

# Advanced Premium Lesson 2

**Introduction to Writing**

**Register - Formal and Informal Language**

**Listening Part 4**

**Speaking Part 3**

**Cambridge English**  
**Advanced**  
Certificate in Advanced English (CAE)



# CAE - Paper 2

## Writing





## What's in the Writing paper?

In the two parts of the C1 Advanced Writing paper, you have to show that you can write different types of text in English.

### Summary

<b>Time allowed:</b>	1 hour 30 minutes
<b>Number of parts:</b>	2
<b>Number of questions:</b>	Part 1: one compulsory question Part 2: one question from a choice of three
<b>Task types:</b>	A range from: essay, letter/email, proposal, report, review.

## **Part 1 (Compulsory question)**

### **What's in Part 1?**

You read a text, then write an essay based on points included in the text. You'll be asked to explain which of the two points is more important, and to give reasons for your opinion.

### **What do I have to practise?**

Developing points as fully as possible in order to demonstrate a range of structures, vocabulary and language functions, such as evaluating, expressing opinions, hypothesising, justifying, persuading.

### **How many questions are there?**

One compulsory question.

### **How much do I have to write?**

220–260 words.

## Part 2 (Situationally based writing task)

**What's in Part 2?**

You write a text from a choice of text types – letter/email, proposal, report or review. To guide your writing, you'll be given information about context, topic purpose and target reader.

**What do I have to practise?**

Writing the different types of text that could be included in the exam.

**How many questions are there?**

Three tasks, from which you must choose one.

**How much do I have to write?**

220–260 words.

<https://writeandimprove.com/>

# Formal vs. Informal Writing

The background of the slide is split diagonally from the top-left to the bottom-right. The upper-left portion is a solid dark blue, while the lower-right portion is a lighter blue. Overlaid on the light blue section are several large, overlapping circles in yellow and teal. The text 'Formal vs. Informal Writing' is written in a white, bold, sans-serif font, positioned on the dark blue background.

Complete the table with the pairs of matching formal and informal words and phrases in the box.

after-all    a great number of    by way of example  
entirely confused    far more demanding  
far superior    huge influence    it's no great shock  
it is little wonder    I mean    loads and loads of  
massive effect    much harder    so much better  
totally baffled    ultimately

<b>FORMAL</b>	<b>INFORMAL</b>
<i>ultimately</i>	<i>after all</i>



### *FORMAL*

e.g.

ultimately

a great number of

by way of example

entirely confused

far more demanding

far superior

huge influence

it is little wonder

### *INFORMAL*

e.g.

after all

loads and loads of

I mean

totally baffled

much harder

so much better

massive effect

it's no great shock



Complete texts A and B with the correct words and phrases from the box.

**Text A**

Hi Antonio,

Good to hear from you, and thanks for asking how my Spanish lessons are going. If I'm being honest, a lot of the time I'm (1) \_\_\_\_\_ about how to use all those verb forms correctly. (2) \_\_\_\_\_, in English, there aren't that many changes you can make to the form of a regular verb, but now I'm realising that there are (3) \_\_\_\_\_ ways you need to transform a verb in Spanish if you want people to understand you properly. But (4) \_\_\_\_\_ that I'm not making progress as quickly as I'd hoped.

(5) \_\_\_\_\_, just the fact that I'm an adult makes things (6) \_\_\_\_\_. I read this article the other day about how kids are (7) \_\_\_\_\_ than older people at learning a second or third language. Apparently, as you age, your first language has a (8) \_\_\_\_\_ on the way you learn another one, but kids don't have that. Maybe I'll just go into my next class and pretend I'm six!

Speak soon,

Colin

**Text B**

The difficulties of language learning in 'teenagehood'

In terms of learning a second or third language, the majority of research on the subject seems to prove that,

(1) \_\_\_\_\_, children are (2) \_\_\_\_\_ to teenagers in their ability to understand and absorb language in a way that they can produce it themselves.

Most teenagers find learning a language (3) \_\_\_\_\_ than children do, and (4) \_\_\_\_\_ that this is the case. (5) \_\_\_\_\_, while a regular verb in English might only be altered in four ways (e.g. *work, works, working, worked*), in Spanish there are (6) \_\_\_\_\_ verb transformations that could occur if one wishes to be correctly understood. In this way, there is every reason for teenage students to find themselves (7) \_\_\_\_\_ by the new ways in which verb forms are used in the language they are attempting to learn – at this point in their lives, they have already developed a full language system, and this tends to have a (8) \_\_\_\_\_ on the learning process.

Text A



Hi Antonio,

Good to hear from you, and thanks for asking how my Spanish lessons are going. If I'm being honest, a lot of the time I'm (1) totally baffled about how to use all those verb forms correctly. (2) I mean, in English, there aren't that many changes you can make to the form of a regular verb, but now I'm realising that there are (3) loads and loads of ways you need to transform a verb in Spanish if you want people to understand you properly. But (4) it's no great shock that I'm not making progress as quickly as I'd hoped. (5) After all, just the fact that I'm an adult makes things (6) much harder. I read this article the other day about how kids are (7) so much better than older people at learning a second or third language. Apparently, as you age, your first language has a (8) massive effect on the way you learn another one, but kids don't have that. Maybe I'll just go into my next class and pretend I'm six!

Speak soon,

Colin

Text B

The difficulties of language learning in 'teenagehood'

In terms of learning a second or third language, the majority of research on the subject seems to prove that, (1) ultimately, children are (2) far superior to teenagers in their ability to understand and absorb language in a way that they can produce it themselves.

Most teenagers find learning a language (3) far more demanding than children do, and (4) it is little wonder that this is the case. (5) By way of example, while a regular verb in English might only be altered in four ways (e.g. work, works, working, worked), in Spanish there are (6) a great number of verb transformations that could occur if one wishes to be correctly understood. In this way, there is every reason for teenage students to find themselves (7) entirely confused by the new ways in which verb forms are used in the language they are attempting to learn – at this point in their lives, they have already developed a full language system, and this tends to have a (8) huge influence on the learning process.



# Going it alone



**Work in pairs. Discuss the questions.**

- 1** What challenges do you think business start-ups face in their first year?
- 2** What personality traits do you think make for a successful entrepreneur?
- 3** Are you interested in starting your own business or becoming an entrepreneur? If so, what would you do?
- 4** Who do you think is more likely to start up their own business: arts, science, maths or social science graduates?

**Match the idiomatic phrases (1–6) to the definitions (a–f).**

- 1** do the legwork
- 2** make waves
- 3** get off to a flying start
- 4** without any hiccups
- 5** make a go of something
- 6** up to your ears in something

- a** experiencing no problems at all
- b** begin something successfully and make quick progress
- c** try to make something succeed, usually by working hard
- d** do things that make people notice you, often in a dramatic way
- e** be very busy, or to have more of something than you can manage
- f** undertake the practical or boring work behind the scenes that needs to be done



**Complete the sentences with the correct form of the phrases from Exercise 1.**

- 1** I was terrified that the website launch was going to be a disaster, but in fact, the whole event happened \_\_\_\_\_.
- 2** Starting your own business seems glamorous, but if you want to make it, you really have to \_\_\_\_\_. Entrepreneurs don't make it without putting in the hours.
- 3** Our new bakery business \_\_\_\_\_ when a national supermarket chain contracted us to produce croissants for them.
- 4** I'd love to come out tonight, but I am \_\_\_\_\_ work at the moment, and simply don't have the time.
- 5** I never thought Karen's jewellery business would go anywhere, but her unique designs are really \_\_\_\_\_ in the fashion industry, and has attracted some famous clients.
- 6** Though his first business had failed, Mark was determined \_\_\_\_\_ his latest business venture.







In the exam task, you will hear five extracts in which people are talking about setting up their own business. Listen to the first speaker and then discuss with a partner how you would answer the questions below.

**Task 1:** What was the speaker's main reason for launching their own business?

**Task 2:** What surprised them about the initial period after starting up their business?



01

Listen again and complete the gaps in the transcript.

My mum taught me how to knit when I was eight. I used to make little woollen dolls **(1)** \_\_\_\_\_. Years later, when I was feeling really stressed in my final year at university, I started knitting again. It all came flooding back, **(2)** the \_\_\_\_\_ from creating something with my bare hands. There and then, I **(3)** \_\_\_\_\_ and make it work as a career, so straight after graduating, I **(4)** \_\_\_\_\_ to learn the basics of business management. Believe it or not, and I'm not sure I even do, I was somehow able to **(5)** \_\_\_\_\_ – accounts, contacts, supply chains – without any hiccups. I've got a good feeling I can **(6)** \_\_\_\_\_.

**Student A - Listen for answers 1, 3 and 5**

**Student B - Listen for answers 2, 4 and 6**

**then share your answers**



### **Answers**

- 1** which I'd sell at school
- 2** sheer joy I get
- 3** dared myself to try
- 4** enrolled on a course
- 5** set up the organisational stuff
- 6** make a real go of it

**Tip**

In Listening part 4, you will mainly be relying on your ability to listen for gist. Although you may not understand every word, you should be able to understand the speaker's main point, feeling, attitude or opinion. However, you will also need to pick up on precise details in what the speaker is saying in order to ignore distractors and to choose the correct answer.



02

Complete questions 1–10 of the Listening Part 4 task. While you listen you should complete both tasks.

**TASK ONE**

For questions **1–5**, choose from the list (**A–H**) the reason each speaker gives for setting up their own business.

**A** matching the achievements of a role model

**B** receiving encouragement from an unexpected source

**C** feeling more secure in their financial situation

**D** reaching the conclusion they were being undervalued

**E** hoping to impress a member of their family

**F** seeking the fulfilment of a life-long ambition

**G** challenging themselves to make a living from their passion

**H** proving to themselves how hard they could work

Speaker 1  **1**

Speaker 2  **2**

Speaker 3  **3**

Speaker 4  **4**

Speaker 5  **5**

**TASK TWO**

For questions **6–10**, choose from the list (**A–H**) what surprised each speaker in the period immediately after starting their business.

**A** the need to be selective in listening to advice

**B** the lack of relevance their studies had to their choice of career

**C** the importance of maintaining a singular focus

**D** the amount of time it took them to become successful

**E** the effect their career choice has on social connections

**F** the compassionate approach of their business rivals

**G** the supportiveness that came from their colleague

**H** the ease with which they established their infrastructure

Speaker 1  **6**

Speaker 2  **7**

Speaker 3  **8**

Speaker 4  **9**

Speaker 5  **10**



## Answers

- 1 **G** ('There and then, I dared myself to try and make it work as a career')
- 2 **C** ('It wasn't until I inherited a rather tidy sum that I decided my safety net was big enough to get going')
- 3 **B** ('It's strange, we'd always been so close, but I'd never realised just how successful he was, so it was easy for him to convince me I could do similarly.')
- 4 **D** ('...getting increasingly fed up with having to do all the legwork and not getting any credit for it. Enough was enough, I decided, and off I went.')
- 5 **F** ('...the urge to make waves in the world of business was there from day one.')

- 6 **H** ('Believe it or not (and I'm not sure I even do), I was then able to set up the organisational stuff – accounts, contacts, supply chains – without any hiccups.')
- 7 **F** ('I was entirely expecting my competitors to gather around to laugh when my first big deal fell through. Instead I found that many of them were quick to offer advice and encouragement, even anecdotes about how they dealt with setbacks.')
- 8 **C** ('...I discovered early on that in business that, contrary to my expectations, any successes came about from making quick and clear decisions, filtering out anything that distracted me from a particular goal.')
- 9 **A** ('...paying too much attention to friends and family and their misguided words of wisdom was a real eye-opener... if I'd followed some of the suggestions I was given, my business would have gone under after only six or seven months')
- 10 **E** ('I certainly hadn't accounted for how little I'd see anyone, though, and one or two acquaintances have probably gone for good now.')



## What's in the Speaking paper?

The C1 Advanced Speaking test has four parts and you take it together with another candidate.

There are two examiners. One of the examiners conducts the test (asks you questions, gives you the paper with things to talk about, and so on). The other examiner listens to what you say and takes notes.

### Summary

<b>Time allowed:</b>	15 minutes per pair of candidates
<b>Number of parts:</b>	4
<b>You have to talk:</b>	with the examiner with the other candidate on your own

### **Part 3 (Collaborative task)**

#### **What's in Part 3?**

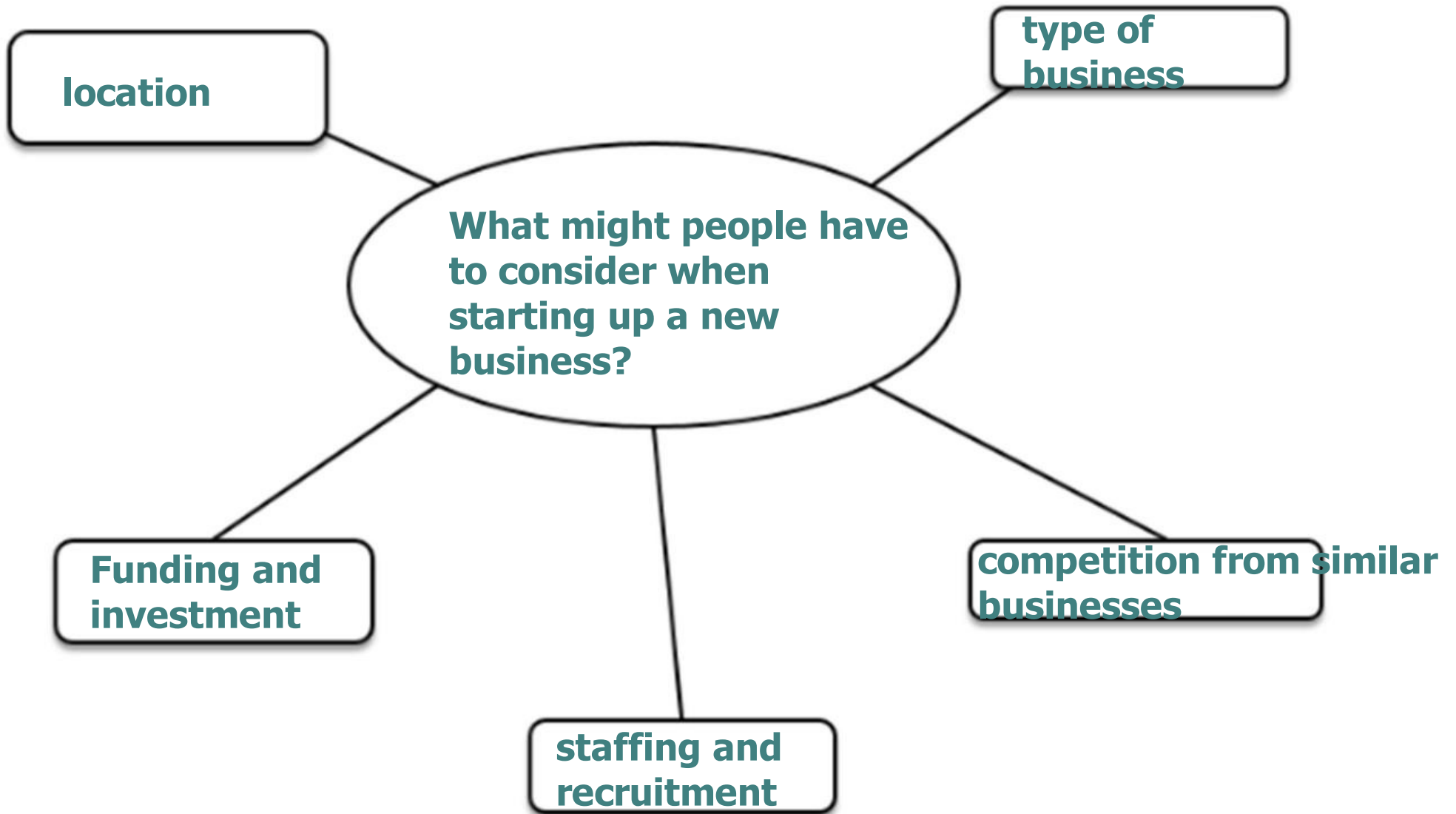
Conversation with the other candidate. The examiner gives you spoken instructions with written prompts which are used in a discussion. You have to talk with the other candidate for about 2 minutes (3 minutes for groups of three) about the written prompts. After the discussion time, the examiner will ask you another question which requires you to make a decision. You have 1 minute to talk together and make the decision (2 minutes for groups of three).

#### **What do I have to practise?**

Exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.

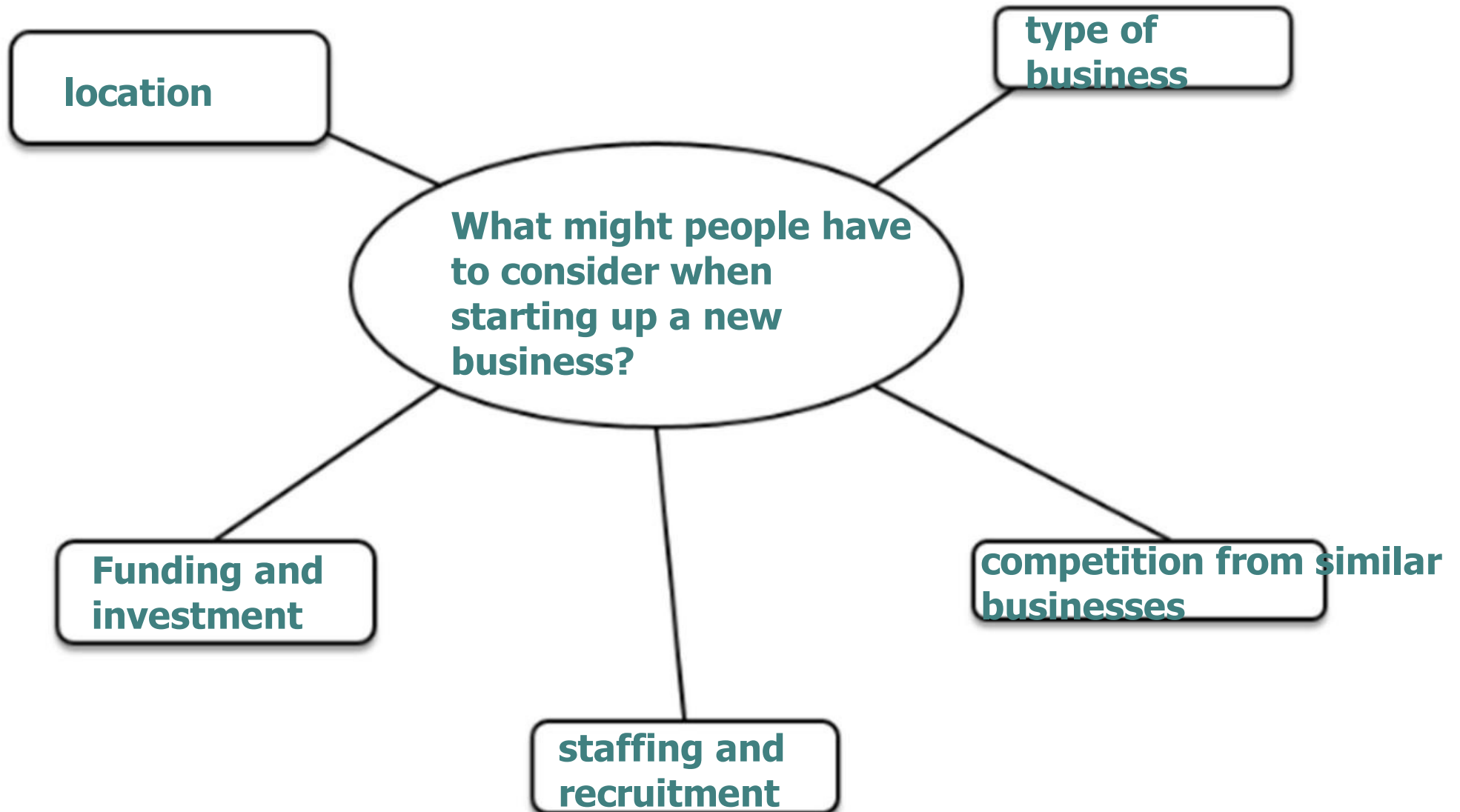
#### **How long do we have to speak?**

3 minutes (a 2-minute discussion followed by a 1-minute decision-making task)



**2 minutes**





**Now you have one minute to decide which factor you think is the most important.**

## Advanced Premium Homework - Class 2

1. Review today's lesson at home on the Tenldiomas Platform
2. Homework Lesson 2 - Sentence transformations
3. Check your Course Guide and do your exam practice on ExamsLab

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