

The Ultimate CPE Writing Guide for C2 Cambridge

Writing for C2

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C2

☒ Essays

☒ Reviews

☒ Letters

☒ Reports

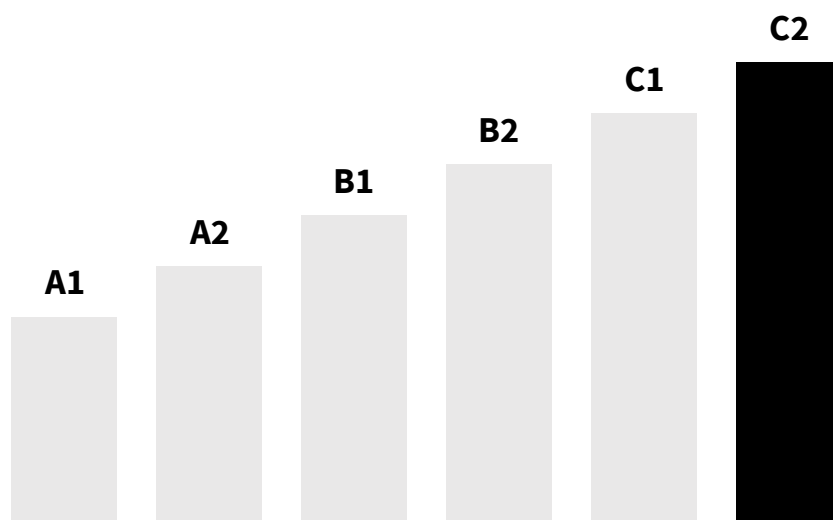
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Luis Porras Wadley

Writing C2

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KSE Academy®

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Introduction

Welcome to *Writing C2: The Ultimate CPE Writing Guide for C2 Cambridge*.

This guide covers the main writing tasks that appear in the Cambridge Assessment English examination C2 Proficiency, previously known as Certificate of Proficiency in English (CPE). These tasks are: essays, reviews, reports, proposals, articles and letters.

This book provides three sample tasks and answers for each type of writing, plus a whole set of useful expressions for each type of task that candidates can use in their writing tasks. Ideally, students should use these samples as models for their own writing tasks, making use of the helpful expressions provided at the end of each section.

Besides the sample tasks and useful expressions, this guide also contains a description of Writing Part 1 and Writing Part 2, a full description of every task type, answers to candidates' frequently asked questions (FAQ), guidance on developing an appropriate writing strategy, a description of how writing is assessed and a sample mark sheet which can be used to assess students' performance or as a self-assessment tool.

This writing guide is aimed at students of English as a foreign language who are interested in improving their writing skills with a view to obtaining their C2 Proficiency certificate, and at teachers who want support writing material to use with their own students.

About the author

Luis Porras Wadley is the owner and director of KSE Academy, an online English academy and former official Cambridge Exam Preparation Centre. As an English teacher, Luis has been preparing Cambridge candidates successfully for over ten years. He is the author of other successful test preparation books, including *Use of English B2*, *Use of English C1*, *Writing B1*, *Writing B2* and *Writing C1*.

C2 Writing: Level Description by the CEFRL

C2 Proficiency certifies a C2 level of linguistic proficiency as described by the Common European Framework of Reference for Languages (CEFRL), which corresponds to a native-like level of English.

According to the CEFRL, someone at the C2 level in writing:

"Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation." (CEFRL, p. 24)

In general, there is a subtle change when compared with immediately lower levels. The phrases "summarise information" and "reconstructing arguments and accounts" are only present at this level. It is at C1, just below C2, where "complex subjects" is first mentioned, so it is certain that at C2, candidates will also be dealing with complex subjects in their writing.

If we dig deeper into the C2 level, we see that an English learner at the C2 level in writing:

In overall written production:

"Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points." (CEFRL, p. 61)

In creative writing:

"Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted." (CEFRL, p. 62)

In reports and essays:

"Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points." (CEFRL, p. 62)

As you can see, composing a writing task at the C2 level is a complex process and the reader's expectations are very high.

C2 Proficiency: Writing

In the C2 Proficiency Writing paper, candidates have to prove that they can write different types of texts in English using linguistic resources demonstrating a C2 level of written English, equivalent to native-like performance. There are two parts in the Writing exam, and candidates have 1 hour and 30 minutes to complete both parts.

C2 Proficiency: Writing Part 1

What's in Writing Part 1?

In C2 Proficiency Writing Part 1, candidates are always required to write a discursive essay. They are presented with two input texts (100 words each, approx.), that present contrasting or complementary views on a specific topic. The task requires candidates to carefully read and identify the key points in each text and to write an essay that integrates a summary of the points, an evaluation of the arguments involved, and their own ideas on the topic. Candidates are expected to demonstrate a C2 level of language competence by expanding on and integrating the language and ideas from the input texts into their writing.

The goal of Writing Part 1 is for candidates to demonstrate their ability to read and understand two input texts on a specific topic, summarise the key points from these texts, evaluate the arguments presented, and express their own ideas in a coherent and well-structured essay. The task aims to assess candidates' ability to analyse and synthesise information, critically evaluate arguments, and effectively communicate their own perspective on the given topic. It also assesses their proficiency in using appropriate language and vocabulary at this level.

What do candidates need to practise?

Reading and analysing input texts, summarising key points, evaluating arguments, and expressing their own ideas in a coherent and well-structured essay.

How many tasks are there?

There is only one compulsory task in Part 1, which is always a discursive essay.

How many words do candidates have to write?

240–280 words

Essays

Writing Part 1: Essays

Purpose of a discursive essay

A discursive essay is a type of essay that discusses a topic or issue from various perspectives. The primary purpose of a discursive essay is to present a balanced and objective examination of a subject, rather than arguing for a single point of view. It usually follows a class discussion, seminar, debate, etc. and is typically addressed to a college professor or teacher. Essays are meant to hold the target reader's attention and communicate complex ideas.

Register and style

The language of an essay should be formal. You must make sure that you justify all your ideas and that you use an appropriate range of C2-level grammar and vocabulary as well as connectors to link your sentences and paragraphs.

Structure

An essay should be well organised, with an introduction at the beginning, clear development and an appropriate conclusion at the end. The development or body should consist of two or three main paragraphs, depending on how you decide to structure your ideas.

Giving your opinion

Typically, in a discursive essay, we tend to express our opinion at the end, after we have analysed the different points of view. However, it is also acceptable to do so in other parts, such as the introduction or the body, as long as it is made clear that it is your opinion and that it is well-informed and grounded in the analysis you are conducting.

Common topics

While it is impossible to predict the exact topics, common themes are often societal issues or debates that allow for multiple viewpoints. Some potential topics include: health, the environment, technology, society, work and economy, arts and media, travel and tourism, lifestyle and relationships, politics and governance, etc.

Sample Essay 1

Instructions

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 answers.

Write your answer in 240-280 words.

The sedentary lifestyle: A ticking time-bomb?

There is no doubt that the trend towards a sedentary lifestyle is a dangerous development in our society. With improvements in technology and the increasing means of entertainment, more people are finding themselves sitting in front of screens rather than actively participating in physical activities. The health hazards of such a lifestyle are numerous: from obesity to heart diseases, the sedentary lifestyle is slowly becoming a silent killer.

Assessing the impact of fitness culture

In recent years, we have witnessed a surge of fitness culture. A marathon trend has swept the world with people of all ages getting involved. Fitness and well-being apps have flooded the market, each promising a unique experience to meet your health goals. While this wave of fitness is encouraging people to live healthier lives, it also pressurizes others to conform to these societal standards of fitness. The question we need to ask is whether this fitness culture is promoting genuine health or contributing to a society of insecure individuals who are never satisfied with their body image.



Do you need someone to mark your essays?

Check out KSE Academy's writing assessment service. Scan the QR code on the left with your phone or visit <https://kdp.kseacademy.com/writing-c2-book> for more information. Use the coupon AMZWC2 for a great discount as a thank you for purchasing this book.

Sample Essay 1

Answer

Striking the Balance: Fitness and Health in Modern Society

In today's fast-paced world, we find ourselves caught between two opposing forces. On the one hand, as the first text highlights, we are leaning into an era dominated by Netflix marathons and work-from-home routines, essentially sitting more and moving less. On the other hand, as the second text indicates, we are also witnessing a fitness frenzy, where maintaining a perfect physique has become an obsession for many. As we delve deeper into this discussion, we try to make sense of these contrasting lifestyles and think about how we can strike a healthier balance in our lives.

While the first text portrays the dire consequences of a sedentary lifestyle, it is important to recognize the vast impact that emergent technology can have in encouraging physical activity. Innovative fitness apps are just one example of technology being leveraged to promote physical well-being. Nevertheless, the first text brings to light an undeniable fact: mindless consumption of technology can have detrimental health effects.

On the flip side, the second text brings forth the dilemma created by the rapidly-growing fitness culture. The normalisation of marathons and popularity of fitness apps may unwittingly encourage a pervasive dissatisfaction with one's body image. While it is beneficial that society is promoting health consciousness, it is equally critical to support realistic goals about achieving an aesthetically pleasing body.

In my opinion, both the increasing trend towards a sedentary lifestyle and the overbearing fitness culture present different, but equally important challenges. I believe it is crucial for us as a society to strike a balance by encouraging physical activity without enforcing unrealistic standards of beauty, and to harness technology as a tool to enhance health rather than bring about sedentarism.

Useful Expressions for Essays

Sample 1

- *In today's fast-paced world,*
- *caught between two opposing forces,*
- *leaning into an era dominated by Netflix marathons and work-from-home routines,*
- *witnessing a fitness frenzy,*
- *maintaining a perfect physique has become an obsession for many.*
- *As we delve deeper into this discussion,*
- *make sense of these contrasting lifestyles,*
- *the dilemma created by the rapidly-growing fitness culture,*
- *unwittingly encourage a pervasive dissatisfaction with one's body image,*
- *the increasing trend towards a sedentary lifestyle,*
- *strike a balance by encouraging physical activity without enforcing unrealistic standards of beauty,*
- *to enhance health rather than bring about sedentarism.*

Sample 2

- *In today's digitized age,*
- *a tug-of-war seems to be escalating,*
- *the traditional book lovers and the enthusiasts of new-generation e-books,*
- *The first text takes us back to the simple pleasure,*
- *The feel of turning crisp pages and the unique smell of ink on paper create a special experience,*
- *supporters of traditional books also argue that these lead to a deeper understanding and better memory of the text,*
- *enjoyment of print appears to stand its ground amidst our increasingly digital world,*
- *Contrasting this view, the second text praises the many advantages of digital books,*
- *carry an entire library, unrestricted by borders or time zones,*

- *e-books have become the symbol of modern reading, combining convenience with endless possibilities,*
- *this discourse needs reconciliation rather than rivalry,*
- *embracing either or both depending upon one's comfort would be a more sensible approach towards reading.*

Sample 3

- *The discourse around freedom of speech –one of democracy's cornerstones–*
- *has triggered fierce debates worldwide,*
- *push us further into this intriguing conundrum,*
- *the tantalising concept of limitless speech,*
- *With freedom of expression, comes the risk of unintentionally trespassing cultural or personal borders,*
- *could unrestricted freedom of speech be more harmful than beneficial?*
- *limiting speech might seem like a way to keep societal peace,*
- *promptly shutting down controversial opinions might actually suppress new ideas and leave out minority viewpoints,*
- *create frustration and distrust towards authorities,*
- *Undeniably, freedom of speech is a crucial democratic right, allowing novel ideas to flourish,*
- *it becomes problematic when it morphs into a tool for hate speech or fuels divisive forces,*
- *By encouraging thoughtful conversation and respectful discussion, we can move towards a society that appreciates free speech without disrupting the peace and harmony.*

Useful Expressions for Essays

Other useful expressions

Talking about facts and trends

- *It is widely acknowledged that ...*
- *It is a matter of great debate whether ...*
- *It is often deliberated if ...*
- *... has been the subject of much scholarly debate.*
- *Drawing on extensive research, it is evident that ...*
- *Scholarly consensus suggests that ...*
- *Existing literature overwhelmingly indicates that ...*

- *Current trends seem to substantiate the idea that ...*
- *An emerging body of evidence confirms that ...*
- *A growing body of research supports the notion that ...*
- *Profound shifts in ... are becoming increasingly evident.*
- *The pendulum seems to be swinging towards ...*
- *There has been a discernible rise in ... over the past few years.*
- *Over the course of the last decade, there has been a steady increase in ...*

- *Numerous pundits contend that ...*
- *There is a growing consensus regarding ...*
- *Many academics ostensibly share the perspective that ...*
- *There is little to no contention over the fact that ...*
- *A notable consensus has emerged amidst scholars that ...*
- *The majority of scholars are of the conviction that ...*

- *Those who challenge this notion argue that ...*
- *Naysayers might assert that ...*
- *Critics of this standpoint often argue that ...*
- *While some may dispute this claim, a wealth of evidence suggests that ...*
- *Those contesting this belief may argue that ...*
- *Those taking the opposing view might point out that...*

- *Taking into consideration another facet, ...*
- *Conversely, ...*
- *It is often posited that ...*
- *All evidence at our disposal points towards the fact that ...*

Useful Expressions for Essays

Stating your opinion

I/It + verb

- *I think/consider/find/feel/believe that ...*
- *I suppose/presume/assume that ...*
- *I would say that ...*
- *I have the feeling that ...*
- *I am led to believe that ...*
- *I have no doubt that ...*
- *I am compelled to think that ...*
- *I hold the opinion/view that ...*
- *I take the view that ...*
- *I am under the impression ...*
- *I am of the opinion that ...*
- *I am sure/certain that ...*
- *I would also say that ...*
- *I am convinced that ...*
- *I am inclined to believe that ...*
- *It goes without saying that ...*
- *It seems to me that ...*
- *It is my impression that ...*
- *It appears to me that ...*
- *It is evident to me that ...*

In/From/To my...

- *In my opinion, ...*
- *In my view, ...*
- *In my eyes, ...*
- *From my point of view, ...*
- *From where I stand, ...*
- *From my viewpoint, ...*
- *To my mind, ...*
- *To my understanding, ...*
- *To my way of thinking, ...*
- *To be honest, ...*
- *My opinion / view / belief / impression is that ...*
- *My own feeling on the subject is that ...*
- *My personal view is that ...*
- *My standpoint on the / this matter is ...*

Other

- *As I see it, ...*
- *The way I see it, ...*
- *As far as I'm concerned, ...*
- *As for/to me, ...*
- *Personally speaking, ...*
- *If you ask me, ...*
- *In my book, ...*
- *Speaking from experience, I would say that ...*
- *There is no doubt in my mind that ...*
- *There isn't a shred of doubt in my mind that ...*
- *My thought process leads me to believe that ...*

Arguments and causes in favour

- *One justification often given for ... is that ...*
- *Advocates for ... typically postulate that ...*
- *From the point of view of ...*
- *A common assertion for endorsing ... is that ...*
- *As viewed by ...*
- *As purported by ...*
- *One of the factors which has led to ... is ...*
- *One element with profound influence on ... is ...*
- *A causative factor instigating this change is ...*

Arguments and causes against

- *Advocates are opposed to ... on the grounds that ...*
- *Those who dissent against ... commonly contend that ...*
- *The situation has been exacerbated by ...*
- *An additional counter-argument is that ...*
- *Adversaries of ... fundamentally stand against it on the premise that ...*
- *Another issue contributing to the problem is ...*
- *One pivotal aspect that exacerbates the situation is ...*
- *A major contributory condition for ... is, indisputably, ...*
- *The problem often stems from ...*
- *Often times, the root issue emanates from ...*
- *The underlying catalyst prompting this shift is ...*

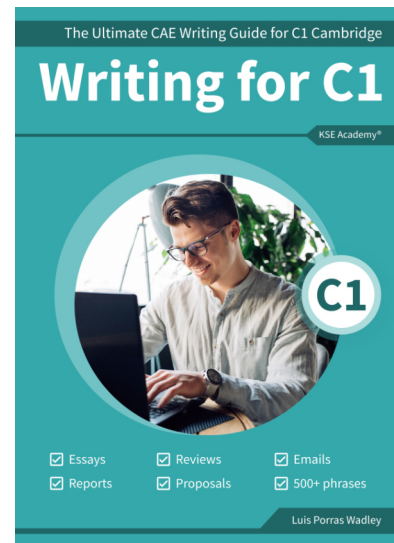
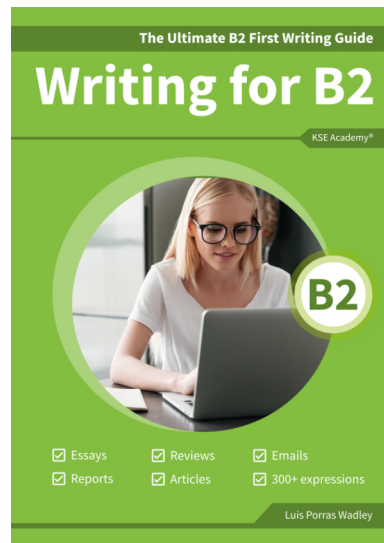
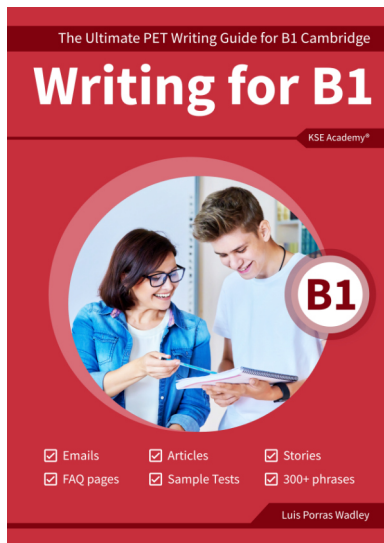
Useful Expressions for Essays

Concluding

- *In light of the above, I would say that ...*
- *In the context of the aforementioned factors, ...*
- *Taking all this into consideration/account, ...*
- *Reflecting on the entire discourse, it strikes me that ...*
- *All in all, it seems to me that ...*
- *All things considered, ...*
- *As far as I am concerned, ...*
- *The inevitable conclusion to be drawn from this is that ...*
- *On a holistic basis, my inclination is towards the belief that ...*
- *Given a choice between ... , I find myself gravitating towards ...*
- *Bearing the entire argument in light, I'd advocate for ...*
- *In terms of my personal disposition towards this matter, ...*
- *The most coherent conclusion to be arrived at is ...*
- *Weighing all the pros and cons, I would have to endorse ...*
- *... is the most effective way to ... due to the fact that ...*
- *Despite the fact that... undoubtedly plays a role in ... I firmly believe that ...*
- *The obvious conclusion to be drawn is that ...*
- *On balance, I tend to believe that ...*
- *The world would surely be a better place to live in if ...*

More Cambridge resources by the Author

Writing Book Series

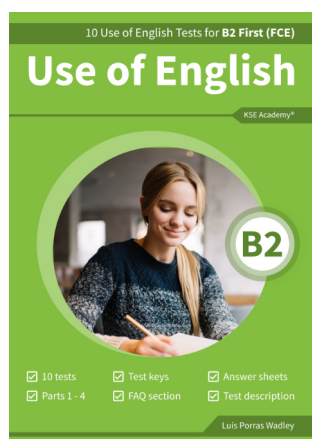


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Use of English books



Use of English for C1 and B2 levels

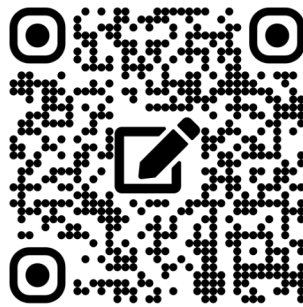
These books contain ten practice tests for the Use of English of the C1 Advanced and B2 First tests. Whether you are a teacher or a student, you can benefit from the exercises in this book, as they will help you become familiar with the format and level of the exam, and the type of questions.

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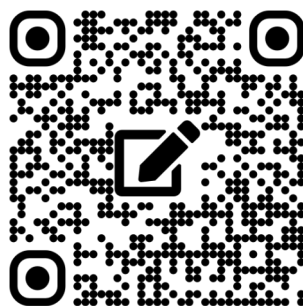
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Writing for C2

Welcome to ***Writing for C2: The Ultimate CPE Writing Guide for C2 Cambridge***

This **Writing Guide for C2** provides teachers and students with a **range of practical examples** covering all the possible writing task types featured in the **C2 Proficiency Writing** test. With 18 sample tasks and over 500 useful phrases and expressions, ***The Ultimate CPE Writing Guide for C2 Cambridge*** is the **perfect writing resource** for anyone preparing for C2 Proficiency.

Contents of this book

- ✓ **95 pages** of exclusive and original writing content
- ✓ **Step-by-step writing strategy** to produce any type of writing task easily
- ✓ **3 examples of every task type** (essays, formal/informal letters, reviews, reports & articles)
- ✓ **500+ useful phrases** ready to use in your writings
- ✓ **Description of the C2 Writing paper** and every type of task
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About the author

Luis Porras Wadley is the owner and director of KSE Academy®, an English academy and official Cambridge Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for over ten

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