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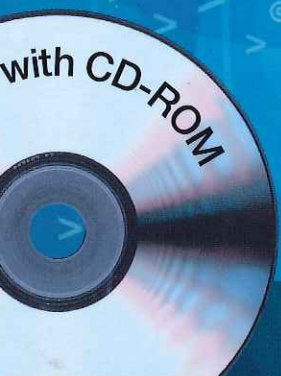


UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Cambridge English

# Objective Advanced

**Student's Book**  
**with answers**



**Felicity O'Dell   Annie Broadhead**

**Third Edition**

Official preparation material for **Cambridge English: Advanced**,  
also known as **Certificate in Advanced English (CAE)**



# Map of Objective Advanced Student's Book

TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
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TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
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# Content of Cambridge English: Advanced

Cambridge English: Advanced, also known as Certificate in Advanced English (CAE) consists of five papers, each of which is worth 20% of the exam total. It is not necessary to pass all five papers in order to pass the examination. There are three passing grades: A, B, C. As well as being told your grade, you will also be given a statement of your results which shows a graphical profile of your performance on each paper.

## Extended certification

Cambridge English: Advanced is set at Level C1 of the Common European Framework of Reference for Languages (CEFR). Extended certification can give you additional credit for the language skills you demonstrate in the exam. It works in two ways.

- If you perform particularly well, you can get credit at a higher level on the CEFR. If you get grade A in the exam, you receive a certificate indicating that you are at C2 level.
- You can also receive credit for your English language skills, even if you do not achieve a passing grade. So if you do not get enough marks for a grade C in the exam, you can still be awarded a certificate showing performance at level B2 if you show this level of ability in the exam.

Results	CEFR level
Grade A	C2
Grades B and C	C1
B2 level	B2

## Paper 1 Reading 1 hour 15 minutes

There are four parts to this paper and they are always in the same order. Each part contains one or more texts and a comprehension task. The texts used are from newspapers, magazines, journals, books, leaflets, brochures, etc.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
1	Multiple choice	6	You read three short texts relating to the same theme and have to answer two multiple-choice questions on each. Each question has four options, A, B, C and D.	6 (86–87)
2	Gapped text	6	You must read a text with extracts removed. You need to use the missing extracts to complete the text.	7 (104–105)
3	Multiple choice	7	You read a text followed by multiple-choice questions with four options.	8 (116–117)
4	Multiple matching	15	You read a text, which may be divided into sections, or a group of short texts, preceded by multiple-matching questions. You match a question to the part of the text where you can find the information.	8 (116–117)



**Paper 2 Writing 1 hour 30 minutes**

There are two parts to this paper. Part 1 is compulsory as you have to answer it in 180–220 words. In Part 2 there are five questions, two of which relate to set texts. You must write an answer of 220–260 words to one of these five questions.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder
1	article report proposal letter	1	You are given a situation and some information which you need to respond to. You may be given two different pieces of material which you need to use in your answer.	1 Informal writing (20–21) 2 Formal writing (32–33) 3 Reports (50–51) 8 Proposals (122–123) 10 Articles (152–153)
2	article report review essay letter proposal information sheet competition entry contribution to a longer piece (only the first four from this list used for set text tasks)	Choose 1 from a choice of four tasks.	You are given a choice of tasks which specify the type of text you have to write, your purpose for writing and the person or people you have to write for.	4 Set texts (62–63) 5 Information sheets (80–81) 6 Essays (92–93) 7 Reviews (110–111) 9 Persuasive writing (140–141)

**Paper 3 Use of English 1 hour**

There are five parts to this paper, which tests your grammar and vocabulary.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple-choice gap fill mainly testing vocabulary	12	Multiple-choice gap fill mainly testing vocabulary. Each question has four options: A, B, C and D.	1 (14–15)
2	Open gap fill, mainly testing grammar	15	You fill each of 15 gaps in a text with one word each.	2 (26–27)
3	Word formation	10	You need to use the right form of a given word to fill the gaps in a text containing 10 gaps.	3 (44–45)
4	Gapped text	5	You read three sentences. Each sentence has a gap. You must write one word which is appropriate in all three sentences.	4 (56–57)
5	Key word transformations	8	You read a given sentence, and then complete a second sentence so that it has a similar meaning to the first one. You can use between three and six words, including one word which is given.	5 (74–75)

**Paper 4 Listening approximately 40 minutes**

There are four parts to this paper. All the recordings are heard twice. The recordings are set in a variety of situations. In some parts you hear just one speaker; in others more than one speaker.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple choice	6	You hear three short extracts and have to answer two multiple-choice questions on each. Each question has three options, A, B and C.	9 (134–135)
2	Sentence completion	8	You hear a recording and have to write a word or short phrase to complete sentences.	9 (134–135)
3	Multiple choice	6	You hear a recording and have to answer multiple-choice questions with four options.	9 (134–135)
4	Multiple matching	10	You hear five short extracts. There are two matching tasks focusing on the gist and the main points of what is said, the attitude of the speakers and the context in which they are speaking.	9 (134–135)

**Paper 5 Speaking 15 minutes**

There are four parts to this paper. There are usually two of you taking the examination together and two examiners. This paper tests your grammar and vocabulary, interactive communication, pronunciation and how you link your ideas.

Part	Task Type	Time	Format	Objective Exam Folder
1	Three-way conversation between two students and one of the examiners	3 minutes	The examiner asks you both some questions about yourself and your interests and experiences.	10 (146–147)
2	Individual 'long turn' with brief response from partner	4 minutes	You are each given some visual and written prompts and the examiner will ask you to talk about these for about a minute. You are asked to give a short response after your partner has finished their 'long turn'.	10 (146–147)
3	Collaborative task	4 minutes	You are given some visual prompts for a discussion or decision-making task and you discuss these prompts with your partner.	10 (146–147)
4	Three-way interaction between students and one of the examiners	4 minutes	The examiner asks you and your partner questions relating to topics arising from Part 3.	10 (146–147)



## Speaking

- 1 Look at the photos. Which cities do you think are shown?
- 2 Read these blog extracts. Match each with a photo.

1

During the week, I work in an office. It's fantastic – it has a view of the Opera House – but on the weekends, I leave the city and head for the beach, usually Bondi. That's a good place to get away from it all and meet new people. The name *Bondi* is an Aboriginal word. Apparently, it means 'sound of waves crashing on rocks' – yeah! I've seen dolphins, even whales. There are times of year when they're migrating past the coast. The north side of the beach is great for swimming, and that's where you'll find the beautiful people getting a suntan. I go there to chill out. But if I want to do something more energetic, I'll hit the south beach where there are more serious waves – dangerous for swimming but perfect for surfing.

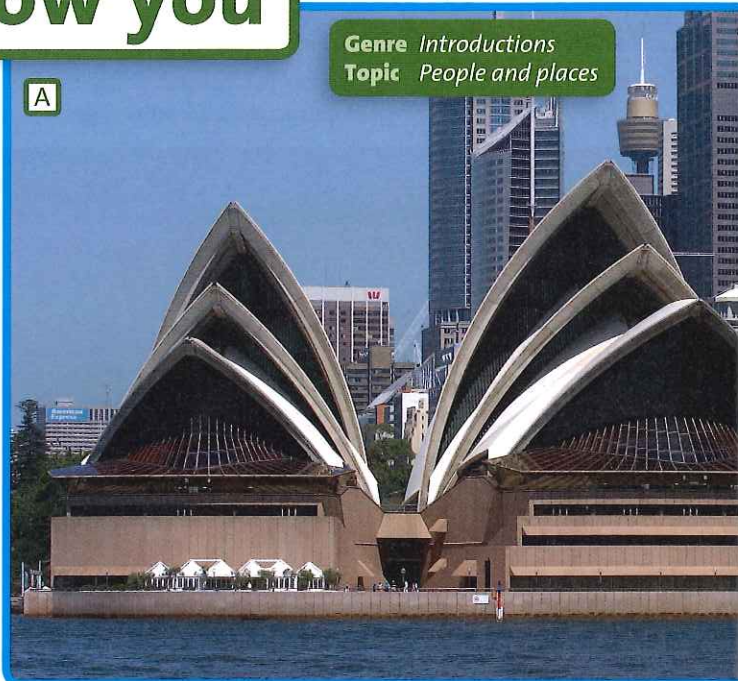
2

I read on the flight from Sydney (and there was plenty of time for that!), that this is 'the wild party capital of Europe'. And that's true, I guess, but it's essentially a hidden city. It's great to explore but really difficult if you don't have insider knowledge. You have to scratch beneath the surface, and that's when you'll discover the café culture, the clubs and the fashions. It's all really thriving, behind the scenes. The best way to get around is to take the tram. It's a big, sprawling city, so you can't really tackle it on foot.

3

Yoyogi Park is *the* place to be and be seen on a Sunday. It's a brilliant place to go and people-watch, because on Sundays it's become a place for people to get together and play music, dress up and stuff like that. Some people put a lot of effort into what they wear. I usually turn up wearing old jeans and a T-shirt. One of my Japanese friends said it's quite common to be snapped by a magazine photographer. They're usually there, mingling with the crowds.

A



Genre Introductions  
Topic People and places

- 3 Think about a place you know well. Make notes on:

- why the place is special for you.
- when or why you go there.
- what you can see and do there.
- how you can reach it or get around.
- adjectives to describe it.

- 4 Work with a partner. Ask each other questions to find out about each other's place.

- 5 Now discuss these questions.

- a If you meet someone who speaks a different language, which language do you communicate in?
- b How many languages do you need to know and why?
- c When you meet someone for the first time, how does your own language vary according to whether they are older or younger than you?
- d How do you begin a question in English when you are not sure if it is polite to ask it?
- e When you are listening to someone, what sort of body language, sounds and phrases do you use to show you are listening?

## Exam spot

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

B



C



## Conditionals

- 1 Look at this example of the zero conditional. Then complete the table about the four basic types of conditional.

If you meet someone who speaks a different language, which language do you communicate in?

Type	Tense – if clause	Tense – main clause	Use to talk about ...
zero	present simple or continuous	present simple or continuous	
first			
second	past simple or continuous		hypothetical situations
third		would have + past participle	

- 2 Work with a partner. Discuss how you could rephrase these sentences using structures from the table.

- a Should you have any problems, I will be available to help.
- b Had it not been for Jane's intervention, the meeting would have gone on far too long.
- c I'll open the window if it'll make you feel better.

- 3 Complete the sentences using words from the box.

given if so unless otherwise provided

- a He might be lonely. ...., I suggest he joins a sports club.
- b Let's take a taxi to the party, ..... we'll be late.
- c ..... the increase in social-networking sites, it's easy to make new friends from around the world.
- d I don't want to go ..... you come with me.
- e ..... that you follow this advice, you'll do well in your new college.

## Corpus spot

Be careful with *given* and *provided*. The Cambridge English Corpus shows exam candidates often mistake these.

The tour wasn't as pleasant as we thought it would be, *given* that the coach broke down on the way.  
NOT The tour wasn't as pleasant as we thought it would be, *provided* that the coach broke down on the way.

GF page 163





## Culture shock

Posted by Sze: Today 10.12 am

Today marks exactly one year since I came to London! When I made the decision to leave Singapore, it was incredibly exciting. Soon, though, I had to face the challenge of experiencing a different way of life. It hasn't always been easy, living on (literally) the other side of the world. I guess I shouldn't be surprised that people who have grown up in different places have different ways of behaving, thinking and expressing themselves.

Before I set off on my adventure, I had certain images of English people: polite, serious people, always drinking tea, obsessed with the weather ... These things are not exactly false, but they are only the tip of the iceberg.

Let's start with the things I love. London is a big, bustling, cosmopolitan city. So, in that respect, things weren't totally new for me. There's lots on all year round and I can go to museums, musicals and plays whenever I want. Also, because of where London is, I can easily just pop over to Paris or Brussels for a weekend getaway.

But after going through the 'tourist phase' of finding everything new and exciting, more and more things started to surprise me. I discovered the 'iceberg' hidden under the water. For example, some of the TV programmes and newspapers were a bit of a shock. Sometimes it seems that, in the media, anything goes. The English sense of humour is really interesting, too. A lot of the time, it's really self-deprecating. Sometimes it can be quite obvious and crude (and not at all polite). At other times, you don't really know if they're being sarcastic or being serious. It took me a while to get used to that, and read between the lines. But it helped to watch a lot of chat shows and comedies (English people love watching TV – in fact, that's what a lot of their conversation and cultural references are about).

All this got me thinking about culture – not just in England, but everywhere. It's like a kind of social glue, it holds society together. We learn about the culture of our own society in a very natural way as we grow up – it's the 'dos' and 'don'ts' about how we treat people, what is acceptable behaviour.

The aspects of culture you *can* see are based on those values and beliefs that you *cannot* see. It will take a long time to understand those deeply held values and beliefs, because you have to notice them slowly and work them out.

My advice to anyone going to a new country is this: don't be afraid to try out new things – that's the whole point of going. But before you go, look up information about the place on the Internet and get a good guidebook. When you're there, explore it as much as you can – get out and make friends with 'real' people!

## Reading

### 1 Work with a partner and discuss these questions.

- Have you ever visited or lived in 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 Read Sze's blog about living in London.

- Why does Sze compare culture to an iceberg?
- What is her final piece of advice to people going to live in another culture?

### 3 Work in small groups and discuss these questions.

- 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

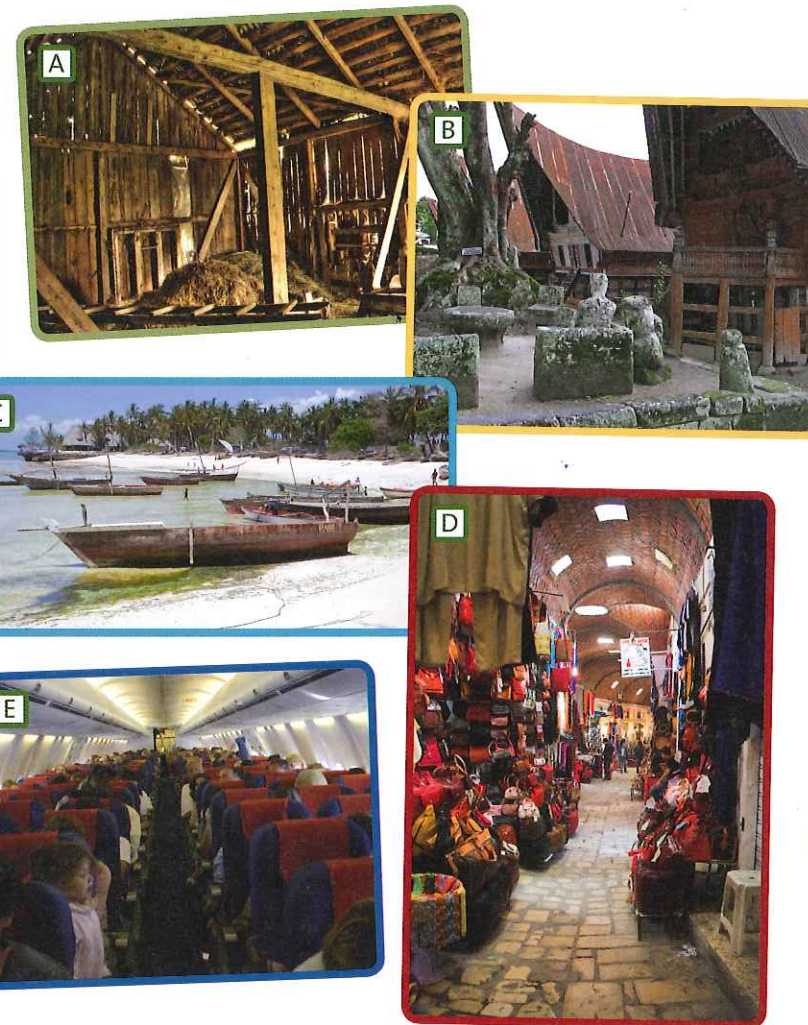
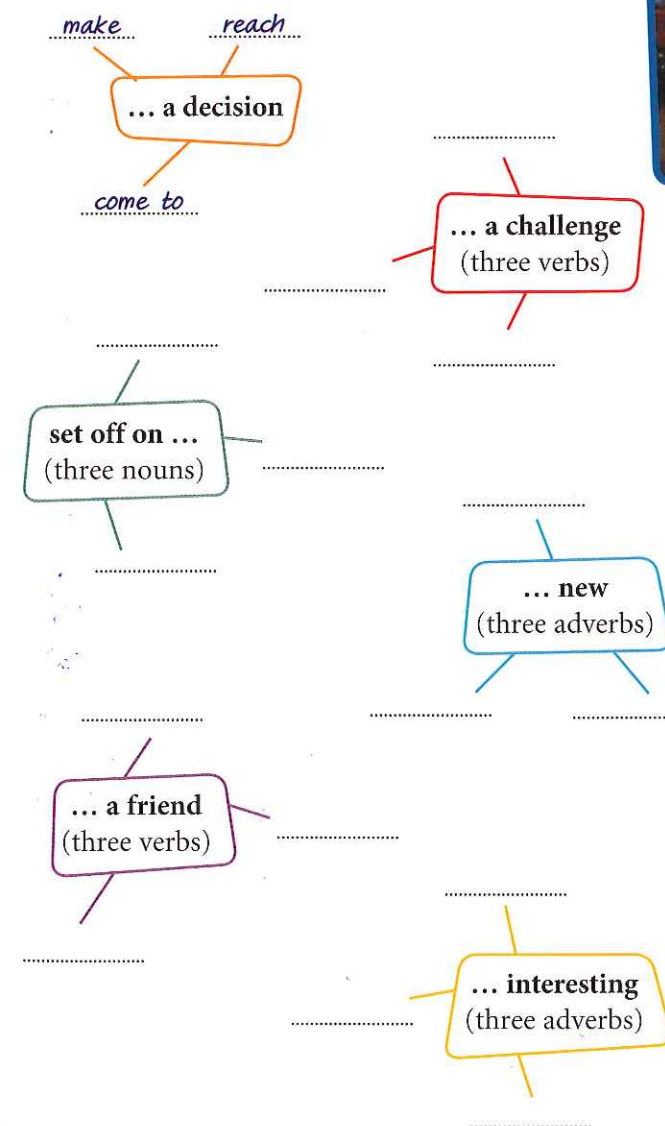
It is important to know which words collocate (commonly go together). A good dictionary will tell you this. When you see or hear good examples of collocation, make a note of them.

### 1 The idiom *tip of the iceberg* is a noun-noun collocation. Look at these other collocations from the blog. What part of speech are they?

- culture shock
- make a decision
- incredibly exciting
- acceptable behaviour

### 2 Read the blog again and underline any other collocations that you find interesting.

### 3 Complete these collocations.



## Listening

### Exam spot

In Part 4 of the Listening test (Paper 4), you listen to five short extracts. There are two multiple-matching tasks with eight choices each. You have to match the correct five.

### 1 1 01 Listen to five speakers talking about meeting new people. Match each speaker with a photo.

### 2 1 01 Listen again and match speakers 1–5 to topic headings A–G. Two headings do not match.

- |           |                                               |
|-----------|-----------------------------------------------|
| 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 the delights of the environment     |

### 3 Which speakers did you find interesting 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 choose one word from a set of four (A, B, C or D) to fill a gap. The focus is on vocabulary, so you have to think about the meaning of the word and whether it collocates with another in the text. Sometimes a word is appropriate purely because it collocates. Sometimes you 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

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

### Collocations

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

A stale B rotten C sour D rancid

The correct answer is A. We say *stale* bread, *rotten* fruit/vegetables/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

The correct answer is D. The phrasal verb *to set up* means to establish a company/business.

### Connecting words

He decided to go, ..... his family begged him not to.

A although B despite C otherwise D if

The correct answer is A. *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.

### Meaning

The child fell down and ..... her knee.

A skimmed B grazed C rubbed D scrubbed

The correct answer is B. *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.

1 For questions 1–12, read the text and decide which word best fits each space.

## My aunt's kitchen

The kitchen was quite dark because the curtains were (0) ..... There was a smell of (1) ..... cigarette smoke and some unwashed cups were (2) ..... neatly in the sink, but otherwise, the room was scrupulously clean. It was quite a big room. There was a (3) ..... wall cupboard, painted dark brown, full of (4) ..... , a flour jar, a bread bin. There was a cupboard you could walk into. I walked into it and (5) ..... the door in on myself. There was a cool smell of cheese. What did my aunt eat? Tins of things: she seemed particularly (6) ..... of tinned tomatoes, there was a whole stack of tins of tomatoes. Tinned beans, tinned fish. She must buy tins in (7) ..... There were a number of cake tins and I opened one and found a cake made just last night. I cut a (8) ..... of it and ate it. It made me feel more at (9) ..... , already, to steal something from the larder. I went back into the kitchen, (10) ..... crumbs. There was a long table with a slightly (11) ..... cotton tablecloth, but I could still see the original pattern on it. And in the middle of the table were some flowers with a lovely (12) .....



### EXAM INFORMATION

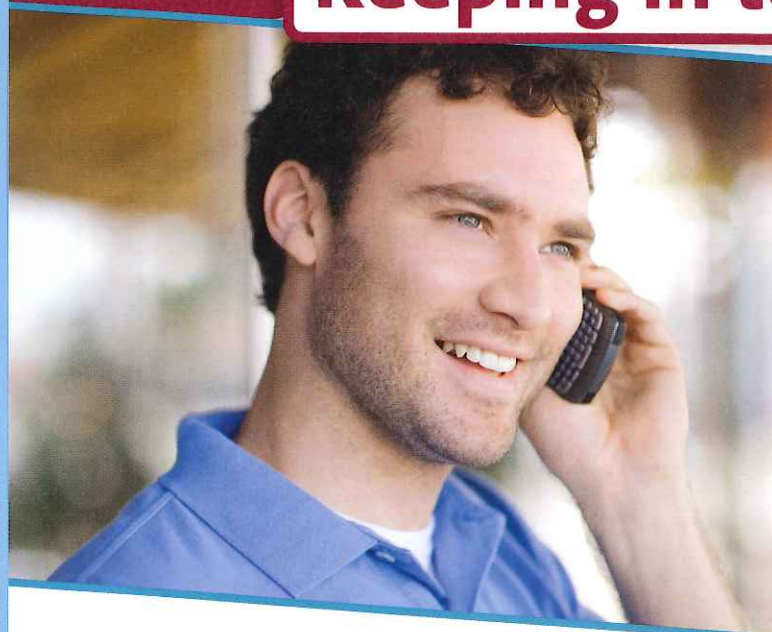
- Read the title because it will help you predict the main topic of the text.
- Always read the whole text first to understand the gist of it.
- Read carefully not only the sentence where the gap is but also the sentence before and after the gap.
- Make sure that the word you write makes sense in the 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.

EXAMPLE: 0 A installed B tied C drawn D retracted

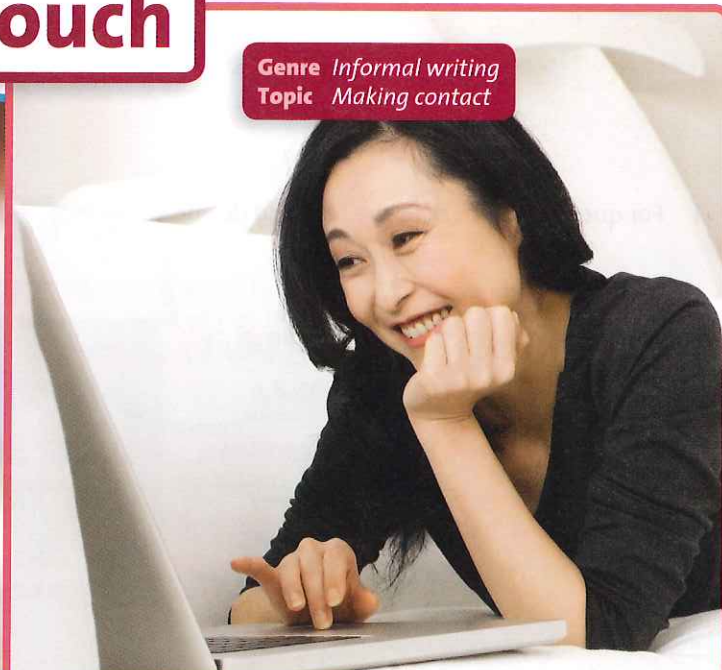
(The correct answer is C. We *draw* curtains.)

- |                 |            |              |              |
|-----------------|------------|--------------|--------------|
| 1 A stale       | B rancid   | C ancient    | D musty      |
| 2 A erected     | B piled    | 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 faint      | B dull     | C lightened  | D faded      |
| 12 A nose       | B scent    | C odour      | D stench     |





Genre Informal writing  
Topic Making contact



## Speaking

### 1 Work with a partner. Discuss these questions.

- How do you keep in touch with your friends?
- How often do you use these ways of communicating, and for what situations?
  - face-to-face conversations
  - talking on the phone
  - handwritten letters
  - texts and emails
  - Twitter and other social-networking sites
- Do you think it is necessary to see someone regularly, face-to-face, in order to remain friends?
- Do you feel that people are becoming more or less isolated because of technology?

### 2 Read the email. Work with a partner and discuss what its purpose is.

Hi Anca,

Well, here we are on the fantastic Isle of Skye (photo attached), I can't begin to tell you how great it is to get away after my exams. I'd been working so hard, I was beginning to think life would never be normal again (what's normal anyway?). Of course, it's the other extreme here – the only serious decision we have to make is: are we going to go for the salmon for dinner or the beef? It's a hard life!

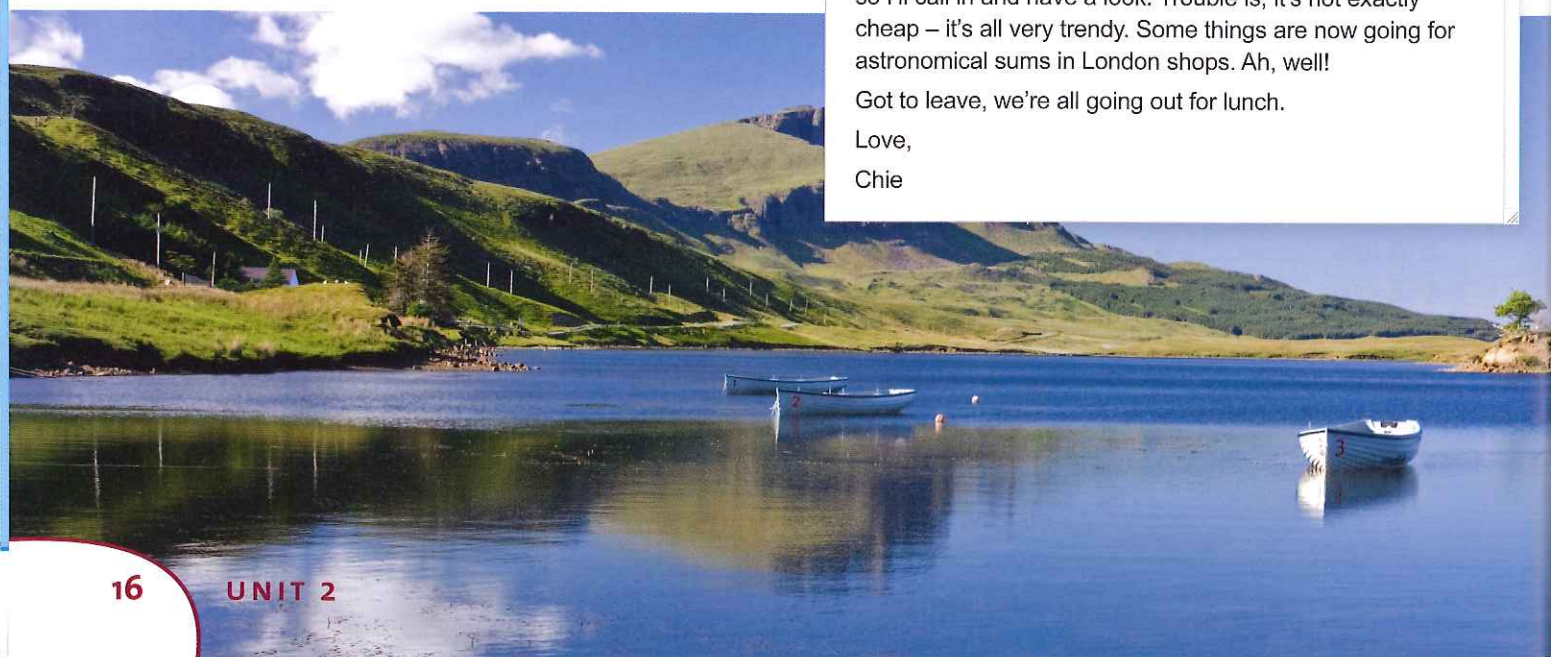
Anyway, I wanted to say a huge thank you for the present. It's the best present ever! The colours are just amazing and I love long T-shirts that go with anything. My sister's been looking at it with envy, so I'll have to keep my eye on it to make sure she doesn't grab it. It can be a pain having a little sister! But really, a big thank you.

Tomorrow we're heading for the north of the island, going up along the coast. It's said to have wonderful walks and stunning views – I'll come back as fit as a mountain goat! There's supposed to be a great craft shop up there, so I'll call in and have a look. Trouble is, it's not exactly cheap – it's all very trendy. Some things are now going for astronomical sums in London shops. Ah, well!

Got to leave, we're all going out for lunch.

Love,

Chie



## Writing

### Exam spot

In the Writing test (Paper 2), you may be asked to write an informal letter in Part 1 or Part 2. Read the situation carefully and decide who you are writing to and why before you start the letter. Make sure you are consistent in your style of writing and that your purpose is clear.

### 1 Read the email again and discuss these questions.

- It begins with *Hi Anca* and ends with *Love, Chie*. What other beginnings and endings can informal letters / emails have?
- What do you notice about the type of vocabulary used? Give examples.
- What do you notice about the punctuation?
- Are contractions common in informal writing?
- Write a sentence which summarises each paragraph.

### 2 Write to a friend. First, read your friend's message.



As you know, I'm studying hotel management and as part of the course, we have to work in a hotel. That's what I'm doing now – it's hard work but I love it. I'm at the reception desk, so I get to meet lots of the guests. What have you been doing recently? Have you got any study or work plans?

Posted 20 mins ago · Like this · Comment

- Look at this sample reply to the message. Put the sentences in order.

- Sorry / writing / earlier. / not / back / for
- been / rehearsing / I've / for / play. / a
- for / new / a / exam. / clarinet / to / I'm / going / be / studying
- you / at / the / Will / stay / on / in / holidays? / the / hotel
- course? / much / have / you / your / How / on / longer / do

- Unfortunately, you have been very busy, so you haven't had time to reply until now. Write about 200 words. Remember to:
  - apologise for the delay in writing back
  - give some information about what has been happening in your life recently
  - explain your study or work plans
  - ask some questions about your friend.

## Prepositions and phrasal verbs

### 1 Look at these sentences from Chie's email. Then underline more examples of phrasal verbs in the email. What do they mean?

- I wanted to say a huge thank you **for** the present.* (*for* = a preposition)
- Are we going to **go for** the salmon or the beef?* (*go for* = a phrasal verb and means 'choose')

### 2 Add any missing words to these sentences.

- I tried to get you your mobile but it was switched off.
- My brother's just got married my best friend and they're going to live in New York.
- I'm looking forward hearing all your news.
- I need to buy a new jacket to go my blue trousers.
- How did you get in the interview you went to?
- I think I was beginning to get stuck a rut in my home town.
- I wonder if you could come up some suggestions.
- It's an idea that might catch if people read a lot about it on Twitter.
- I'm afraid you can't always trust the trains to run time.
- Some of the students couldn't come the pub because they are underage.
- I'm not sure if I'll get the job, but I'm going to go it anyway.
- Tom's a doctor and seems to be duty most weekends.

GF page 163

### Corpus spot

Be careful not to choose the wrong prepositions. The Cambridge English Corpus shows that exam candidates often do this.

I saw a video that reminded me of old memories  
NOT I saw a video that reminded me for old memories.

Correct the mistakes in these sentences.

- I have an outgoing personality and I get on well with people from all ages.
- You need to get off on the next bus stop, just after the bridge.
- I like reading, so I have very good background knowledge on history and geography.
- I wish I could travel back to time.
- We put a lot of effort to organising the party.
- I have the pleasure in inviting you to our presentation in July.



### 3 Read this article quickly. What are the pros and cons of social-networking sites?

A teenager may be able to list the features of a social-networking site better than the planets in the solar system. I don't mean to look down on the knowledge of people who are into online social networking, but to emphasise that it has taken the world by storm and has influenced the way we live our lives.

#### Pros

More than anything else, social sites provide ways to keep in touch (1) ..... our friends and family. Even when we are (2) ..... from them, we have easy access (3) ..... each other because we can send messages as well as upload photos and videos. Creating a network of contacts goes (4) ..... geographical and cultural differences as we can get to know people (5) ..... the world who have interests (6) ..... common (7) ..... us. Getting information on a specific subject is faster and easier when we can ask our network of friends to provide us (8) ..... links (9) ..... useful websites. This next point is tricky, but I choose to include it (10) ..... the pros. Online businesses use these sites to promote their products and services basically because (11) ..... the significant number of people that they can reach. Companies shouldn't be blamed (12) ..... seeing these sites as good marketing tools.

#### Cons

Identity theft and fraud are two serious concerns that are (13) ..... the increase. We may put a lot of personal information on a site: our email address, name, age and so on. There are people who pretend to be someone else and try to convince us to part (14) ..... our money. Cases of online harassment, stalking and bullying are also a great concern. (15) ..... order to address this, users are encouraged to report such activity immediately. Knowing the pros and cons of social-networking sites allows us to make informed choices, and these are our best weapons (16) ..... the negative aspects of social networking.

### 4 Look at the underlined prepositions and adverbs in the first paragraph. Then fill in gaps 1-16.

### 5 Work with a partner and discuss these questions.

- Think about social-networking sites you know or use. Do you think the article is right?
- How do you think social-networking sites might develop in the future?

## Vocabulary

### Vocabulary spot

Some words in English have multiple meanings or are used in different ways depending on the context.

In the article, we saw: *The next point is tricky ...*

Look at the use of *point* in these sentences.

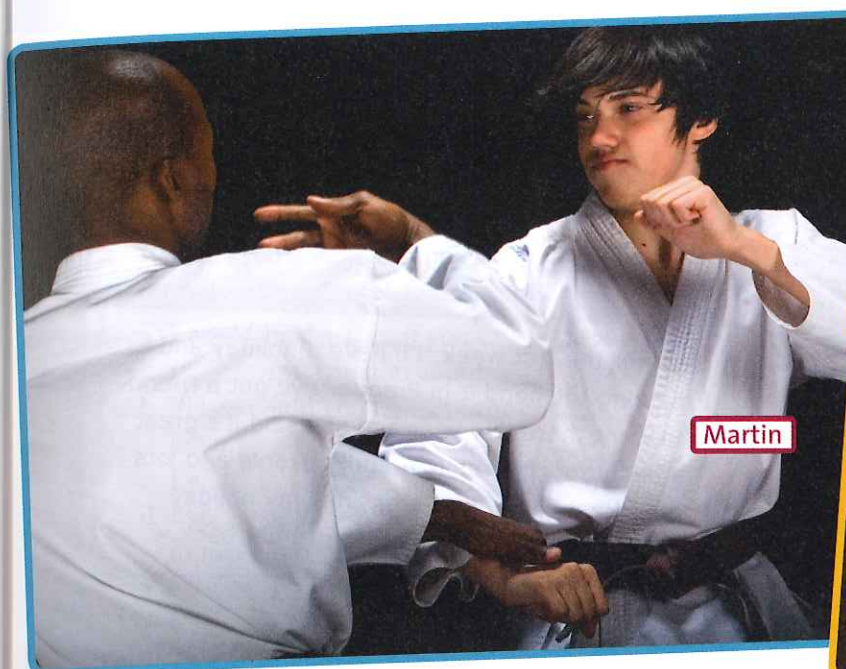
- Manchester United are three **points** ahead.
- She **pointed** to the birds in the tree.

Whenever you look up a word in your dictionary, check to see how many different meanings and uses it has.

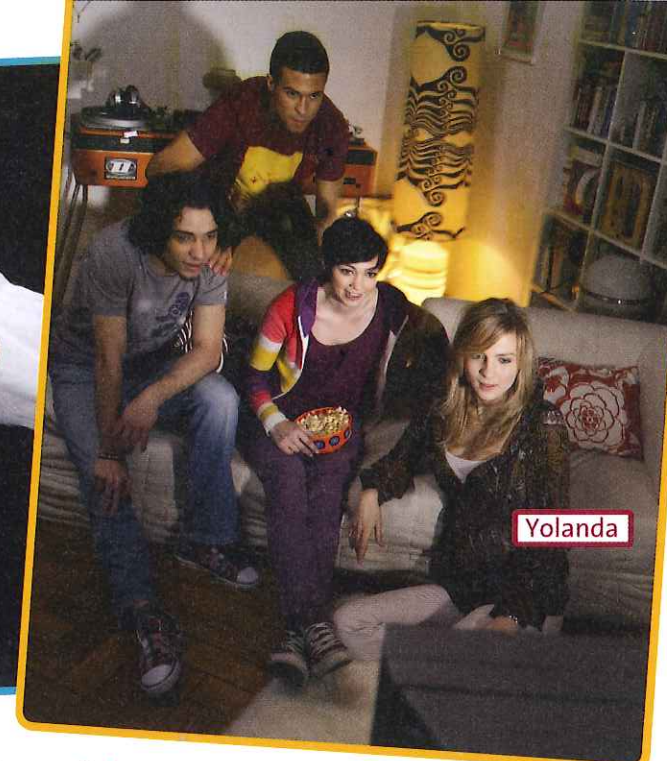
### 1 Which word can fit all three sentences in each set?

answer foot power last ran round

- I hurt my ..... while I was climbing. It's at the ..... of the page. That's the last time I set ..... in that shop.
- The ..... I heard of him, he was living in Hastings. The DVD I ordered came ..... week. The rain is expected to ..... all week.
- After the accident, he was so shocked that he lost the ..... of speech. She did everything in her ..... to cancel the project. You need a lot of ..... in your legs to be a good runner.
- Have we got time for another ..... of drinks before we go? There were 15 of us, all ..... the table. When it started raining, we had to turn ..... and go back home.
- Someone's at the door. Would you ..... it, please? I only got one ..... wrong in the exam. There's no easy ..... to the problem.
- Someone ..... into the back of my car yesterday. Halfway down the motorway, we ..... out of petrol. Vera ..... the company single-handed for years.



Martin



Yolanda

## Listening

- Look at the photos of two students, Yolanda and Martin. What do you think are the typical hobbies and future hopes of young people like this?
- 1.02 Work in pairs. One of you listen to Yolanda and the other to Martin. Note the main idea and the extra information they give to develop their answers.

Where are you from?

What languages have you studied in the past?

- 1.03 Now listen to the next part and make notes on Yolanda's or Martin's answers. Again, note the main idea and any extra information.

hobbies

future hopes

live or work abroad permanently?

earliest memories of school

- Do you have anything in common with either Yolanda or Martin?

## Speaking

- What do you think makes someone a good communicator?
- In the recording, we heard Yolanda and Martin develop their answers by giving extra information. Work with a partner and discuss ways of developing the answers to these questions.
  - What do you enjoy about the place where you live?
  - Why are you studying English?
  - What interesting things have you done lately?
  - What are your plans for the future?

### Exam spot

In the first part of the Speaking test (Paper 5), you will be expected to talk about yourself and your life in an interesting way, showing a range of grammar and vocabulary. Remember to develop your ideas by giving extra information.

### 3 Work in groups of three.

- Student A, ask the questions in Exercise 2 and another three general questions of your own. Make a note of whether or not the other students develop their answer with a main idea and extra information.
  - Students B and C, develop your answers as fully as possible and make them interesting. Try to use a range of structures (e.g. present, past and future tenses) and vocabulary.
- Apart from a range of structures and vocabulary, what other features are important when speaking?



# Writing folder 1

## Informal and formal writing

1 Work with a partner. Look at the email extracts. For each, decide:

- is it informal or formal?
- who wrote it?
- who was it written to and why?

2 There are many set phrases which we can use in informal or neutral writing. Decide what the purpose is for each of these phrases, and whether they are formal or informal.

- It was wonderful to read all your latest news.  
*referring back to a previous letter (informal)*
- With reference to your letter dated July 9th ...
- I'm really sorry I've taken so long to get back to you but ...
- We apologise for the delay in replying to your letter of October 9.
- Thanks for writing and telling me all about your plans for the summer holidays.
- Thanks for the party, it was great. I met such a lot of new and interesting people!
- It's really kind of you to invite me to the wedding and I'd love to come.
- I really can't thank you enough for the book, it's just what I wanted.

3 Now think of two phrases, one informal and one formal, for each of these categories.

- refusing an invitation
- congratulating
- giving your opinion
- giving advice

**A** Then for the last week, I'll have a holiday and I'm going to spend it in Prague. I've got a friend who went there last year and she said it's great – a beautiful city, really friendly people and lots to do. What could be better after my holiday job? I'll tell you all about it when I get back.

**B** I apologise for the delay in replying to your email of October 6. However, I am pleased to confirm that you have been accepted on Module A503. You will receive an Information Pack, giving details of the course and your accommodations, within the next ten days.

**C** Thanks for your email with all your latest news. It's a real shame you missed the party, it was great. You know that guy who goes to the sports club on Saturdays? Well, he was there – gorgeous or what! I got talking to him and he's just as nice as he looks. I hope you're feeling better now and ...

**D** Thank you for your application. Your film club membership is being processed. If you have already paid your membership, a receipt will be sent to you within 24 hours.

4 Here are some more examples of phrases from formal writing. Complete the words.

- I would be g..... if you c..... send me f..... information about ...
- Please could you a..... the r..... of this letter.
- I e..... a s.....-a..... envelope.
- I w..... very much a..... an early r..... to my letter.
- I look f..... to h..... from you at your e..... c.....

### Corpus spot

The Cambridge English Corpus shows that advanced students often have problems with appropriate language. Formal writing often requires you to be firm, while remaining diplomatic.

Grade these sentences, which exam candidates have written, in accordance with the key. Then discuss ways in which you could improve some of them.

- ✓ firm and tactful
- ? might be OK but could be improved
- X likely to antagonise the reader and needs to be improved

- I must admit the level of service didn't live up to my expectations, so after a few days I became totally disinterested.
- People may not be aware that breakfast is the main meal of the day and therefore they are stupid.
- But the worst thing was your canteen. The food there was awful and disgusting, it could hardly be eaten.
- Unfortunately, I was not quite satisfied with my job and the conditions of my employment were not appropriate.
- I hope you treat this seriously and I want a refund for your overpriced tour.
- As a resident of this town, I feel that some suggestions can help to avoid the problems mentioned above.
- I am very grateful for your reply and for all your help.
- I would be happy if you could ask your kids to be quieter.

5 Read these tasks carefully and choose one with a partner.

A friend of yours is doing an interior design course at college and you have similar tastes. You have saved some money and want to redecorate your bedroom. Write to your friend asking for advice.

An international magazine is running a series of articles on the importance of keeping in touch with people. Readers are invited to write a letter to the magazine giving their opinions on how best to keep in touch with friends and family who live nearby and far away, and why it is important to do so. Write a letter to the magazine.

- Now start planning. With your partner, discuss:
  - content – what main points will you include?
  - language – which phrases are most appropriate?
  - organisation – how can you organise the content into different paragraphs?
  - connecting words – how will you link clauses, sentences and paragraphs?
  - style
  - the opening and closing of the letter.
- Write a first draft of the letter in 220–260 words. Exchange first drafts with another pair of students and check through it, using the advice in the Exam information box.

### EXAM INFORMATION

The purpose of your writing should be clear and it should have a positive effect on the reader. This is what the examiners are looking for. When you check through your writing, use the following checklist.

Have you ...

- checked for errors?
- used language naturally?
- used a good range of vocabulary?
- checked the spelling?
- used a range of grammatical structures?
- fully completed the task?
- used a range of linkers?
- used an appropriate and consistent style?
- made sure no important information is left out?