

# Unit 1 Get to know your exam

- 1** Work in groups. Your teacher will give you one of the four sections of an official **C2 Proficiency** exam. Look at the exam and fill in the table below with information about your section of the exam.

	Reading and Use of English	Writing	Listening	Speaking
How many different parts of the exam are there?				
How long does this part of the exam last?				
What do you have to do in each part?				
Which part do you think might be most challenging? Why?				
What could you do to help you do better in this section of the exam?				

- 2** Work in groups. Talk to classmates who looked at other sections of the exam. Fill in the rest of the table.

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## Activity

In pairs or small groups: reading and speaking

## Aim

To familiarise students with the tasks and format of the *C2 Proficiency* exam

## Exam skill

An overview of all parts of the *C2 Proficiency* exam

## Preparation

Make one copy of the worksheet for each student.

Print out or photocopy an official *C2 Proficiency* practice test – including, if possible, the audioscript for the Listening paper, model answers for the Writing paper, and the examiner script for the Speaking paper.

## Time

20 minutes

## Teaching notes

### Procedure

- › Write the following two questions on the board: *What do you know about the C2 Proficiency exam? What would you like to know about it?* Put students into pairs to discuss the questions. Conduct brief open-class feedback. Resist the urge to answer their questions about the exam during this stage.
- › Tell your students that they are going to analyse an official *C2 Proficiency* exam in groups, with the goal of discovering key information about the exam format and tasks. Each group will look at one of the four papers: Reading and Use of English, Writing, Listening and Speaking.
- › Organise the class into four pairs or small groups. Give each student a copy of the worksheet. Give each pair or group a copy of one paper from the *C2 Proficiency* exam.
- › Tell your students to look at their part of the *C2 Proficiency* exam together and answer the questions on the worksheet. Circulate and monitor, providing support as necessary. Check that the information in their tables is accurate
- › Now, reorganise your students so that each new group has one person who has analysed each of the four papers of the *C2 Proficiency* exam. Ask them to take turns telling each other what they have discovered about the exam. Bring the activity to an end when everyone has filled in all the columns in the table.

### Extension activity

Students may have other questions about the exam, such as the difference between doing the paper-based or computer-based versions, or whether they should write with a pen or pencil. If you have access to technology, show students where they can find the answers to these types of questions on the website of the official exam or other useful sites with information for students preparing for the *C2 Proficiency* exam. Alternatively, you could make a list of these questions on the board and ask students to copy them down in their notebooks. For homework, students have to do web-based research and find the answers to these questions. Discuss the questions at the beginning of the next lesson. Correct and clarify students' answers as needed.