

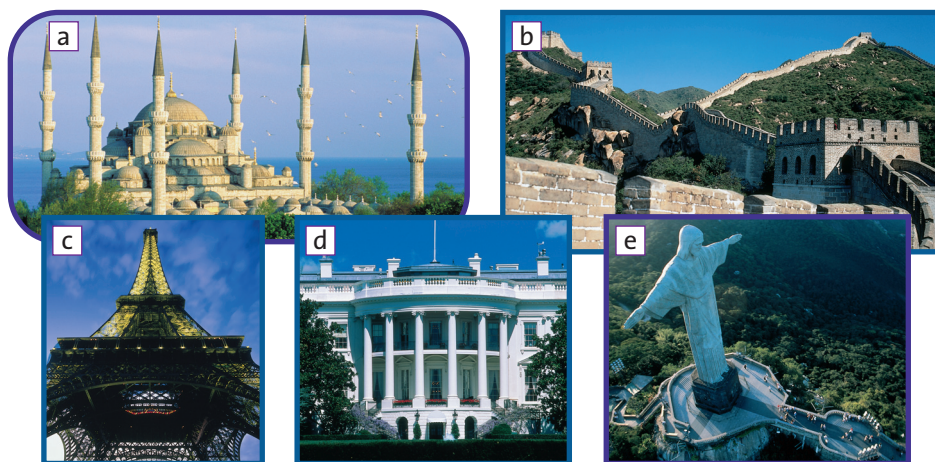
1

Getting to know you

Genre Introductions
Topic People and places

Speaking and Reading

1 Look at the photos. Where would you see the landmarks?



2 Read the extracts (a–e) and then match each one with a city from the box below.

a Situated amid the rural countryside, it is one of the most beautiful and romantic cities. The residents, students of the university and visitors have the best of all worlds: the combination of the romantic medieval image and an up-to-date city. Its unique setting on the banks of the River Cam and the magnificent architecture of the university buildings all combine to make it a place which will linger long in your memory.

b I walked out for a good view of the world-famous building. The Broadwalk, a promenade surrounding the Opera House, led me along to splendid vistas: to the west, that magnificent structure, the Harbour Bridge, to the east, a bay with the Manly hydrofoil ferry charging in on plumes of spray.

c It is March, a mild late-summer day here in the Southern Hemisphere. I have spent a glorious morning hiking up Table Mountain through deep green forests, up rocky ravines and finally out into wide-open moorland at the top.

d The twin streams of history converge just below the delta, where the greatest city in the Islamic world sprawls across the Nile towards the Pyramids, those supreme monuments of antiquity. Every visitor comes here.

e The background music in the café sounds like a distant Fellini film score; a poster of Carlos Gardel, tango idol of the thirties, winks down from the wall. Croissants are stacked along the blond wood bar. Outside the traffic has reached total gridlock, but no one is honking.

- | | |
|-------------------------|-------------------|
| Buenos Aires, Argentina | Cairo, Egypt |
| Cape Town, South Africa | Cambridge, UK |
| | Sydney, Australia |

3 Read the quiz below. With a partner, choose the best response in each situation. Give your reasons for rejecting the others.

1 You are in a room with a number of people. Someone who is very near you but is not looking in your direction accidentally drops some money on the ground. You want to catch their attention in order to tell them they have dropped it. What do you say?

- a Look out! You're dropping money all over the place!
- b Excuse me. I think you might have dropped something.
- c I hope you don't mind my mentioning it but I think you've dropped something.

2 You are in a crowded bus and, by accident, bump into someone, slightly upsetting their balance. What do you say?



- a Why don't you look where you're going!
- b I'm so dreadfully sorry. It was entirely my fault. I do hope you can forgive me.
- c Sorry.

3 You are in a crowded bus and, by accident, bump into someone, slightly upsetting their balance, but on this occasion, you have clearly caused the person some pain. What do you say?

- a I'm really sorry.
- b Actually, it was the driver's fault, not mine.
- c It doesn't look as though you need an ambulance so there's no need to look at me like that!

4 What does the person on the bus say as they experience the pain?

- a Yippee! b Yuk! c Ouch!

5 Someone you do not know very well is talking to you. The person doesn't know that you have a train to catch and are desperate to leave. What do you say when you cut short the conversation by interrupting?

- a Must go. Got a train to catch.
- b Well, it's been lovely talking to you ...
- c I know you're going to think this terribly rude of me and I must apologise in advance, but I'm afraid I have to leave you now.

6 What do you say when you answer the phone?

- a Hello.
- b I am (your name).
- c The (family name) residence.

- 4 With a partner, discuss the questions below.
- a If you met someone from a different country who speaks a different language, which language would you communicate in and why?
 - b How many different languages do you think you need to know and why?
 - c When you meet someone for the first time, how does your language vary according to whether they are the same age as you, or older or younger than you?
 - d Which questions do you think it is impolite to ask the first time you meet someone?

E xam spot

In the first part of the CAE Speaking test (Paper 5) you and your partner will only have about three minutes to talk about yourselves. You may be asked to talk about where you come from, your leisure activities, your hopes for the future and so on. Make sure you use a good range of grammar and vocabulary as well as clear pronunciation.

- 5 Work with a different partner and discuss these questions.
- a How do you begin a question when you are not sure if it is polite to ask it?
 - b When you are listening to someone, what sort of body language, sounds and phrases do you use to show you are interested and you are listening to them?
- 6 Look at the Exam spot above. Prepare some questions to find out more about your partner. Now ask your partner the questions.

G ... page 190

Conditionals

- 1 Look at this example of the second conditional from Speaking and Reading 4.

If you met someone from a different country who speaks a different language, which language would you communicate in and why?

Now complete the table about the four basic types of conditional.

Type	Tense – if clause	Tense – main clause	Use
zero		present simple/continuous	
first			
second	past simple/continuous	would + infinitive without to	to talk about a situation which is hypothetical or very unlikely to happen
third		would have + past participle	

- 2 Now look at these examples of conditional sentences. With your partner, discuss how you could express these using the conditional structures from the table above.

- a Should you experience any difficulties, I'll be available to help you.
- b Had it not been for Jane's intervention, the meeting would have gone on far too long.
- c I'll turn on the air conditioning if it will make you feel more comfortable.
- d If you would take your seats, ladies and gentlemen, the concert will begin.

- 3 Look at the words below which are often used in conditional sentences.

given if so unless otherwise provided

Now complete this text about advice for visitors to Japan using the words in the box.

How not to embarrass yourself in Japan

Before you go to any country where the culture is quite different, you should get to know something about the country, (1) you might end up embarrassing yourself and those around you. (2) that for most Europeans Japanese culture is very different, there are a few tips you might like to take note of. You could be invited to a Japanese home. (3) , remember that you should take your shoes off when you enter the house or flat. Don't wear your normal outdoor shoes inside (4) you really want to offend your host. (5) you follow a few basic house rules, both you and your hosts should have a mutually interesting time.

Reading

1 You are going to read an extract from a book which examines the similarities and differences between varieties of English. Before you read the extract, discuss these questions with a partner.

- Have you ever visited a foreign country? If so, what cultural differences did you notice?
- What might a visitor to your country perceive to be the biggest cultural difference?
- What is culture shock? Have you ever experienced this?

2 Now read the text below and answer the questions.

Close encounters of the British kind

An underlying principle of cultural behaviour which is closely reflected in the language is the need to avoid face-to-face conflict. Even though the British may appear unpleasantly blunt when compared with some Asian cultures, they are on the whole concerned to offer a way out whenever a potential conflict between individuals occurs. This may be compared with public confrontations in large committees or parliament where much more confrontation goes on. Some cultures are, by way of contrast to the British, much less concerned to avoid conflict in private or personal encounters.

Perhaps there is a principle of 'aggression management' here: every culture has developed some ways of letting off steam, has some areas in which people are allowed to express their true feelings.

The immediate linguistic consequence of open conflict-avoidance is that you need to know what to do and what to say, for example, when someone

takes a position in a queue in front of you, accidentally stands on your toe in a bus or disagrees with you in a public gathering. In the public gathering, depending on the nature of the meeting, the British reaction may be to confront disagreement openly and respond vigorously. In the other more personal situations, the same individual may work hard at taking a middle route between doing nothing and engaging in open conflict. In doing so, he or she will expect a similar cooperative response from the other person, such as an apology like, 'Oh, sorry, I didn't realise ...'. In other cultures, behaviour might well be the opposite – a great effort to reduce conflict in a public meeting and robust responses in the private situations. Within our own cultures, we understand the conventions and know when people are being normally polite or normally outspoken. The difficulties come when we make errors in an unfamiliar environment.

- What differences are there in the way many British people handle potential personal conflict and public confrontations? Would you say this is the same or different in your country?
- Which phrase in the text means *expressing anger*?
- When might a British person say, 'Oh, sorry, I didn't realise ...'?

3 Discuss these questions in small groups.

- What are the dangers of making general statements about the characteristics of certain nationalities?
- What generalisations are made about your national characteristics? Do you agree with them?

Vocabulary

Vocabulary spot

It is important to know which words collocate (which words commonly go together) and a good dictionary will tell you this. When you see good examples of collocation, underline or highlight them in the text.

1 Look at these examples of collocations from the reading text.

an underlying principle (adjective and noun collocation)

closely reflected (adverb and verb collocation)

unpleasantly blunt (adverb and adjective collocation)

Go through the text and highlight some more collocations to remember.

2 Complete these word 'forks' with a word which collocates.

EXAMPLE: *to make*
to reach a decision
to come to

- a supply a noun to make a compound noun
 - binder
 - finger
 - road
- b supply three different verbs
 - to
 - to permission
 - to
- c supply an adjective
 - weather
 - criticism
 - flavour
- d supply three different adjectives
 -
 - thanks
 -
- e supply a verb
 - to an ambition
 - to assets
 - to a dream
- f supply three different verbs
 - to
 - to pain
 - to

Listening

E xam spot

In Part 4 of the CAE Listening test (Paper 4) you listen to five short extracts. There are two multiple-matching tasks in Part 4. In the test there are eight choices in each task and you match the correct five.

- 1 You will hear five speakers talking about meeting people. Look at the pictures below. As you listen, match the speakers to the pictures.



- 2 Listen again and match the speakers (1–5) to the topic headings (A–G). There are two topic headings which do not fit.

- Speaker 1 A testing friendships
- Speaker 2 B exchanging cultures
- Speaker 3 C no way to get to know a lady
- Speaker 4 D sharing experiences strengthens friendships
- Speaker 5 E business and pleasure
- F strangers are not so strange
- G sharing delights of the environment

- 3 Which of the speakers did you find interesting to listen to and why?

Exam folder 1

Paper 3 Part 1 Multiple-choice gap fill

In Part 1 of the Use of English test (Paper 3) you must choose one word from a set of four (A, B, C or D) to fill a gap in the text. The focus is on vocabulary so you have to think about the meaning of the word. You also have to check whether the word fits the grammatical context of the sentence and the text as a whole.

Below are some examples of the types of words that are tested in this part of the paper.

Expressions

I sight of an old friend of mine when I went to the bank yesterday.

A saw B caught C set D gained

B is the correct answer. The expression is *to catch sight of someone or something*.

Collocations

All that was left for breakfast were some rolls and tea.

A stale B rotten C sour D rancid

A is the correct answer. We say *stale* bread, *rotten* fruit, vegetables or meat, *sour* milk and *rancid* butter.

Phrasal verbs

With all his experience he intends to up a computer business with his brother.

A put B lay C get D set

D is the correct answer. The phrasal verb is *to set up* meaning to establish a company or business.

Linking words

He decided to go his family begged him not to.

A although B despite C otherwise D if

A is the correct answer. *Despite* would require the construction *despite his family begging him not to* or *despite the fact that his family begged him not to*. *Otherwise* means *or else* and *if* does not make sense here.

Vocabulary

The child fell down and her knee.

A skimmed B grazed C rubbed D scrubbed

B is the correct answer. *Graze* means to break the surface of the skin by rubbing against something rough. *Skim* means to move quickly just above (a surface) without, or only occasionally, touching it. *Rub* means to press or be pressed against (something) with a circular or up and down repeated movement. *Scrub* means to rub something hard in order to clean it.

Advice

- Read the title because it will help you predict the main topic of the text.
- Always read the whole text first to understand the gist of it.
- Read carefully not only the sentence where the gap is but also the sentence before and after the gap. Make sure that the word you write makes sense in the context of the text as a whole.
- Consider each alternative carefully, dismissing those which do not fit.
- Read through what you have written and see if it sounds right.

For questions 1–12, read the text below and then decide which word best fits each space. The exercise begins with an example (0).

Example:

0 A installed B tied C drawn D retracted

C is the correct answer. We *draw* curtains or blinds.

Aunt Margaret's kitchen

The kitchen was quite dark because the blinds were (0)^C..... . There was a smell of (1) cigarette smoke and some unwashed cups were (2) neatly in the sink, but the room was ferociously clean. It was quite a big room. There was a (3) dresser, painted dark brown, loaded with (4), a flour jar, a bread-bin. There was a larder you could walk into. Melanie experimentally walked into it and (5) the door to on herself in a cool smell of cheese and mildew. What did they eat? Tins of things: they seemed particularly (6) of tinned peaches, there was a whole pile of tins of peaches. Tinned beans, tinned sardines. Aunt Margaret must buy tins in (7) There were a number of cake tins and Melanie opened one and found last night's currant cake. She took a ready-cut (8) of it and ate it. It made her feel more at (9), already, to steal something from the larder. She went back into the kitchen, (10) crumbs.

There was a long table of (11) pine with a tablecloth (splashed with russet chrysanthemums, the sort of tablecloth you see through the windows of other people's houses as you walk by at teatime) folded back to cover crockery (12) out ready for breakfast, perhaps to keep mice from dirtying the cups.

- | | | | |
|-----------------|------------|--------------|--------------|
| 1 A stale | B rancid | C ancient | D musty |
| 2 A erected | B stacked | C ordered | D ranked |
| 3 A built-up | B cornered | C walled | D built-in |
| 4 A accessories | B crockery | C implements | D tools |
| 5 A took | B pulled | C made | D put |
| 6 A crazy | B loving | C fond | D likeable |
| 7 A lots | B gross | C mass | D bulk |
| 8 A slice | B rasher | C shaving | D remnant |
| 9 A comfort | B place | C home | D rest |
| 10 A sprinkling | B shedding | C sowing | D scattering |
| 11 A grazed | B scraped | C bruised | D scrubbed |
| 12 A sorted | B set | C done | D let |