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CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



Objective Advanced

Student's Book
with answers

For revised exam from 2015



Felicity O'Dell Annie Broadhead

Fourth Edition



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Map of Objective Advanced Student's Book

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Cambridge English: Advanced, also known as Certificate in Advanced English (CAE) consists of four papers. It is not necessary to pass all four 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 and Use of English 1 hour 30 minutes

There are eight parts to this paper and they are always in the same order. Parts 1–4 contain texts with accompanying grammar and vocabulary tasks. Parts 5–8 contain a range of texts and accompanying reading comprehension tasks. 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 cloze	8	A text with eight gaps, each with four options. This mainly tests vocabulary: idioms, collocations, fixed phrases, etc.	1 (14–15)
2	Open cloze	8	A text with eight gaps which must be filled with one word each.	2 (26–27)
3	Word formation	8	A text with eight gaps. Each gap corresponds to a word. The stems of the missing words are given and must be changed to form the missing word.	3 (44–45)
4	Key word transformation	6	Six questions, each with a gapped sentence which must be completed in three to six words, including a given key word.	4 (56–57)
5	Multiple choice	6	A reading text followed by multiple-choice questions.	5 (74–75)
6	Cross-text multiple matching	4	Four short texts, followed by multiple-matching questions. You must read across texts to match a prompt to elements in the texts.	6 (86–87)
7	Gapped text	6	A text with missing paragraphs. You must use the missing extracts to complete the text.	7 (104–105)
8	Multiple matching	10	A text (or several short texts) with multiple-matching questions.	8 (116–117)

Paper 2 Writing 1 hour 30 minutes

There are two parts to this paper. Part 1 is compulsory and you have to answer it in 220–260 words. In Part 2 there is a choice of tasks. You must write an answer of 220–260 words to one of these tasks.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder
1	essay	1	You have to write an essay based on two points in given information. You need to decide which of the two points is more important, and to explain why.	2 Formal writing (32–33) 3 Essays (50–51) 6 Essays (2) (92–93) 9 Persuasive writing (140–141) 10 The Writing Paper: general guidance (152–153)
2	report review letter / email proposal	Choose 1 from a choice of 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.	1 Formal and informal writing (20–21) 2 Formal writing (32–33) 4 Reports (62–63) 5 Letters / emails (80–81) 7 Reviews (110–111) 8 Proposals (122–123) 9 Persuasive writing (140–141) 10 The Writing Paper: general guidance (152–153)

Paper 3 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, etc.	9 (134–135)

Paper 4 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	Task Format	Objective Exam Folder
1	Three-way conversation between two students and one of the examiners	2 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 spoken instructions and written stimuli 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	5 minutes	The examiner asks you and your partner questions relating to topics arising from Part 3.	10 (146–147)

Getting to know you

Speaking

1 Work with a partner and discuss this question. Do you find it easy to get to know other people?

2 Decide which five of these questions would be useful to ask if you wanted to get to know someone. Give reasons by discussing what you think the answers would reveal.

- 1 What would be your ideal way to spend a weekend?
- 2 Do you prefer to work or study on your own, or with other people?
- 3 How important is it for you to keep up with the news?
- 4 Would you ever do an extreme sport, such as bungee jumping?
- 5 Which is your favourite meal of the day? Why?
- 6 Do you make detailed plans for your future, or do you just wait and see what happens?
- 7 What's the first thing you notice about people when you meet them for the first time?
- 8 What's the furthest you've ever been from home?

3 Work with a different partner. Ask and answer the five questions you chose. Discuss what you think the answers revealed.

4 Look at the photos. What is your first impression of each person?



Vocabulary

1 Complete these sentences with words from the box. There may be more than one possible answer.

conscientious narrow-minded courageous
unconventional competent down-to-earth
outgoing decisive knowledgeable
persuasive

- 1 She seems very conscientious and is obviously putting a lot of effort into her new job.
- 2 With two years' experience in the classroom, I'd say he's a very teacher.
- 3 I think she'd make a great team leader because she's a sort of person, whereas I find it hard to make up my mind.
- 4 It was a decision to resign in protest at the company's pollution record.
- 5 I'd describe her as a sort of person with no pretensions.
- 6 One of his daughters is, while the other one is really shy – how strange!
- 7 To my mind, he has a very way of dressing – it's very creative.
- 8 You could say they display the typical, attitudes of small communities.
- 9 She gave a very speech about the need for more funding.
- 10 If she's an international lawyer, then she needs to be very in her job.

2 101 Listen and check your answers. Mark the stress on each word in the box (e.g. conscientious).

3 Work in pairs. Use the adjectives from exercise 1 to talk about the people in the photos.



Exam spot

In Part 1 of Paper 4 (the Speaking test), you have about two minutes to answer questions about yourselves (where you come from, your leisure activities, etc.). Use a range of grammar and vocabulary, as well as clear pronunciation.

In Part 2, you need to compare, describe and express opinions about two photos from a set of three. Phrases such as *You could say ...*, *She seems ...* and *I'd describe her as ...* are useful for this.



B



C

Conditionals

- 1 Look at these examples of conditional sentences. What are the grammatical differences? Which one seems more 'real'?

If she's an international lawyer, then she needs to be very knowledgeable in her job.

What would be your ideal way to spend a weekend?

- 2 Complete the table about the four basic types of conditional.

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

- 3 Work with a partner. How could you rephrase these sentences using structures from the table?

- Should you have any problems, I will be available to help.
- Had it not been for Jane, the manager would have got the wrong impression of me.
- I'll keep my real opinion to myself if it makes the situation easier.

- 4 Complete the sentences using words from the box.

given if so unless otherwise provided

- He might be lonely., I suggest he joins a sports club.
- Let's take a taxi to the party, we'll be late.
- he increase in social-networking, it's easier to keep in touch with people.
- I won't go you come with me.
- 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.*



Culture shock

Posted by Joy: 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 aren't exactly false, but they're only the tip of the iceberg. I soon realised that people's behaviour wasn't always consistent with my preconceptions.

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 are lots of things to do 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 completely new and exciting, more and more things started to surprise me. I discovered the 'iceberg' hidden under the water and started to gain some insight into British culture. 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 humour. 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). In fact these programmes are a rich source of information about the British and the British way of life.

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 can't. 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 and how you gain experience. But before you go, check out good websites for information about the place and get a good guidebook. When you're there, explore it as much as you can – get out and make friends with 'real' people! You'll find that the more you do, the more you'll gain confidence.

Reading

1 Work with a partner and discuss these questions.

- 1 Have you ever visited or lived in a foreign country? If so, what cultural differences did you notice?
- 2 What might a visitor to your country perceive to be the biggest cultural difference?
- 3 What is *culture shock*, do you think? Have you ever experienced this?

2 Read Joy's blog about living in London.

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

3 Work in small groups and discuss these questions.

- 1 What are the dangers of making general statements about national characteristics?
- 2 What generalisations are made about people from your country? 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 new collocations, make a note of them.

- 1 The phrase *tip of the iceberg* is made from two nouns. Look at these other collocations from the blog. What types of word are they made from?
 - 1 culture shock
 - 2 make a decision
 - 3 incredibly exciting
 - 4 acceptable behaviour
- 2 Look at Joy's blog again. Find more collocations.
 - 1 three different words that collocate with *gain*
 - 2 three expressions using *way* or *ways*
 - 3 two phrases with *humour*
 - 4 two nouns that follow *made* or *make*
 - 5 a phrase that collocates with *values* and *beliefs*
- 3 Work with a partner. Discuss whether some personality types are more likely to suffer from culture shock than others.

Listening

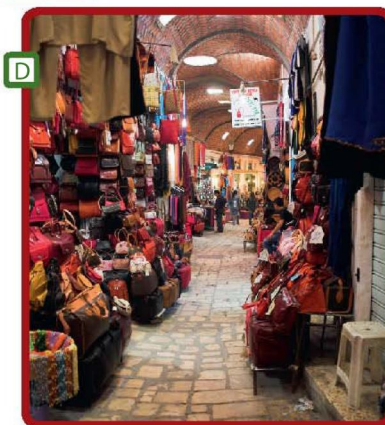
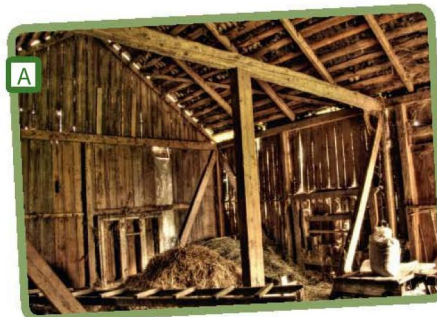


Exam spot

In Part 4 of Paper 3 (the Listening test), you listen to five short monologues. There are two multiple-matching tasks with eight options each. You need to match the correct five.

- 1 **02** You will hear five short extracts in which speakers are talking about meeting new people. Listen and match each speaker with a photo (A–E).
- 2 Listen again. Match a speaker with a topic (A–H).

Speaker 1	A Testing friendships
Speaker 2	B Exchanging money
Speaker 3	C No way to get to know a lady
Speaker 4	D Sharing a passion
Speaker 5	E Business and pleasure
	F Strangers are not so strange
	G Friends for life
	H Sharing the environment
- 3 Which speakers did you find most interesting? Why?



Exam folder 1

Paper 1 Part 1

Multiple-choice cloze

In Part 1 of the Reading and Use of English test, 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, you have to check 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.

Collocations

All that was left for breakfast was some bread 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.

Fixed expressions

I sight of an old friend 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*.

Phrasal verbs

He intends to up a computer business with his brother.

A put B lay C get D set

The correct answer is D – *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

Emma 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 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Social-networking sites and personality

Social-networking sites are a great way to keep in touch with people and (0) **B** new friends. However, by using them, we also unintentionally (1) a lot about our personalities.

These sites are increasingly being studied by psychologists to gain (2) into people's personalities.

After years of (3) into how relationships in real life are formed, psychologists are finding that social-networking sites provide a rich (4) of useful data. It's possible to study (5) social-networks and communication patterns in new ways.

We no longer have to rely (6) on people reporting how they feel about each other. Messages and images on these sites act as open-ended stimuli that people react to in ways (7) with their personalities. Psychologists have found enough (8) to be able to confirm that extroverts post more messages and photos on social-networking sites than introverts. For example, introverts tend to read messages, but not respond to them.

- | | | | |
|-----------------|---------------|--------------|-----------------|
| 0 A build | B make | C cause | D design |
| 1 A reveal | B give | C deliver | D exhibit |
| 2 A vision | B insight | C intuition | D comprehension |
| 3 A exploration | B testing | C trial | D research |
| 4 A origin | B source | C heart | D core |
| 5 A immense | B excessive | C complex | D incalculable |
| 6 A solely | B merely | C barely | D uniquely |
| 7 A constant | B reliable | C consistent | D stable |
| 8 A assurance | B evidence | C basis | D foundation |

EXAM ADVICE

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



Speaking

1 Work with a partner. Discuss these questions.

- 1 Do you like doing or learning new things or travelling to new places? Why? Why not?
- 2 To what extent does living your life to the full mean not being afraid to try new things?
- 3 What do you think of the idea of not watching TV, videos, etc. for a month and limiting your use of your phone and the internet to a maximum of an hour a day?
- 4 Describe four things you'd love to do (e.g. travel, write a novel, try a new sport).

2 Read the email. Then discuss these questions.

- 1 Who is Ms Bryant, and why is Amanda writing to her?
- 2 Is the email written in formal or informal language? Why?

Dear Ms Bryant,

Thank you for your email in which you confirm my place on the tennis coaching course starting 5th July.

I apologise for the delay in replying, but I have been sitting my final exams in Sports Psychology at university. As soon as my results are available, I will forward them to you. I am sure I will be able to draw on the knowledge that I have acquired at university during my course.

I am delighted that I have been assigned to the group specialising in coaching 11–18-year-olds, as this is the age range I am particularly interested in. I believe in the importance of encouraging participation in sports especially for teenagers because this is a period in their lives when they opt for what I consider to be life choices. If a person engages in sport as a young person, they are more likely to continue to lead a healthy life in adulthood.

I wonder if I could ask a couple of questions. Is breakfast included in the fee we pay for campus accommodation?

Can I assume that as you have asked me to bring two tennis rackets and my sports kit, I will be provided with any extra equipment necessary for the course, such as a tennis ball cannon?

I very much look forward to taking part in the course.

Yours sincerely,

Amanda Forester

Writing

Exam spot

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

1 Read Amanda's email again.

- 1 It begins with *Dear Ms Bryant* and ends with *Yours sincerely, ...*. What other beginnings and endings can formal emails have?
- 2 What do you notice about the type of vocabulary used? Give examples.
- 3 Are contractions used? Why? Why not?
- 4 What are the differences between formal and informal writing?
- 5 Write a sentence summarising each paragraph.

2 Read a friend's message. What is the problem with her letter?

As you know, I'm studying hotel management and as part of the course, we have to work in a hotel. I've got to write to the hotel where I'll be working to introduce myself. Could you have a look at what I've written so far? It's only the start of the letter. How can I change it to make it more formal?

Dear Tom,
I'm coming to your hotel for the month of August. It's part of my Management course at Branston College. My course is great fun and I've done lots of stuff on receptionist duties, customer care and some finance. I like customer care best and hope that I'll be able to learn a lot more about that at your hotel. I've worked in a restaurant before as a waitress but only as a holiday job when I was at school.

3 Put the words in order to make sample phrases that could be used to make the message more formal.

- 1 Management / part / my / course ... / of / As
- 2 subjects / as ... / course / such / covers / The
- 3 Customer care / area / particularly / me. / is / that / interests / an /
- 4 be / to / my / of ... / I / hope / able / understanding / develop / to
- 5 have / experience / some / waitress. / working / of / a / I / as

4 You have found a summer job at a hotel. Write to the hotel, introducing yourself. Write 220–260 words.

- refer to your studies and experience
- explain what you hope to learn from the job
- ask questions about the hotel or your work

Dependent prepositions

1 Look at these extracts. Then, underline more examples of dependent prepositions in Amanda's email.

Thank you for your email in which you ...
I apologise for the delay in replying ...

2 Complete the sentences with the missing prepositions.

- 1 Drawing personal experience, I think it's much better to do a range of different sports instead of trying to perfect just one.
- 2 Are the classes included the cost of gym membership?
- 3 Many people opt adventure holidays these days because they want to get the most out of their free time.
- 4 I'm looking forward eating at the Mongolian restaurant because I've never eaten Mongolian food before.
- 5 Max has completed the upper intermediate Russian course and has been assigned the advanced class.
- 6 I definitely believe living life to the full.
- 7 In her spare time, Jessica engages volunteer work.
- 8 We were provided all the materials we needed on the painting course.
- 9 When I've completed my business degree, I'm going to specialise marketing.
- 10 I won't be able to take part the play because I'm going to be on holiday for most of August.

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.

- 1 She is recovering of a bad illness.
- 2 I'm doing research in children's behaviour.
- 3 I like reading, so I have very good background knowledge on history and geography.
- 4 I wish I could travel back to time.
- 5 We put a lot of effort to organising the party.
- 6 I have the pleasure in inviting you to our presentation in July.

Reading

1 Read the article quickly. How does the internet help us live life to the full? How does it prevent us?

2 Complete gaps 1–16 with a preposition.

3 Work with a partner and discuss these questions.

- 1 Think about how you use the internet. Which points in the article do you agree with most?
- 2 In what ways does the internet help you live your life to the full?

Does the internet help us live life to the full?

I'm a great fan of the internet and all that it can offer. However, I feel I should reflect (1) the pros and cons of using it so much. I'd like to consider whether it really is helping people live their lives to the full or not.

Pros

Firstly, getting information on any subject is fast and easy. A simple online search provides us (2) information, teaches us about the world in general, or can help us plan a holiday. Secondly, many people choose to engage (3) a range of activities online because they want to let their friends and family know about all the exciting things that they are doing. And this appeals (4) people who want to live their life to the full and don't have enough time to write emails or letters to everyone in their circle of friends. Now, we can send messages or photos to hundreds of friends around the world in no time at all. This next point is tricky, but I choose to include it (5) the pros – it's online shopping. You can buy almost anything online as businesses increasingly opt (6) the internet as a means of promoting their products and services (7) the public. Some people blame the internet (8) the increase in the number of people getting into debt, but I'm not sure this is true.

Cons

There is serious concern about the increase (9) the amount of time people spend on their own in front of a screen. We should beware (10) letting time slip by without face-to-face contact with friends. People who devote an excessive amount of time (11) using their computer may risk feeling lonely and isolated. For some people, the internet has made it more difficult to tell the difference (12) work and leisure time. People can contact us at any time and any place. Not all employers comply (13) the terms of their employees' contracts, and expect them to be available to answer emails after normal working hours. Unfortunately, the internet has become associated (14) working more and having less free time. Although we are aware of this, it is almost impossible to shield ambitious employees completely (15) this negative aspect of the internet.

Knowing the pros and cons of the internet allows us to make better decisions about how to spend our time. And although I admit that those who campaign (16) a better work-life balance have a valid point, in my opinion, the internet helps us live our lives to the full more than it prevents it.



Exam spot

In Part 2 of Paper 1 (the Reading and Use of English test), you may have to complete a gap with a dependent preposition. Remember to look at the words immediately before and after the gap. Also, read the whole sentence containing the gap and the surrounding sentences to make sure you understand the meaning of the text.

Vocabulary



Vocabulary spot

Look at the prepositional phrases in these sentences.

- This appeals to people who want to live their life **to the full**.
- We can send a message or photos to hundreds of friends around the world **in no time at all**.

These phrases, which begin with a preposition, add extra information to the main part of the sentence. Prepositional phrases are often fixed, so you can learn them as one 'chunk'.

1 Complete these prepositional phrases. What do they mean? Use the context to help you.

by by at for in on

- 1 I've started eating more healthily, and this turn has given me more energy to do exercise.
- 2 and large, it's been easy to adapt to my new lifestyle.
- 3 Everyone started talking all once.
- 4 Our plans to go on holiday are hold until we've saved up more money.
- 5 I found out chance that she's moved to Argentina.
- 6 Haven't you heard? He's gone to live abroad good.

Listening

- 1 Look at the photos of two students, Yolanda and Martin. Do you think they both live life to the full? What do you think are the typical hobbies and future hopes of young people like this?
- 2 **1.03** Work in pairs. One of you listen to Yolanda and the other to Martin. Make notes on these questions.
 - 1 Where are you from?
 - 2 What languages have you studied?
- 3 **1.04** Now listen to the next part and make notes on what Yolanda and Martin say about these topics.
 - 1 hobbies
 - 2 future hopes
 - 3 live or work abroad permanently?
 - 4 earliest memories of school
- 4 Do you have anything in common with either Yolanda or Martin?



Speaking

- 1 What do you think makes someone a good communicator?
- 2 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.
 - 1 What do you enjoy about where you live?
 - 2 Why are you studying English?
 - 3 What interesting things have you done lately?
 - 4 What are your plans for the future?
- 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 answers 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 forms) and vocabulary.
- 4 Apart from a range of structures and vocabulary, what other features are important when speaking?



Writing folder 1

Formal and informal writing

1 Work with a partner. Look at email extracts A–D. Answer the questions for each email.

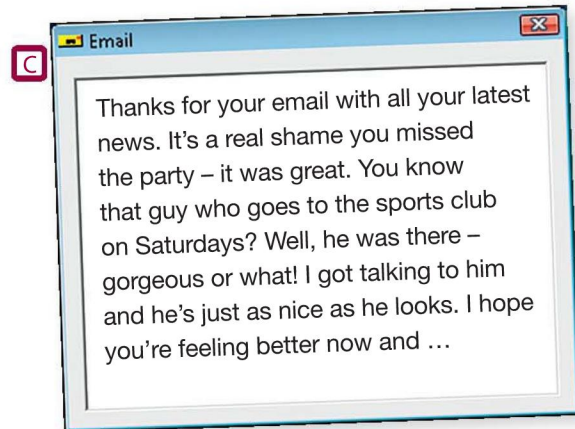
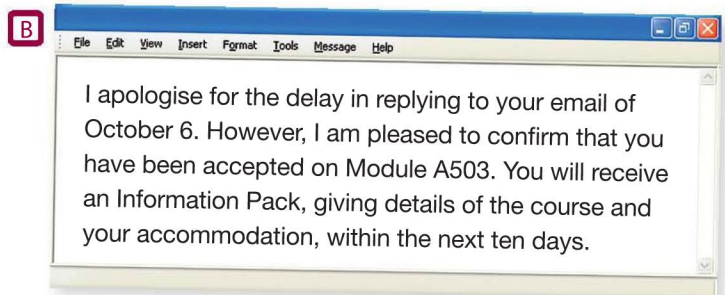
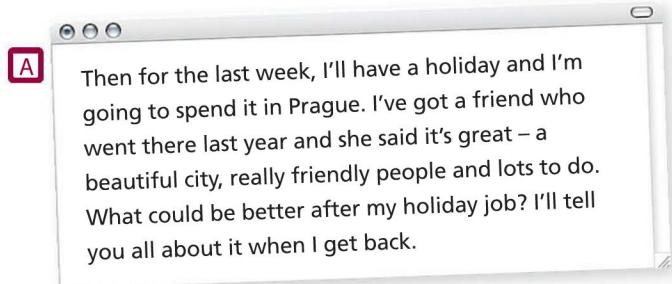
- 1 Is it informal or formal?
- 2 Who wrote it?
- 3 Who was it written to and why?

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

- 1 It was wonderful to read all your latest news.
referring back to a previous letter (informal)
- 2 With reference to your letter dated July 9th ...
- 3 I'm really sorry I've taken so long to get back to you but ...
- 4 We apologise for the delay in replying to your letter of October 9.
- 5 Thanks for writing and telling me all about your plans for the summer holidays.
- 6 I am extremely grateful for the advice you gave me concerning ...
- 7 It's really kind of you to invite me to the wedding and I'd love to come.
- 8 Please do not hesitate to contact me should you need further information.

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



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

- 1 I would be g..... if you c..... send me f..... information about ...
- 2 Please could you a..... r..... of this letter.
- 3 Please find my CV a..... to this email.
- 4 I w..... very much a..... an early r..... to my letter.
- 5 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

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

5 Read this task carefully. Underline the most important points.

You have seen this notice in an international magazine.

We are running a series of articles on the importance of living life to the full.

Readers are invited to write **a letter** to the magazine giving their opinions on this topic. We would like to hear why you think it is important to live life to the full, how best to achieve this aim and what in your opinion prevents some people from living life to the full.

6 Now start planning your letter with a partner. Discuss these points.

- 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

7 Write a first draft of the letter in 220–260 words. Then, exchange first drafts with another pair of students and check through it, using the information in the Exam advice box.

EXAM ADVICE

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?

[illegible]

UNIT 3