

Cambridge English



Objective Advanced

Teacher's Book
with Teacher's Resources CD-ROM



For revised exam from 2015



Felicity O'Dell Annie Broadhead

Fourth Edition

Cambridge English



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Map of Objective Advanced Student's Book

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Exam folder 1 14–15	Paper 1 Reading and Use of English: 1 Multiple-choice cloze		
Unit 2 Living life to the full 16–19 Hobbies and free time	Paper 2 Writing: 2 Paper 1 Reading and Use of English: 2	Dependent prepositions	Prepositional phrases
Writing folder 1 20–21	Informal and formal writing		
Unit 3 In the public eye 22–25 In the media	Paper 1 Reading and Use of English: 5	Wishes and regrets	Idioms (verb + <i>the</i> + object)
Exam folder 2 26–27	Paper 1 Reading and Use of English: 2 Open cloze		
Unit 4 Acting on advice 28–31 Giving advice	Paper 1 Reading and Use of English: 3	Modals and semi-modals (1)	Prefixes and suffixes
Writing folder 2 32–33	Formal writing		
Unit 5 Dream jobs 34–37 Jobs	Paper 2 Writing: 2 Paper 3 Listening: 2	Relative clauses	Connotation
Units 1–5 Revision 38–39			
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Exam folder 3 44–45	Paper 1 Reading and Use of English: 3 Word formation		
Unit 7 A successful business 46–49 Work and business	Paper 2 Writing: 2	Reason, result and purpose	Work and business collocations
Writing folder 3 50–51	Essays		
Unit 8 Being inventive 52–55 Inventions	Paper 4 Speaking	Modals and semi-modals (2)	Positive and negative adjectives
Exam folder 4 56–57	Paper 1 Reading and Use of English: 4 Key word transformation		

TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
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Unit 13 Colour 82–85 Colours	Paper 3 Listening: 2	Past tenses and the present perfect	Noun and verb forms Adjective order
Exam folder 6 86–87	Paper 1 Reading and Use of English: 6 Cross-text multiple matching		
Unit 14 Language 88–91 Human communication	Paper 3 Listening: 3 Paper 3 Listening: 2 Paper 1 Reading and Use of English: 3 and 5	The passive	Word formation
Writing folder 6 92–93	Essays (2)		
Unit 15 In my view ... 94–97 Family life	Paper 1 Reading and Use of English: 5 Paper 4 Speaking: 3 Paper 3 Listening: 4	The infinitive	Expressing opinions
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TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
Unit 17 Rave reviews 106–109 The arts	Paper 4 Speaking	Articles	Giving a positive or negative review
Writing folder 7 110–111	Reviews		
Unit 18 Telling the truth 112–115 Truth and lies	Paper 4 Speaking	Emphasis	Academic language
Exam folder 8 116–117	Paper 1 Reading and Use of English: 8 Multiple matching		
Unit 19 Do it for my sake 118–121 Persuasion	Paper 4 Speaking Paper 2 Writing: 2	Language of persuasion	Verb + noun collocations
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Unit 20 We are what we eat 124–127 Food	Paper 1 Reading and Use of English: 6	Hypothesising	Word formation
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Exam folder 9 134–135	The Listening test		
Unit 22 Under the weather 136–139 Climate	Paper 3 Listening Paper 4 Speaking	Interpreting and comparing	Weather and climate collocations Interpreting and comparing
Writing folder 9 140–141	Persuasive writing		
Unit 23 I really must insist 142–145 Putting your point across	Paper 3 Listening: 3 Paper 2 Writing: 2 Paper 4 Speaking	Phrasal verbs (2)	Phrasal verbs
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Unit 24 News and views 148–151 Stories in the news	Paper 1 Reading and Use of English: 2 Paper 3 Listening	Connecting words	Experiments and research
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Content of Cambridge English: Advanced

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 (1) (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	Getting to know you
Vocabulary	Describing people; Collocations
Grammar	Conditionals
Reading	Culture shock
Listening	Meeting new people

Workbook contents

Reading	Putting paragraphs into gaps
Vocabulary	Collocations
Grammar	Conditionals
Writing	An essay

Student's book pages 10–13

Throughout the Teacher's Book, guidance is given relating to the length of lesson: **SV** (short version) and **LV** (long version). The **SV** gives an indication of what can be cut out of the lesson if time is short or which parts could be set for homework. The **LV** gives suggestions on what could be developed and provides extension activities where appropriate.

Lesson planning

- SV** Conditionals exercises 3 and 4 could be set for homework.
- LV** See extension activities in the Speaking and Vocabulary sections.

Speaking

Introduce Unit 1 by asking students questions such as the following.

- *Which English-speaking country do you know the most about?*
- *Are you curious about other countries and cultures?*
- *To what extent is learning about countries and their cultures part of learning a language?*

Generate a class discussion using these questions and establish that in order to appreciate a language fully, some knowledge of the culture of the country where it is spoken can be an advantage. However, do not spend too much time on the discussion at this point as it is important to move on to the questions in the Student's Book and establish a lively pace.

- 1 The aim of this Speaking section is to allow students to begin talking about themselves, and to introduce themselves to each other. It allows students to talk to the group about their own experiences and opinions, which is similar to what they will do in Part 1 of the Advanced Speaking test.

Put students in pairs to discuss the first question. If necessary, explain that if you *get to know* someone, then it means that you spend enough time with that person to become familiar with him or her. You can also *get to know* a place or a thing.

- 2 Ask the students to read the questions individually and to decide which questions might be useful in finding out about someone they don't already know. Encourage students to discuss their opinions in pairs and to guess what kind of information each question would elicit. At this point, do not ask students to answer the questions.
- 3 Ask students to work with a different partner. They take turns to ask five of the questions from Exercise 2. Encourage them to give full answers, not short, simple ones.

Teaching extra

In the Speaking test, if candidates give answers which are too short, the examiner will often encourage the candidate to give a fuller answer by asking *Why?* or *Why not?* For example:

Examiner: *Do you prefer to work or study on your own, or with other people?*

Candidate: *With other people.*

Examiner: *Why?*

If you notice your students giving rather short, simple answers when doing pair work, encourage the student listening to ask *Why?* or *Why not?* to develop the conversation more.

Extension activity

If you would like to give students more speaking practice, write these questions on the board and ask the class to discuss three or four of them.

- 1 *Were you named after anyone?*
- 2 *Do you like your handwriting?*
- 3 *What was the last thing you ate?*
- 4 *What's your favourite smell?*
- 5 *Who was the last person you talked to on the phone?*
- 6 *What was the last film you watched?*

- 4 Focus students on the photos and elicit answers from the whole class, asking students to say something interesting about who the people might be, and what kind of people they are.

Vocabulary

- 1 In Part 2 of the Advanced Speaking test, candidates are asked to compare two photos, and to describe and speculate upon what they see. In many cases, the photos will feature people. This section features words to describe people's personalities.

Ask students to work alone to complete the sentences. Point out that there may be more than one possible answer. If necessary, explain the meaning of *pretensions* (when you try to be better or more knowledgeable than you really are).

When they have finished, ask students to compare their answers in pairs, before giving feedback to the whole class.

Suggested answers

- 1 conscientious
- 2 competent / knowledgeable
- 3 decisive
- 4 courageous
- 5 down-to-earth
- 6 outgoing
- 7 unconventional
- 8 narrow-minded
- 9 persuasive
- 10 competent / knowledgeable

Teaching extra

Begin to teach students the value of paying attention to context and collocation, which are useful in many parts of the Advanced exam.

For example, we can say that a decision is *brave* or *courageous* but it would be highly unconventional to say a *knowledgeable* or *competent decision* (these adjectives are used to talk about people). We would never say a *decisive decision*.

There are only a few words in this exercise which can collocate with *speech*: *unconventional*, *competent*, *knowledgeable* and *persuasive*. The last adjective, *persuasive* would seem to be the most likely if the person making the speech is making a request for money (*the need for more funding*).

Similarly, the only word which collocates with *attitude* in this exercise is *narrow-minded*, a negative adjective which would fit with the context of *small communities*.

- 2 **1.01** Point out that it is useful, when learning new words, to record how they are pronounced. In longer words (e.g. *conscientious*, *knowledgeable*, *persuasive*) this includes knowing which syllable is normally stressed.

Play the recording and ask students to mark the main stress in each word.

Answers

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

Extension activity

Play the recording again and stop after each word. Ask students to repeat each word, paying attention to the main stress in each one.

- 3 Ask students to work in pairs to discuss the people in the photos. Encourage them to use adjectives from Exercise 1. When they have finished, get feedback from the whole class.

Extension activity

The Exam spot draws attention to the fact that speculating about photos is a common feature in Part 2 of the Advanced Speaking exam.

Elicit other phrases which could be used when speculating, and write them on the board. For example:

He/She could be ...

Perhaps ...

He/She might be ...

I'd say that he/she is ...

He/She looks as if he/she is ...

I suppose he/she could be ...