

_____ is (ir)relevant to most (young/ middle class/ ordinary) people.

(Although I'd never thought about it that way before) I am (completely/ pretty) convinced by the argument that/ the evidence on _____.

I would need more evidence to be persuaded that _____.

The point in the top/ bottom text that _____ is (very/ fairly/ not very/ totally un-)convincing.

The author of the first/ second text overstates their point when they say that _____.

The writer of the text on _____ could have gone further and said that _____.

I support _____.

I oppose _____.

I'm (all) for _____.

I'm (totally) against _____.

My own experience (fully/ partly) supports the idea that _____./

I have also (often/ generally) found _____ to be the case.

My own experience (directly) contradicts the idea that _____./

I have never found _____ to be _____ (in fact, on the contrary _____).

Although _____ seems like a good idea, it is not clear to me that it would achieve _____.

(Despite seeming a little/ somewhat strange at first thought), it would (definitely/ probably) make sense to _____ (in order to solve _____).

Changes in _____ will lead to _____.

In spite of changes in _____, it will continue to be the case that _____.

I think “_____” is the perfect way to describe _____.

(Personally) I (probably/ definitely) wouldn't use the word(s) “_____” to describe _____.

I (fully/ completely) agree that _____. In fact I'd go further and say that _____.

I don't agree that _____. On the contrary, _____.

The argument that _____ is (far/ considerably) more important than _____.

The points in the second text aren't (nearly/ quite) as significant as _____.

(Un)like the writer of the top/ bottom text, I (strongly) believe that _____.

I can (not really/ completely) understand why the first text states _____ (In fact _____).

It is (almost) impossible to argue with the idea _____.

It is not difficult to find weak points in the argument that _____.

It goes without saying that _____.

It is worth saying that _____.

It is fair to assume that _____.

We need to question the assumption that _____./ We cannot simply assume that _____.

I have (extremely/ very) strong opinions on _____.

I'm not sure what I think about _____.

There are (far) more pros than cons to _____.

The disadvantages of _____ (far) outweigh the advantages.

Ask about any phrases above that you couldn't use, are not sure you used correctly, etc.

Without looking above, try to write phrases with the opposite meanings of those above.

Opinions phrases opposites presentation

There are widely opposed/ two very different/ diametrically opposed opinions on _____.

The view in the first/ second text that _____ is (very/ increasingly) common/ accepted.

___ is a (very/ rather/ slightly) controversial statement (but could possibly/ may well be true).

_____ was (probably/ definitely) once important, but nowadays _____.

_____ is (true but is) a rather trivial point.

_____ is relevant to most (young/ middle class/ ordinary) people.

I support _____.

I'm (totally) against _____.

I am (completely/ pretty) convinced by the argument that/ the evidence on _____.

The point in the top/ bottom text that _____ is (very/ fairly/ not very/ totally)convincing.

The author of the first/ second text overstates their point when they say that _____.

My own experience (fully/ partly) supports the idea that _____.

Although _____ seems like a good idea, it is not clear to me that it would achieve _____.

In spite of changes in _____, it will continue to be the case that _____.

I think " _____ " is the perfect way to describe _____.

I don't agree that _____. On the contrary, _____.

The points in the second text aren't (nearly/ quite) as significant as _____.

Like the writer of the top/ bottom text, I (strongly) believe that _____.

I can (completely) understand why the first text states that _____ (In fact, _____).

It is (almost) impossible to argue with the idea _____.

It goes without saying that _____.

It is fair to assume that _____.

I have (extremely/ very) strong opinions on _____.

There are (far) more pros than cons to _____.

Compare your answers with the other phrases above. Many other opposites are possible, so please check if you wrote something different.

Use similar phrases to discuss the views in other Writing Part One texts, this time without looking above if you can.

Use the similar phrases to support or argue against views that you have heard (or think that people might have) on these Writing Part One topics, discussing each statement as long as you like with your partner before you move onto the next one:

- Appearance/ Image
- Cinema
- Eating
- Home
- Memories
- Music
- Reading
- Society
- Waste

Do the same, but this time flipping a coin after your partner gives their opinion to see if you should agree (= heads) or disagree (= tails).

Do the same, but this time flipping a coin a second time to see if your agreement or disagreement should be strong (= heads) or weak (= tails).

Use similar phrases to make statements on these Speaking Part Three topics:

- Authority
- Chance
- Cooperation
- Efficiency
- Enjoyment
- Escape
- Events
- Health
- Recognition
- Skills/ Abilities
- Special times
- Surroundings
- Work and money

Proficiency Writing Part One essays tips and useful phrases

Cross off the tips below which are clearly wrong/ clearly bad advice, leaving any others as they are (because they are good tips, are debateable, depend on the question, etc).

Check as a class or with the suggested answers.

Ask about any tips that you disagreed on, phrases that you are not sure how to use, etc.

Do one or two of the brainstorming stages below.

Brainstorming stage 1

Without any help, put one word into each of the gaps in Brainstorming Stage 1 below. Words not in the original phrases may also sometimes be possible.

Check with the original tips and useful phrases. Other words are sometimes possible, so please check if you wrote something different.

Brainstorming stage 2

Without any help, write as many useful words and phrases as you can to match each good tip in Brainstorming Stage 2 below. Many other answers not in the original tips are also possible.

Compare your ideas with the original tips, brainstorm more, then compare your extra ideas as a class.

Look at an exam Writing Part One essay task and use as many of the tips and phrases from this lesson as you can to say things you should write in your answer, ticking the tips off as you use them.

Tips and useful phrases to evaluate

Opening paragraph/ Planning/ Organisation tips and useful phrases

It's often good to start the introduction with background to the topic, saying why it is something worth writing about because it is relevant, topical, important, etc ("Nowadays, there are greater and greater issues with...", "Over the last couple of decades, there have been increasingly tendentious discussions over...", etc).

It is useful to end the introduction with an outline of what you will do in the rest of the essay ("I will... and then...").

Perhaps the best plan is four body paragraphs with one paragraph each for summarising the first text, summarising the second text, commenting on the first text, and commenting on the second text ("I will summarise the left-hand text, then sum up the other, before giving my thoughts on the former, followed by my comments on the latter").

One obvious plan is to summarise both texts and then comment on them ("I will look at what both texts say, then comment on their content", "I will summarise the first text, write about what the second text says, then give my views on both of them", etc).

Another easy overall structure is to summarise and comment on text 1 in the first body paragraph, then do the same for text 2 ("I will examine what is said in the left-hand text, before turning my attention to the right-hand one", etc).

It's just as good for the last sentence of the introduction to be a general description of what you will do, without any information on how that will be organised ("I will summarise, compare and comment on these texts").

Body of the essay tips and useful phrases

If you write about the two texts in separate paragraphs, be sure to make some comparisons when you look at the second of them ("Unlike what I have said about the first text...", "Similar to the views in the first text, the second...", etc).

Try to use more complex/ impressive comparing language to contrast the two texts ("In complete contrast...", "Conversely...", "The views in the second text are considerably more controversial", etc).

Try to use a wide range of different linking expressions ("Nonetheless...", "providing that...", "Given this...", "This is due to...", "Hence...", "Since this is true for the majority of people...", "That is to say...", "To be specific...", etc).

A good way of expanding the range and level of language that you use is to avoid simple, bland opinions phrases like "In my opinion" and "I think", and make all opinions phrases either strong or weak ("It seems absolutely clear to me that...", "I cannot see any merits to the argument at all", "I find this idea to be utterly compelling", "This could conceivably be the case", "Although I could be persuaded either way, I am inclined to agree more with...", etc).

Try to avoid using personal words like “I” and “my” (“The author of this essay believes that...”, “It can be seen that the second text...”, etc).

You can avoid repeating and show your range of language by using different ways of referring to the two texts (“The first/ second text”, “The former/ latter”, “The right-hand/ left-hand piece of writing”, “The short essay on the right/ left”, “The first/ second of those”, “The other writer’s contribution”, “The text which states that...”, “The text that includes...”, etc).

You can start the second and later body paragraphs with changing topic phrases (“Turning our attention to the other text,...”, “Moving on to my evaluations of these two pieces of writing,...”, “As for my own point of view on the opinions given in these texts,..”, etc).

You can start all the body paragraphs with numbers (“Thirdly, my own take on the facts and opinions in the right-hand text is that...”, etc).

Especially if you are running out of time or have already reached the word limit but not finished the task, it’s a good idea to use a numbered list or bullet points.

Final paragraph/ Final summary or conclusion tips and useful phrases

The task doesn’t ask you to come to a final conclusion, so the essay will be fine if you just stop after the last body paragraph.

The task doesn’t ask you to come to a final conclusion, so you shouldn’t spend long on the final paragraph.

The task doesn’t ask you to come to a final conclusion, so you can end with a simple one-sentence summary (“As I have shown above, there are both similarities and differences between the two texts, and strong and weak arguments in both of them”).

All paragraphs (including the final one) need at least two sentences, in order to show that you know how paragraphs are used and constructed.

If you haven’t already done so in the body, you could make the final paragraph a weighing up of the arguments in both texts and a conclusion on which of the two is more true, more valuable, more relevant to situations that you know well, etc (“The first text makes some very good points. Nevertheless,...”, “Although I have some issues with the views in both texts, overall the second text does a better job in reflecting...”, etc)

Suggested answers

The bad tips are underlined.

Opening paragraph/ Planning/ Organisation tips and useful phrases

It's often good to start the introduction with background to the topic, saying why it is something worth writing about because it is relevant, topical, important, etc ("Nowadays, there are greater and greater issues with...", "Over the last couple of decades, there have been increasingly tendentious discussions over...", etc).

It is useful to end the introduction with an outline of what you will do in the rest of the essay ("I will... and then...").

Perhaps the best plan is four body paragraphs with one paragraph each for summarising the first text, summarising the second text, commenting on the first text, and commenting on the second text ("I will summarise the left-hand text, then sum up the other, before giving my thoughts on the former, followed by my comments on the latter").

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It's just as good for the last sentence of the introduction to be a general description of what you will do, without any information on how that will be organised ("I will summarise, compare and comment on these texts").

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Try to use a wide range of different linking expressions ("Nonetheless...", "providing that...", "Given this...", "This is due to...", "Hence...", "Since this is true for the majority of people...", "That is to say...", "To be specific...", etc).

A good way of expanding the range and level of language that you use is to avoid simple, bland opinions phrases like "In my opinion" and "I think", and make all opinions phrases either strong or weak ("It seems absolutely clear to me that...", "I cannot see any merits to the argument at all", "I find this idea to be utterly compelling", "This could conceivably be the case", "Although I could be persuaded either way, I am inclined to agree more with...", etc).

Try to avoid using personal words like “I” and “my” (“The author of this essay believes that...”, “It can be seen that the second text...”, etc).

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You can start the second and later body paragraphs with changing topic phrases (“Turning our attention to the other text,...”, “Moving on to my evaluations of these two pieces of writing,...”, “As for my own point of view on the opinions given in these texts,..”, etc).

You can start all the body paragraphs with numbers (“Thirdly, my own take on the facts and opinions in the right-hand text is that...”, etc).

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Brainstorming stage 1

It's often good to start the introduction with background to the topic, saying why it is something worth writing about because it is relevant, topical, important, etc ("Nowadays, there are greater _____ greater issues with...", "Over the last couple _____ decades, there have been increasingly tendentious discussions over...").

One obvious plan is to summarise both texts and then comment on them ("I will look at _____ both texts say, then comment on their content", "I will summarise the first text, write about what the second text says, then _____ my views on both of them").

Another easy overall structure is to summarise and comment on text 1 in the first body paragraph, then do the same for text 2 ("I will examine what is said in the left-hand text, before _____ my attention to the right-hand one").

If you write about the two texts in separate paragraphs, be sure to make some comparisons when you look at the second of them ("Unlike what I _____ said about the first text,...", "Similar _____ the views in the first text, the second...").

Try to use more complex/ impressive comparing language to contrast the two texts ("In complete _____,..." , "Conversely,..." , "The views in the second text are considerably _____ controversial").

Try to use a wide range of different linking expressions ("Nonetheless,..." , "providing that..." , "Given this,..." , "This is due to..." , "Hence,..." , "Since this is true for _____ majority of people,..." , "That is _____ say..." , "To _____ specific,...").

Avoid simple, bland opinions phrases like "In my opinion" and "I think", and make all opinions phrases either strong or weak ("It seems absolutely clear _____ me that..." , "I cannot see _____ merits to the argument at all" , "I _____ this idea to be utterly compelling" , "This _____ conceivably be the case" , "Although I could be persuaded _____ way, I am inclined to agree more with...").

Use different ways of referring to the two texts ("The first/ second text" , "The former/ _____" , "The right-hand/ left-hand _____ of writing" , "The short essay on _____ right/ left" , "The first/ second _____ those" , "_____ other writer's contribution" , "The text _____ states that..." , "The text _____ includes...").

You can start paragraphs with changing topic phrases ("Turning our _____ to the other text,..." , "_____ on to my evaluations of these two pieces of writing,..." , "As _____ my own point of view on the opinions given in these texts,...").

You could make the final paragraph a weighing up of the arguments in both texts and a conclusion on which of the two is more true, more valuable, more relevant to situations that you know well, etc ("The first text makes some very good _____ . Nevertheless,..." , "Although I _____ some issues with the views in both texts, overall the second text _____ a better job in reflecting...")

Brainstorming stage 2

Without any help, write as many phrases as you can to match each good tip below.

Opening paragraph/ Planning/ Organisation tips and useful phrases

It's good to start the introduction with background to the topic, saying why it is something worth writing about because it is relevant, topical, important, etc

It is useful to end the introduction with an outline of what you will do in the rest of the essay. One obvious plan is to summarise both texts and then comment on them.

Another easy overall structure is to summarise and comment on text 1 in the first body paragraph, then do the same for text 2

Body of the essay tips and useful phrases

If you write about the two texts in separate paragraphs, be sure to make some comparisons when you look at the second of them. Try to use more complex/ impressive comparing language to contrast the two texts.

Try to use a wide range of different linking expressions

Avoid simple, bland opinions phrases and make all opinions phrases either strong or weak

You can avoid repeating and show your range of language by using different ways of referring to the two texts

You can start the second and later body paragraphs with changing topic phrases.

Final paragraph/ Final summary or conclusion tips and useful phrases

You could make the final paragraph a weighing up of the arguments in both texts and a conclusion on which of the two is more true, more valuable, etc

Cambridge Proficiency essays speaking activity

Your teacher will tell you which two topics below you should talk about, or let the class choose two. Listen to your partner talk about one of those two topics for two or three minutes, listening carefully so that you can pass on what they said to someone else later. Then talk about the other topic in the same way while they listen.

Objective Proficiency topics to give mini-presentations on

1. Quality of life
2. Happiness
3. The importance of novels
4. Being a good manager
5. Work-life balance
6. Eating healthily
7. Going to the gym
8. Saving endangered species
9. Climate change
10. The role of science and scientists in political decision making
11. Gangs
12. Internet dating
13. Divorce
14. Globalisation
15. The influence/ power of the English language
16. Fashion
17. Making books into movies
18. City planning
19. Smartphone photos
20. Music education in schools
21. Advertising
22. Museums in the 21st century
23. Travel in the 21st century
24. Human rights
25. Animal rights

Switch groups and listen to someone else talking about the same topic as your partner did, listening very carefully so that you can later pass on what they say to another person. Don't report what anyone said yet. Then talk about your topic again.

Move onto a third table (or back to your first table if there are fewer than three groups in the class). Summarise and comment on everything that you heard, making sure that you:

- Compare and contrast what the two people said
- Avoid repeating words

The person who is now listening will then comment on your summary and give their opinions on the views given.

Writing Part Two section

Writing Part Two reviews section

C2 Proficiency reviews vocabulary make me say yes with extreme adjectives, synonyms and antonyms

Ask a Yes/ No question using at least one word below. If your partner says “Yes”, you can cross off that word/ those words and get one point. If they say something else (“No”, “I don’t know”, etc), you don’t get a point and the word(s) can be used again. Words on the same line don’t always have exactly the same meaning, so choose one word or expression (not a whole line) each time.

Suggested yes/ no questions to ask with reviews vocabulary

- Did you find...?
- Do you generally find...?
- Have you ever found that...?
- In your experience,...
- Is... more.../ ...er than..., do you think?
- Would ... be ... enough for..., in your opinion? – Would ... be too ... for...?
- Would you agree that...?
- Would you describe... as...?
- Would you rank ... as the most.../ the ...est ... (...)?
- Would you rate ... as...?
- Would you say that...?/ Do you think it is fair to say that...?
- Would... find... to be..., do you think?

Possible topics of reviews

- place (attraction/ sightseeing spot, café, restaurant, shop, etc)
- arts and media (book, exhibition, magazine, album, concert/ gig, film/ movie, TV programme, etc)
- service
- technology (e.g. app)
- thing (product, dish, etc)
- ambience/ atmosphere
- appearance (décor, etc)
- contents/ materials
- cost/ value for money
- design
- dimensions/ measurements (weight, size, etc)
- effect on people/ society
- experience
- quality
- range
- style
- suitability (for particular people)
- taste
- texture
- use(s)
- comparisons to other things

Choose one question that got a yes answer and ask it to other students in the class.

Ask about any topics above, words below, etc that you are not sure how to use, working together to make suitable questions each time.

Reviews vocabulary to make questions from

- absolutely/ completely/ totally/ utterly – (very) slightly/ a little/ a bit/ a tiny bit
- accessible/ convenient/ well-connected – inaccessible/ inconvenient/ isolated
- addictive/ moreish
- amazing/ brilliant/ fantastic/ outstanding/ superb/ terrific – awful/ dreadful/ terrible
- amusing/ hilarious – unfunny
- annoying/ infuriating/ irritating – calming/ relaxing
- astonishing/ astounding/ gob-smacking/ shocking/ surprising – predictable
- attractive/ gorgeous/ pretty/ stunning – hideous/ unattractive
- awe-inspiring/ impressive – unimpressive/ disappointing
- (bang) up to date/ cutting edge – out of date/ old-fashioned/ classic/ traditional/ passé
- bland/ dull/ tedious – fascinating/ intriguing
- charming/ delightful/ enchanting/ lovely/ nice/ pleasant – unpleasant
- cheerful/ uplifting – depressing/ a (real) downer
- comforting/ cosy/ welcoming
- compact/ pocket-sized/ portable/ tiny – huge/ massive/ enormous/ bulky
- controversial/ polarising – uncontroversial
- cool/ stylish
- crucial/ essential/ important/ vital – pointless/ trivial/ unimportant
- cult/ niche/ obscure – mainstream/ mass market
- delicious/ lip-smacking/ tasty – disgusting/ revolting
- distinctive/ original/ unique/ unusual – unoriginal/ clichéd/ typical/ common
- easy-peasy/ simple/ a cinch – challenging/ complicated/ impossible/ tricky
- eccentric/ odd/ strange/ unconventional/ weird – normal/ conventional
- energetic/ lively – quiet/ calm
- entertaining/ fun – a chore
- exciting/ gripping/ thrilling
- extremely – fairly/ somewhat
- famous/ well-known – infamous/ notorious
- fashionable/ trendy – unfashionable
- favourite – least favourite/ most hated
- flawless/ impeccable/ perfect – flawed
- forgettable – memorable/ unforgettable
- good for you/ educational/ healthy – bad for you/ unhealthy
- got better/ improved – got worse/ worsened
- intellectually stimulating/ intelligent/ smart/ high-brow – mindless/ stupid/ dumb/ low-brow
- invaluable/ valuable
- knowledgeable/ (well-)informed – ignorant/ uninformed
- luxurious
- monotonous/ repetitive – varied
- moving
- overrated – underrated
- pretentious – humble/ unpretentious
- reasonable/ good value – expensive/ a rip off/ overpriced/ cost an arm and a leg
- ridiculous/ silly – serious
- subtle/ restrained/ understated – over the top/ excessive
- tasteful – tasteless/ tacky

Extreme adjectives for reviews presentation

Underline the strongest word or words in each line below (= Underline words that are extreme/ ungradable and so mean “very + weaker adjective” and go with adverbs like “absolutely/ totally/ completely/ utterly”, not “a little”, “fairly”, etc).

amazing/ brilliant/ fantastic/ good/ outstanding/ superb/ terrific

amusing/ hilarious

annoying/ infuriating/ irritating

astonishing/ astounding/ gob-smacking/ shocking/ surprising

attractive/ gorgeous/ pretty/ stunning

awe-inspiring/ impressive

awful/ bad/ dreadful/ terrible

bang up to date/ cutting edge/ up to date

challenging/ complicated/ impossible/ tricky

charming/ delightful/ enchanting/ lovely/ nice/ pleasant

compact/ pocket-sized/ portable/ tiny

controversial/ polarising

crucial/ essential/ important/ vital

distinctive/ original/ unique/ unusual

exciting/ gripping/ thrilling

hideous/ unattractive

invaluable/ valuable

memorable/ unforgettable

pointless/ trivial/ unimportant

ridiculous/ silly

Check as a class or with the suggested answers below.

Suggested answers

The stronger adjectives/ extreme adjectives are underlined.

amazing/ brilliant/ fantastic/ good/ outstanding/ superb/ terrific

amusing/ hilarious

annoying/ infuriating/ irritating

astonishing/ astounding/ gob-smacking/ shocking/ surprising

attractive/ gorgeous/ pretty/ stunning

awe-inspiring/ impressive

awful/ bad/ dreadful/ terrible

bang up to date/ cutting edge/ up to date

challenging/ complicated/ impossible/ tricky

charming/ delightful/ enchanting/ lovely/ nice/ pleasant

compact/ pocket-sized/ portable/ tiny

controversial/ polarising

crucial/ essential/ important/ vital

distinctive/ original/ unique/ unusual

exciting/ gripping/ thrilling

hideous/ unattractive

invaluable/ valuable

memorable/ unforgettable

pointless/ trivial/ unimportant

ridiculous/ silly

Vocabulary for reviews synonyms

Without looking above, write as many words with the same meanings as the words below as you can. Words which have similar meanings but are stronger or weaker (e.g. “freezing” and “cold”) do not count as synonyms. Words not above are also often possible.

- utterly
- a tiny bit
- a bit
- well-connected
- isolated
- annoying
- astonishing
- gorgeous
- cutting edge
- dull
- intriguing
- massive
- crucial
- passé
- revolting
- distinctive
- simple
- tricky
- weird
- entertaining
- gripping
- notorious
- trendy
- impeccable
- high-brow
- dumb
- unpretentious
- a rip off

Look above for ideas, but note that things on the same line are not necessarily synonyms.

Compare your answers as a class.

Cambridge Proficiency reviews longer phrases card games

Instructions for teachers

*Cut up one copy of the worksheet per group of two to four students. Take out the middle **bold** cards and get students to put together just the basic sentences from the words not in bold. When a few groups seem to have finished that stage, give out the optional **bold** words that can go in the middle for them to check on and expand on their answers. Note that some middle cards can go in other places, but there is only one way of making them all fit. When most groups think they have finished, give out a complete version of the worksheet for them to check their answers with.*

Instructions for students

Put the cards that you are given together to make useful sentences for Proficiency reviews.

*Put the cards in **bold** into the middle of those sentences. If any words in **bold** don't fit into any of the middle parts, check if your basic sentences match.*

Check as a class or with an un-cut-up version of the worksheets, then ask about anything you matched differently, don't understand, etc.

Do the brainstorming tasks below, then test each other on the language:

- Say a sentence with one word missing for your partner to complete
- Give your partner a key word and help them make an example sentence
- Choose one category and help your partner make suitable examples

Cards to cut up/ Suggested answers

Due to its sophisticated script and	memorable/ (absolutely) unforgettable/ moving/ understated/ restrained	performances, this series is far better than the usual Korean soap opera.
Everyone was talking and tweeting about this	quiz/ talk/ reality/ travel	show, but it took me a while to understand what was so special about it.
I first came across this	classic/ Scandinavian/ recent/ popular/ gruesome/ suspenseful/ addictive/ (rather) obscure	murder mystery series while I was just randomly channel hopping.
I had been looking forward to seeing this "masterpiece", but I'm afraid I was	rather/ incredibly/ extremely	disappointed.

I have literally never seen a film with so many	confusing/ (incredibly) complicated/ (absolutely) mind-boggling/ (utterly) pointless	<i>twists in the plot.</i>
I usually avoid	gory/ psychological/ recent/ Japanese/ supernatural	<i>horror films, but my husband dragged me along to this one.</i>
If you like rom-coms, you'll love this	new/ amusing/ latest/ (absolutely) hilarious/ (utterly) side-splitting	one from the director of the 1980s classic <i>When Harry Met Sally</i> .
In conclusion, I	would/ wouldn't/ also/ highly/ thoroughly/ don't (really)/ only/ really don't	recommend this play for people who are into domestic dramas.
Unfortunately, that lunch turned out to be	by far/ easily/ probably/ almost certainly	the most revolting meal I have ever eaten.
This thriller's	gripping/ haunting/ memorable/ (absolutely) unforgettable	score really makes it stand out from the crowd of cop movies.
The interior is nice enough, but it's	well/ probably/ (not) really/ really not/ probably not/ (almost) certainly/ definitely	worth paying extra to sit outside.
I really got into this series despite not being a huge fan of	slapstick/ situation/ stand-up/ sketch/ American/ British/ classic/ recent/ 1960s/ romantic/ gross out	comedy.
My	main/ chief/ only (real)	criticism of the restaurant would be the slowness of the service.

The lead actor	,who also starred in “The Lovely Bones”,/ ,Sean Bean,/ , who you might know from “House”,	gives a believable and moving performance.
The slapstick parts were	fairly/ reasonably/ slightly	amusing, but I didn’t actually laugh out loud at all.
The starter and main course were	really/ absolutely	delicious, but I wasn’t so keen on the dessert.
There were loads of action scenes and special effects but I was still	instantly/ utterly/ incredibly/ rather/ mostly	bored by this superhero flick.
This clichéd and predictable time travel film is only suitable for	hardcore/ obsessive/ (the most) dedicated/ the geekiest/ diehard/ completist	sci-fi fans.
This highly original and fascinating play will close in two weeks, so rush	right/ straight	out to the box office and buy a ticket!
Unless your taste in comedies stretches to	cheesy/ American/ clichéd/ mindless/ childish/ juvenile	sitcoms, don’t bother tuning into this notoriously irritating comedy.
We are	already/ really/ not really/ really not/ definitely/ excitedly	looking forward to the sequel.
We were dreading the bill, but it wasn’t	quite/ nearly	as expensive as we had expected.

Brainstorming into gaps stage

Write as many suitable words as you can in each gap below. The same can often go in more than one place below and words not above are also possible.

Due to its sophisticated script and		performances, this series is far better than the usual Korean soap opera.
Everyone was talking and tweeting about this		show, but it took me a while to understand what was so special about it.
I first came across this		murder mystery series while I was just randomly channel hopping.
I had been looking forward to seeing this “masterpiece”, but I’m afraid I was		disappointed.
I have literally never seen a film with so many		twists in the plot.
I usually avoid		horror films, but my husband dragged me along to this one.
If you like rom-coms, you’ll love this		one from the director of the 1980s classic When Harry Met Sally.
In conclusion, I		recommend this play for people who are into domestic dramas.
Unfortunately, that lunch turned out to be		the most revolting meal I have ever eaten.
This thriller’s		score really makes it stand out from the crowd of cop movies.
The interior is nice enough, but it’s		worth paying extra to sit outside.

I really got into this series despite not being a huge fan of		comedy.
My		criticism of the restaurant would be the slowness of the service.
The lead actor		gives a believable and moving performance.
The slapstick parts were		amusing, but I didn't actually laugh out loud at all.
The starter and main course were		delicious, but I wasn't so keen on the dessert.
There were loads of action scenes and special effects but I was still		bored by this superhero flick.
This clichéd and predictable time travel film is only suitable for		sci-fi fans.
This highly original and fascinating play will close in two weeks, so rush		out to the box office and buy a ticket!
Unless you really like		sitcoms, don't bother tuning into this notoriously irritating comedy.
We are		looking forward to the sequel.
We were dreading the bill, but it wasn't		as expensive as we had expected.

Mixed answers

Use the mixed-up words below to help with the task above. Many can go in more than one place above, maybe including on different cards to the original game.

- , who you might know from “House”,
- , Sean Bean,
- , who also starred in “The Lovely Bones”,
- 1960s
- absolutely
- addictive
- already
- also
- American
- by far
- (almost) certainly
- cheesy
- chief
- childish
- classic
- clichéd
- completist
- (incredibly) complicated
- confusing
- (the most) dedicated
- definitely
- diehard
- don’t (really)
- easily
- extremely
- fairly
- gory
- gripping
- gross out
- gruesome
- hardcore
- haunting
- highly
- (absolutely) hilarious
- incredibly
- instantly
- Japanese
- juvenile
- latest
- main
- memorable
- (absolutely) mind-boggling
- mindless
- mostly
- moving

- nearly
- new
- not really
- (rather) obscure
- obsessive
- only
- only real
- (utterly) pointless
- popular
- probably
- probably not
- psychological
- quite
- quiz
- rather
- reality
- (not) really
- really don't
- really not
- reasonably
- recent
- restrained
- right
- romantic
- Scandinavian
- (utterly) side-splitting
- situation
- slapstick
- slightly
- stand-up
- straight
- supernatural
- suspenseful
- talk
- the geekiest
- thoroughly
- travel
- understated
- (absolutely) unforgettable
- utterly
- well
- would
- wouldn't

Compare with the words in bold on the original cards. Many other answers are possible, so please check if you wrote something different.

Brainstorming in categories stage

First of all without any help, brainstorm as many words as you can into each category below. Many words not on the cards are also possible, and some words can go in more than one category below.

Vocabulary related to TV and movies**Vocabulary related to restaurants****Positive words and expressions**

Negative words and expressions

Words and expressions that could be positive or negative

Adverbs before adjectives

Look at the cards for ideas, then brainstorm more, then compare your extra ideas as class and/ or with the suggested answers.

Look at a C2 Proficiency Writing Part Two reviews task and use as much language as you can to describe what you could say in your answer.

Suggested answers

Many more answers are possible, so please ask if you wrote something different.

Vocabulary related to TV, movies and plays

- box office
- channel hopping
- (superhero) flick
- horror
- murder mystery
- performance
- plot
- quiz show
- reality show
- script
- series
- show
- soap opera
- talk show
- thriller
- travel show

Vocabulary related to restaurants

- delicious
- dessert
- interior
- main course
- service
- sit outside
- starter
- the bill

Positive words and expressions

- I (would/ also/ highly/ thoroughly/ only) recommend...
- I got into (straightaway)
- If you like..., you'll love...
- It's (really/ well/ probably/ almost certainly) worth...
- We are (already/ really/ definitely) looking forward to...
- addictive
- amusing/ hilarious/ laugh out loud
- believable
- classic
- delicious
- famous
- far better
- fascinating
- gripping
- haunting
- keen on
- masterpiece
- memorable/ unforgettable
- moving

- original
- popular
- professional
- restrained/ understated
- rush (right) out and...
- sophisticated
- special
- stand out
- suitable
- suspenseful

Negative words and expressions

- I (usually) avoid...
- I wasn't (so) keen on...
- I wouldn't/ don't/ don't really/ really don't recommend
- It's not really/ really not probably not worth...
- I'm not a huge fan of...
- My (main/ chief) criticism of...
- We are not really/ really not looking forward to...
- bored
- cheesy
- clichéd
- confusing
- disappointed
- don't bother...
- dragged me along
- dreading
- irritating
- mindless
- notoriously
- only suitable for
- pointless
- predictable
- revolting
- "masterpiece"

Words and expressions that could be positive or negative

- complicated/ mind-boggling

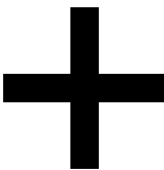

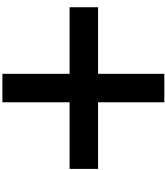

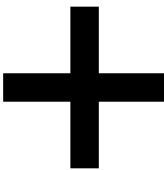

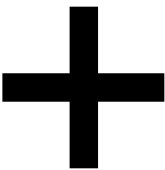

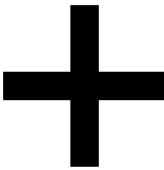

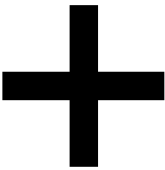

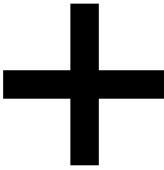

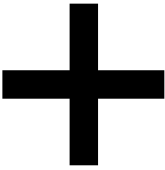

Adverbs before adjectives

- absolutely/ utterly
- certainly/ definitely
- extremely/ incredibly
- fairly
- highly
- instantly
- notoriously
- rather
- really
- reasonably
- slightly

Positive and negative language for reviews simplest responses

Listen to your teacher or partner say positive and then negative language or vice versa and race to raise your two cards in the order of those two things, e.g. with the minus card above the plus card if the negative word or expression was first.

Cards to hold up

Write + for positive and – for negative next to the two expressions in each section below. There is always one of each. Note that some words below don't fit in the section they are in (e.g. are not really about availability), but are there to contrast with the words that do fit.

Looking at both sides

benefit
drawback

cons
pros

Availability

USP/ (unique) selling point
sold out

Comparisons to others/ Market share/ Popularity

cutting edge
uncompetitive

market leader
resting on its laurels

award-winning
overrated

unique
weird

odd
quirky

distinctive
strange

unmatched
unoriginal

famous
notorious

outstanding
stands out like a sore thumb

Content

original
unrealistic

action-packed
dense

fun
trivial

Cost

priceless
worthless

a bargain
bargain bin

a steal
a rip off

reasonable
tacky

overpriced
underappreciated

Design/ Attractiveness/ Appearance

bland
subtle

easy on the eye
an eyesore

Difficulty/ Ease of use/ Effort needed

complicated/ overwhelming
sophisticated

easy to use
simplistic

childish/ juvenile
comprehensible

a grind
pushes you

can't make head or tail of it
intriguing

tough going
unputdownable

Features/ Functions

feature-packed
fiddly

lacking
stripped down

trying to be everything to every man
versatile

adaptable
changeable

multifunction
neither one thing nor the other/ neither fish nor fowl

History/ Future

a classic
(very much) of its time

dated
up-to-date

needs updating
regularly updated

a fad
up-to-the-minute

flash in the pan
instant hit

minority interest
slow burner

Marketing (claims)

hyped
renowned

a let down
lives up to...

masterpiece
“masterpiece”

genius
so-called genius

Motivation (to carry on)

consistent
monotonous/ repetitive

engrossing
gross

irritating
stimulating

annoying
captivating/ gripping

Portability/ Size

a brick
pocket-sized

Reliability

breaks down
breaks the mould

faultless
faulty

predictable
reliable

impeccable
imprecise

delightful
fragile

Suitability/ Usefulness

indispensable
unsuitable

Time

addictive
time consuming

killing time
time flies

impressive
shocking

General/ Others

astonishing
dreadful

amusing
unintentionally amusing

terrible
terrific

appealing
appealing to the lowest common denominator

Recommendations

I heartedly recommend...
I was disheartened by...

I couldn't recommend... more.
I wouldn't necessarily recommend...

If you like..., then you'll love...
... is strictly for fans of...

I wouldn't be in any hurry to...
Rush out and...

Don't miss...
Give... a miss.

... is sure to disappoint if you expect...
You won't be disappointed if you...

You shouldn't... or you'll regret it.
You won't regret...

Don't bother with...
Don't look any further, just...

Check as a class.

In small groups, test each other on the same language:

- Play the same listening to pairs and raising two cards with one above the other game
- Listen to just one half of each pair and race to raise the right (single) card

Ask about any examples above that you can't think of how to use, etc.

Brainstorming stage

First without any help, write positive and negative words that could be used to explain each thing below in reviews, e.g. of an app. Many words not above are also possible.

Looking at both sides

Availability

Comparisons to others/ Market share/ Popularity

Content

Cost

Design/ Attractiveness/ Appearance

Difficulty/ Ease of use/ Effort needed

Features/ Functions

History/ Future

Marketing (claims)

Motivation (to carry on)

Portability/ Size

Reliability

Suitability/ Usefulness

Time

General/ Others

Recommendations

Use the mixed answers below to help.

Use the paired ones above to help, but note that some are not in the right sections. Then check as a class.

Mixed answers

... is strictly for fans of...

a bargain

a classic

a grind

a rip off of...

action-packed

addictive

an eyesore

appealing

astonishing

bargain bin

bland

breaks the mould

captivating/ gripping

childish/ juvenile

comprehensible

consistent

dated

delightful

distinctive

Don't look any further, just...

drawback

easy on the eye

engrossing

faultless

feature-packed

flash in the pan

genius

gross

I couldn't recommend... more.

I was disheartened by...

I wouldn't necessarily recommend...

impeccable

impressive

instant hit

irritating

lacking

market leader

"masterpiece"

monotonous/ repetitive

needs updating

neither one thing nor the other/ neither fish nor fowl

notorious

(very much) of its time

outstanding

overrated

predictable

... is sure to disappoint if you expect...

a brick

a fad

a let down

a steal

adaptable

amusing

annoying

appealing to the lowest common denominator

award-winning

benefit

breaks down

can't make head or tail of it

changeable

complicated/ overwhelming

cons

cutting edge

delicate/ fragile

dense

Don't bother with...

Don't miss...

dreadful

easy to use

famous

faulty

fiddly

fun

Give... a miss.

hyped

I heartedly recommend...

I wouldn't be in any hurry to...

If you like..., then you'll love...

imprecise

indispensable

intriguing

killing time

lives up to...

masterpiece

minority interest

multifunction

odd

original

overpriced

pocket-sized

priceless

pros
pushes you
quirky
reasonable
regularly updated
reliable
renowned
resting on its laurels
Rush out and...
selling point
shocking
simplistic
slow burner
so-called genius
sold out
sophisticated
stands out like a sore thumb
stimulating
strange
stripped down
subtle
tacky
terrible
terrific
time consuming
time flies
tough going
trivial
trying to be everything to every man
uncompetitive
underappreciated
unintentionally amusing
unique
unmatched
unoriginal
unputdownable
unrealistic
unsuitable
up-to-date
up-to-the-minute
versatile
weird
worthless
You shouldn't... or you'll regret it.
You won't be disappointed if you...
You won't regret...

Positive and negative language for reviews brainstorming game

Work in pairs. Choose one thing that could be reviewed such an example of one of the things below, e.g. a movie that you have both seen. Choose which of you will be positive about it and who will be negative about it. Take turns saying positive and negative things until you both run out of ideas, listening carefully to your partner to make sure their sentences make sense and that you don't contradict each other. Then choose other things to review and do the same, each time changing who is positive and who says negative things. You can copy what your partner said in earlier rounds if you like, as long as it also matches the new topic.

Possible things to review

A book	A building/ Some architecture	A computer/ video game
A concert/ A gig	A fashion show/ A clothes shop	A movie
A play/ musical/ An opera	A restaurant	A TV series
An amusement park ride	An art exhibition	

Play the same game, but this time both taking the same side and continuing the same positive description of something or the same negative description of something (not both). Continue until someone repeats or runs out of ideas, then do the same for other kinds of review above.

-----cut-----

Work in pairs. Choose one thing that could be reviewed such an example of one of the things below, e.g. a movie that you have both seen. Choose which of you will be positive about it and who will be negative about it. Take turns saying positive and negative things until you both run out of ideas, listening carefully to your partner to make sure their sentences make sense and that you don't contradict each other. Then choose other things to review and do the same, each time changing who is positive and who says negative things. You can copy what your partner said in earlier rounds if you like, as long as it also matches the new topic.

Possible things to review

A book	A building/ Some architecture	A computer/ video game
A concert/ A gig	A fashion show/ A clothes shop	A movie
A play/ musical/ An opera	A restaurant	A TV series
An amusement park ride	An art exhibition	

Play the same game, but this time both taking the same side and continuing the same positive description of something or the same negative description of something (not both). Continue until someone repeats or runs out of ideas, then do the same for other kinds of review above.

Book reviews topics and vocabulary

with opposites and gradable/ extreme adjectives presentation and practice

Without looking below for now, brainstorm things that you could write about a book onto a mind map on blank A3 paper or on the board. Start with very large categories like “genre” and ending with very specific things like “unputdownable”.

-----cover, fold or cut-----

Use this list of categories to help with the brainstorming task, putting what you brainstormed into larger categories such as these and then brainstorming more examples.

Categories of things to write about in a book review

- Appearance/ Format
- Availability
- Characters
- Genre
- Length
- Marketing/ Publicity
- Organisation/ Structure
- Parts of a book
- People involved in writing and publishing it
- Plot/ Story (e.g. twists in the plot or ending)
- Popularity
- Positive points
- Price/ Value for money
- Readership
- Relationships to other things
- Setting
- Story behind the book/ History of the book
- Style
- Subtext
- Title
- Unique features/ Originality
- Viewpoint
- Weak points/ Negative points

Use the sub-categories under the fold below to help organise and expand your mind map, brainstorming more examples of each thing.

-----fold, cover or cut-----

Subcategories of things to write in a book review

- Positive adjectives
- Negative adjectives
- Fiction
- Non-fiction
- Critical reception/ Other people’s opinions on it
- Popular success
- Narrator/ Voice

Add the things below to at least one place on your mind map, rearranging the categories if you need to. Just leave any which you don't understand or don't know where to put for now.

Specific aspects of to mention in a book review

(Book jacket) blurb (Cram)packed with...
 (Critically/ Universally) acclaimed (Critically/ Universally) panned
 (Genre) trope (MAN Booker/ Pulitzer) prize winner
 (Multi) award-winning (New York Times) bestseller (Semi-)autobiographical
 (Superhero) comic/ Graphic novel (Work of) genius
 (Neglected/ Universally acknowledged) masterpiece Abridged
 Adult/ Erotic Adventure Allegory/ Allegorical
 Alternative reality/ Alternative history/ What if Amazing Amusing
 Annoying/ Irritating Antagonist Anthology/ Collection Anti-hero
 Astonishing Author/ Writer Autobiography Avant-garde
 Awe inspiring Awful/ Dreadful/ Terrible Baby Bad
 Banned/ Forbidden Biography Bodice ripper Book of the year
 Boring/ Dull Business book Cathartic
 Brilliant/ Excellent/ Fabulous/ Fantastic/ Splendid/ Superb/ Terrific/ Wonderful
 Captivating/ fascinating/ spellbinding Challenging Character arc
 Charming/ delightful/ lovely Chick lit Children's book
 Classic Clichéd Cliffhanger Coffee table book Coincidence
 Collaborator Collected letters Collection of (linked) short stories
 Collection of aphorisms Collection of articles Collection of columns
 Collection of comic strips Collection of essays Collection of poetry/ poems
 Complicated Concise Confusing Conventional
 Cookbook Cover/ (Book) jacket Critical success
 Criticism Cynical Dated Dazzling
 Debut novel/ First novel Deep Depressing
 Derivative Devastating Diary Diary/ Journal
 Dictionary Disappointing Disastrous Distinctive/ Original
 Doorstopper Dramatic Dystopian
 Easy reader/ Graded reader E-book Editor
 Emotional Enchanting Encyclopaedia Enjoyable
 Entertaining Epochal/ Epoch-shaping Essential reading
 Exceptional/ Outstanding Exciting Excruciating Experimental
 Fable Fairy tale Family saga Famous
 Fan fiction Fantasy Feminist First edition First of a series
 First person (narration) Five-star review Flashback Flowery
 Footnotes Foreshadowing Forgettable Frightening/ scary
 Funny Ghost writer Good Gothic Gripping
 Haiku Hardback/ Hard cover Haunting Heart-breaking
 Heart-wrenching Heavy Hero Hilarious/ Side splitting
 Historical fiction Historical period Homage How-to book
 Humorous Iconic Idiotic/ ridiculous Illustrations
 Illustrator Imagery Important Impressive
 Infamous/ Notorious Influential Informative
 Infuriating Inspiring Instruction manual Intriguing
 Ironic Joyful Large print Laugh out loud Launch
 Length of each chapter Length of sentences Length of the book

Life affirming	Life changing	Life lessons	Light
Location	Lyrical	Magic(al) realism	Memoir
Message/ Moral	Meta	Metaphorical	Mind-boggling/ Mystifying
Mind-numbing/ stupefying	Minor character	Miserable	Moral of the story
Motif	Moving	Multiple narrators/ Multiple viewpoints	
Murder mystery/ Whodunit	Myth/ Mythology	Narcissistic	
Narrative poem	Nice/ pleasant	Non-linear	Nonsense verse
Novel	Novelisation	Novella	Nursery rhymes
Odd/ Weird	Omniscient narrator	Once in a lifetime	Out of print
Over the top	Overrated	Pace/ Pacing	Page-turner
Paperback/ Softcover	Parable	Part of a series	Personal
Petrifying/ terrifying	Picture book	Plagiarism	Play
Pleasing	Plot device	Poem/ Poetry	Pointless
Political position/ Worldview	Popular science	Positive adjectives	
Posthumous	Predictable	Prequel	Pre-school
Previous works by the same writer		Previous works from the same publisher	
Previous works in the same series	Prose	Prose poem	Protagonist(s)
Publisher	Pulp	Radical	Rambling
Realist/ Realistic	Reference book	Reissue	Religion/ Spirituality
Romance	Run of the mill	Sad	Sales (figures)
Satisfying	Sci-fi	Screenplay	Self-help
Self-study (textbook)	Sequel	Serious	Shocking
Silly	Simple/ straightforward	Sonnet	Sophisticated
Spare	Special	Spinoff	Standalone
Stream of consciousness	Study guide	Stunning	Subplot
Subtle	Subversive	Surprising	Suspense(ful)
Symbol/ Symbolism/ Symbolic		Taboo-breaking	Thesaurus
Third person	Thriller	Thrilling	Timeless
To the point	Translation/ Translator		Trashy
Travel guide/ Travel book	Two-volume	Unbelievable	Unconvincing
Underrated	Understated	Unforgettable	Unique
Unoriginal	Unpleasant	Unputdownable	Unrelenting
Unreliable narrator	Unrelieved...	Unsuccessful	Uplifting
Western	Witty	Worthless	YA

Ask about any words above which you couldn't understand or couldn't put on your mind map, putting them somewhere on your mind map each time.

Try to find words with opposite meanings above.

Compare your ideas as a class or with the suggested answers below.

Try to find words which have similar meanings but different strengths above, such as gradable adjectives and extreme adjectives which mean "very/ extremely" + the gradable adjectives ("big" and "huge", etc).

Suggested book reviews vocabulary opposites

Other answers are possible, so please check if you write something different.

- Acclaimed – Panned
- Avant-garde/ Experimental/ Radical – Conventional
- Awful/ Dreadful/ Terrible – Brilliant/ Excellent/ Fabulous/ Fantastic/ Superb/ Wonderful
- Boring/ Dull – Exciting/ Interesting
- Complicated – Simple/ straightforward
- Concise/ To the point – Rambling
- Dated – Classic/ Timeless
- Depressing/ Miserable – Joyful/ Life affirming/ Uplifting
- Disappointing – Satisfying
- Distinctive/ Original/ Unique – Derivative/ Unoriginal/ Rip off
- Exceptional/ Outstanding – Run of the mill
- Famous – Obscure
- Fascinating – Mind-numbing/ stupefying
- Fiction – Non-fiction
- First person (narration) – Third person
- Flashback – Foreshadowing
- Forgettable – Memorable/ Unforgettable
- Hardback/ Hard cover – Paperback/ Softcover
- Hero – Antagonist/ Anti-hero
- Historical – Sci-fi
- Homage – Satire
- Inspiring – Uninspiring
- Negative adjectives – Positive adjectives
- Nice/ pleasant – Unpleasant/ Revolting
- Novel – Short story
- Over the top – Subtle/ Understated
- Overrated – Neglected/ Underrated
- Part of a series - Standalone
- Poetry – Prose
- Predictable – Shocking/ Surprising
- Prequel – Sequel
- Serious – Silly

Differences between reviews vocabulary

Explain the (small or large) differences between the words on each line below.

- Amusing/ Hilarious
- Annoying/ Infuriating
- Article/ Essay
- Astonishing/ Surprising
- Autobiography/ Biography
- Autobiography/ Memoir
- Awe inspiring/ Impressive
- Awful/ Bad
- Boring/ Mind-numbing
- Brilliant/ Good
- Cathartic/ Uplifting

- Challenging/ Difficult
- Classic/ Timeless
- Clichéd/ Run of the mill
- Collaborator/ Ghost writer
- Comic/ Comic strip
- Complicated/ Confusing
- Critical success/ Popular success
- Derivative/ A rip off
- Disastrous/ Unsuccessful
- Essential/ Important
- Exceptional/ Special
- Exciting/ Thrilling
- Excruciating/ Painful
- Fable/ Fairy tale
- Famous/ Infamous
- Fantasy/ Sci-fi
- Fascinating/ Interesting
- Frightening/ Petrifying
- Hero/ Protagonist
- How-to book/ (Instruction) manual
- Idiotic/ Silly
- Illustrations/ Imagery
- Inspiring/ Life affirming/ Life changing
- Life lesson/ Moral
- Location/ Setting
- Lovely/ Nice
- Memorable/ Unforgettable
- Mind-boggling/ Mind-numbing
- Motif/ Symbolism
- Motif/ Theme
- Moving/ Heart-wrenching
- Novel/ Novella/ Short story
- Original/ Unique
- Over the top/ Overrated
- Page turner/ Readable
- Pointless/ Worthless
- Prequel/ Sequel
- Religion/ Spirituality
- Revolting/ Unpleasant
- Romance/ Bodice ripper
- Thriller/ Whodunit
- Travel guide/ Travel book
- Unbelievable/ Unconvincing/ Unreliable narrator

Find pairs where one word means “very” + the other word, and circle the stronger word.

*Which word is called an “extreme adjective” and which is a “gradable adjective”? Why?
Which adverbs can go with each kind of word?*

Suggested gradable and extreme adjectives for book reviews

- Amusing – Hilarious/ Side-splitting
- Bad – Awful/ dreadful/ terrible
- Boring/ Dull – Mind-numbing/ stupefying
- Complicated/ Confusing – Mind boggling/ mystifying
- Disappointing – Devastating
- Exciting – Gripping/ Thrilling
- Frightening/ scary – Petrifying/ terrifying
- Good – Brilliant/ excellent/ fabulous/ fantastic/ splendid/ superb/ terrific/ wonderful
- Impressive/ Awe inspiring
- Interesting – Captivating/ fascinating/ spellbinding
- Irritating/ Infuriating
- Memorable – Unforgettable
- Moving – Heart wrenching
- Nice/ pleasant – Charming/ delightful/ lovely
- Original – Unique
- Painful – Excruciating
- Sad – Devastating/ heart-breaking
- Silly – Idiotic/ Ridiculous
- Special – Exceptional
- Surprising – Astonishing/ Shocking
- Unpleasant – Revolting
- Unsuccessful – Disastrous

Gradable and extreme adjectives extension

Brainstorming extreme adjectives

Try to think of words which mean “very/ extremely” + the words below (i.e. extreme versions of these gradable adjectives). Other words not above may also be possible.

- admired, respected or well-respected
- attractive, good looking or pretty
- big or large
- bright
- busy
- challenging, difficult, hard or tricky
- cool or cold
- crowded
- dirty
- disappointed
- drunk, merry, or tipsy
- dry
- energetic
- expensive or pricey
- glad, happy or pleased
- hot or warm
- hungry or peckish
- important or necessary
- impressed
- little or small
- loud or noisy
- old
- poor
- rich or wealthy
- sleepy or tired
- tasty
- thirsty
- ugly
- unimportant
- wet
- yucky

Brainstorm gradable adjectives

Without looking above, try to think of gradable versions of these extreme adjectives:

ancient
awestruck
baking, boiling or roasting
crucial, vital or essential
dazzling
delicious, mouth-watering or lip-smacking
devastated
dirt-poor or poverty-stricken
ear-splitting
exhausted, knackered, wrecked or shattered
exorbitant
filthy
freezing or frozen
gigantic, huge, massive or enormous
gorgeous or stunning
hideous
hyper
idolised
impossible
loaded or filthy rich
overjoyed
packed or cram-packed
parched
parched
pointless or worthless
revolting, sickening or repulsive
rushed off my feet
soaked or sopping
starving or dying of hunger
tiny, miniscule or minute
wasted, wrecked, or blotto

Match these words with the gradable adjectives on the previous page.

Other gradable and extreme adjectives suggested answers

Other adjectives are possible, so please check if you wrote something different.

- admired, respected or well-respected/ idolised
- attractive, good looking or pretty/ gorgeous or stunning
- big or large/ gigantic, huge, massive or enormous
- bright/ dazzling
- busy/ rushed off my feet
- challenging, difficult, hard or tricky/ impossible
- cool or cold/ freezing or frozen
- crowded/ packed or cram-packed
- dirty/ filthy
- disappointed/ devastated
- drunk, merry, or tipsy/ wasted, wrecked, or blotto
- dry/ parched
- energetic/ hyper
- expensive or pricey/ exorbitant
- glad, happy or pleased/ overjoyed
- hot or warm/ baking, boiling or roasting
- hungry or peckish/ starving or dying of hunger
- important or necessary/ crucial, vital or essential
- impressed/ awestruck
- little or small/ tiny, miniscule or minute
- loud or noisy/ ear-splitting
- old/ ancient
- poor/ dirt-poor or poverty-stricken
- rich or wealthy/ loaded or filthy rich
- sleepy or tired/ exhausted, knackered, wrecked or shattered
- tasty/ delicious, mouth-watering or lip-smacking
- thirsty/ parched
- ugly/ hideous
- unimportant/ pointless or worthless
- wet/ soaked or sopping
- yucky/ revolting, sickening or repulsive

Test each other on the words above:

- say both kinds of word on one line and see if your partner can say which is which
- say one kind of word and see if your partner can say which kind it is
- say one kind of word and see if your partner can say the other kind

Try to agree on words which match books that you both know such as the books below, using different vocabulary each time.

Share one thing you agreed on and see if other groups agree and/ or can think of other books which also match that.

Top-selling books to discuss

- 20,000 Leagues under the Sea by Jules Verne
- A Brief History of Time by Stephen Hawking
- A Tale of Two Cities by Charles Dickens
- Alice in Wonderland by Lewis Carroll
- And Then There Were None by Agatha Christie
- Anne of Green Gables by Lucy Maud Montgomery
- Black Beauty by Anna Sewell
- Catch-22 by Joseph Heller
- Charlie and the Chocolate Factory by Roald Dahl
- Charlotte's Web by E.B. White
- Chicken Soup for the Soul by Jack Canfield and Mark Victor Hansen
- Divine Comedy by Dante Alighieri
- Eye of the Needle by Ken Follett
- Fifty Shades of Grey by E. L. James
- Gone with the Wind by Margaret Mitchell
- Goodnight Moon by Margaret Wise Brown
- Guess How Much I Love You by Sam McBratney
- Guinness World Records
- Harry Potter and the Sorcerer's Stone by J.K. Rowling
- How to Win Friends and Influence People by Dale Carnegie
- Kon-Tiki: Across the Pacific in a Raft by Thor Heyerdahl
- Life of Pi by Yann Martel
- Little House on the Prairie by Laura Ingalls Wilder
- Love Story by Erich Segal
- Men Are from Mars, Women Are from Venus by John Gray
- Norwegian Wood by Haruki Murakami
- One Hundred Years of Solitude by Gabriel García Márquez
- Oxford Advanced Learner's Dictionary
- Perfume by Patrick Süskind
- Pride and Prejudice by Jane Austen
- Roget's Thesaurus
- Shōgun by James Clavell
- Sophie's World by Jostein Gaarder
- The 7 Habits of Highly Effective People by Stephen R. Covey
- The Adventures of Huckleberry Finn by Mark Twain
- The Adventures of Pinocchio by Carlo Collodi
- The Adventures of Sherlock Holmes by Arthur Conan Doyle
- The Alchemist by Paulo Coelho
- The Bridges of Madison County by Robert James Waller
- The Cat in the Hat by Dr. Seuss
- The Catcher in the Rye by J.D. Salinger
- The Celestine Prophecy by James Redfield
- The Chronicles of Narnia by C. S. Lewis
- The Common Sense Book of Baby and Child Care by Dr Benjamin Spock
- The Da Vinci Code by Dan Brown
- the Diary of a Wimpy Kid books by Jeff Kinney

- The Diary of Anne Frank
- The Eagle Has Landed by Jack Higgins
- The Exorcist by William Peter Blatty
- The Fault in Our Stars by John Green
- The Girl on the Train by Paula Hawkins
- The Girl with the Dragon Tattoo by Stieg Larsson
- The Godfather by Mario Puzo
- the Goosebumps series by R.L. Stine
- The Grapes of Wrath by John Steinbeck
- The Great Gatsby by F. Scott Fitzgerald
- The Gruffalo by Julia Donaldson
- The Hitchhiker's Guide to the Galaxy by Douglas Adams
- The Hobbit by J.R.R. Tolkein
- The Horse Whisperer by Nicholas Evans
- The Hunger Games by Suzanne Collins
- The Hunger Games trilogy by Suzanne Collins
- The Joy of Sex by Alex Comfort
- The Kite Runner by Khaled Hosseini
- The Lion, the Witch and the Wardrobe by C.S. Lewis
- The Little Prince by Antoine de Saint-Exupery
- The Lovely Bones by Alice Sebold
- The Michelin Guide
- The Name of the Rose by Umberto Eco
- The Neverending Story by Michael Ende
- The Odyssey by Homer
- The Old Man and the Sea by Ernest Hemingway
- The Pillars of the Earth by Ken Follett
- The Plague by Albert Camus
- The Power of Positive Thinking by Norman Vincent Peale
- The Prophet by Khalil Gibran
- The Stranger/ The Outsider by Albert Camus
- The Tale of Peter Rabbit by Beatrix Potter
- The Vampire Chronicles by Anne Rice
- The Very Hungry Caterpillar by Eric Carle
- Things Fall Apart by Chinua Achebe
- To Kill a Mockingbird by Harper Lee
- Totto-chan, the Little Girl at the Window by Tetsuko Kuroyanagi
- Tuesdays with Morrie by Mitch Albom
- War and Peace by Leo Tolstoy
- What to Expect When You're Expecting by Arlene Eisenberg and Heidi Murkoff
- Where the Wild Things Are by Maurice Sendak
- Where's Wally? by Martin Handford
- Who Moved My Cheese? by Spencer Johnson
- Wild Swans by Jung Chang

Writing Part Two reports section

Language and literature generalisations and recommendations with useful language for writing reports

Use phrases like those below to explain things related to language and literature such as people's attitudes and actions, making sure that you use the right level of phrase to match how many, how often, etc. You don't have to use words from all of the columns below (though it is possible). Instead, you could choose a word from one column and use words from one or more other columns to make a sentence from it. See if your partner agrees, discuss that description for as long as you like, then take turns doing the same with different words/ topics from below.

Useful language for discussing generalisations

- "That's exactly what I would say."
- "I wouldn't go that far. I would say that..."
- "I would go (even) further and say that..."
- "I totally disagree."/ "I have the opposite opinion. I would say that..."

Share a generalisation that you agreed on and see if the rest of the class agrees.

Ask about anything in the tables that you don't understand, aren't sure about the data on, etc, working together to make suitable generalisations each time.

Do the generalisation language tasks below.

Without looking at the generalisation language, make generalisations on the same topics and then give recommendations on what should be done due to those facts, using phrases like those on the following pages. The recommendations phrases are not in order, so be careful to use the right level of strength of language each time. The generalisations can be the same as before and/ or new ones.

Share one generalisation and an associated recommendation and see if other groups agree.

Ask about anything in the recommendations language tables that you don't understand, are not sure about your opinions on, etc, working together to make suitable recommendations about language and literature with that phrase each time.

Do the recommendations language tasks below.

Topics and language for generalisations

Use language like that below to make and discuss generalisations on language and literature.

	How many	Kinds of people	How often
<ul style="list-style-type: none"> ● According to ● Amongst people I know ● In my experience ● I get the feeling that ● (From discussions I've had on the subject) I have formed the impression that ● A survey has shown that ● It wouldn't surprise me if 	<ul style="list-style-type: none"> ● (absolutely) all ● a considerable number of/ a substantial number of people ● a small minority of ● a substantial minority of ● a tiny minority of ● almost all ● almost no ● many/ a large number of ● most ● not many/ few ● practically all ● practically no ● quite a lot of/ a fairly large number of ● the vast majority of ● very few ● very nearly all ● virtually all ● virtually no 	<ul style="list-style-type: none"> ● ALTs ● baby boomers ● bilingual people ● cool kids ● critics ● English speakers ● experts ● Generation X ● hipsters ● intellectuals ● (applied) linguists ● (late) middle-aged people ● millennials ● multi-linguists/ polyglots ● novelists ● people in developed/ developing countries ● people in East Asia ● people in this city ● people in this country ● poets ● poseurs ● pre-school kids ● publishers ● researchers ● retired people ● students ● teachers ● teenagers ● the (lower/ upper) middle class ● tweens ● working class people ● young children ● young people 	<ul style="list-style-type: none"> ● almost ● always ● almost never ● always/ without fail ● hardly ever ● occasionally ● often/ frequently ● seldom/ rarely ● usually/ generally

Verb	Objects/ Topics	
<ul style="list-style-type: none"> ● appreciate ● are (un)informed about ● are confused by ● are focused on/ prioritise ● are (well) informed about ● are put off by ● are sceptical about ● believe in.../ that... is... ● can('t) afford/ buy/ pay for ● can't be bothered ● dip into ● dislike ● feel confident about ● feel nervous/ panic about ● flip through ● have a bad impression of ● have bad memories of ● have given up ● have (no) interest in ● have problems with ● have tried ● ignore ● know about ● lack ● lap up ● learn... (by heart) ● listen to/ watch ● memorise ● need (more) ● pay attention to ● prefer... (to...) ● read ● record ● skim (through)/ skip (past) ● spend/ take a long time ● study ● suffer from ● (don't) trust... (on/ to...) ● try to... ● (mis)understand ● use... (properly) ● want to/ would (like to) ● waste time/ money on ● will (probably) ● wonder about 	<ul style="list-style-type: none"> ● (...) accents ● accuracy ● adaptations ● appendices/ footnotes ● apps ● bestsellers ● blogs ● blurb ● celebrity memoirs ● challenging... ● children's... ● coffee table books ● collocations ● columns/ columnists ● comics/ comic strips ● conversation exchanges ● cult classics ● (...) dictionaries ● e-readers ● editors/ editorials ● EIL/ ELF ● exams ● fairy tales ● (contemporary) fiction ● flashcards ● fluency ● for pleasure ● foreign friends/ people ● graded.... ● grammar ● humour ● idioms ● karaoke ● lyrics ● online chat ● online translation ● parts of speech ● phonemic script ● phrase(book)s ● podcasts/ radio ● poetry ● popular science ● prize(winner)s ● proofreaders/ing 	<ul style="list-style-type: none"> ● puns ● satire/ spoofs ● sci fi ● second hand ● self-study (books) ● sequel ● set texts ● shadow reading ● Skype (...) ● slang ● social media ● speeches ● (English)subtitles ● swear words ● tabloids ● travel English ● vocabulary ● volunteering ● whodunits

Generalising language presentation

First of all without any help, brainstorm suitable language into the right places below, with the strongest top. Ones which have the same strength/ meaning should go next to each other.

How many

- (absolutely) all



- virtually no

How often

- always/ without fail



- almost never

Mixed answers

Use the mixed answers below to help with the task above. Ones with the same meaning should go next to each other.

How many

- (absolutely) all
- a considerable number of
- a fairly large number of
- a large number of
- a small minority of
- a substantial minority of
- a substantial number of
- a tiny minority of
- almost all
- almost no
- few
- many people
- most people
- not many
- practically all
- practically no
- the vast majority of
- very few
- very nearly all
- virtually all
- virtually no

How often

- almost always
- almost never
- always
- frequently
- generally
- hardly ever
- occasionally
- often
- rarely
- seldom
- usually
- without fail

Check as a class or with the suggested answers. Other answers are possible, so please ask if you wrote different language and/ or ranked something differently.

Suggested answers

Other answers are possible, so please check if you wrote different language and/ or ranked something differently.

How many

- (absolutely) all
- virtually all/ practically all/ very nearly all
- almost all
- the vast majority of
- most
- many/ a large number of
- a considerable number of/ a substantial number of
- a fairly large number of
- a substantial minority of
- not many/ few
- a small minority of
- very few/ a tiny minority of
- almost no
- practically no/ virtually no

How often

- always/ without fail
- almost always
- usually/ generally
- often/ frequently
- occasionally
- seldom/ rarely
- hardly ever
- almost never

Language and literature recommendations

Make generalisations and then give recommendations based on those situations.

Recommendations	Who	Recommendations	Verbs
<ul style="list-style-type: none"> - I (would) (personally) recommend - I (would) suggest - I highly recommend - I strongly recommend - I thoroughly recommend - I wouldn't (necessarily/ really) recommend - If there is one thing that I recommend, it's that - My (personal) recommendation is for - My advice would be for - The only option is for 	<ul style="list-style-type: none"> ● Academics ● App developers ● Booksellers ● Editors ● Experts ● Governments ● Language schools ● Librarians ● Libraries ● Linguists ● Local governments ● Publishers ● Readers ● Researchers ● Schools ● Students ● Teachers ● The general public ● The Ministry of Education ● The national broadcaster ● The national government 	<ul style="list-style-type: none"> ● absolutely must ● could ● could consider ● could possibly ● definitely shouldn't ● had better ● have no choice but to ● must make sure to ● need(s) to ● ought to ● really should ● should avoid ● should be in no hurry to ● should consider ● should probably ● should think about ● shouldn't bother ● would benefit from 	<ul style="list-style-type: none"> ● accept ● attempt to ● ban/ forbid ● be more concerned about ● be sceptical about ● buy ● consider ● control ● cut (down on) ● decrease ● do something about ● find an alternative for ● find out ● fund ● ignore ● increase ● introduce ● invest money in ● listen to ● look into ● monitor ● pay attention to ● prioritise ● read ● research ● spend money on ● stop ● support ● take an interest in ● think about ● trust... on ● try to ● use ● visit ● watch

Mixed answers

- I (would) (personally) recommend
- I (would) suggest
- I highly recommend
- I strongly recommend
- I thoroughly recommend
- I wouldn't (necessarily/ really) recommend
- If there is one thing that I recommend, it's that
- My (personal) recommendation is for
- My advice would be for
- The only option is for
- absolutely must
- could
- could consider
- could possibly
- definitely shouldn't
- had better
- have no choice but to
- must make sure to
- need(s) to
- ought to
- really should
- should avoid
- should be in no hurry to
- should consider
- should probably
- should think about
- shouldn't bother
- would benefit from

-----cover, fold or cut-----

Suggested answers

Other answers are possible, so please check if you wrote something different.

- The only option is for/ have no choice but to/ absolutely must/ must make sure to
- had better/ need(s) to
- I highly recommend/ I strongly recommend/ I thoroughly recommend/ If there is one thing that I recommend, it's that/ really should
- I (would) (personally) recommend/ I (would) suggest/ My advice would be for/ My (personal) recommendation is for/ ought to/ would benefit from
- should probably
- should consider/ should think about
- could
- could consider/ could possibly
- I wouldn't (necessarily/ really) recommend
- should be in no hurry to/ shouldn't bother
- should avoid
- definitely shouldn't

**Environmental generalisations and recommendations
with ecological vocabulary, useful language for reports, and hedging language**

Use language like that below to explain people's attitudes to environmental issues, people's actions related to environmental issues, etc. See if your partner agrees, discuss that generalisation for as long as you like, then do the same with other language/ topics below.

Useful language for discussing generalisations

- "That's exactly what I would say."
- "I wouldn't go that far. I would say that..."
- "I would go (even) further and say that..."
- "I totally disagree."/ "I have the opposite opinion. I would say that..."

<ul style="list-style-type: none"> ● According to ● Amongst people I know ● In my experience ● I get the feeling that ● (From discussions I've had on the subject) I have formed the impression that ● A survey has shown that ● It wouldn't surprise me if 	<ul style="list-style-type: none"> ● absolutely all ● all ● virtually all ● practically all ● very nearly all ● almost all ● the vast majority of ● most ● many ● a large number of ● a considerable number of ● a substantial number of ● quite a lot of ● a fairly large number of ● a substantial minority of ● not many ● few ● a small minority of ● very few ● a tiny minority of ● almost no ● practically no ● virtually no 	<ul style="list-style-type: none"> ● activists ● baby boomers ● civil servants ● experts ● Generation X ● middle-aged people ● millennials ● people in developed countries ● people in developing countries ● people in East Asia ● people in this city ● people in this country ● politicians ● researchers ● retired people ● rich people ● students ● teachers ● teenagers ● the middle class ● the upper middle class ● voters ● young children ● young people 	<ul style="list-style-type: none"> ● always ● without fail ● almost always ● usually ● generally ● often ● frequently ● occasionally ● seldom ● rarely ● hardly ever ● almost never ● never
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<ul style="list-style-type: none"> ● accept ● are (un)informed about ● are concerned/ worried about ● are confused by ● are considering ● are cutting down ● are interested in ● are sceptical about ● are well informed about ● aren't... ● believe ● buy ● can afford ● can't... ● consider ● discuss ● don't... ● expect ● go to ● have opinions on ● ignore ● know about ● listen to/ watch ● look into ● misunderstand ● panic about ● pay attention to ● prioritise ● read ● realise ● spend money on ● support ● think about ● trust... on ● try to... ● understand ● use ● visit ● vote for ● wonder about ● would(n't)... 	<ul style="list-style-type: none"> ● (air/ water/ noise/ light) pollution ● (commercial) fishing/ whaling ● (hydroelectric) dams ● (plastic/ glass) bottles ● (soil) erosion ● acid rain ● air miles ● allergies (hay fever etc) ● arresting/ fining/ imprisoning people for... ● asthma/ breathing difficulties ● banning... ● biodiversity ● biofuels ● birth defects ● carbon dioxide/ CO2 ● carbon footprint ● carpools ● charismatic megafauna ● consumer campaigns ● coral bleaching ● deforestation ● disposable razors/ pens/ nappies/ chopsticks ● ecological education ● ecoterrorism ● electric vehicles ● endangered animals ● energy consumption ● energy efficiency ● environmental activists (Greenpeace, Sea Shepherd, etc) ● extinctions ● extreme weather (blizzards, hurricanes, etc) ● farming ● fossil fuels (coal, natural gas, oil) ● fuel cells/ hydrogen fuel ● gardens 	<ul style="list-style-type: none"> ● global warming ● GM crops/ GM foods ● green activism ● green belt ● green goods ● green parties ● green spaces ● green taxes/ carbon tax ● greenhouse gases ● hybrid cars ● insulation ● invasive species (Japanese knotweed, etc) ● ivory ● landfills ● locally produced foods ● national parks/ wildlife preserves ● nuclear energy/ waste ● organic food/ farming ● packaging ● pesticides/ herbicides ● plastic (carrier) bags ● population ● public transport ● radiation (sickness) ● renewable energy (wind farms, solar energy, etc) ● rising sea levels ● rubbish (= garbage/ trash) ● rubbish dumps ● sewage ● skin cancer ● smog ● subsidies for... ● the construction industry ● the ozone layer ● the smart grid ● the three Rs ● thermal energy ● urbanisation ● vegetarianism/ veganism ● water use ● zoos
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Share something you agreed on and see if the rest of the class agrees. Then ask about anything above you don't understand, working together to make suitable generalisations each time.

Environmental recommendations

Use language like that below to give (strong or weak) advice on how the environment could be improved, by:

- consumers/ the general public
- companies
- the government
- international organisations
- etc

<ul style="list-style-type: none"> ● Although it depends on your situation ● For most people... ● In this country ● In the short term ● In the medium term ● As soon as possible ● Over the long term 	<ul style="list-style-type: none"> ● ...have no choice but to... ● By far the best option is... ● ... must make sure to... ● ... needs to.../ It is necessary to... ● I would recommend.../ My (main) recommendation would be.../ My (main) suggestion would be.../ My advice would be to.../ It is worth.../ I would suggest.../ I'd advise.../ ... would be effective./ ... would benefit from.../ ... ought to... ● ... would probably work. ● It might be a good idea to.../ It might be useful to... ● ... could... ● It is worth considering... ● ... could possibly... ● It might be worth considering... 	<ul style="list-style-type: none"> ● accept ● attempt to ● ban/ forbid ● be sceptical about ● build more ● buy ● consider ● cut (down on) ● decrease ● do something about ● find an alternative for ● find out ● fund ● ignore ● increase ● invest money in ● listen to ● look into ● pay attention to ● prioritise ● read ● research ● spend money on ● stop ● support ● take an interest in ● think about ● trust... on ● try to ● use ● visit ● vote for ● watch ● worry (more) about
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Share one recommendation that you agreed on and see if the rest of the class agrees or would make it different in some way. Then ask about anything above you don't understand, working together to make suitable (strong or weak) recommendations each time.

Mixed answers

Use these mixed answers to help with the brainstorming task above, putting equivalent ones next to each other.

- (absolutely) all
- a considerable number of
- a fairly large number of
- a large number of
- a small minority of
- a substantial minority of
- a substantial number of
- a tiny minority of
- almost all
- almost no
- many
- most
- not many/ few
- practically all
- practically no
- quite a lot of
- the vast majority of
- very few
- very nearly all
- virtually all
- virtually no

- almost always
- almost never
- always
- frequently
- generally
- hardly ever
- occasionally
- often
- rarely
- seldom
- usually
- without fail

- ... could possibly...
- ... could...
- ... must make sure to...
- ... needs to...
- ... ought to...
- ... would be effective.
- ... would benefit from...
- ... would probably work.
- ...have no choice but to...
- By far the best option is...
- I would recommend...
- I would suggest...
- I'd advise...
- It is necessary to...
- It is worth considering...
- It is worth...
- It might be a good idea to...
- It might be useful to...
- It might be worth considering...
- My (main) recommendation would be...
- My (main) suggestion would be...
- My advice would be to...

Suggested answers

Other language and rankings are possible, so please check if you wrote something different.

- (absolutely) all
 - virtually all/ practically all/ very nearly all
 - almost all
 - the vast majority of
 - most
 - many/ a large number of
 - a considerable number of/ a substantial number of
 - quite a lot of/ a fairly large number of
 - a substantial minority of
 - not many/ few
 - a small minority of
 - very few
 - a tiny minority of
 - almost no
 - practically no/ virtually no
-
- always/ without fail
 - almost always
 - usually/ generally
 - often/ frequently
 - occasionally
 - seldom/ rarely
 - hardly ever
 - almost never
-
-have no choice but to...
 - By far the best option is...
 - ... must make sure to...
 - ... needs to.../ It is necessary to...
 - I would recommend.../ My (main) recommendation would be.../ My (main) suggestion would be.../ My advice would be to.../ It is worth.../ I would suggest.../ I'd advise.../ ... would be effective./ ... would benefit from.../ ... ought to...
 - ... would probably work.
 - It might be a good idea to.../ It might be useful to...
 - ... could.../ It is worth considering...
 - ... could possibly.../ It might be worth considering...

Health and exercise generalisations and recommendations
health vocabulary, useful language for reports, and hedging language

Use phrases like those below to explain people's attitudes to health, people's actions related to health, etc. The phrases are not in order below, so be careful to choose the right language to reflect what you think, e.g. weak language if it is not common or if you are not sure. See if your partner agrees, discuss for longer if you like, then do the same with other topics/ vocabulary from below.

<ul style="list-style-type: none"> ● According to ● Amongst people I know ● In my experience ● I get the feeling that ● (From discussions I've had on the subject) I have formed the impression that ● A survey has shown that ● It wouldn't surprise me if 	<ul style="list-style-type: none"> ● (absolutely) all ● a considerable number of/ a substantial number of ● a small minority of ● a substantial minority of ● a tiny minority of ● almost all ● almost no ● many people/ a large number of ● most people ● not many/ few ● practically all ● practically no ● quite a lot of/ a fairly large number of ● the vast majority of ● very few ● very nearly all ● virtually all ● virtually no 	<ul style="list-style-type: none"> ● activists ● baby boomers ● civil servants ● companies ● doctors ● experts ● Generation X ● middle-aged people ● midwives ● millennials ● nurses ● people in developed countries ● people in developing countries ● people in East Asia ● people in this city ● people in this country ● politicians ● researchers ● retired people ● rich people ● students ● teachers ● teenagers ● the middle class ● the upper middle class ● voters ● young children ● young people 	<ul style="list-style-type: none"> ● almost always ● almost never ● always/ without fail ● hardly ever ● occasionally ● often/ frequently ● seldom/ rarely ● usually/ generally
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<ul style="list-style-type: none"> ● accept ● are (un)informed about ● are concerned/ worried about ● are confused by ● are considering ● are cutting down ● are (well) informed about ● are interested in ● are sceptical about ● aren't... ● believe ● buy ● can afford ● can't... ● consider ● discuss ● don't... ● expect ● go to ● have opinions on ● ignore ● know about ● listen to/ watch ● look into ● misunderstand ● panic about ● pay attention to ● prioritise ● read ● realise ● spend money on ● support ● think about ● trust... on ● try to... ● understand ● use ● visit ● vote for ● wonder about ● would(n't)... 	<ul style="list-style-type: none"> ● (chronic) tiredness ● (chronic/ intensive/ low-level/ persistent) pain ● (complex) carbohydrates ● (lung/ breast/ skin) cancer ● (male) menopause ● (Zika) virus ● aerobic exercise ● allergies ● alternative therapies (moxibustion, acupuncture, homeopathy, etc) ● antibiotic(s) (resistance) ● anti-oxidants ● assisted suicide/ euthanasia/ right to die ● bacteria ● birth control ● blood donation ● calories ● cholesterol ● cloning ● DNA testing ● diarrhoea ● digestion ● endorphins ● epidemics/ pandemics ● (rigorous) exercise ● exercise fads ● (dietary) fibre ● fitness/ keeping fit ● folk medicine ● gene therapy/ stem cells ● generic drugs ● health scares ● heart attack ● herbal remedies (Chinese medicine etc) ● hormones ● hospice care ● immune system ● insomnia ● jogging/ running ● lifestyle diseases (diabetes, gout, blood pressure, etc) 	<ul style="list-style-type: none"> ● light exercise ● medical expenses ● medical technology (scans, endoscopes, lasers, etc) ● medical use of marihuana ● mental health ● mind over matter ● muscle (tone/ definition) ● nursing homes ● opiates ● organ donation ● outpatient care ● over-the-counter medicines ● painkiller (addiction) ● PE ● pharmaceutical companies ● placebos ● post-natal care ● pregnancy/ ante-natal care ● prescription drug addictions ● prescription drugs ● protein ● psychosomatic illnesses ● quacks ● relaxation ● running machine/ treadmill ● saturated fats ● six pack ● sleeping tablets ● snoring ● sporting injuries ● steroids ● stimulants ● stress ● stretching ● superbugs (MRMA etc) ● supplements (vitamins etc) ● surgery/ operations ● tai chi ● trans fats ● treating yourself ● vaccinations ● weights/ weight training ● what doesn't kill you... ● whole foods
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Share something that you agreed on and see what other groups think. Then ask about anything above you don't understand, working together to make suitable generalisations each time.

Health and fitness recommendations

Use language from below to give (strong or weak) advice on how people's health and fitness could be improved, by:

- consumers/ patients/ the general public
- the government
- international organisations
- (pharmaceutical) companies
- hospitals/ healthcare professionals
- etc

The language below is not in order, so be careful to use the right language below to match the level of strength of what you want to say.

<ul style="list-style-type: none"> ● Although it depends on your situation ● For most people... ● In this country ● In the short term ● In the medium term ● As soon as possible ● Over the long term 	<ul style="list-style-type: none"> ● ... could possibly... ● ... could... ● ... must make sure to... ● ... needs to... ● ... ought to... ● ... would be effective. ● ... would benefit from... ● ... would probably work. ● ...have no choice but to... ● By far the best option is... ● I would recommend... ● I would suggest... ● I'd advise... ● It is necessary to... ● It is worth considering... ● It is worth... ● It might be a good idea to... ● It might be useful to... ● It might be worth considering... ● My (main) recommendation would be... ● My (main) suggestion would be... ● My advice would be to... 	<ul style="list-style-type: none"> ● accept ● attempt to ● ban/ forbid ● be sceptical about ● build more ● buy ● consider ● control ● cut (down on) ● decrease ● do something about ● find an alternative for ● find out ● fund ● ignore ● increase ● invest money in ● listen to ● look into ● monitor ● pay attention to ● prioritise ● read ● research ● spend money on ● stop ● support ● take an interest in ● think about ● trust... on ● try to ● use ● visit ● vote for ● watch ● worry (more) about
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Mixed answers

- (absolutely) all
- ... could possibly...
- ... could...
- ... must make sure to...
- ... needs to...
- ... ought to...
- ... would be effective.
- ... would benefit from...
- ... would probably work.
- ...have no choice but to...
- a considerable number of
- a fairly large number of
- a large number of people
- a small minority of
- a substantial + minority of/ number of people
- a tiny minority of
- almost + all/ always/ never/ no
- always
- By far the best option is...
- frequently
- generally
- hardly ever
- I would recommend...
- I would suggest...
- I'd advise...
- It is necessary to...
- It is worth considering...
- It is worth...
- It might be + a good idea to.../ useful to.../ worth considering...
- many people
- most people
- My (main) recommendation would be...
- My (main) suggestion would be...
- My advice would be to...
- not many/ few
- occasionally
- often
- practically + all/ no
- quite a lot of
- rarely
- seldom
- the vast majority of
- usually
- very + few/ nearly all
- virtually + all/ no
- without fail

Suggested answers

Other words and other rankings are possible, so please check if you wrote something different.

- (absolutely) all
 - virtually all/ practically all/ very nearly all
 - almost all
 - the vast majority of
 - most people
 - many people/ a large number of people
 - a considerable number of/ a substantial number of people/ quite a lot of/ a fairly large number of
 - a substantial minority of
 - not many/ few
 - a small minority of
 - very few/ a tiny minority of
 - almost no
 - practically no/ virtually no
-
- always/ without fail
 - almost always
 - usually/ generally
 - often/ frequently
 - occasionally
 - seldom/ rarely
 - hardly ever
 - almost never
-
- ...have no choice but to.../ By far the best option is.../ ... must make sure to...
 - ... needs to.../ It is necessary to...
 - I would recommend.../ My (main) recommendation would be.../ My (main) suggestion would be.../ My advice would be to.../ It is worth.../ I would suggest.../ I'd advise.../ ... would be effective./ ... would benefit from.../ ... ought to...
 - ... would probably work.
 - It might be a good idea to.../ It might be useful to...
 - ... could/ It is worth considering...
 - ... could possibly/ It might be worth considering...

**Generalising about Cambridge Proficiency
with useful language for Writing Part Two, especially reports**

Make the statements on the next page softer, stronger, negative etc with language like that on the following page in order to make it match the real exam, starting with any which you know more about.

Look at a book of practice exams to check your statements and help change more.

Compare your changed sentences with those on the following page. Many other answers are possible, so please check if you wrote something different.

Ask about any statements which you don't understand, think could be stronger or weaker, etc.

Generalising language presentation

First of all without any help, brainstorm suitable language into the right places below, with the strongest top. Ones which have the same meaning should go next to each other.

How many	How often	How likely
absolutely all	always	definitely
no	never	definitely not

Use the mixed generalising phrases on the third page below to help, then check as a class.

Sentences to make more accurate with generalising language

Use of English

In Proficiency Use of English Part One multiple choice cloze, correct options can be chosen due to the grammar of the sentence.

In Proficiency Use of English Part One multiple choice cloze, the right options make up idioms such as phrasal verbs.

Reading

It is useful to underline related vocabulary in the missing passage and the parts of the text before and/ or after it in Reading Part Six gapped text tasks.

There are synonyms in the missing passage and the parts of the text before and/ or after it in Reading Part Six gapped text tasks.

For Reading Part Six gapped texts, the story is in chronological order, so thinking about the order things happened in is useful.

Reference words like “this one” which can frequently be used to add the missing text to the right places in Cambridge First, are useful hints in Proficiency Reading Part Six.

Writing

Proficiency Writing Part Two letters can start and end with “Dear Sir or Madam” and “Yours faithfully”.

Proficiency Writing Part Two letters are replies to letters from the other person.

There are two or three subtopics mentioned in the Proficiency Writing Part Two letter task that need to be covered in the body of the letter.

Listening

In Proficiency Listening Part Four, correct options have rephrasing of vocabulary in that extract of the recording (“choose” in the option and “select” in the recording, etc).

In Proficiency Listening Part Four, the questions are related to feelings (“ungrateful”, “irritated”, etc).

Speaking

Proficiency Speaking Part One questions are yes/ no questions.

Candidates have to choose the best option from the pictures in Proficiency Speaking Part Two.

After listening to their partner give their short presentation, the other candidate is asked a short question about the same topic. It is possible to comment on what their partner said at that stage.

Generalising language to add to the statements

- a considerable number of
- a couple of
- a fairly large number of
- a few
- a large number of
- a lot of
- a substantial minority of
- a substantial number of
- a tiny minority of
- absolutely all
- all
- almost all
- almost always
- almost certainly
- almost certainly not
- almost never
- almost no
- always
- conceivably
- definitely
- definitely not
- frequently
- generally
- hardly ever
- likely to
- many
- most
- never
- no
- not many
- occasionally
- often
- possibly
- practically never
- probably
- quite a lot of
- rarely
- seldom
- the majority of
- the vast majority of
- usually
- very few
- very nearly all
- very rarely
- virtually all
- virtually no
- without fail

Suggested statements with generalising phrases

Use of English

In Proficiency Use of English Part One multiple choice cloze, **almost no** correct options can be chosen due to the grammar of the sentence.

In Proficiency Use of English Part One multiple choice cloze, **a substantial minority of** the right options make up idioms such as phrasal verbs.

Reading

It is **definitely** useful to underline related vocabulary in the missing passage and the parts of the text before and/ or after it in Reading Part Six gapped text tasks.

There are **rarely** synonyms in the missing passage and the parts of the text before and/ or after it in Reading Part Six gapped text tasks.

For **most** Reading Part Six gapped texts, **the majority of** the story is in chronological order, so thinking about the order things happened in is **generally** useful.

Reference words like “this one” which can frequently be used to add the missing text to the right places in Cambridge First, are **seldom** useful hints in Proficiency Reading Part Six.

Writing

All Proficiency Writing Part Two letters can start and end with “Dear Sir or Madam” and “Yours faithfully”.

No Proficiency Writing Part Two letters are replies to letters from the other person.

There are **almost always** two or three subtopics mentioned in the Proficiency Writing Part Two letter task that need to be covered in the body of the letter.

Listening

In Proficiency Listening Part Four, **the vast majority of** correct options have rephrasing of vocabulary in that extract of the recording (“choose” in the option and “select” in the recording, etc).

In Proficiency Listening Part Four, **a large number of** the questions are related to feelings (“ungrateful”, “irritated”, etc).

Speaking

Some Proficiency Speaking Part One questions are yes/ no questions.

Candidates **never** have to choose the best option from the pictures in Proficiency Speaking Part Two.

After listening to their partner give their short presentation, the other candidate is **always** asked a short question about the same topic. It is **occasionally** possible to comment on what their partner said at that stage.

Writing Part Two

letters section

Cambridge Proficiency letters tips and useful phrases

Cross off the tips below which are clearly bad advice, leaving any others are they are (because they are good advice, they are debateable, they depend on the task, etc).

Check as a class or with the suggested answers.

Ask about any tips you disagreed on, phrases that you are not sure how to use, etc.

Do one or two of the brainstorming stages below.

Look at an exam letter task and use as many of the tips and phrases from this lesson as you can to say things you should write in your answer, ticking them off as you do so.

Starting Proficiency letters tips and useful phrases

You should usually start by addressing anyone who may potentially read your letter (“To whom it may concern”)

If you are writing to a publication such as a magazine, you should generally start by addressing all the readers of that publication (“Dear all”, “To: All readers”, “Hi guys”, etc)

You should start by addressing the person that the task asks you to write to such as the newspaper editor. If you don’t know their name, you should start with a standard formal phrase for that situation (“Dear Sir or Madam”, “Dear Sir/ Madam”), even in situations where you would probably find out and use their name in real life.

You can open the letter by addressing someone with a description of who they are (“Dear Mr Editor”, “Dear writers to the letter pages”, “Dear magazine readers”, etc)

You are mainly graded on the content of the body of the letter, so any kind of opening is okay (“Hi”, “Dear Sir”, no opening greeting, etc)

The opening greeting can be followed by a colon or no punctuation. However, it is traditionally followed by a comma, so that is probably the best to use in the test to show that you know it is a letter, not an email (“Dear Sir or Madam,”)

After addressing the reader in the opening greeting, leave an indent or a blank line, with an indent probably better in the exam because it is more traditional in letters and so shows the examiner that you know how letters are different to emails

Straight after the addressing the reader in the opening greeting, you can start doing what the question tells you to (“Dear Sir/ Madam, I totally disagree with your recent article that claims...”, etc)

After addressing the person who will receive the letter in the opening greeting, you should use a formal letter opening line. The normal opening line for Proficiency letters is a standard formal one for mentioning the topic of the letter (“I am writing to you in order to...”, “I am writing concerning/ with regards to/ regarding...”, “I am writing to you because...”, etc)

More informal opening lines stating the subject are also fine (“Writing about...”, “Just dropping you a line to...”, “Just a quick note to say...”, etc)

You can often use opening lines mentioning the last contact between you (“Thank you for your letter regarding...”, “Thank you for writing to me”, etc)

If the person you are addressing invited people to send letters, you can thank them for that (“Thank you for giving us all the opportunity to share our comments on this topic”, etc)

A more general thanking phrase (“Thank you for the good service that your magazine provides”, “Thank you for your continuing support for the world of publishing”, etc) is generally better than a more specific thanking phrase

Opening lines can be a single sentence (“I am writing to you concerning an article on friendship that you published last week”, etc)

The body of Proficiency letters tips and useful phrases

After an opening line of one sentence (or possibly two sentences), start the body of the letter in a new paragraph, after an indent or maybe a blank line

As long as you stick to the general topic of the task, there is no need to worry about the specific things that you are told to do

You should make sure that you do all the things that the question tells you to and mostly stick to doing those things, e.g. using 90% of the letter to cover all three points in the task

Even if the question doesn’t ask you to give reasons, that can be a good way of extending your writing (“There are many potential reasons for this, but perhaps the most important is...”, “Causes of this include...”, “For those who wonder why..., I would say that...”, “Logically speaking, this must be due to...”, etc)

Although tasks do not always specifically ask for examples, exemplifying is a useful general tactic for supporting your arguments and extending your answers (“Perhaps the best illustration of this is...”, “A clichéd but still useful example of this is...”, “Arguably the best of the many examples of this is...”, etc)

For both tasks that ask for them and for other tasks, you will often need phrases for logical arguments such as cause and effect (“This inevitably leads to...”, “One of numerous consequences of this is...”, “... is among the chief causes of this”, etc)

There are tasks that specifically ask for examination of positive and/ or negative points, and such phrases can also be useful more generally (“The chief benefit of this is...”, “Although there are also potential drawbacks, selling points of this include...”, etc)

Talking about importance is both vital for tasks that ask for it and useful for supporting your arguments in other letter tasks (“This is absolutely essential in order to achieve...”, “The importance of this for... cannot be overstated”, “The vitalness of this should not be underestimated”, etc)

Even when the task doesn’t ask for personal experiences, that can be a good method for extending and supporting your arguments (“I can illustrate this with my own personal experience, as...”, “What makes me say this is the fact that I have regularly found that...”, “This matches what has happened to me, in that...”, etc)

If you share your personal experiences, you should then usually generalise from them to what is true of the world more widely (“Although this is only one person’s experience, I think it is fair to say that for the vast majority of people...”, “If at least a minority of people share this experience, this means that...”, etc)

Whenever possible, you should avoid personal language like “I” and “my” (“The writer believes that...”, “It could be said that...”, etc)

There is no need for paragraphs in the body of a letter, so you can do everything that the task asks you to do in one long paragraph

Body paragraphs should have at least two sentences each, so avoid single-sentence body paragraphs

You can start the second and/ or later body paragraphs with changing topic phrases (“I would also like to give my opinion on...”, “You also invited us to comment on...”, “Turning my attention to...”, “When it comes to...”, “As for the reasons for this...”, etc)

Especially if you have reached the word limit and/ or are running out of time, it can be a good idea to write some of your ideas as bullet points or as a numbered list

Ending Proficiency letters tips and useful phrases

If you have finished the task and reached the word limit, you can just stop and start editing

The most common way to end the kind of letter that you write in the exam is by thanking the person who will read it (“Thanks”, “Thank you in advance”, “Cheers”, etc)

After you have finished the last body paragraph and the last point that the question asks you to write about, you should add a blank line or indent, then a closing line of one or two sentences (“I hope this feedback has been of interest to you”, “Thank you once again for giving us all the opportunity to share our thoughts on this matter”, etc)

Your letter should end with a closing greeting and your name

Although there are formal closing greetings that can be used both when you know someone’s name and when you don’t (“Sincerely yours”), in the exam it is better to show that you know the closing greeting that can only be used when you don’t start with their name (“Yours faithfully”)

Although no punctuation is more common in modern business communication, you should put a comma after your closing greeting if you put a comma or colon after your opening greeting (“Dear Sir/ Madam,” and “Yours faithfully,” etc)

Formal letters usually end with your full name, but an even more formal option is your initials and family name, often with your title in brackets (“Alex Case (Mr)”, “A.M. Case (Mr.)”, etc).

Suggested answers

Bad tips are underlined.

Starting Proficiency letters tips and useful phrases

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You should start by addressing the person that the task asks you to write to such as the newspaper editor. If you don’t know their name, you should start with a standard formal phrase for that situation (“Dear Sir or Madam”, “Dear Sir/ Madam”), even in situations where you would probably find out and use their name in real life.

You can open the letter by addressing someone with a description of who they are (“Dear Mr Editor”, “Dear writers to the letter pages”, “Dear magazine readers”, etc)

You are mainly graded on the content of the body of the letter, so any kind of opening is okay (“Hi”, “Dear Sir”, no opening greeting, etc)

The opening greeting can be followed by a colon or no punctuation. However, it is traditionally followed by a comma, so that is probably the best to use in the test to show that you know it is a letter, not an email (“Dear Sir or Madam,”)

After addressing the reader in the opening greeting, leave an indent or a blank line, with an indent probably better in the exam because it is more traditional in letters and so shows the examiner that you know how letters are different to emails

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More informal opening lines stating the subject are also fine (“Writing about...”, “Just dropping you a line to...”, “Just a quick note to say...”, etc)

You can often use opening lines mentioning the last contact between you (“Thank you for your letter regarding...”, “Thank you for writing to me”, etc)

If the person you are addressing invited people to send letters, you can thank them for that (“Thank you for giving us all the opportunity to share our comments on this topic”, etc)

A more general thanking phrase (“Thank you for the good service that your magazine provides”, “Thank you for your continuing support for the world of publishing”, etc) is generally better than a more specific thanking phrase

Opening lines can be a single sentence (“I am writing to you concerning an article on friendship that you published last week”, etc)

The body of Proficiency letters tips and useful phrases

After an opening line of one sentence (or possibly two sentences), start the body of the letter in a new paragraph, after an indent or maybe a blank line

As long as you stick to the general topic of the task, there is no need to worry about the specific things that you are told to do

You should make sure that you do all the things that the question tells you to and mostly stick to doing those things, e.g. using 90% of the letter to cover all three points in the task

Even if the question doesn’t ask you to give reasons, that can be a good way of extending your writing (“There are many potential reasons for this, but perhaps the most important is...”, “Causes of this include...”, “For those who wonder why..., I would say that...”, “Logically speaking, this must be due to...”, etc)

Although tasks do not always specifically ask for examples, exemplifying is a useful general tactic for supporting your arguments and extending your answers (“Perhaps the best illustration of this is...”, “A clichéd but still useful example of this is...”, “Arguably the best of the many examples of this is...”, etc)

For both tasks that ask for them and for other tasks, you will often need phrases for logical arguments such as cause and effect (“This inevitably leads to...”, “One of numerous consequences of this is...”, “... is among the chief causes of this”, etc)

There are tasks that specifically ask for examination of positive and/ or negative points, and such phrases can also be useful more generally (“The chief benefit of this is...”, “Although there are also potential drawbacks, selling points of this include...”, etc)

Talking about importance is both vital for tasks that ask for it and useful for supporting your arguments in other letter tasks (“This is absolutely essential in order to achieve...”, “The importance of this for... cannot be overstated”, “The vitalness of this should not be underestimated”, etc)

Even when the task doesn’t ask for personal experiences, that can be a good method for extending and supporting your arguments (“I can illustrate this with my own personal experience, as...”, “What makes me say this is the fact that I have regularly found that...”, “This matches what has happened to me, in that...”, etc)

If you share your personal experiences, you should then usually generalise from them to what is true of the world more widely (“Although this is only one person’s experience, I think it is fair to say that for the vast majority of people...”, “If at least a minority of people share this experience, this means that...”, etc)

Whenever possible, you should avoid personal language like “I” and “my” (“The writer believes that...”, “It could be said that...”, etc)

There is no need for paragraphs in the body of a letter, so you can do everything that the task asks you to do in one long paragraph

Body paragraphs should have at least two sentences each, so avoid single-sentence body paragraphs

You can start the second and/ or later body paragraphs with changing topic phrases (“I would also like to give my opinion on...”, “You also invited us to comment on...”, “Turning my attention to...”, “When it comes to...,...”, “As for the reasons for this,...”, etc)

Especially if you have reached the word limit and/ or are running out of time, it can be a good idea to write some of your ideas as bullet points or as a numbered list

Ending Proficiency letters tips and useful phrases

If you have finished the task and reached the word limit, you can just stop and start editing

The most common way to end the kind of letter that you write in the exam is by thanking the person who will read it (“Thanks”, “Thank you in advance”, “Cheers”, etc)

After you have finished the last body paragraph and the last point that the question asks you to write about, you should add a blank line or indent, then a closing line of one or two sentences (“I hope this feedback has been of interest to you”, “Thank you once again for giving us all the opportunity to share our thoughts on this matter”, etc)

Your letter should end with a closing greeting and your name

Although there are formal closing greetings that can be used both when you know someone’s name and when you don’t (“Sincerely yours”), in the exam it is better to show that you know the closing greeting that can only be used when you don’t start with their name (“Yours faithfully”)

Although no punctuation is more common in modern business communication, you should put a comma after your closing greeting if you put a comma or colon after your opening greeting (“Dear Sir/ Madam,” and “Yours faithfully,” etc)

Formal letters usually end with your full name, but an even more formal option is your initials and family name, often with your title in brackets (“Alex Case (Mr)”, “A.M. Case (Mr.), etc).

Brainstorming stage 1

Without looking above, write as many suitable phrases as you can to match each good tip before, including advanced/ high-level phrases that will impress the examiner if you can. Many phrases not above are also possible.

You should start by addressing the person that the task asks you to write to such as the newspaper editor. If you don't know their name, you should start with a standard formal phrase for that situation. The opening greeting can be followed by a colon or no punctuation. However, it is traditionally followed by a comma, so that is probably the best to use in the test to show that you know it is a letter, not an email

After addressing the person who will receive the letter in the opening greeting, you should use a formal letter opening line. The normal opening line for Proficiency letters is a standard formal one for mentioning the topic of the letter.

If the person you are addressing invited people to send letters, you can thank them for that

The body of Proficiency letters tips and useful phrases

Even if the question doesn't ask you to give reasons, that can be a good way of extending your writing

Although tasks do not always specifically ask for examples, exemplifying is a useful general tactic for supporting your arguments and extending your answers

For both tasks that ask for them and for other tasks, you will often need phrases for logical arguments such as cause and effect

There are tasks that specifically ask for examination of positive and/ or negative points, and such phrases can also be useful more generally

Talking about importance is both vital for tasks that ask for it and useful for supporting your arguments in other letter tasks

Even when the task doesn't ask for personal experiences, that can be a good method for extending and supporting your arguments

If you share your personal experiences, you should then usually generalise from them to what is true of the world more widely

You can start the second and/ or later body paragraphs with changing topic phrases

Ending Proficiency letters tips and useful phrases

After you have finished the last body paragraph and the last point that the question asks you to write about, you should add a blank line or indent, then a closing line of one or two sentences

Although there are formal closing greetings that can be used both when you know someone's name and when you don't ("Sincerely yours"), in the exam it is better to show that you know the closing greeting that can only be used when you don't start with their name.

Although no punctuation is more common in modern business communication, you should put a comma after your closing greeting if you put a comma or colon after your opening greeting

Formal letters usually end with your full name, but an even more formal option is your initials and family name, often with your title in brackets

Compare your phrases with those above. Many other phrases are possible, so please check if you wrote something different.

Brainstorming stage 2

Without looking above, write as many different phrases as you can for each function below, making sure that they are suitable for C2 Proficiency letter exam tasks, and making them ones that will impress the examiner if you can.

Opening

Opening greeting when you don't know someone's name

Opening line

Body

Starting body paragraphs

Supporting your arguments/ Extending your arguments

Closing

Closing line

Closing greeting

Name at the end

Compare with the worksheets above. Many other phrases are possible, so please check if you wrote something different.

Improve the Proficiency letters phrases

What do you think about the C2 Proficiency Writing Part Two letter phrases on the next page below?

What problems can you find with them?

Work together to improve the kinds of phrases below as much as you can, starting with any line you like. Your teacher will tell you if you should write your answers, or if you should just say what you would write.

Compare your improved versions with the suggested answers.

Share one of your improved versions which you think is better than, as good as or nearly as good as the suggested answer, and see if other groups agree and/ or have other suggestions for improving that phrase.

Ask about any suggested answers which you don't understand, think are not so good, etc.

Do the brainstorm stage below.

Check with the suggested answers. The suggested better phrases are given after the dash -. Many other phrases are possible, so please check if you thought of something different.

Look at a C2 Proficiency Writing Part Two letter model answer and try to improve it.

Look at one or more Writing Part Two letter tasks. Say something that you could write in your answer, listen to your partner's suggested improvements on that phrase or sentence, discuss that for longer if you like, then switch roles and take turns doing the same.

Proficiency letter phrases to improve

Opening Proficiency letters phrases to improve

Opening greetings to improve

To whom it may concern/ Hi guys/ Hi/ Dear Sir/ Sirs/ Dear Mr Editor/ Dear writers to the letter pages/ Dear magazine readers

Opening lines to improve

Writing about.../ /Just dropping you a line to.../ Just a quick note to say.../ Sorry for my late reply./ How are you?

The body of Proficiency letters phrases to improve

IMO/ IMHO/ Honestly,...

I have an idea. What about...?/ I have a kickass suggestion for you.

This is so important!/ This is SO important./ This is so important./ This is soooooooooo important!

Why on earth do I think that? Well, 'cos

Not sure if this is a good example, but.../ E.g.

And.../ That's not all!

But...

...

Think I've covered that, so about.../ Next topic:/ Subject 2 is.../ And as for...

Closing Proficiency letters phrases to improve

Closing lines

If you have any further questions, please do not hesitate to contact me/ Hope that helps/ Well, that's it/ Can't wait to hear from you/ Thank you/ Thank you in advance/ Cheers/ Looking forward to.../ Write soon!

Closing greetings

Yours sincerely/ Yours/ All the best/ Best wishes/ Best/ Lots of love/ Love and kisses/ XXX/ XOXO

Sincerely yours.

Name at the end

Al/ A

Suggested answers

Opening greetings

- To whom it may concern/ Hi guys/ Hi/ Dear Sir/ Sirs/ Dear Mr Editor/ Dear writers to the letter pages/ Dear magazine readers – Dear Sir or Madam,/ Dear Sir or Madam:/ Dear Sir or Madam

Opening lines

- Writing about.../ Just dropping you a line to.../ Just a quick note to say.../ Sorry for my late reply./ How are you? – I am writing to you in order to.../ I am writing concerning.../ I am writing to you with regards to.../ I am writing regarding.../ I am writing to you because...

The body of Proficiency letters phrases

- IMO/ IMHO/ Honestly,... – My personal point of view on this is.../ I am inclined to believe that.../ I find the argument that... extremely persuasive./ I would argue in favour of.../ I have reluctantly come to the conclusion that...
- I have an idea. What about...?/ I have a kickass suggestion for you. – I would like to propose.../ Please allow me to suggest that.../ My personal recommendation would be to...
- This is so important!/ This is SO important./ This is so important./ This is soooooo important! – This is absolutely essential in order to achieve.../ The importance of this for... cannot be overstated/ The importance of this should not be underestimated/ I would like to emphasise how vital this is for.../ I'd like to bring to your attention the level of importance that it has.
- Why on earth do I think that? Well, 'cos – There are many potential reasons for this, but perhaps the most important is.../ Causes of this include.../ For those who wonder why..., I would say that.../ Logically speaking, this must be due to...
- Not sure if this is a good example, but.../ E.g. – Perhaps the best illustration of this is.../ A clichéd but still useful example of this is.../ Arguably the best of the many examples of this is...
- And.../ That's not all! – In addition,.../ Furthermore,.../ An additional... is...
- But... – However,.../ Despite this,.../ Nevertheless,.../ In contrast,...
- ... – and so on/ and so forth/ amongst many other things that I could mention
- Think I've covered that, so about.../ Next topic:/ Subject 2 is.../ And as for... – As for.../ Turning my attention to.../ I would also like to give my opinion on.../ You also invited us to comment on...

Closing lines

- If you have any further questions, please do not hesitate to contact me/ Hope that helps/ Well, that's it/ Can't wait to hear from you/ Thank you/ Thank you in advance/ Cheers/ Looking forward to.../ Write soon! – I hope this feedback has been of interest to you/ I hope these experiences are of interest to you and maybe your readers/ I look forward to your upcoming article on this matter/ I look forward to reading what other readers have to say on this topic/ Thank you once again for giving us all the opportunity to share our thoughts on this matter

Closing greetings

- Yours sincerely/ Yours/ All the best/ Best wishes/ Best/ Lots of love/ Love and kisses/ XXX/ XOXO – Yours faithfully/ Sincerely yours
- Sincerely yours. – Sincerely yours,/ Sincerely yours

Name at the end

- Al/ A – Alex Case/ Alex Case (Mr)/ A.M. Case (Mr)

Brainstorming stage

Without looking above, write as many suitable phrases for the exam below as you can, trying to make them advanced/ high level/ impressive for the examiner. Other phrases not above are also possible.

Opening Proficiency letters

Opening greetings

Opening lines

The body of Proficiency letters

Closing Proficiency letters

Closing lines

Closing greetings

Name at the end

Compare your answers with those above. Many other phrases are possible, so please check if you wrote something different.

Writing Part Two articles section

Improve the Proficiency articles phrases

Why are all the phrases on the next page below not good in C2 Proficiency Writing Part Two articles?

Work together to improve the kinds of phrases below as much as you can, starting with any line you like. Your teacher will tell you if you should write your better versions, or just say what you would write.

Compare your improved versions with the suggested answers.

Share one of your improved versions which you think is better than, as good as or nearly as good as the suggested answer, and see if other groups agree and/ or have other suggestions for improving that phrase.

Ask about any suggested answers which you don't understand, think are not so good, etc.

Put one word into each gap in the gapped suggested answers.

Check as a class or with the suggested answers. Other words may also be possible, so please check if you wrote something different.

Look at a C2 Proficiency Writing Part Two article model answer and try to improve it.

Look at one or more Writing Part Two article tasks. Take turns trying to improve what your partner says when they suggest something that they could write in response to that task.

Proficiency articles phrases to improve

Life has really changed recently.

A good experience I had was...

Something of mine that I like is...

It reminds me of my old teddy bear.

The famous scientist Einstein said that...

I realised that...

The journey was long, but it was fun.

I was informed that it was cancelled due to heavy fog.

The trip was very memorable.

I remember the sight of that church well.

I walked out of the sunlight and into the forest.

The lake was medium-sized.

The view from the mountain was very nice.

I think I saw an eagle.

I was happy to see a bear because they are not often seen there.

Walking is very important.

I felt happy.

I guess most people would feel the same way.

The main reason might be...

There is a high probability of...

This had a big effect on...

It changed my mind about...

I learned that there are different ways of living.

To summarise what is written above, it was very rewarding.

In conclusion,...

Suggested answers

- Life has really changed recently. – All of our lives have undergone dramatic transformations over the last few decades.
- A good experience I had was... – An experience of mine that stands head and shoulders above almost any other was...
- Something of mine that I like is... – One of my most treasured possessions is...
- It reminds me of my old teddy bear. – It takes me back to the far-off days when I still had my teddy.
- The famous scientist Einstein said that... – To quote the immortal words of the universally-recognised genius physicist Einstein,...
- I realised that... – I came to the sudden and dramatic realisation that...
- The journey was long, but it was fun. – Despite the almost unbearable length of the journey, a wonderful time was had by all.
- I was informed that it was cancelled due to heavy fog. – I could scarcely believe my ears when I heard the news. Cancelled! But why? Apparently, record amounts of fog had invaded the skies, making them impassible.
- The trip was very memorable. – Without the shred of a doubt, the memories of that trip will forever remain imprinted on my brain.
- I remember the sight of that church well. – If I close my eyes, I can still see every single detail of how that church looked.
- I walked out of the sunlight and into the forest. – I walked out of the dazzling sunlight and plunged into the dark, gloomy, almost haunted-looking forest.
- The lake was medium-sized. – While not the biggest lake you'll ever see, it wasn't what you'd call a pond either.
- The view from the mountain was very nice. – From the mountaintop, miles of absolutely stunning scenery were laid out before me.
- I think I saw an eagle. – Staring far away into the distance, I could make out what appeared to be an eagle.
- I was happy to see a bear because they are not often seen there. – It was a rare treat indeed to come across an elusive bear.
- Walking is very important. – Few things are more vital than the simple action of getting around by putting one foot in front of the other.
- I felt happy. – I was struck by a sense of overwhelming contentment or even joy.
- I guess most people would feel the same way. – I think it's fair to say that the vast majority of the population would share exactly those feelings.
- The main reason might be... – There are a host of possible reasons for this, but perhaps the most significant is...
- There is a high probability of... – While it's by no means inevitable, it's more than likely that...
- This had a big effect on... – This has had huge, life-changing consequences for...
- It changed my mind about... – It gave me a completely different perspective on...
- I learned that there are different ways of living. – The lesson I learnt from that which will never leave me is the wide range of lifestyles that are available to all of us.
- To summarise what is written above, it was very rewarding. – As I hope you can tell from what I've written here, this experience was rewarding beyond belief.
- In conclusion,... – Bearing all that in mind, I have no choice but to come to the conclusion that...

Gapfill stage

Without looking above, put one word into each gap below. Words not above may also be possible.

All of our lives have undergone dramatic transformations over the _____ few decades.
An experience of mine that stands head and shoulders _____ almost any other was...
_____ of my most treasured possessions is...
It takes me _____ to the far-_____ days when I still had my teddy.
_____ quote the immortal words of the genius physicist Einstein,...
I came _____ the sudden and dramatic realisation that...
Despite the almost unbearable length, a wonderful _____ was had by all.
I could scarcely _____ my ears when I heard the news. Cancelled! But why?
Apparently, record amounts of fog had invaded the skies, _____ them impassible.
Without the shred of a _____, the memories
_____ forever remain imprinted on my brain.
If I close my eyes, I can still see _____ single detail of how that church looked.
I walked out of the sunlight and plunged _____ the gloomy, haunted-looking forest.
While not the biggest lake you'll ever see, it wasn't what you'd _____ a pond either.
From the mountain, miles of absolutely stunning scenery were laid _____ before me.
Staring far away into the distance, I could make _____ what appeared to be an eagle.
It was a rare treat indeed to come _____ an elusive bear.
_____ things are more vital than the action of putting one foot in front of the other.
I _____ struck by a sense of overwhelming contentment _____ even joy.
I think the vast _____ of the population would share exactly those feelings.
There are a host of possible reasons for this, but perhaps the _____ significant is...
While it's by no _____ inevitable, it's more than likely that...
This has _____ huge, life-changing consequences for...
It _____ me a completely different perspective on...
The _____ I learnt from that which will never leave _____ is the wide range of...
As you can tell from what I've written here, this experience was rewarding _____ belief.
_____ all that in mind, I have no choice _____ to come to the conclusion that...

Writing Parts One and Two section

Compare and contrast the Cambridge Proficiency Writing tasks with useful comparing language for C2 Proficiency Speaking and Writing

Find similarities and differences between C2 Proficiency Writing and other tasks, e.g:

- An old (pre-2013) CPE essay task and a new Proficiency Writing Part One essay task
- A C2 Proficiency Writing Part 1 essay task and a C1 Advanced Writing Part 1 essay task
- A C2 Proficiency Writing Part 1 essay task and an IELTS Writing Part 2 essay task
- A C2 Proficiency Writing Part 1 essay task and a Proficiency Writing Part 2 letter task
- A C2 Proficiency Writing Part 1 essay task and a Proficiency Writing Part 2 article task
- A C2 Proficiency Writing Part 2 article task and a Proficiency Writing Part 2 report task
- A C2 Proficiency Writing Part 2 report task and a Proficiency Writing Part 2 review task
- Two different tasks of the same kind (e.g. two Cambridge Proficiency letter tasks)
- A C2 Proficiency task and some real-life writing (a real-life letter, a real review, etc)

Useful language for comparing/ contrasting

How different are they?/ How similar are they?

They are +

- absolutely identical/ exactly the same
 - very nearly the same/ only very slightly different/ almost exactly the same/ almost identical/ virtually identical
 - practically the same/ basically the same/ almost the same/ nearly the same/ only slightly different
 - extremely similar
 - very similar
 - fairly similar
 - considerably different/ substantially different
 - very different
 - almost completely different
 - completely different/ totally different
- + overall/ in terms of.../ if you look at...

What's the difference between... and...?

- The main/ biggest/ most important/ most noticeable/ most obvious/ most striking + difference/ similarity between this task and this task is...
- A/ An major/ big/ slight/ small/ striking/ obvious/ noticeable/ additional/ -other + difference/ similarity between this task and this task is...
- The first task... but/ while/ whilst/ whereas/ In (complete) contrast, the second task...
- Compared with/ to the first task, the 2nd task is a little/ slightly/ fairly/ very/ extremely...

How different are they?/ How much more ... is ... than...?

This one is +

- much ...er/ far more.../ a lot more.../ a great deal ...er
- considerably ...er/ substantially more...
- quite a lot more...
- somewhater
- a little ...er/ slightly more...

+ than...

Use the topics below to extend your discussion.

Possible things to compare

- Choosing tasks
- Difficulties of planning and writing it
- Easy things about planning and writing it
- Instructions
- Word limits
- Context/ Reason for writing/ Who will read it
- Process of planning and writing it
- Authenticity of the task/ Comparisons to real-life versions of those genres
- Paragraphing
- Titles and headings
- Starting (first line/ first sentence, introduction, etc)
- Kind of language needed/ Writing style (formality, use of idioms etc, how interesting it needs to be, etc)
- Ending
- Time management
- How to get a good mark

Use the sub-topics below to extend your discussion

Sub-topics

- Need special knowledge to write it?
- Takes a long time before you start writing?
- Can start writing very quickly?
- Underlining
- Need to stick closely to what the question asks (sub-topics, etc), not going off topic?
- 240-280 words?
- 280-320 words?
- Strict word limits?
- Only read by a teacher?/ Written for a teacher or tutor?
- Only read by a very limited number of people?/ Written for a group of people such as a committee?
- Read by the general public?/ Written for anyone to read?
- Need to brainstorm before writing?/ Useful to brainstorm?
- Need to use your imagination?
- Can use your imagination?
- Write a brief plan on your question sheet?
- Two paragraphs in the body?
- Three paragraphs in the body?
- Blank line between paragraphs?
- Indent between paragraphs?
- Interesting title that catches your attention?
- Boring title?/ Basic title?
- No title?
- Section headings?
- Introduction?
- Start by explaining the background to the question?
- Start by addressing the reader directly?
- Start by hooking the reader with a very interesting first sentence (e.g. a rhetorical question, like a presentation hook)?
- Explain the structure of your writing (= the topic of each paragraph) at the end of the introduction?
- Very formal/ academic?
- Fairly formal?
- Medium formality?
- Informal?
- Can use (spoken/ informal) idioms?
- Need a final summary?
- Need a final conclusion?
- Need to give recommendations?
- Can give recommendations?
- Closing line/ Closing sentence
- Editing
- Adding more impressive language
- Tidiness

Comparing/ contrasting phrases presentation

Without looking above, brainstorm phrases into the gaps below, ranked in order. Phrases not above may also be possible. Phrases with the same meaning should go next to each other.

How different are they?/ How similar are they?

They are +

- absolutely identical



- completely different

+ overall/ in terms of.../ if you look at...

What's the difference between... and...?

- The _____
+ difference/ similarity between this task and this task is...
- A/ An + _____
+ difference/ similarity between this task and this task is...
- The first task... _____
the second task...
- Compared _____ the first task, the second task is _____ + adjective...

How different are they?/ How much more ... is ... than...?

This one is +

- far more...



- a little ...er

+ than...

Mixed answers

Use the words below to help with the task above. Some words can go in more than one place above, and many can be combined. All can be used at least once.

- a great deal
- a little
- a lot
- additional
- almost
- basically
- big
- biggest
- but
- complete
- completely
- considerably
- exactly
- extremely
- fairly
- important
- in contrast
- main
- major
- most
- much
- nearly
- noticeable
- obvious
- only
- -other
- practically
- quite
- same
- similar
- slight
- slightly
- somewhat
- striking
- substantially
- to
- totally
- very
- virtually
- whereas
- while
- whilst
- with

Compare with the suggested answers on the next page.

Suggested answers

NOT and X in italics mean not a correct answer.

How different are they?/ How similar are they?

- absolutely identical/ exactly the same
- very nearly the same/ only very slightly different/ almost exactly the same/ almost identical/ virtually identical
- practically the same/ basically the same/ almost the same/ nearly the same/ only slightly different
- extremely similar
- very similar
- fairly similar
- considerably different/ substantially different
- very different
- almost completely different
- completely different/ totally different

NOT exactly same X NOT exactly similar X NOT exactly different X NOT completely similar X NOT almost different X NOT almost similar X

What's the difference between... and...?

- The main/ biggest/ most important/ most noticeable/ most obvious/ most striking difference between this task and this task is...

NOT The most difference... X

- A/ An major/ big/ slight/ small/ striking/ obvious/ noticeable/ additional/ -other difference between this task and this task is...

NOT a main difference X NOT a slightly difference X

- The first task... but/ while/ whilst/ whereas/ In (complete) contrast the second task...

NOT On the other hand X NOT On the contrary X NOT Nevertheless X NOT Nonetheless X NOT although X NOT though X

- Compared with/ to the first task, the second task is a little/ slightly/ fairly/ very/ extremely + *adjective*

NOT much + adjective X

How different are they?/ What's the difference between... and...?

- a little longer/ slightly longer
- somewhat longer
- quite a lot longer
- considerably longer/ substantially longer
- much longer/ far longer/ a lot more.../ a great deal longer

NOT little longer X NOT some longer X NOT very longer X

Use similar language to compare:

- Photos in one C2 Proficiency Speaking Part Two task
- The two source texts in a C2 Proficiency Writing Part One essay task
- Two C2 Proficiency Speaking Part Three prompt cards (on the same topic or on different topics)
- Two writing model answers

Cambridge Proficiency Writing tactics discussion topics

Part One: C2 Proficiency Writing exam tactics discussion

Discuss what you should(n't) do in the Proficiency Writing exam to get a good score, including topics such as:

- What to do when you first open your paper
- Making sure that you really answer the question/ Staying on topic
- What to write on your question sheet
- Planning
- Finishing in time
- What to do about word limits
- Editing/ Correcting
- Improving your writing after you finish writing it
- Suitable plans for Writing Part One essays/ Paragraphing in Writing Part One essays
- Starting Writing Part One essays
- Impressing the examiner
- Both summarising and evaluating well (rephrasing, strong and weak language, etc)
- Combining the two texts (comparing and contrasting, etc)
- Finishing Writing Part One (summary/ conclusion?)
- Differences between Cambridge Proficiency essays and other (real-life) essays
- Splitting your time between Writing Part One and Writing Part Two
- Choosing which Writing Part Two question to try
- Planning and writing a report
- Planning and writing an article
- Planning and writing a review
- Planning and writing a letter
- Differences between essays and articles
- Differences between reports and articles
- Differences between C2 Proficiency Writing Part Two writing and real-life equivalents
- Suitable levels of formality in Cambridge Proficiency Writing
- Using formal/ academic language and more colloquial language (idioms, etc)

Part Two: Cambridge Proficiency Writing self-study discussion

Discuss what to do at home to help make your Proficiency Writing score better, including:

- Preparing for the (optional) set text tasks
- Finding suitable tasks
- Making exam practice realistic
- After finishing timed exam practice
- Getting feedback
- What to do with previous writing (and any feedback)
- What to do with model answers
- Making sure that you don't make the same mistakes again
- Improving your accuracy and range of language (grammar, vocabulary and discourse)
- Improving your spelling and punctuation

Ask about any topics above which you aren't sure about or would like (more) advice on.

Read some advice on Cambridge Proficiency Writing and find at least one very useful tip which you didn't discuss and at least one thing which you don't think is (always) a good idea. Then compare with someone who read different advice.

Cambridge Proficiency Writing guided answer sheet

Discussion/ Brainstorming

Your teacher will give a sheet to write on when you do a timed C2 Proficiency Writing task for homework, including doing extra work on the answer after the time limit. Before you look at the answer sheet, discuss possible answers to the questions below.

OR

After using the guided answer sheet for your homework, discuss the questions below without looking at the sheet, using your memory of what it says and your own ideas.

Before you start writing your answer

- What should you do before you look at the task?
- What equipment do you need to have ready before you start?
- How can you make sure that you stop at exactly the time limit?
- What should you do when you first turn the page and look at the task?
- Do you usually need to brainstorm before you start writing?
- How many parts does your plan need? How many words should the description of each paragraph in your plan have?
- Do you need to write a description of the introduction and any final summary or conclusion in your plan?
- What else should you do before you actually start writing your answer?

While you do the timed writing task

- How much time within the time limit do you need for a final edit?
- What should you do when you reach the exact time limit (exactly 45 minutes or 90 minutes from first looking at the task or tasks)?

After the time limit

- What should you do after the time limit?
- How can you quickly count the approximate number of words in your answer?
- How can you make it clear which changes are made after the time limit?
- What can you use to help you improve your answer after the time limit?

Read the guided answer sheet below and discuss anything that is different between that and your own ideas as a class.

Name: _____

Instructions

Use one of these guided answer sheets for each C2 Proficiency Writing task that you do, i.e. you need two to do a whole writing test. Please read the whole answer sheet below before looking at the writing question(s).

Sit down with only **a (blue or black) pen** and **watch or stopwatch**, and with the required time to **do the task(s) without stopping** (= 45 minutes or 90 minutes non-stop). Follow the instructions below in the order given. **Don't look at the exam question(s) until these instructions tell you to** (so not on the train on the way home!) Write the time that is on your clock below **before you look at the question(s)**. Then look at the (first) question, underline key words in it, write a plan, write the time after planning, and start writing your answer on the blank lines below. Try to reach the word limit, fully answer the question(s) and do a brief final edit within the time limit. **Stop at exactly at the exam time limit** (45 min per task), and **write the approximate number of words** you wrote within the time limit in the space given on the last page. Then **change to a different pen (e.g. a red pen)** and **do more work** on your essay (using a dictionary, looking at model answers, etc), following the instructions at the bottom of the last page. **Cross out** any language that you decide to change during this stage (so don't erase, and don't give two options without crossing out one). Finally, list the things you did in the extra time on the last page. Please complete **all** the sections below before you hand in your writing.

Stage 1: Planning

Write the time below (e.g. "15:55"), look at the question for the first time, underline key words in the task, and plan your answer in the spaces given.

Time on your clock/ stopwatch **before looking** at the question: ____:____ (e.g. 17:55)

Write any **brainstorming** that you do here (optional, and usually not needed)

Before you start writing, write a **very simple plan** here for the two or three paragraphs in the **body** of your writing. (There is no need to plan the introduction and conclusion).

1. Introduction (needed, but no need to plan)
2. Topic of **body** paragraph 1: _____.
3. Topic of **body** paragraph 2: _____.
4. Topic of body paragraph 3 (**optional**): _____.
5. Summary/ Conclusion (needed, but no need to plan)

Write the time when planning is finished and you are ready to start writing:

Time when you are **ready to start writing**: ____:____ (e.g. "17:58")

Stage 3: Working out how well you did within the time limit

Work out more or less how many words you wrote and how you used the time using these calculations:

Length

Number of words per line: _____ (= words in the first two lines x 0.5)

Number of lines: _____ (with two half lines counting as one line)

Approximate number of words: _____ (= no. per line x no. of lines)

Timing

Planning time (from seeing the task to starting to write the answer): _____

Time spent writing the answer: _____

Time editing (correcting mistakes, adding better language, etc): _____

Total: _____ (should be exactly 45 minutes!)

Stage 4: Extra work after the timed exam practice

After you have finished your timed task(s), you should **spend extra time on your writing before you hand it into your teacher** to make sure you learn something from doing the task, but:

- Use a **different coloured pen** (e.g. a red pen)
- **Cross off** anything that you change (**don't just give different options**)

Extra time spent after finishing the timed task(s): _____ minutes (e.g. "25 minutes")

Actions you took after finishing the timed task(s) (please **tick** and **write** the things you did):

- ✧ Edited again
- ✧ Added text at the end (to support your conclusion, add something to the summary, etc)
- ✧ Added text in the middle (to make all paragraphs have at least two sentences, etc)
- ✧ Added more complex or more suitable language from the coursebook
- ✧ Added other more complex or more suitable language from the class handouts
- ✧ Added more complex or suitable language from _____
- ✧ Looked at Cambridge Proficiency writing model answers from _____
- ✧ Looked back at the feedback on your previous writing
- ✧ Asked someone for advice/ feedback/ proofreading
- ✧ Used a dictionary
- ✧ Checked spelling with/ by _____
- ✧ Checked grammar with/ by _____
- ✧ Checked vocabulary with/ by _____
- ✧ Got tips on good writing from _____

Listening section

Listening Part One three-option multiple choice extracts section

Reporting verbs in Cambridge Proficiency Listening Part One

Choose one verb below but don't say which you chose. Say something that could be reported that way, e.g. "Would you like to join us?" for "invite/ offer". Don't say the reporting verb or any similar word, just what someone would say to achieve that function. If your partner can't guess which you chose, say something else that could be reported in the same way, e.g. a second announcement. Continue with one hint per guess until your partner guesses the correct reporting verb below, then take turns doing the same with different verbs from below.

Reporting verbs to choose and guess

- add
- admit/ confess/ reveal
- advocate/ support
- agree
- announce
- celebrate/ congratulate
- comment on
- compare/ contrast
- complain about/ mourn/ lament
- conclude
- criticise
- defend
- demand
- describe
- disagree/ contradict/ correct
- emphasise/ stress
- encourage
- explain/ justify
- focus on/ highlight
- generalise
- illustrate
- invite/ offer
- mention
- forecast/ predict
- qualify
- question
- quote/ refer to/ report
- remind
- show/ prove
- skim over
- stress/ emphasise
- suggest
- summarise
- thank
- warn against
- weigh up

Ask about any verbs which you couldn't think of suitable example sentences for, etc.

Direct speech presentation

Without looking above, try to think of a suitable verb to report each example of direct speech below. Some reporting verbs can be used more than once.

Direct speech to classify with reporting verbs

1. ... was a pain	24. it's not uncommon to...
2. according to...	25. it's nothing like that
3. as I said,...	26. it's the complete opposite of...
4. But I'm only talking big ones here.	27. my own view on that is that...
5. by the way,...	28. overall,...
6. Don't get me wrong, I'm not...	29. skipping some of the detail,...
7. ensure that you don't...	30. so, for example...
8. given all this,...	31. statistically, very few...
9. go for it	32. take the plan to...
10. I am due...	33. that is why...
11. I deserve...	34. that's great news that you...
12. I recall someone commenting that...	35. the advantage, though, is that...
13. I should point out that...	36. the industry tends to...
14. I'm having a hard time...	37. the odds are very long on...
15. I'm in favour of...	38. then there's....
16. I'm in two minds	39. there's a case for...
17. I've brought you here today to tell you all that...	40. there's a tendency to...
18. I've never said this before, but...	41. they are a shade more...
19. if you fancy...	42. they definitely do
20. in the strongest possible terms	43. This shouldn't be taken for granted without...
21. in the strongest possible terms	44. we are very grateful for...
22. it can be healthy to...	45. What's it like? Well,...
23. it is true that...	46. whereas

Match the direct speech above to the verbs on the first page. Sometimes more than one match is possible.

Check your answers as a class or with the suggested answers below. Other matches are sometimes possible, so please check if you wrote something different.

Suggested answers

- add – then there's....
- admit/ confess/ reveal – it is true that.../ I've never said this before, but...
- advocate/ support – I'm in favour of...
- agree – they definitely do
- announce – I've brought you here today to tell you all that...
- celebrate/ congratulate – that's great news that you...
- comment on – my own view on that is that...
- compare/ contrast – it's the complete opposite of.../ they are a shade more.../ whereas
- complain about/ mourn/ lament – I'm having a hard time.../ ... was a pain
- conclude – given all this,...
- criticise – there's a tendency to...
- defend – there's a case for...
- demand – I am due.../ I deserve...
- describe – What's it like? Well,...
- disagree/ contradict/ correct – it's nothing like that
- emphasise/ stress – in the strongest possible terms
- encourage – go for it
- explain/ justify – that is why...
- focus on/ highlight – I should point out that...
- generalise – it's not uncommon to.../ the industry tends to...
- illustrate – so, for example.../ take the plan to...
- invite/ offer – if you fancy...
- mention – by the way,...
- forecast/ predict – the odds are very long on...
- qualify – Don't get me wrong, I'm not.../ But I'm only talking big ones here.
- question – This shouldn't be taken for granted without...
- quote/ refer to/ report – I recall someone commenting that.../ according to...
- remind – as I said,...
- show/ prove – statistically, very few...
- skim over – skipping some of the detail,...
- stress/ emphasise – in the strongest possible terms
- suggest – it can be healthy to...
- summarise – overall,...
- thank – we are very grateful for...
- warn against – ensure that you don't...
- weigh up – I'm in two minds/ the advantage, though, is that...
- wonder (out loud) – Am I supposed to...?

Test each other on the language:

- Choose a line from the suggested answers that has two or more reporting verbs, say one, and see if your partner can say one more
- Say a reporting verb and one of the example phrases and see if your partner can say if they match or not
- Say a reporting verb and an example of direct speech and see if your partner can think of one more example of matching direct speech

Rephrasing in Cambridge Proficiency Listening Part One

Version 1

All the words and phrases below are things from Listening Part One tasks which are mentioned with different wording in the recordings. Try to think of as many ways of rephrasing them as you can.

frustrating –

the problem/ question (to solve) –

gesture –

make sounds –

in real time –

interests people –

the data –

be uncertain about doing something –

I predict...–

concerned –

popular –

unpopular –

exactly the same kind of...–

the need to create profits –

easy to search online for –

don't rely on...–

in the modern world,...–

being social –

uniformity –

attract followers –

Mixed answers

Use the mixed answers below to check and finish the task above. Some words need to be added to other words such as the words above. Note that some have different grammar.

- a pain
- act as a magnet
- clones
- doing things in the same way
- everyone...
- hesitate to do something
- I think it'll...
- in a room with other people
- independent
- live (adj)
- market forces
- movement
- pulls people in
- the evidence
- the issue
- very few people...
- vocalise
- we're living in an age of...
- with a few clicks (of a mouse)
- worried

Check as a class or with the suggested answers below.

-----fold, cover or cut -----

Suggested answers

Many other ways of rephrasing are possible, so please ask if you thought of something different.

- frustrating – a pain
- the problem/ question (to solve) – the issue
- gesture – movement
- make sounds – vocalise
- in real time – live (adj)
- interests people – pulls people in
- the data – the evidence
- be uncertain about doing something – hesitate to do something
- I predict... – I think it'll...
- concerned – worried
- popular – everyone...
- unpopular – very few people...
- exactly the same kind of... – clones
- the need to create profits – market forces
- easy to search online for – with a few clicks (of a mouse)
- don't rely on... – independent
- in the modern world,... – we're living in an age of...
- being social – in a room with other people
- uniformity – doing things in the same way
- attract followers – act as a magnet

Version 2

All the words and phrases below are things from Listening Part One tasks which are mentioned with different wording in the recordings. Try to think of as many ways of rephrasing them as you can. All the key words need to be rephrased (and often there are no words in common).

- imaginary universe
- dull
- surprising
- explanation
- recently
- when ... takes place
- add
- used in financial transactions
- was regarded
- to treat certain conditions
- treat irritated...
- keep away
- have not been proved
- the way... has developed
- unwilling to disclose
- not appropriate for
- losing your temper
- ashamed
- detailed
- unintentionally
- lower number of different...
- make it visually attractive
- faith in scientific findings
- believed to possess
- played an important role
- used as a venue
- events
- distinctive
- calculate
- collect information
- not in any way
- long term
- wildlife
- greater profits
- widespread
- speed up

Mixed answers

Use the mixed answers below to check and finish the task above. Some words need to be added to other words such as the words above. Note that some have different grammar and some have more than one answer below.

- accelerate
- answer to the mystery
- apoplexy
- be an effective deterrent to...
- blown our top
- ceremonies/ gatherings
- comprehensive
- considered
- creatures
- credited with having
- cult of the expert
- differences between how we started out and what we're now...
- explode
- fantasy world
- featured heavily in
- find out
- for medicinal purposes
- frequency and breadth of use
- homogenisation
- inadvertently
- instead of money
- just
- loath to admit
- maximise the income
- mixed in
- not at all
- ornamentation
- peculiar
- rage
- reveal evidence
- served as a location
- should not be used for
- soothe itching or burning...
- startling
- tedious
- the... period
- threat to the range of...
- which isn't going to run out
- wouldn't like to admit
- yet to be shown to be valid

Check as a class or with the suggested answers below.

Suggested answers

Many other ways of rephrasing are possible, so please ask if you thought of something different.

- imaginary universe – fantasy world
- dull – tedious
- surprising – startling
- explanation – answer to the mystery
- recently – just
- when ... takes place – the... period
- add – mixed in
- used in financial transactions – used instead of money
- was regarded – was considered
- to treat certain conditions – for medicinal purposes
- treat irritated... – soothe itching or burning...
- keep away – be an effective deterrent to...
- have not been proved – have yet to be shown to be valid
- the way... has developed – differences between how we started out and what we're now...
- unwilling to disclose – loath to admit
- not appropriate for – should not be used for
- losing your temper – blown our top/ apoplexy/ rage/ explode
- ashamed – wouldn't like to admit
- detailed – comprehensive
- unintentionally – inadvertently
- lower number of different... – homogenisation/ threat to the range of...
- make it visually attractive – ornamentation
- faith in scientific findings – cult of the expert
- believed to possess – credited with having
- played an important role – featured heavily in
- used as a venue – served as a location
- events – ceremonies/ gatherings
- distinctive – peculiar
- calculate – find out
- collect information – reveal evidence
- not in any way – not at all
- long term – which isn't going to run out
- wildlife – creatures
- greater profits – maximise the income
- widespread – frequency and breadth of use
- speed up – accelerate

Version 3

All the words and phrases below are things from Listening Part One tasks which are mentioned with different wording in the recordings. Try to think of as many ways of rephrasing them as you can.

- comprehensible
- information
- amendments
- instinct
- visual
- (af)fix
- install
- no need to
- required
- complete
- surroundings
- behave unpredictably
- to watch
- to listen
- not seasonal
- features of the landscape
- rainfall
- return it to what it looked like
- uncover
- vitality
- originally
- leave... as they are
- contemporary
- faith
- pervasiveness
- popular science book
- resembles
- two
- largely without...
- their composition is...
- rarely
- form
- as large as
- not easy
- appear to
- disadvantage
- select
- (an idea) which leads nowhere
- familiar with
- mixed
- confusion

Mixed answers

Use the mixed answers below to check and finish the task above. Some words need to be added to other words such as the words above. Note that some have different grammar and some have more than one answer below.

- a blind alley
- a catch
- a couple of
- accustomed to
- amalgamation
- audibly
- back to its pristine state
- belief
- called for
- capricious
- changes
- chaotic
- choose
- choosing not to intervene
- contours on the map
- create
- data
- don't have many
- environment
- gut reactions
- intermingled
- liveliness
- looks something like
- non-technical volume
- not necessary
- put in
- quite tricky
- secure
- seem to
- seldom
- shower
- size up to
- they are... %
- this period
- to the eye
- ubiquity
- understandable
- visually
- when it was first painted
- whole
- with the veil of...
- year-round

Check as a class or with the suggested answers below.

Suggested answers

Many other ways of rephrasing are possible, so please ask if you thought of something different.

- comprehensible – understandable
- information – data
- amendments – changes
- instinct – gut reactions
- visual – to the eye
- (af)fix – secure
- install – put in
- no need to – not necessary
- required – called for
- complete – whole
- surroundings – environment
- behave unpredictably – capricious
- to watch – visually
- to listen to – audibly
- not seasonal – year-round
- features of the landscape – contours on the map
- rainfall – shower
- return it to what it looked like – back to its pristine state
- uncover – with the veil of...
- vitality – liveliness
- originally – when it was first painted
- leave... as they are – choosing not to intervene
- contemporary – this period
- faith – belief
- pervasiveness – ubiquity
- popular science book – non-technical volume
- resembles – looks something like
- two – a couple of
- largely without... – don't have many
- their composition is... – they are... %
- rarely – seldom
- form – create
- as large as – size up to
- not easy – quite tricky
- appear to – seem to
- disadvantage – a catch
- select – choose
- (an idea) which leads nowhere – a blind alley
- familiar with – accustomed to
- mixed – amalgamation/ intermingled
- confusion – chaotic

Make Cambridge Proficiency Listening Part One questions

Part One: Examiners' tricks discussion

All the things below are possible in Proficiency Listening Part One. Write a plus sign (+) if you think that would help the person doing the listening task and a minus sign (-) if you think it would make the task more difficult. You can also write +/- for ones which are mixed positive and negative, which depend on the exact question, etc.

- Questions with reporting verbs ("warn", "suggest", etc)
- Lots of speech before the first answer
- Correct options which are in different words to the recording (synonyms, opposites and negative words, examples of the general description in the question, etc)
- Correct options based on more than one phrase in the text (e.g. a correct answer that follows words suggesting that the right option is coming)
- Answers to the two questions which are (very) close to each other in the recording
- Answers to the two questions that are (quite) far apart from each other in the recording
- Wrong options which are contradicted by what is said in the recording/ are (almost) the opposite of what is said
- Wrong options which are similar to what is said (= only slightly different from what is said in the text, e.g. with one key word which doesn't match what is said)
- Wrong options which are not similar to anything that is mentioned in the text (= completely not mentioned)
- The correct answer and things that help you eliminate other options in the same order in the question and in the recording
- The correct answer and things that help you eliminate other options in different orders in the question and in the recording
- Questions where people's tone of voice give a hint to which option is most likely
- Questions about the speakers' attitudes
- Questions about the speakers' reasons for saying particular things/ points they are trying to make
- Questions where you have to pick out the most important point
- Lots of speech after the second answer

Part Two: Testing another group

Work in groups. Each group will listen to different Listening Part One extracts and write multiple choice questions about their content to test another other group with. You can rewind and listen as many times as you like, but you can't look at the transcript. Your teacher might give you this help with question writing (at the beginning, or if you get stuck):

- one or more original questions (but no options)
- one or more original questions with just one wrong option

Make sure that the questions are similar to real exam questions by including aspects of the real exam that you classified above. Make a note of the answers to use for marking later.

Test one or more other groups with your questions, mark their answers, double-check with the transcript, then compare your questions with the real exam questions.

Listening Part Two sentence completion section

C2 Proficiency Listening Part Two pronunciation and spelling review

Proficiency Listening Part Two answers error correction

Correct the one mistake on each line below, then check as a class.

- sweet potatos
- paper back book
- eyebrowse
- camra trap
- inserlation
- old-cans
- storidge heaters
- off grid
- community sentre
- lizerds
- cray soil
- crocerdiles
- coal maining
- bicycle pomp
- mending fence
- lejislation
- marshal arts
- equally matcht
- steitus
- flying gease
- a stop over
- fyuel supplies
- undergraduate dugree
- sense of carm
- surfari
- antisocial ours
- constructions material
- whirled population
- the food chen
- intensiv farming
- academic researches
- mental tuffness
- memry chip
- preshure/ stress
- harbour/ harber
- preests
- puzzel
- beeswhacks
- track/ lorry
- white lepard
- living fossl
- green thums
- moutinous
- vunerable

Pronouncing Proficiency Listening Part Two answers review

Proficiency Listening Part Two answers homophones and minimal pairs

Are these words pronounced the same or differently? What are the differences?

- a crew/ accrue
- climbs/ climes
- frog/ flog
- brows/ browse
- caves/ cavers
- old cans/ old cams
- centre/ center
- tyres/ tires
- leak/ leek
- clay/ cray
- seeds/ cedes
- seeds/ sees
- pump/ pomp
- fence/ fences/ fancy
- island/ Iceland
- martial/ marshal
- mind/ mined
- stop over/ stopover
- first/ fast
- fuel/ fool
- sense/ sends
- hours/ ours
- build/ billed
- world/ whirled
- microbes/ my globes
- mining/ minion
- (the) wind/ (to) wind
- farm/ firm
- referees/ refers
- harbour/ harbor
- frame/ flame
- ropes/ lopes
- model/ modal
- wax/ whacks
- truck/ track
- lorry/ lolly
- thumb/ sum
- grass/ glass
- mood/ moored
- bark/ berk
- green/ glean

Check as a class. Then work together to pronounce them in the right way.

Silent letters and syllables in Proficiency Listening Part Two answers

Where are the silent letters in these words (always, or generally in natural fast speech)? Therefore, how should you pronounce them?

- climbing
- cameraman
- island
- antisocial hours
- building
- white leopard
- thumb
- vulnerable

Proficiency Listening Part Two word stress and unstressed vowels

What is the word stress of each word below? What do unstressed vowel sounds in other syllables of those words have in common?

- potatoes
- insulation
- community
- lizards
- pirates
- crocodiles
- island
- legislation
- martial
- experiment
- referee
- visibility
- dominance
- status
- degree
- safari
- injury
- admiration
- harbour/ harbor
- leopard
- vulnerable

Check your answers, then test each other on the words above:

- say two words and see if your partner can say if the pronunciation is the same or different
- say two differently pronounced words or say the same word twice and see if your partner can say if the pronunciation is the same or different
- say a word and see if your partner can spell it, saying it in context to help if they ask you to (for example because it has a homophone)
- spell a word incorrectly and see if your partner can correct you
- spell a word and see if your partner can pronounce it

**Cambridge Proficiency Listening Part Two pairwork dictation
with useful checking/ clarifying language for Proficiency Speaking**

Stage 1 – Student A to Student B

Student A dictates the words, numbers etc in their list as quickly as possible, with Student B circling the right one in each pair, putting a ? next to any they aren't sure about. When they finish, Student B can ask as many questions as they like to check, but must use a different kind of checking/ clarifying question each time.

Useful phrases for checking/ clarifying	
(Sorry) (about number...)	<ul style="list-style-type: none"> ● I (still) couldn't catch the first/ second/ last... ● I understood what you said up to... ● You said..., and then? ● Can you repeat the first part/ middle part/ last part/ whole thing? ● Could you say... again (more slowly)? ● Did you say...(as in...) (or...)? ● Is that..., meaning...? ● Is that..., spelt...? ● What does... mean? ● Is that a kind of...? ● Can you give an example (sentence)? ● Can I check that back? ● So, you said..., right? ● Just to double check, you said... Is that right? ● If I understand you correctly, you mean/ said...

When your teacher tells you to, check with your partner's worksheet. If you got any wrong, practise saying the right and wrong versions together, making sure their pronunciations are clearly different.

Stage 2 – Student B to Student A

Do something similar, but with Student A listening and writing, and without any hints.

Student A

Dictating stage

1. barn
2. berry
3. birth
4. brand
5. crayfish
6. collect
7. desert
8. dishes
9. drugs
10. false
11. fan
12. feather
13. fifteen
14. hood
15. frame
16. fuel
17. grass
18. hard
19. heir
20. healing
21. hum
22. lutes
23. lope
24. rubber
25. shell

Student A

Listening stage

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

Useful phrases for checking/ clarifying	
(Sorry) (about number...)	<ul style="list-style-type: none">● I (still) couldn't catch the first/ second/ last...● I understood what you said up to...● You said..., and then?● Can you repeat the first part/ middle part/ last part/ whole thing?● Could you say... again (more slowly)?● Did you say...(as in...) (or...)?● Is that..., meaning...?● Is that..., spelt...?● What does... mean?● Is that a kind of...?● Can you give an example (sentence)?● Can I check that back?● So, you said..., right?● Just to double check, you said... Is that right?● If I understand you correctly, you mean/ said...

Student B

Listening stage

1. barn/ burn
2. belly/ berry
3. bath/ birth
4. bland/ brand
5. clay fish/ crayfish
6. collect/ correct
7. desert/ dessert
8. dishes/ disses
9. drags/ drugs
10. falls/ false
11. fan/ fun
12. feather/ heather
13. fifteen/ fifty
14. food/ hood
15. flame/ frame
16. fuel/ full
17. glass/ grass
18. hard/ heard
19. hare/ heir
20. feeling/ healing
21. ham/ hum
22. lutes/ roots
23. lope/ rope
24. lubber/ rubber
25. sell/ shell

Useful phrases for checking/ clarifying	
(Sorry) (about number...)	<ul style="list-style-type: none">● I (still) couldn't catch the first/ second/ last...● I understood what you said up to...● You said..., and then?● Can you repeat the first part/ middle part/ last part/ whole thing?● Could you say... again (more slowly)?● Did you say...(as in...) (or...)?● Is that..., meaning...?● Is that..., spelt...?● What does... mean?● Is that a kind of...?● Can you give an example (sentence)?● Can I check that back?● So, you said..., right?● Just to double check, you said... Is that right?● If I understand you correctly, you mean/ said...

Student B
Dictating stage

1. hurt
2. hollow
3. horn
4. island
5. land
6. leaking
7. regal
8. rent
9. level
10. wrong
11. mood
12. off
13. pressure
14. quiet
15. lace
16. rate
17. lent
18. rocking
19. sand
20. sheep
21. tastes
22. toe
23. track
24. wrapping
25. writer

Cambridge Proficiency Listening Part Two the same or different

Listen to your teacher read out some answers from C2 Proficiency Listening tests and some things that could be confused with those things. Raise the “The same” card or the “Different” card depending on what you think about the pronunciations of what you hear (the way that your teacher says the words). Raise “The same” if they are homophones (different things pronounced the same way) and “Different” if they are minimal pairs (different things that vary by just one sound). The meaning is always different, so only think about the pronunciation. If there are more than two, they are all the same or all different (= different and different again).

Label the lines below with “S” for “the same” or “D” for “different”. If there are more than two, they are all the same or all different (= different and different again).

Check your answers as a class.

Play the same raising cards game in groups. Raise the cards depending on what you hear, and then correct your partner’s pronunciation if you think they didn’t pronounce it the right way.

Say a whole sentence including one of the things below, repeat the thing below on its own, and see if your partner can write it down correctly.

Do the same stages with the same and different meanings section.

Cards for students to hold up

The same	Different
The same	Different
The same	Different

The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different
The same	Different

Pronunciation the same or different

- barn/ burn
- beaches/ beeches
- berry/ belly
- berry/ very
- birth/ bath
- blood/ brood
- blue/ blew
- brand/ bland
- cell/ sell
- cereal/ serial
- clay fish/ crayfish
- collect/ correct
- course/ coarse
- desert/ dessert
- dishes/ disses
- drugs/ drags
- falls/ false
- fan/ fun
- feather/ heather
- fifteen/ fifty
- food/ hood
- frame/ flame
- fuel/ full
- grass/ glass
- guest/ guessed
- guilt/ gilt
- hard/ heard
- hare/ hair
- hare/ heir
- healing/ feeling
- heart/ hurt
- hollow/ follow
- horn/ hone
- hum/ ham
- island/ Iceland
- land/ Rand
- leaking/ reeking
- legal/ regal
- lent/ rent
- level/ rebel
- long/ wrong
- martial/ marshal
- mood/ mud
- off/ of
- ours/ hours
- pressure/ pleasure
- quite/ quiet

- race/ lace
- rate/ late
- rent/ lent
- rocking/ locking
- roots/ lutes
- roots/ routes
- rope/ lope
- rubber/ lubber
- sand/ sunned
- seed/ cede
- sheep/ seep
- shell/ sell
- source/ sauce
- taste/ tastes
- tour/ toe
- truck/ track
- wax/ whacks
- wrapping/ rapping
- wright/ right/ write/ rite
- writer/ lighter

Meaning the same or different

- a small fridge/ a little fridge
- aftertaste/ after-taste
- agriculture/ farming
- alligators/ crocodiles
- bad health/ ill health/ poor health
- body warmth/ body heat
- bugs/ insects
- building material/ construction material
- cans of beans/ tins of beans
- centre/ center
- circular/ round
- climate/ weather
- colour/ color
- complaints/ claims
- computer screen/ monitor
- conservationists/ conservatives
- dawn/ sunrise
- dishes/ plates
- dozen/ twelve
- dried sponges/ dried out sponges
- drug industry/ pharmaceutical industry
- dustbin/ garbage can
- feathers/ plumage
- harbour/ harbor

- harbour/ port
- hard as a rock/ rock hard
- huge/ enormous/ massive/ gigantic
- identity card/ ID card
- ill health/ poor health/ bad health
- its diet/ its food
- large/ big
- legislation/ law
- lizards/ reptiles
- location/ position
- microbes/ bacteria
- mind/ brain
- my mind/ my opinion
- noise/ sound
- permits/ licences
- priest/ monk
- public relations/ PR
- puzzle/ jigsaw puzzle
- rent/ borrow
- roller/ Roller
- roof/ ceiling
- row of houses/ terraced houses
- shorthand/ short hand
- source/ origin
- stressful/ stressed
- sunburned/ sunburnt
- survey/ questionnaire
- tour operators/ tour companies
- truck/ lorry
- tyres/ tires
- vacuum cleaner/ Hoover
- video camera/ camcorder
- writers/ authors

Listening Part Three four-option multiple choice section

C2 Proficiency Listening Part Three the same or different pairwork

Student A

Optional brainstorming stage

Work with someone with the same worksheet and try to predict how the words from Listening Part Three questions on your worksheet could be said with different wording in the recording.

The same or different pairwork

Work with someone with the other worksheet. Without showing your worksheets to each other, choose one the rows below, say the two things on your worksheet, and listen to your partner say the two things in the same section. Together decide which of the pairs is more similar, the top two examples or the bottom two examples, then write the more similar one in the blank space on your worksheet.

<ul style="list-style-type: none"> ● It is making... ● concern 	●
<ul style="list-style-type: none"> ● It's understandable ● unfounded myth 	●
<ul style="list-style-type: none"> ● starting to enter ● he's to blame 	●
<ul style="list-style-type: none"> ● not at all novel ● will never... 	●
<ul style="list-style-type: none"> ● negative predictions ● improving 	●
<ul style="list-style-type: none"> ● reasonable ● similar 	●
<ul style="list-style-type: none"> ● tried to control ● knew a lot more 	●
<ul style="list-style-type: none"> ● careless ● vulnerable 	●
<ul style="list-style-type: none"> ● scientific evidence ● cultural explanation 	●
<ul style="list-style-type: none"> ● demolish ● local people 	●
<ul style="list-style-type: none"> ● freedom ● visually appealing 	●
<ul style="list-style-type: none"> ● dimensions ● structural strength 	●
<ul style="list-style-type: none"> ● experiencing greater growth than ever ● sophisticated customers 	●
<ul style="list-style-type: none"> ● only in particular locations ● low risk 	●
<ul style="list-style-type: none"> ● support at the start ● employed 	●
<ul style="list-style-type: none"> ● costs ● don't plan too much 	●

Check your answers as a class or with the answer key.

Student B

Optional brainstorming stage

Work with someone with the same worksheet and try to predict how the words from Listening Part Three recordings on your worksheet could be said with different wording in the questions.

The same or different pairwork

Work with someone with the other worksheet. Without showing your worksheets to each other, choose one the rows below, say the two things on your worksheet, and listen to your partner say the two things in the same section. Together decide which of the pairs is more similar, the top two examples or the bottom two examples, then write the more similar one in the blank space on your worksheet.

●	● The jury is still out ● worry
●	● It has some basis in fact. ● fantasy
●	● barred ● the culprit
●	● go way back ● has some way to go
●	● doom-laden predictions ● not eroding
●	● understandable ● novel and idiosyncratic
●	● offloaded onto ● the expert
●	● in danger ● hostage to fortune
●	● hard facts ● role of civilisation in different places
●	● pull down ● landowners
●	● without conditions ● striking
●	● shape ● support
●	● reached saturation point ● discerning
●	● particularly here ● a safe bet
●	● a kick start ● in work
●	● margins ● go ahead and do it

Check your answers as a class or with the answer key.

Suggested answers

The more similar pair are in **bold**.

1.	<ul style="list-style-type: none"> ● It is making... ● concern 	<ul style="list-style-type: none"> ● The jury is still out ● worry
2.	<ul style="list-style-type: none"> ● It's understandable ● unfounded myth 	<ul style="list-style-type: none"> ● It has some basis in fact. ● fantasy
3.	<ul style="list-style-type: none"> ● starting to enter ● he's to blame 	<ul style="list-style-type: none"> ● barred ● the culprit
4.	<ul style="list-style-type: none"> ● not at all novel ● will never... 	<ul style="list-style-type: none"> ● go way back ● has some way to go
5.	<ul style="list-style-type: none"> ● negative predictions ● improving 	<ul style="list-style-type: none"> ● doom-laden predictions ● not eroding
6.	<ul style="list-style-type: none"> ● reasonable ● similar 	<ul style="list-style-type: none"> ● understandable ● novel and idiosyncratic
7.	<ul style="list-style-type: none"> ● tried to control ● knew a lot more 	<ul style="list-style-type: none"> ● offloaded onto ● the expert
8.	<ul style="list-style-type: none"> ● careless ● vulnerable 	<ul style="list-style-type: none"> ● in danger ● hostage to fortune
9.	<ul style="list-style-type: none"> ● scientific evidence ● cultural explanation 	<ul style="list-style-type: none"> ● hard facts ● role of civilisation in different places
10.	<ul style="list-style-type: none"> ● demolish ● local people 	<ul style="list-style-type: none"> ● pull down ● landowners
11.	<ul style="list-style-type: none"> ● freedom ● visually appealing 	<ul style="list-style-type: none"> ● without conditions ● striking
12.	<ul style="list-style-type: none"> ● dimensions ● structural strength 	<ul style="list-style-type: none"> ● shape ● support
13.	<ul style="list-style-type: none"> ● experiencing greater growth than ever ● sophisticated customers 	<ul style="list-style-type: none"> ● reached saturation point ● discerning
14.	<ul style="list-style-type: none"> ● only in particular locations ● low risk 	<ul style="list-style-type: none"> ● particularly here ● a safe bet
15.	<ul style="list-style-type: none"> ● support at the start ● employed 	<ul style="list-style-type: none"> ● a kick start ● in work
16.	<ul style="list-style-type: none"> ● costs ● don't plan too much 	<ul style="list-style-type: none"> ● margins ● go ahead and do it

Look at exam Proficiency Listening Part Three tasks and the transcript, and underline things with similar meanings in the questions and recording that tells you that the option is the right choice or is the wrong choice.

Do a different C2 Proficiency Listen Part Three, this time as a real exam task. Check your answers, then underline important things in the questions and transcript.

Make Cambridge Proficiency Listening Part Three questions

Part One: Examiners' tricks discussion

All the things below are possible in Proficiency Listening Part Three. Write a plus sign (+) if you think that would help the person doing the listening task and a minus sign (-) if you think it would make the task more difficult. You can also write +/- for ones which are mixed positive and negative, depend on the exact question, etc.

- Lots of speech before the first answer
- Questions about speakers' (positive or negative) attitudes
- Questions about what one speaker thinks
- Questions about what two speakers agree on
- Wrong options which are what one person says but not what they agree on
- Correct options which are in different words to the recording (synonyms, opposites and negative words, examples of the general description in the question, etc)
- Correct options which are summaries of quite a lot of speech, without words which are obvious rephrasing of words in the question
- Wrong options which are contradicted by what is said in the recording/ are (almost) the opposite of what is said
- Wrong options which are similar to what is said (= only slightly different from what is said in the text, e.g. with one key word which doesn't match what is said)
- Wrong options which are like what is said in the text but don't match the question (e.g. option D is mentioned but isn't a correct answer to question 19)
- Wrong options which are said but aren't correct because of what is said before or after (people not agreeing, etc)
- Wrong options which are not similar to anything that is mentioned in the text (= completely not mentioned)
- The correct answer and things that help you eliminate other options in the same order in the question and in the recording
- The correct answer and things that help you eliminate other options in different orders in the question and in the recording
- Questions where people's tone of voice give a hint to which option is most likely

Part Two: Testing another group

Work in groups. Each group will listen to different Listening Part Three extracts and write multiple choice questions about their content to test another other group with. You can rewind and listen as many times as you like, but not look at the transcript. Your teacher might give you this help with question writing (at the beginning, or if you get stuck):

- one or more original questions (but no options)
- one or more original questions with just one wrong option

Make sure that the questions are similar to real exam questions by including aspects of the real exam that you classified above. Make a note of the answers to use for marking later.

Test one or more other groups with your questions, mark their answers, double-check with the transcript, then compare your questions with the real exam questions.

Listening Part Four multiple matching section

Feelings in C2 Proficiency Listening Part Four

Choose a feeling below but don't say which you chose. Say something that reflects feeling that way, e.g. "It wasn't what we were promised" for "dissatisfied/ disappointed". See if your partner can guess the feeling, or add more speech reflecting feeling that way if they guess wrongly. Continue with one guess per hint until they guess correctly.

- ambitious/ motivated/ driven – unambitious
- amused – unamused
- annoyed/ irritated/ frustrated/ infuriated
- appreciative
- bored – interested/ fascinated
- cautious
- challenged
- charmed
- claustrophobic – agoraphobic
- concerned/ worried – reassured
- confused/ baffled
- decisive – indecisive
- depressed
- determined
- embarrassed/ ashamed
- entertained
- enthusiastic – unenthusiastic
- excited/ thrilled
- expectant/ hopeful
- fearful/ frightened/ scared/ petrified
- focused – distracted
- grateful – ungrateful
- homesick
- impressed – unimpressed
- intimidated – unintimidated
- lonely
- moody
- optimistic – pessimistic
- overwhelmed
- pleased/ delighted
- positive – negative
- resigned to
- restless
- satisfied – dissatisfied/ disappointed
- sceptical
- spaced/ out of it
- stressed – relaxed
- sure/ certain – unsure/ uncertain
- surprised/ shocked – unsurprised
- sympathetic – unsympathetic
- tired/ exhausted – energetic

Ask about any feelings above you don't understand, can't give speech related to, etc, working together to think of suitable speech each time.

Feelings with similar and different meanings presentation

Without looking above, write words with similar and/ or opposite meanings to these words:

- ambitious
- amused
- frustrated
- interested
- agoraphobic
- worried
- baffled
- decisive
- ashamed
- enthusiastic
- excited
- expectant
- fearful
- distracted
- grateful
- impressed
- intimidated
- optimistic
- pleased
- positive
- satisfied
- spaced
- stressed
- certain
- surprised
- sympathetic
- tired

-----cover, fold or cut-----

Mixed answers

Use these words and affixes to help with the task above. Some can go in more than one place above.

annoyed	bored	claustrophobic
concerned	confused	delighted
disappointed	dis...	driven
embarrassed	energetic	exhausted
fascinated	focused	frightened
hopeful	in...	infuriated
irritated	motivated	negative
out of it	pessimistic	petrified
reassured	relaxed	scared
shocked	sure	
thrilled	un...	

Check above. Many other similar and opposite words are possible, so please check if you wrote something different.

Phrases showing feelings presentation

Match these phrases to the way the speaker is feeling above. Some feelings have more than one phrase below, and some things below might be able to go in more than one place above.

- a mover and shaker
- alarming
- all we got was
- battling
- bowled over by
- clear objective
- cooped up in some dingy office
- cracking up
- delivered the goods
- didn't know where to look
- didn't see it coming
- dubious
- expected to step up
- gave me just that
- getting me down
- gruelling
- hassle
- I'll have to see
- in stitches
- it's a breeze
- knotty area
- laboured his point
- let me down
- life-long ambitions were fulfilled
- light-hearted
- lived up to my expectations
- long odds
- look on the bright side
- no picnic
- not on the cards
- puts me off
- see downsides
- see in a different light
- slog on
- stare blankly
- takes a lot out of me
- taking a while to cotton on
- taking too much on
- that must be a drag
- that sucks
- weighed down
- went for it
- will bear fruit

Check as a class or with the suggested answers.

Suggested answers

Many other answers are possible, so please check if you wrote something different.

- ambitious/ motivated/ driven (a mover and shaker) – unambitious
- amused (in stitches/ light-hearted) – unamused
- annoyed/ irritated/ frustrated/ infuriated
- appreciative
- bored (laboured his point) – interested/ fascinated
- cautious
- challenged (battling/ expected to step up/ no picnic/ gruelling/ knotty area)
- charmed
- claustrophobic (cooped up in some dingy office) – agoraphobic
- concerned/ worried (alarming) – reassured
- confused/ baffled (taking a while to cotton on)
- decisive (went for it) – indecisive (I'll have to see)
- depressed (getting me down)
- determined (slog on)
- embarrassed/ ashamed (didn't know where to look)
- entertained
- enthusiastic – unenthusiastic (puts me off)
- excited/ thrilled
- expectant/ hopeful (will bear fruit)
- fearful/ frightened/ scared/ petrified
- focused (clear objective) – distracted
- grateful – ungrateful
- homesick
- impressed (bowed over by) – unimpressed
- intimidated – unintimidated
- lonely
- moody
- optimistic – pessimistic (long odds/ not on the cards)
- overwhelmed (taking too much on/ weighed down)
- pleased/ delighted
- positive (look on the bright side/ see in a different light) – negative (see downsides)
- relaxed (it's a breeze)
- resigned to
- restless
- satisfied (delivered the goods/ lived up to my expectations/ gave me just that/ life-long ambitions were fulfilled) – dissatisfied/ disappointed (let me down/ all we got was)
- sceptical (dubious)
- spaced/ out of it (stare blankly)
- stressed (cracking up/ hassle) – relaxed
- sure/ certain – unsure/ uncertain
- surprised/ shocked (didn't see it coming) – unsurprised
- sympathetic (that sucks/ that must be a drag) – unsympathetic
- tired/ exhausted (takes a lot out of me) – energetic

Reasons in C2 Proficiency Listening Part Four

Choose one of the decisions below but don't tell anyone which. Give a (real or imaginary) reason for doing that thing using a reasons phrase from the following page, and cross off that reasons language from the list. Your partner will try to guess which thing below matches that reason. If their guess is not the thing below that you chose, give them another possible reason for the same decision, with different reasons language. Take turns doing the same giving reasons with different reasons language activity until you've used all of the phrases, or until your teacher stops you.

Things to give different reasons for

- attending a conference/ trade fair/ trade show
- using public transport
- doing a work placement/ doing an internship
- getting a working holiday visa
- getting driver's license/ learning how to drive
- attending a networking event
- giving a presentation
- giving someone an award
- learning a new language
- moving to another town
- quitting your job
- starting a project
- studying a course
- studying abroad
- taking a part-time job
- taking part in a competition/ competing for an award
- training in a sport/ trying to get better at a sport
- travelling/ making a journey
- using social media (more)
- volunteering
- doing a danger sport/ adventure sport/ extreme sport
- writing a letter
- writing a report
- writing a review/ reviewing something
- writing an academic paper
- writing to an editor (of a newspaper/ magazine/...)

Suggested phrases for giving reasons

- Wanting to achieve..., I went for this.
- I do/ did this aiming to...
- I've always wanted to..., so this was a step on that path.
- I have had a life-long ambition to..., so I thought it couldn't hurt to do this first.
- I decided this could (really) help me with...
- I (finally) settled on this in order to...
- I did this to bring about...
- I had no choice but to do this due to wanting...
- I am/ was (utterly) determined to achieve..., so I did this.
- My dream is/ was to..., so this is/ was supposed to move me in that direction.
- Because I am/ was driven to..., I did this.
- The (main) effect I am/ was seeking from this was...
- This was a way for me to...
- I am/ was (almost/ eventually) forced into this by the need...
- My (ultimate/ long-term) goal is/ was to... so I did this.
- I picked this course of action for its impact on...
- My (chief) justification for doing this is/ was...
- I thought this would lead to...
- Looking for..., I did this.
- One of the main reasons for doing this is/ was...
- The idea was that this would mean...
- My (hidden/ secondary) motive for doing this was to...
- I am/ was (chiefly) motivated by...
- Having a need for..., I chose this.
- This is/ was in order to...
- The (primary) reason why I went this way was...
- This is/ was for the sake of...
- With my sights set on..., I started with this.
- I choose/ chose this (huge/ substantial) challenge so that...
- I (really) want/ wanted to have the chance to...
- I'd love to be able to..., and this is connected to that personal target.
- I am/ was keen to..., so this connects to that.

Ask about any reasons language above which you don't understand, are not sure you used correctly, etc, working together to use it to describe a reason for one thing on the previous page above each time.

Play the same guessing game, but trying to use as many key words from below as you can each time to make your reasons phrases, and with your own ideas for decisions that you made. You can change the grammar of the words below if you like.

<ul style="list-style-type: none"> ● ...ing... ● able ● about ● achieve ● action ● aim ● almost ● always ● ambition ● because ● bring ● but ● by ● chance ● chief ● chiefly ● choice ● chose ● connect ● couldn't ● course ● decide ● determined ● direction ● do/ did ● dream ● driven 	<ul style="list-style-type: none"> ● driven ● due ● effect ● eventually ● for ● forced ● goal ● have ● help ● hidden ● hurt ● idea ● impact ● into ● justification ● keen ● lead ● life ● long ● look ● love ● main ● mean ● motivated ● motive ● move 	<ul style="list-style-type: none"> ● need... ● no ● on ● one of ● order ● path ● personal ● pick ● primary ● reason ● reasons ● sake ● secondary ● seek ● set ● settle ● sights ● so ● step ● term ● that ● to ● ultimate ● utterly ● want ● way ● went
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Work together to write giving reasons phrases which have language from at least two lines from the table above.

Compare your reasons phrases as a class or with the second page above. Many other combinations are possible, so please check if you wrote something different.

Rephrasing in C2 Proficiency Listening Part Four team game

Work in a group with someone with the same worksheet. Brainstorm as many different ways as you can of saying the things in the second, half-blank section. Like the examples of rephrasing in the first section, it is also okay to write things which are not exactly synonyms like words with different grammar and words with more general or more specific meanings.

Put down your pens and keep them down for the whole of the next game.

Choose one example which you think you might have brainstormed the correct rephrasing for and/ or one which you think will be easy to spot when you hear the rephrasing. A group with the other worksheet will read out mixed possible answers from their worksheet. Without writing anything, any groups which have the same worksheet as you should try to spot and remember the expression which is closest to what you chose. As with the brainstorming stage, there are often differences like being an example instead of being a synonym, but it should be the closest choice. Discuss in your group, guess which thing is the rephrasing of the thing that you chose, listen to guesses of any other groups with the same worksheet, then the group that read out the options will say the real rephrasing.

Listen to someone with the other worksheet read out one that they want to listen for the rephrasing of. Read out one answer from the right side of your top completed section in the order given, choosing just one from any lines where there are two or more options. Listen to one guess from each group, then say the rephrasing that is on your sheet.

Take turns doing the same thing. You can choose ones that you think you heard the rephrasing of in previous rounds if you like, but you can't make any notes to help.

When your teacher stops the game, look at all of the suggested answers and ask about any which you don't understand, are not sure how to pronounce, etc.

Change to pairs with one Student A and one Student B and test each other on the language:

- Read out one from the right of your completed list and see if your partner can say which line from their incomplete list it matches
- Read out one from the left of your completed list and help your partner brainstorm ways to rephrase it
- Choose one you brainstormed a different answer for, and help your partner brainstorm that way of rephrasing

Student A

Ones to read out the right-hand part of for Student B to match to the one they chose

- reason – criterion/ deciding factor
- choosing – selecting
- unexpected – I never thought that/ I didn't see it coming/ nothing had prepared me for
- outdoors – not cooped up in some dingy office
- decided my career – saw my future
- international – from everywhere/ global
- given responsibility – allocated a project to manage
- practical – hands on
- winning an award – nominated and chosen for
- travel – go to different cities
- the latest – cutting edge
- future – later/ awaiting/ by the end
- fall behind – don't keep abreast of
- good reputation – general regard for
- connections – network
- well paid – lucrative
- specialise – niche/ expertise
- challenging – gruelling
- lack – wanting
- wider – way beyond
- difficult – odds are very long

Ones Student B has the rephrasing for to brainstorm and listen for

- a different perspective
- abroad
- achievable
- amused
- concerned
- different method
- disappointed
- embarrassed
- hesitation
- inaccuracy
- independent
- international
- learn about
- make contacts
- new trends
- reason
- sceptical
- self-study
- student accommodation
- support
- want

Student B

Ones to read out the right-hand part of for Student A to match to the one they chose

- reason – clinched it/ having.../ objective
- want – I'd like to/ would appreciate
- concerned – alarming
- inaccuracy – misrepresent
- disappointed – I had expected/ all we got was...
- embarrassed – didn't know where to look
- hesitation – umming and ahing
- amused – light hearted
- learn about – get up to speed on
- new trends – innovations
- sceptical – dubious
- abroad – foreign/ on the other side of the world
- a different perspective – a new take
- support – back up
- independent – not tied to mom's apron strings
- student accommodation – dorm
- different method – alternative mode
- international – cosmopolitan
- self-study – out of class
- make contacts – broaden my circle
- achievable – not taking on too much/ doable

Ones Student A has the rephrasing for to brainstorm and listen for

- challenging
- choosing
- connections
- decided my career
- difficult
- fall behind
- future
- given responsibility
- good reputation
- international
- lack
- outdoors
- practical
- reason
- specialise
- the latest
- travel
- unexpected
- well paid
- wider
- winning an award

Suggested answers

- reason – criterion/ deciding factor
 - choosing – selecting
 - unexpected – I never thought that/ I didn't see it coming/ nothing had prepared me for
 - outdoors – not cooped up in some dingy office
 - decided my career – saw my future
 - international – from everywhere/ global
 - given responsibility – allocated a project to manage
 - practical – hands on
 - winning an award – nominated and chosen for
 - travel – go to different cities
 - the latest – cutting edge
 - future – later/ awaiting/ by the end
 - fall behind – don't keep abreast of
 - good reputation – general regard for
 - connections – network
 - well paid – lucrative
 - specialise – niche/ expertise
 - challenging – gruelling
 - lack – wanting
 - wider – way beyond
 - difficult – odds are very long
-
- reason – clinched it/ having.../ objective
 - want – I'd like to/ would appreciate
 - concerned – alarming
 - inaccuracy – misrepresent
 - disappointed – I had expected/ all we got was...
 - embarrassed – didn't know where to look
 - hesitation – umming and ahing
 - amused – light hearted
 - learn about – get up to speed on
 - new trends – innovations
 - sceptical – dubious
 - abroad – foreign/ on the other side of the world
 - a different perspective – a new take
 - support – back up
 - independent – not tied to mom's apron strings
 - student accommodation – dorm
 - different method – alternative mode
 - international – cosmopolitan
 - self-study – out of class
 - make contacts – broaden my circle
 - achievable – not taking on too much/ doable

Listening reviews section

Hints in Proficiency Listening simplest responses game

What expressions are used or could be used in a C2 Proficiency Listening text to show that what the speaker is saying isn't actually so, and therefore probably isn't the answer to the listening task (e.g. "I had thought..., but I was wrong")?

What expressions are used or could be used to show that the real answer was just said or is about to be said (e.g. "and so we decided... and went with that")?

Without looking below, listen to your teacher read out some expressions of the two kinds of hint phrase mentioned above from Listening exams. Try to guess whether the answer to the question is likely to be the thing that they then mention (A) or something other than that (Not A), and hold up one of those two cards.

Label each line below with "A" or "Not A" (or "X" to mean "Not A").

Check your answers as a class or with the answer key.

Play the same listening and holding up cards game, this time in pairs or groups.

If your teacher tells you to, do the same with the extra phrases of the same kind below.

Speaking practice

Start one Not A sentence below and see if your partner can think of a realistic way of completing it, e.g. Student A "You might think that most people like hot weather" Student B "But actually most prefer spring or autumn".

Hint phrases to classify

- It would have A.
- I thought they would A.
- A. But in the case of this particular...
- A. In particular,...
- It shouldn't A (but it does eventually).
- A. But nowadays,...
- He claimed that A.
- I've realised that A.
- He then started to A.
- He started by A, (then...)
- At first, A (then later...)
- Originally, A.
- He had planned to A.
- A. One year later,...
- One year later, A.
- He agreed to A, (though not without protest).
- Researchers have mostly focused on A (but in everyday life...)
- A. For instance,...
- A. Even so,...
- I thought we would definitely see A.
- We found A.
- A. (And) in fact,...
- What I did was A.
- So, we A.
- Unlike A,...
- Although it's a controversial theory, A.
- You can forget about A.
- Since then, A.
- Though there are A,...
- Though there's no guarantee of A,...
- Apparently, A.
- I'm managing to A.
- We are not (theoretically) supposed to A.
- This results in A.
- Anyway, I'm hoping to A.
- Some people say that A.
- This does not mean that A.
- It's (all) about A.
- I think A is inevitable.
- No one's suggesting that A.
- They didn't just A. (Instead,...)

Suggested answers

Note that none of these absolutely guarantee that it is or isn't the answer in a real exam!

- It would have A. – Not A
- I thought they would A. – Not A
- A. But in the case of this particular... – Not A
- A. In particular,... – A
- It shouldn't A (but it does eventually). – A
- A. But nowadays,... – Not A
- He claimed that A. – Not A
- I've realised that A. – A
- He then started to A. – A
- He started by A, (then...) – Not A
- At first, A (then later...) – Not A
- Originally, A. – Not A
- He had planned to A. – Not A
- A. One year later,... – Not A
- One year later, A. – A
- He agreed to A, (though not without protest). – A
- Researchers have mostly focused on A (but in everyday life...) – Not A.
- A. For instance,... – A
- A. Even so,... – Not A
- I thought we would definitely see A. – Not A
- We found A. – A
- A. (And) in fact,... – A
- What I did was A. – A
- So, we A. – A
- Unlike A,... – Not A
- Although it's a controversial theory, A. – A
- You can forget about A. – Not A
- Since then, A. – A
- Though there are A,... – Not A
- Though there's no guarantee of A,... – A
- Apparently, A. – A
- I'm managing to A. – A
- We are not (theoretically) supposed to A. – A
- This results in A. – A
- Anyway, I'm hoping to A. – A
- Some people say that A. – Not A
- This does not mean that A. – Not A
- It's (all) about A. – A
- I think A is inevitable. – A
- No one's suggesting that A. – Not A
- They didn't just A. (Instead,...) – Not A

Cards to be cut out and held up

A	Not A
A	Not A
A	Not A
A	Not A
A	Not A
A	Not A
A	Not A
A	Not A

Extra hint phrases to test each other with

If your teacher tells you to, continue testing each other with the phrases below (taken from other exams such as IELTS).

1. ..., but for some reason A – A
2. A is indeed ... – A
3. A is not exactly... – Not A
4. A still hasn't... – Not A
5. A used to... – Not A
6. I usually A. – Not A
7. A wise man once said A. – A
8. A, and even... – A
9. A, and I would continue to... – A
10. A, and it still... – A
11. A, and it's just as well. – A
12. A, and that is the case. – A
13. A, but ... – Not A
14. A, but actually ... – Not A
15. A, but for some reason... – Not A
16. A, but it's time to think about ... – Not A
17. A, but that wasn't the case. – Not A
18. A, but the one that stands out for me is ... – Not A
19. A, which is correct. – A
20. A. And I also ... – A
21. A. And that's what she did. – A
22. A. However, ... – Not A
23. A. I meant to say ... – Not A
24. A. I was mistaken, ... – Not A
25. A. In fact, ... – A
26. A. In reality, ... – Not A
27. A. My mistake, ... – Not A
28. A. Silly me!... – Not A
29. A. Sorry, ... – Not A
30. A. Whoops, ... – Not A
31. Again, A. – A
32. Although A, ... – Not A
33. Although I didn't expect A, ... – A
34. Although I wasn't sure about A, ... – A
35. Anyway, A. – A
36. As expected, A. – A
37. As far back as I can remember, A. – A
38. As I said earlier, A. – A
39. As most people think, A. – A
40. As much as I A, ... – Not A
41. As the proverb goes, A. – A
42. As usual, A. – A
43. But the one that stands out for me is A. – A
44. Despite my doubts about A, ... – A

45. Despite recommending A, ... – Not A
46. Due to the weather, A... – Not A
47. Ever since I was a little girl A. – A
48. He claims that it is A. – Not A
49. I assumed A. – Not A
50. I can see why you might think A. – Not A
51. I expected A and that was the case. – A
52. I expected A but (in fact) ... – Not A
53. I think A, but just let me check. Yes, I was right. – A
54. I thought A too, then... – Not A
55. I'd expected A. – Not A
56. I'm afraid A... – Not A
57. In spite of A,... – Not A
58. Instead of A,... – Not A
59. It is commonly thought that A. – Not A
60. It is well known that A. – A
61. Many people have heard that A, and that is indeed so. – A
62. Most people think A. – Not A
63. My expectation was not A. but... – A
64. My initial impression was A. – Not A
65. My philosophy on this is A. – A
66. Rather than A,... – Not A
67. So, as a result, A. – A
68. Sorry but A... – Not A
69. The consensus is A. – A
70. The plan was A. – Not A
71. The two options are A and B. The former... – A
72. The two possibilities are A and B. The latter... – Not A
73. There is a consensus on A. – A
74. Though I had my doubts about A,... – A
75. To start with A,... – Not A
76. Unfortunately, A... – Not A
77. We are going to A. – A
78. We are planning to A. – A
79. We intend to A. – A
80. We settled on A. – A
81. We were going to A. – Not A
82. We were intending to A. – Not A
83. We were planning to A. – Not A
84. You might think that A. – Not A

Cambridge Proficiency Listening discussion questions

Discuss the questions below in groups. Your teacher will tell you if you should work through them in order, or if you can choose the most interesting questions, easiest to answer questions, etc first.

How can you best use the time that you are given before the recording starts? What other things could you do if you had even more time?

When you are not sure about the answer, how can you make sure that you remember what you heard until it is time to transfer your answers?

When you don't understand something in the test, what are usually the main reasons for your comprehension problems (lack of vocabulary, speaking speed, accents, etc)?

What can you do to improve on those weak points?

What are the most useful things to listen to outside class to improve your Cambridge Proficiency Listening score? How should you listen to those things?

Are there any other things that you can do outside class to improve your score in this part of the test (as well as listening practice)?

What do you think about doing these things to improve your Cambridge Proficiency Listening score?

- Watching documentaries
- Watching TV dramas
- Listening to the news on the radio
- Listening to dramas on the radio
- Listening to audio books
- Listening to the audio from (high level) graded readers
- Lots and lots of Cambridge Proficiency Listening practice tests
- Learning the vocabulary from previous Cambridge Proficiency Listening tests
- Listening to the same Cambridge Proficiency Listening recordings again
- Listening carefully to and repeating difficult parts from previous Cambridge Proficiency Listening tests
- Shadow reading with Cambridge Proficiency Listening tests
- Shadow reading with other listening texts
- Other pronunciation practice

Ask about any questions which you couldn't answer, want to hear other people's opinions on, etc.

Look at other Cambridge Proficiency papers and discuss the same kinds of topics about Reading, Writing, etc.

Cambridge Proficiency Listening tactics discussion topics

Proficiency Listening exam tactics discussion

Discuss what you should and shouldn't do in the C2 Proficiency Listening exam to get a good score in the time available, including sub-topics such as:

- What to do in the time before you are allowed to open your question paper
- What to do between opening your papers and the first recording starting
- Making sure that you follow the instructions
- Process (what to do first, second, next, last, etc)
- What to write on the question sheet
- What you can guess before hearing the recording
- Listening Part 1 (three extracts, each with two three-option multiple-choice questions)
- Listening Part 2 (gapfill task)
- Listening Part 3 (single extract with five multiple-choice questions with four options each)
- Listening Part 4 (multiple matching – short extracts that each must be matched to two statements from two lists of eight options)
- Spotting the right answer/ Picking the answer out of everything that is said
- Avoiding trick answers/ Not falling into traps
- What to do the second time that you listen
- When to turn to the next page/ What to do before you turn the page
- Time management
- Guessing
- Transferring your answers to the answer sheet (use of capital letters, avoiding spelling mistakes, avoiding grammar mistakes, guessing, checking that you followed the instructions, etc)
- Double checking your answers
- Changing your answers or not
- What to do if you still have extra time at the end

Ask about any topics above which you aren't sure about or would like (more) advice on.

Proficiency Listening self-study discussion

Talk about what you should do at home to help make your score better the next time that you do a Proficiency Listening paper, for example:

- Choosing exam practice materials
- How to do exam papers at home (how to make exam practice realistic, what to do after you finish timed exam practice, what to do with transcripts, etc)
- Choosing and using other (non-exam) listening materials (with different genres, accents, etc)
- Studying pronunciation to improve listening comprehension

Ask about any topics above which you aren't sure about or would like (more) advice on.

Read some advice on the topic of C2 Proficiency Listening and find at least one very useful tip which you haven't discussed and at least one thing which you don't think is (always) a good idea. Then compare with someone who read different advice.

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