

Advanced Premium Class 12

Give or make?

Reading and Use of English Part 4

Writing an essay

Listening Part 2

Cambridge English
Advanced
Certificate in Advanced English (CAE)




tenidiomas

Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them.

A made B gave C said D expressed



Exam candidates often use the wrong verb when they should use *give* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- 1 When you print the article, we also expect you to give an apology.
- 2 Her report on the trip did not show accurate information so we were quite confused.
- 3 I have some suggestions to give before the forthcoming trip.
- 4 I hope your company will give me at least a partial refund.
- 5 I'm so grateful that you have made me the chance to attend the course.
- 6 In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
- 7 Installing modern technology will give a good impression of the college.
- 8 Our evening lectures were made by 'experts' who knew nothing about the subject.
- 9 There is another recommendation I would like to give concerning the club.



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- 1 When you print the article, we also expect you to give **make** an apology.
- 2 Her report on the trip did not show accurate **did not give** information so we were quite confused.
- 3 I have some suggestions to give before the **make** forthcoming trip.
- 4 I hope your company will give me at least a partial refund. **correct**
- 5 I'm so grateful that you have made me the chance to attend the course. **given**
- 6 In my boss's absence, I give telephone calls to customers, clean desks, and write emails. **make**
- 7 Installing modern technology will give a good impression of the college. **correct**
- 8 Our evening lectures were made by 'experts' who knew nothing about the subject. **given**
- 9 There is another recommendation I would like to give concerning the club. **make**

Words which are often used together (e.g. *make an apology*) are called **collocations**. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.

- 1 a speech, lecture, talk, performance
- 2 (someone) information, details, advice, instructions
- 3 a(n) recommendation, comment, apology, suggestion
- 4 someone a(n) chance, opportunity
- 5 someone a refund, their money back
- 6 a phone call
- 7 an impression on someone
- 8 someone an impression

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- 2 **give** (someone) information, details, advice, instructions
- 3 **make** a(n) recommendation, comment, apology, suggestion
- 4 **give** someone a(n) chance, opportunity
- 5 **give** someone a refund, their money back
- 6 **make** a phone call
- 7 **make** an impression on someone
- 8 **give** someone an impression

- 1** Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1** His actions were based on what his uncle advised him to do.
ADVICE
The basis for his actions him.
A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised

- 2** Alba made every effort to arrive at the meeting on time.
BEST
Alba to the meeting on time.

A did her best to get
B made the best to arrive
C tried very hard to make it

- 3** Unless the product is in perfect condition, we cannot return your money.

REFUND

We will be unable the product is not in perfect condition.

A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

- 4** Otto's teachers were favourably impressed by the presentation he gave to the class.

IMPRESSION

Otto's presentation to the class his teachers.

A gave a favourable impression to
B made a favourable impression on
C made an impression which was found very favourable by

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Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4 you

- complete six sentences with between three and six words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage grammar, vocabulary and collocations.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I would often go cycling with my father when I was a child.

USED

My father cycling with him when I was a child .

- 2 Having apologised, Klaus shook my hand.

APOLOGY

When Klaus , he shook my hand.

- 3 Anna has been trying as hard as possible to take care of her children.

CAN

Anna has been doing the after her children.

- 4 For me, the second chapter was more convincing than the rest of the book.

PERSUASIVE

I found the second chapter other part of the book.

- 5 I never planned to annoy you.

AIM

It you angry.

- 6 I've never had problems with my car before.

TIME

This is the me problems.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I would often go cycling with my father when I was a child.

USED

My father often used to take me cycling with him when I was a child .

- 2 Having apologised, Klaus shook my hand.

APOLOGY

When Klaus had made his/an apology he shook my hand.

- 3 Anna has been trying as hard as possible to take care of her children.

CAN

Anna has been doing the best she can to look after her children.

- 4 For me, the second chapter was more convincing than the rest of the book.

PERSUASIVE

I found the second chapter more persuasive than any other part of the book.

- 5 I never planned to annoy you.

AIM

It was never my aim to make/get you angry.

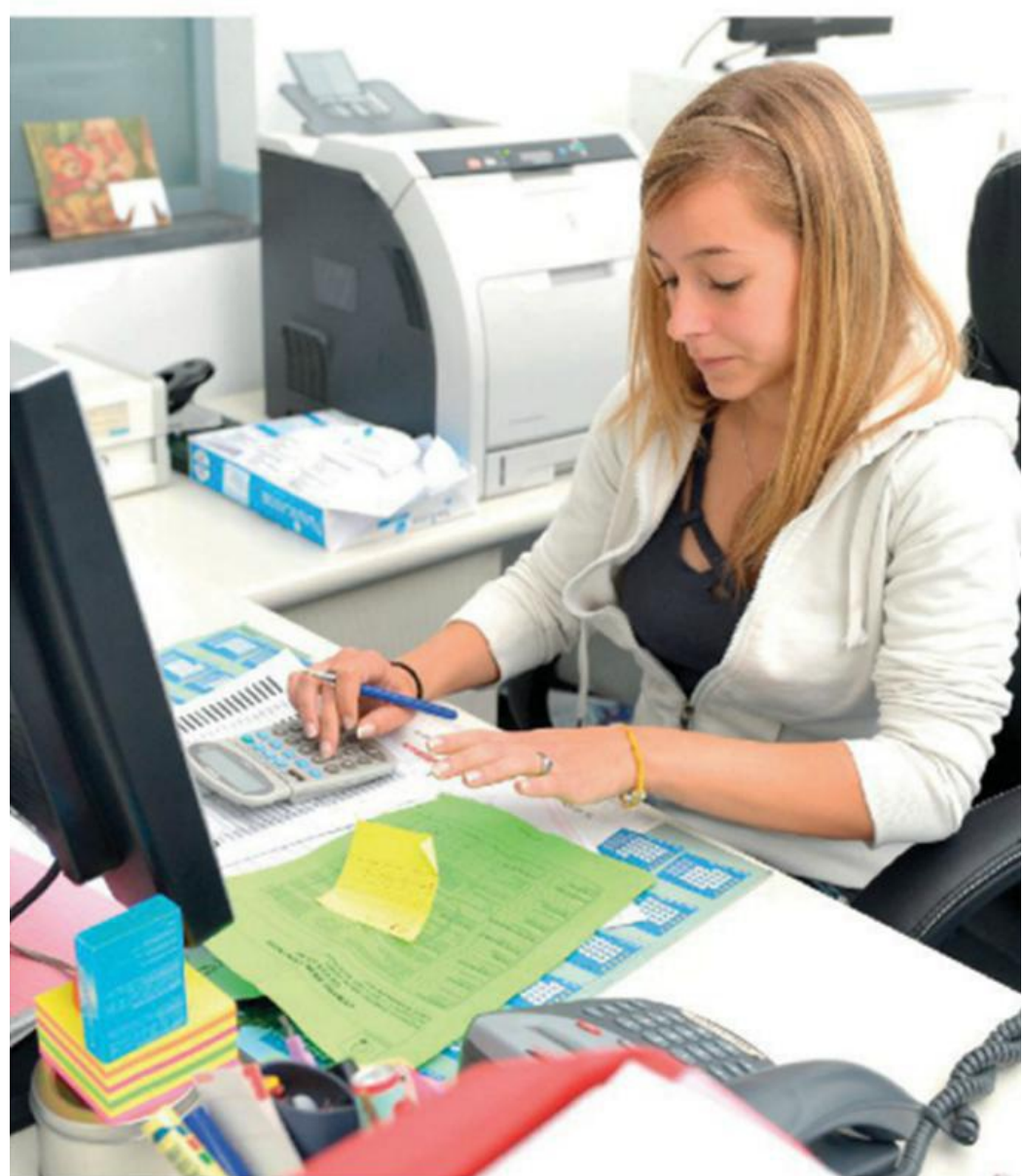
- 6 I've never had problems with my car before.

TIME

This is the first time my car has given/caused me problems.

CAE - Writing

Part 1 - Essay



Writing - Paper 2

- The paper lasts 1 hour and 30 minutes
- You must answer 2 questions

- **Part 1** - compulsory
- **ESSAY**
- 220 - 260 words

- **Part 2**
- 3 options
- 220 - 260 words

Writing | Part 1

An essay

Exam information

In Writing Part 1 you write an essay in which you discuss a question or topic. You are given

- three areas to consider and you must discuss two of them
- three opinions which you can use if you wish.

This part tests your ability to develop an argument or discussion, express your opinions clearly and support your ideas with reasons and examples.

Does the education system do enough to help young people find jobs which fit their abilities and interests?

Methods schools and universities use to help students find suitable jobs

- providing courses and qualifications
- work experience programmes
- careers advice

Work in small groups

Discuss each of these methods and decide if they are useful
Give reasons for your opinions



Your class has taken part in a seminar on whether the education system does enough to help young people to find jobs which fit their abilities and interests. You have made the notes below.

Methods schools and universities use to help students find suitable jobs

- providing courses and qualifications
- work experience programmes
- careers advice

Some opinions expressed in the seminar:

'We study lots of things which we'll never use in any future job.'

'Without work experience you'd have no idea what to study at university.'

'Some of my teachers can't give me advice because they've never done any job other than teaching.'

Write an essay discussing **two** of the methods in your notes. You should explain **which method is more effective**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.

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You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.

Read the writing task in Exercise 1 again. Do you think the following sentences are true (T) or false (F)? Why?

- 1 You must discuss all three methods.
- 2 You must decide which is the best method.
- 3 You must say whether you agree or disagree with the opinions expressed.
- 4 If you use any of the opinions, you should express them in a more formal style.
- 5 When you express your opinion, you should say why you hold that opinion.
- 6 You can expand the topic to talk about other issues related to work that interest you.
- 7 You can write your answer using a bulleted list of points instead of formal paragraphs.
- 8 The task contains a word limit, but if you write 300 words you will get higher marks.

Read the writing task in Exercise 1 again. Do you think the following sentences are true (T) or false (F)? Why?

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Answers

- 1 F (You must discuss two methods.)
- 2 T ('explain which method is more effective')
- 3 F (It's not obligatory – you can use the opinions if you wish.)
- 4 T (They're written in an informal style, whereas an essay should be fairly formal.)
- 5 T ('giving reasons in support of your answer')
- 6 F (You should ensure that everything you write is relevant to the task.)
- 7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)
- 8 F (You should aim to complete the task as stated.)

Read Cristina's essay. Then complete the plan she wrote beforehand by matching the notes (a–e) with the paragraphs.

For many young people it is hard to find the sort of job they aspire to. ¹This is in part due to a mismatch between what education provides and what employers believe ²they require.

Schools and universities should offer students courses which provide ³them with qualifications which will attract potential employers. However, employers often complain that courses are too theoretical and do not teach students the practical skills ⁴they will need in the workplace.

While I understand ⁵this viewpoint, I do not entirely share ⁶it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. ⁷These abilities will be useful throughout people's working lives. To achieve ⁸this, I do not think it matters whether someone studies history or theoretical physics as long as the right teaching methods are used. Students will then pick up the specific job skills they require very quickly once they are in full-time employment.

It is often suggested that young people need to gain work experience in order to make an informed choice of university course and career. Although I believe ⁹this helps to focus students' minds on what working life will be like, generally speaking it is not possible for students to get a wide enough range of experience to be able to choose ¹⁰their career wisely.

I would therefore argue that the best way to help young people find suitable jobs is to give them an excellent general education while ensuring that employers realise how valuable ¹¹it is.

Plan

Para 1: Introduction:

Para 2:

Para 3:

Para 4:

Para 5: Conclusion:

- a education should teach students to think – useful for every job
- b provide a good all-round education + persuade employers of its importance
- c employers say courses not practical enough
- d difficulty finding jobs – education vs. employers' needs
- e work experience often too limited for students to make informed choices

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Plan

Para 1: Introduction: **d**

Para 2: **c**

Para 3: **a**

Para 4: **e**

Para 5: Conclusion: **b**

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Work in pairs. Discuss these questions.

- 1 Why is it important to underline the key ideas in the writing task?
- 2 Why should you write a plan before you write your essay?
- 3 Did Cristina follow her plan exactly?
- 4 Has she dealt completely with the instructions in the writing task?
- 5 What words and phrases does she use in her essay to introduce her opinions?
- 6 To what extent do you agree with Cristina's point of view?
- 7 Why is it important to make your opinions clear in an essay?

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Answers

- 1 To make sure you deal with the task as exactly as possible
- 2 You will score higher marks if you write a coherent, structured answer.
- 3 Not exactly – she also included how students can learn necessary skills while working.
- 4 Yes
- 5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
- 6 *Student's own answer*
- 7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

When you write, it is important that each paragraph should cover a different aspect of the subject and that sentences should be linked together using clear references. What do the underlined reference words in Cristina's essay refer to?

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Answers

- 1 the fact that many young people find it hard to find the sort of job they aspire to
- 2 employers
- 3 students
- 4 students
- 5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
- 6 this viewpoint
- 7 critical thinking skills
- 8 developing critical thinking skills
- 9 work experience
- 10 students'
- 11 an excellent general education

Listening Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

- As well as his research project, Josh planned to write a (7)
for a website while he was in Africa.
- Josh's group planned to check out a particular region after a (8)
that had occurred there.
- Josh was surprised to see (9)
being grown in the first area they visited.
- Josh describes the vehicle they travelled in as a (10)
when they went in search of specimens.
- Josh uses the word (11)
to give us an idea of the shape of the leaves he found.
- Josh was particularly impressed by one type of flower which was
(12)..... in colour.
- Josh uses the word (13)
to convey his feelings about an area of vegetation he studied.
- Josh really appreciated the view he got from the (14)
of his accommodation.

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..... for a website while he was in Africa.
- Josh's group planned to check out a particular region after a (8) **fire**
..... that had occurred there.
- Josh was surprised to see (9) **(red) tea**
..... being grown in the first area they visited.
- Josh describes the vehicle they travelled in as a (10) **safari truck**
..... when they went in search of specimens.
- Josh uses the word (11) **needle(s)**
..... to give us an idea of the shape of the leaves he found.
- Josh was particularly impressed by one type of flower which was
(12) **(deep) orange** in colour.
- Josh uses the word (13) **paradise**
..... to convey his feelings about an area of vegetation he studied.
- Josh really appreciated the view he got from the (14) **roof**
..... of his accommodation.

Advanced Premium Homework - Class 12

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