

# CPE

Listening

and

Speaking

Skills

PROFICIENCY C2

1

**Student's Book**

Virginia Evans - Jenny Dooley



Express Publishing

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# Introduction

*CPE Listening and Speaking Skills 1 Proficiency C2* consists of two sections and is designed to help students to prepare for the Cambridge ESOL Syndicate Certificate of Proficiency in English (CPE) examination.

## Listening

This section consists of five complete listening tests. Each test consists of four parts, with 30 questions in total, and lasts approximately 40 minutes.

Each question gets 1 mark.

**Part 1** consists of three unrelated short extracts from monologues or texts involving interacting speakers with two three-option multiple-choice questions per extract. Each text lasts about 1 minute.

*Test focus: understanding gist, topic, attitude, opinion, feeling, purpose, etc.*

*No of questions: 6*

**Part 2** consists of a monologue lasting 3-4 minutes, with nine sentence-completion questions.

*Test focus: understanding specific information, stated opinion.*

*No of questions: 9*

**Part 3** consists of a text involving interacting speakers followed by five multiple-choice questions.

*Test focus: understanding opinion, gist, detail and inference.*

*No of questions: 5*

**Part 4** consists of five short themed monologues of 35 seconds each. There are two multiple matching tasks. Each task requires the selection of the five correct options from a list of eight.

*Test focus: gist, attitude, main points, interpreting context*

*No of questions: 10*

## Speaking

The speaking section consists of two parts: **Speaking Practice** and **Speaking Test**.

Each Speaking Practice consists of material to prepare candidates for the Speaking Test which follows.

Each Speaking Test consists of three parts and lasts approximately 19 minutes.

**Part 1** Conversation between the interlocutor and each candidate. The interlocutor encourages candidates to give information about themselves and express personal opinions.

*Test focus: using general interactional and social language.*

**Part 2** Two-way conversation between the candidates based on visual and spoken prompts.

*Test focus: speculating, evaluating, comparing, giving opinions, decision making, etc.*

**Part 3** Individual long turn by each candidate. Each candidate is given a written question to respond to, after which the other candidate is asked to comment. Then candidates engage in a discussion to further explore the long turn topics.

*Test focus: expressing and justifying opinions, developing topics.*

# Listening Tests

**PART 1**

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**Extract One**

You hear a woman discussing her relationship with her mother.

1 The speaker's mother wanted her children to be

- A self-confident.
- B romantic.
- C beautiful.

	1
--	---

2 From what the speaker says, it may be inferred that the sender of flowers was

- A never discovered.
- B her mother.
- C an unknown admirer.

	2
--	---

**Extract Two**

You hear a woman talking about her best friend.

3 The speaker and Debbie are close because

- A they are so alike.
- B the speaker doesn't have a sister.
- C they complement one another.

	3
--	---

4 When Debbie fell in love

- A the girls' friendship was never the same again.
- B the girls lost touch with one another.
- C the girls were able to develop independently.

	4
--	---

## Extract Three

You hear a talk about young people in Japan.

- 5 'Freeters' are young people who
- A come from underprivileged backgrounds.
  - B fulfil the expectations of middle-class Japanese.
  - C do not appear to worry about their future.
- 6 The dependency culture is worrying because
- A people are afraid to have children.
  - B fewer people are contributing to pension funds.
  - C too many people are claiming welfare.

	5
--	---

	6
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**PART 2**

You will hear a radio report about the possible link between mental illness and creativity. For questions 7-15, complete the sentences with a word or short phrase.

People have believed in a connection between creative ability and  **7** since the time of the ancient Greeks.

Psychiatrists use the phrase  **8** to refer to depression and linked mental problems.

Sufferers from manic depression experience mood swings ranging from  **9** to deep despair.

When in a state of depression, Virginia Woolf suffered from  **10** as well as feeling physically ill.

Griffin claims that hypomania is a disorder which is particularly  **11** to productivity.

Apart from writers, composers and painters there were also sufferers from manic depression in the  **12**

Scientists have discovered that the connection between creative ability and mental problems could  **13**

Tests have shown that there may in fact be a genetic relationship between depression and  **14**

Thanks to technological advances, scientists may now be able to  **15** the genes that govern madness and genius.

**PART 3**

You will hear a woman being interviewed about her work with homeless children. For questions 16-20, choose the answer (A, B, C or D) which best fits according to what you hear.

- 16 Why did Sally set up SHELTER?  
A because her childhood had been wasted  
B to overcome her own resentment  
C She felt it was her duty.  
D She was forced to by circumstances.
- |  |    |
|--|----|
|  | 16 |
|--|----|
- 17 After the death of her mother, her father  
A kept their home going.  
B stopped caring about his children.  
C couldn't deal with life.  
D gave up his job to spend time at home.
- |  |    |
|--|----|
|  | 17 |
|--|----|
- 18 In comparison to her own home, Sally's foster home was  
A slightly better.  
B worse.  
C much better.  
D very strict.
- |  |    |
|--|----|
|  | 18 |
|--|----|
- 19 When she was fifteen, Sally met a woman who  
A helped her overcome her problems.  
B helped many street kids.  
C took her into her home.  
D gave her a difficult time.
- |  |    |
|--|----|
|  | 19 |
|--|----|
- 20 According to Sally, the council  
A provided temporary accommodation for street kids.  
B helped her to keep the home running.  
C were very interested in the children's home.  
D assisted her in buying a house.
- |  |    |
|--|----|
|  | 20 |
|--|----|



## PART 4

You will hear five short extracts in which different people are talking about exams.

## Task One

For questions **21-25** choose from the list (A-H) what each speaker's experience of taking exams was.

## Task Two

For questions **26-30** choose from the list (A-H) how each speaker feels about the exams they took.

While you listen, you must complete both tasks.

**A** doing well in exams was always assumed

**B** was very surprised to do well in exams

**C** found them difficult but worthwhile

**D** was subjected to a false accusation

**E** hadn't expected such negative results

**F** had a change of heart about exam taking

**G** refused to ever take exams again

**H** was proven to have cheated in exams

Speaker 1

	<b>21</b>
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Speaker 2

	<b>22</b>
--	-----------

Speaker 3

	<b>23</b>
--	-----------

Speaker 4

	<b>24</b>
--	-----------

Speaker 5

	<b>25</b>
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**A** resented them when younger

**B** they led to a depressing part of their life

**C** felt under a lot of pressure during exams

**D** finds them thoroughly enjoyable

**E** used to love doing exams once

**F** has come to accept the negative outcome of exams

**G** feels that their hard work deserved a better result

**H** has a lifelong hatred of doing exams

Speaker 1

	<b>26</b>
--	-----------

Speaker 2

	<b>27</b>
--	-----------

Speaker 3

	<b>28</b>
--	-----------

Speaker 4

	<b>29</b>
--	-----------

Speaker 5

	<b>30</b>
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# CPE

## Listening and Speaking Skills

PROFICIENCY C2



*CPE Listening & Speaking Skills 1 Proficiency C2* is aimed at candidates preparing for this exam, and provides systematic development of candidates' listening and speaking skills.

### The book consists of:

- 5 Listening tests
- 5 Speaking tests, preceded by 5 Speaking Practice sections

### Components

- Student's Book
- Teacher's Book
- Class Audio CDs (set of 6)



Express Publishing

ISBN 978-1-4715-0472-3



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