

## CAE Reading and Use of English Part 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).

### Mountain rescue in Scotland

Last year, over 200 climbers were rescued from the mountains of Scotland by local teams, who go out in all weathers whenever disaster (0)\_\_\_\_. Many of these people are volunteers, giving their time and energy freely and, on (1)\_\_\_\_ putting themselves in danger. They will risk life and (2)\_\_\_\_ in an emergency when they are (3)\_\_\_\_ on to rescue foolhardy or unlucky climbers. A whole (4)\_\_\_\_ of things can go wrong up in the mountains, from sudden, violent storms with virtually zero visibility to unforeseen accidents, and many walkers and climbers owe a huge (5)\_\_\_\_ of gratitude to the rescue teams!

While rescue teams often work for little or no pay, there are still considerable costs (6)\_\_\_\_ in maintaining an efficient service. Equipment such as ropes and stretchers is of (7)\_\_\_\_ importance, as are vehicles and radio communications devices. Although some of the costs are borne by the government, the rescue teams couldn't operate without (8)\_\_\_\_ from the public. Fortunately, these tend to be very generous.

Example:

0	A rises	B strikes	C arrives	<u>D hits</u>
1	A situation	B event	C moment	D occasion
2	A limb	B blood	C bone	D flesh
3	A pulled	B called	C summoned	D required
4	A scope	B extent	C host	D scale
5	A recognition	B liability	C debt	D claim
6	A implied	B involved	C featured	D connected
7	A lively	B main	C essential	D vital
8	A grants	B allowances	C donations	D aids

## CAE Reading and Use of English Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet

Example: (0) AS

### The ubiquitous shopping mall

It started, (0)\_\_\_\_ many modern trends have, in the United States, but it has now spread to many parts of the world. Many towns and cities no (9)\_\_\_\_ have a genuine centre, instead, a shopping mall somewhere on the outskirts serves some of the functions of an urban centre. Here, shops and banks are all crowded together, (10)\_\_\_\_ especially for those who use a car, is very convenient. After (11)\_\_\_\_ parked in the basement car park, people can do all their

shopping inside the mall, and then load up the car and drive home. (12)\_\_\_\_\_ is no need even to go outside, so it doesn't matter what the weather's (13)\_\_\_\_\_ .

So why should anyone possibly object (14)\_\_\_\_\_ the growing number of shopping malls springing up in and around our cities? (15)\_\_\_\_\_ of the main reasons is that when most shops are concentrated in malls, it leaves city and town centres deserted and lifeless. Another is that malls all tend to look very similar, (16)\_\_\_\_\_ the result that many towns and cities are losing their individual characters.

## CAE Reading and Use of English Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: (0) DAILY

### Blogging in the modern day

The earliest blogs tended to be personal accounts of (0)\_\_\_\_\_ events. Very soon, however, many types emerged including critical news commentaries, often well-informed and (17)\_\_\_\_\_ expressed. With many millions of bloggers now writing on almost every (18)\_\_\_\_\_ subject each day, the traditional media cannot afford to ignore them or treat them with (19)\_\_\_\_\_. Their ubiquity means they have become increasingly (20)\_\_\_\_\_, as can be seen in the number of 'official' news stories that are (21)\_\_\_\_\_ or called into question by bloggers, and also the numerous stories - initiated through blogs.

Most large media organisations have now (22)\_\_\_\_\_ some form of blogging into their news services, but independent bloggers still have a freedom unavailable to mainstream journalists. They bypass editors and publishers, who tend to distort stories. The material on blogs is raw, (23)\_\_\_\_\_ by editors, and often harsh and direct in its criticism of the way news is reported by the traditional media. Thus, bloggers act as a kind of media watchdog, able to check facts and verify or, alternatively, (24)\_\_\_\_\_ information in a way that mainstream journalists are often unable to.

- 0. DAY
- 17. ELOQUENCE
- 18. CONCEIVE
- 19. RESPECT
- 20. INFLUENCE
- 21. CREDIT
- 22. CORPORATE
- 23. MODIFY
- 24. PROOF

## CAE Reading and Use of English Part 4

For questions 25-30, 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. Here is an example (0).

0 Jane regretted speaking so rudely to the old lady.

**MORE**

Jane \_\_\_\_\_ politely to the old lady.

Answer: WISHED SHE HAD SPOKEN MORE

25 'Mr Brown, a holiday would do you good,' said Dr Mansley.

**FROM**

'Mr Brown, you \_\_\_\_\_ a holiday,' said Dr Mansley.

26 We were never aware at any moment that something was wrong.

**TIME**

At \_\_\_\_\_ that something was wrong.

27 If Gary hadn't had that accident, he would have become a professional football player.

**FOR**

If it \_\_\_\_\_, Gary would have become a professional football player.

28 We get on very well with Laura's parents.

**TERMS**

We \_\_\_\_\_ Laura's parents.

29 This wardrobe is so big that I don't believe only one person assembled it.

**HAVE**

This wardrobe is so big that it \_\_\_\_\_ together by only one person.

30 Someone snatched Sue's bag at the concert.

**HAD**

Sue \_\_\_\_\_ at the concert.

## CAE Reading and Use of English Part 5

You are going to read a newspaper article. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

### The land under the sea

*Underwater maps reveal a hidden history*

Ten thousand years ago, as the last ice age drew to a close, sea levels around the world were far lower than they are today. Much of the land under both the North Sea to the east of Britain and the English Channel which now separates France and Britain was part of a huge region of forests and grassy plains, where herds of horses and reindeer roamed free and people lived in villages by the lakes and rivers. Then the climate gradually became warmer (a phenomenon certainly not confined to our own age!) and the water trapped in glaciers and ice caps was released. This ancient land was submerged in the resulting deluge and all that remains to tell us that it was once lush and verdant - and inhabited - is the occasional stone tool, harpoon or mammoth tusk brought up from the seabed by fishing boats.

Now the development of advanced sonar technology, known as bathymetry, is making it possible to study this flooded landscape in extraordinary detail. A special echo sounder is fixed to the bottom of a survey vessel, and it makes wide sweeps across the seabed. While previous technology has only been able to produce two-dimensional images, bathymetry can now deploy computers, satellite-positioning equipment and special software to create accurate and remarkably detailed maps. For the first time, an ancient riverbed leaps out of the three-dimensional image, complete with rocky ledges rising up from the bottom of the valley. The sites of pre-historic settlements can now be pinpointed, and it is also possible to see in stunning detail the sunken shipwrecks that litter this part of the seabed.

According to archaeologist Dr Linda Andrews, this technological development is of huge significance. 'We now have the ability to map the seabed as accurately as we can map dry land,' she says. She is, however, scathing about the scale of financial support for such projects. 'We have better images of Mars and Venus than of two-thirds of our own planet! Britain is an interesting case. It's been a maritime nation for much of its history, and the sea has had such a massive influence on it, and in view of this, it's an absolute scandal that we know so little about the area just off the country's shores!'

Once bathymetric techniques have identified sites where people might have built their homes and villages, such as sheltered bays, cliffs with caves and the shores of freshwater lakes, divers can be sent down to investigate further. Robot submarines can also be used, and researchers hope they will find stone tools and wood from houses (which survives far longer in water than on dry land) as proof of human activity. The idea shared by many people in Britain of their country as a natural island kingdom will be challenged by these findings: Britain has been inhabited for about 500,000 years, and for much of this time, it has been linked on and off to continental Europe. It remains to be seen how far this new awareness is taken on board, however.

In fact, the use of bathymetry scanners will not be limited to the study of lost landscapes and ancient settlements. It will also be vital in finding shipwrecks. Records show that there are about 44,000 shipwrecks off the shores of Britain, but there is good reason to believe that the real figure is much higher. In addition, commercial applications are a real possibility. Aggregates for the construction industry are becoming increasingly expensive, and bathymetry scanners can be used to identify suitable sites for quarrying this material. However, mapping the seabed will also identify places where rare plants and shellfish are living. Government legislation could prevent digging at such sites, either to extract material for a profit or to make the water deeper. This is significant in view of the plans to dredge parts of the English Channel to provide deeper waterways for massive container ships.

**31** What point is made in the first paragraph about the area now under the sea?

- A The fact that it was populated has only recently been discovered.
- B It was created by the last ice age.
- C Ancient man-made objects have been found there.
- D It was flooded, drowning the inhabitants.

**32** How does the new sonar technology work?

- A It has an echo sounder placed on the seabed.
- B It produces two-dimensional images of the sea floor.
- C It makes use of a number of different devices.
- D It bases its calculations on the location of archaeological sites.

**33** How does Dr Andrews feel about the lack of accurate maps of the waters around Britain?

- A outraged
- B resigned
- C astonished
- D amused

**34** In the fourth paragraph, the writer suggests that a better understanding of the settlements on the seabed may

- A inspire more people to take an interest in archaeology.
- B modify the attitudes of the British to their country's history.
- C provide confirmation about the need to deal with climate change.
- D alter the perception people in other countries have about Britain.

- 35** Quarrying is mentioned in the final paragraph to show that
- A there are ways of obtaining funds for research.
  - B underwater surveys should be completed as soon as possible.
  - C damage to the seabed has not been recorded accurately so far.
  - D there are potentially practical benefits for industry.

- 36** The use of bathymetry scanners may help to
- A preserve the marine environment.
  - B promote the clearing of the English Channel.
  - C identify new species of plants and animals.
  - D obtain approval to look for shipwrecks.

## CAE Reading and Use of English Part 6

You are going to read extracts from four reviews of a book about the way children are brought up. For questions **37-40**, choose from the reviews **A-D**. The reviews may be chosen more than once.

### **Kith: the riddle of the childscape by Jay Griffiths**

Four reviewers comment on Jay Griffiths' new book.

#### **A**

In this new book, Jay Griffiths draws the familiar but erroneous conclusion that traditional societies and tribes treat nature and children better than modern ones. She is no anthropologist, writing more like a romantic poet about nature and people's identification with the place they grow up in. To justify her admiration for tribal practice, she cites a 2007 UNICEF report that ranked the UK lowest among 21 industrialised countries for the well-being of its children. No analysis of this finding is provided, however. Instead, a single idea of lost childhood freedom is dressed up in excessively poetic, at times, absurd language, and applied to various cultures. According to Griffiths, what children in Britain and similar countries lack is access to nature and the freedom to express their true selves in it. The idea of 'kith', an attachment to your 'home territory' is an interesting one, but the claims she makes about children's development are too often illogical and unsupportable.

#### **B**

In a 2007 UNICEF report, the UK came last among 21 industrialised countries for the well-being of its children. Jay Griffiths' question is: why do they feel so unhappy? Her main answer, passionately and eloquently expressed, is that they are 'imprisoned' indoors in front of their TV or computer screens and have lost contact with their kith - the woods, mountains, rivers, streams and wilds of their home territory. There's definitely something in this idea, but the trouble is that Griffiths pursues it in ways that simply don't hold up. Part of the problem is that she regards children as originally innocent and good, and that these characteristics are suppressed by the restrictions imposed on them. As parents have known for millennia, however, children are far more complex than that. She is also guilty of selective deployment of evidence. That same UNICEF report found that children in the UK are healthier and safer than ever before, for example.

#### **C**

Jay Griffiths is a self-confessed romantic, believing in the innate purity of children and a need for them to be close to nature, mystery and risk and be gloriously free. She warns us, however, that children in the West today are caged indoors and deprived of their 'kith', a natural domain of woodland, play, solitude, animals, adventure and time to daydream, it's a fascinating proposition, fluently and vividly delivered. But this book is also deeply frustrating.

Griffiths ignores all the science that shows that children are, in fact, far from being the simple innocents of romantic tradition. She also fails to provide convincing evidence for her assertion that children in Euro-American cultures are less happy than other children. She refers to a UNESCO report on children's well-being in the UK, Spain and Sweden to support her argument about the importance of the outdoors. That report, however, finds that well-being depends on many factors like time with family, good relationships with friends, involvement in creative and sporting activities, as well as being outdoors.

## D

In Euro-American culture, argues Griffiths, infants often lack closeness with their parents and wider families, which leaves psychological scars. Simultaneously, older children are controlled, denied access to natural spaces and pushed through a school system designed to produce employees but not psychologically rounded citizens. Parents refuse to let children play outdoors for fear of over-hyped risks, and in so doing, deny children access to the outer worlds of private, unwatched play so vital to their psychological development. The natural playgrounds of childhood, the fields and woods, have been lost to most children. The result, as the UNICEF surveys of well-being that Griffiths' quotes reveal, is a generation of children who are unhappy and unfulfilled. Her warning message is made particularly compelling by the rare vitality and admirable energy in Griffiths' writing.

### Which reviewer ...

**37** has a different opinion from the others about Griffiths' style of writing?

**38** shares reviewer A's view of the way Griffiths develops her ideas about the treatment of children?

**39** expresses a different view from the others about the use Griffiths makes of data gathered internationally about children?

**40** has a similar opinion to reviewer B about Griffiths' depiction of children's basic nature?

## CAE Reading and Use of English Part 7

You are going to read a newspaper article in which a zoology student talks about her experience of doing practical research in an area of rainforest. Six paragraphs have been removed from the article. Choose from the paragraphs **A - G** the one which fits each gap (**41-46**). There is one extra paragraph which you do not need to use.

### Fieldwork in the rainforest of Ecuador - the experiences of a zoology student

When I was at school, I was a huge fan of TV wildlife programmes, and at a certain point I realised that somehow the natural world would have to be part of my life. So here I am a few years later, in the tropical rainforest of eastern Ecuador, a novice field scientist. The word scientist evokes various images, typically perhaps ones of laboratories and white coats, test tubes and lab rats. But what does it mean to be a field scientist?

**41** \_\_\_

I am currently spending a year at a small scientific research station in a remote patch of the Ecuadorian rainforest belonging to the Kichwa community of San Jose de Payamino. It is glorious - everything you would expect a tropical rainforest location to be, and a world away from my university in the UK. The air is hot and thick, the trees are densely packed, and everywhere is teeming with life.

**42** \_\_\_

The local people own the land and govern themselves, but the Ecuadorian government also provides for them: a school complete with computer room and satellite internet, for instance. Each year, they vote for a new president and

vice-president, who organise the democratic community meetings. Each family has a finca in the forest: a wooden home on stilts.

43 \_\_

But my normal life here as a work experience student revolves mainly around my personal research, which is a biodiversity study of frogs. I am trying to establish exactly which species are here, where and when I can find them, and what condition they are in.

44 \_\_

For most of the time, I am just crawling along looking at leaves. Much of field research is like this. It isn't all finding new species and being transfixed by exotic wildlife behaviour. Have you ever seen the behind-the-scenes footage at the end of many nature documentaries, where it turns out a cameraman has been sitting in a tree for three days waiting for a bird to dance? Research is like this - laborious and monotonous - but it can be rewarding too.

45 \_\_

Being a field scientist basically means being an academic, collecting data and publishing scientific papers. It's interesting but it doesn't pay well, and getting started can be tough. When I was looking for work experience, there were plenty of openings with pharmaceutical companies, but very few matching my desire to explore and investigate wildlife.

46 \_\_

This is one reason I count myself lucky to be involved in this project. It's largely funded by my university, so I can afford it. Then, by the end of this year, I will have acquired valuable skills, and I am hopeful that the experience will facilitate my progression into postgraduate study.

**A** To do this, I walk slowly along several paths in the forest, accompanied by a local guide, and at night equipped with a torch. When I spot what I'm looking for, I feel an intense adrenaline rush. Will I manage to capture it? Have I collected this particular species yet?

**B** Because of this, and having experienced fieldwork, I've decided it's definitely something I would like to do as a career. Once this year is over, I will ask my lecturers to advise me what to do next.

**C** This morning, for example, a half metre square of mushrooms sprouted on the dirt floor of my kitchen. My favourite time here is in the early evenings. It's finally cool enough to be comfortable, and the nocturnal creatures begin their nightly cacophony, while the setting sun paints the trees orange.

**D** The reality is, however, that to make your way you need to build up a range of contacts and a portfolio of work. Many of the initial work opportunities that do exist are voluntary - in fact, you often have to pay to join a scheme. A student job where you are paid expenses, let alone a basic salary, is quite rare.

**E** By and large, they work outdoors, and are interested in pretty much everything from discovering new species to the effect of obscure parasites on ecosystems. They explore and investigate, aiming to understand what they observe. Just two years into my undergraduate zoology degree, I don't quite qualify as one yet, but hopefully I'm heading that way.

**F** They have their own traditions, too. One day, a local lady was bitten by a lethal snake; whilst I administered shots of anti-venom to her, the local traditional healer, was applying plant remedies to the wound and attempting to suck the venom from it. At least one of the treatments must have worked because she recovered.

**G** And the thing is to imagine being the person that has made a discovery - the person who first questions something, investigates and then contributes to the vast catalogue of information that is science. I find this concept inspirational.

## CAE Reading and Use of English Part 8

You are going to read an article in which people talk about their experiences of job interviews. For questions **47-56**, choose from the sections of the article (**A-D**). The sections may be chosen more than once. When more than one answer is required, these may be given in any order.

Which person mentions the following?

- 47** establishing how the interview will be conducted
- 48** the importance of keeping to the point
- 49** a relaxed atmosphere in the workplace
- 50** an abrupt ending to an interview
- 51** taking responsibility for past errors
- 52** appearing to have rehearsed responses
- 53** preparing inquiries to put to a prospective employer
- 54** awareness of body language
- 55** revealing what motivates you
- 56** advantages in being honest about your weaknesses

### Tell us something about yourself

*Being interviewed for a job can be a stressful experience. We asked four people what they learnt from being in that situation.*

#### A

My first interview for a job taught me a great deal. I was applying for the position of junior account executive in an advertising company, which involves dealing with clients on a face-to-face basis. It follows that you have to be good at interpersonal skills, and unfortunately, that's not the impression I gave. Like a lot of people, I tend to babble when I'm nervous. The interviewer began by asking me to say something about myself, and I started talking about my hobbies. But I got carried away and went off at a tangent, which made a bad impression. The other lesson I learnt was that if you are asked to talk about things you aren't good at, you really shouldn't be evasive. You could mention something that can also be a strength. For example, being pedantic is not always a bad thing in certain circumstances, and you should explain how you cope with that deficiency, but you have to say something.

#### B

In my present job, I have to interview applicants, and I can offer a few general tips. Firstly, a candidate should not learn a speech off by heart; you will come across as insincere. Secondly, it is crucial to understand what the interviewer wants you to talk about. For instance, an interviewer might ask about a situation where your supervisor or manager had a problem with your work. Now, what the interviewer is really after is to see how you react to criticism, and the best thing is to say that you tried to learn from this. Finally, don't try to conceal your real character. Many years ago, an interviewer asked me at the end of our talk if I had any questions. I was very keen to get the job, so I asked what opportunities there were for promotion. I wondered if perhaps I had been too direct, but I later discovered that employers like you to seem eager and ambitious.

**C**

I remember one interview I attended with a company that makes ice cream and other dairy products. I turned up in a smart business suit and tie, only to find that my prospective employers were in jeans! They believed in being casual: no private offices, everyone ate in the same canteen, people all used first names with each other. I realised I should have done more research. Needless to say, I didn't get the job. On another occasion, as the interview was drawing to a close, I was asked if I had anything to say. I was so relieved it was over that I just smiled and blurted out: 'No thanks!' I later realised this was a mistake. A candidate should decide in advance on at least ten things to ask the interviewer: it's not necessary to ask more than two or three questions, but you need to have some in reserve in case the question you wanted to ask is answered in the course of the interview.

**D**

Preparation is of extreme importance; things like finding out what form the interview will take. Will there be any sort of written component, for instance, and will you be talking to one person or a panel? And of course, you need to prepare answers to those awkward questions designed to find out more about your character. For example, you might be asked about your most important achievement so far; don't answer this in a way that makes you seem swollen-headed or complacent, as this will suggest that you don't learn easily. Actually, it's not so much what people say that makes them seem arrogant as the way they sit, how they hold their heads, whether they meet the interviewer's eye, so bear that in mind. Another question interviewers sometimes ask, to find out how well you work in a team, is about mistakes you have made. You should have an example ready and admit that you were at fault, otherwise it looks as though you are the kind of person who shifts the blame onto others. But you should also show that you learnt from the mistake and wouldn't make it again.

## Answer Keys

### Part 1

- 1 D — occasion.** The meaning of 'on occasion' is 'sometimes (not often), when needed'.
- 2 A — limb.** Life and limb is an idiom that means 'health and well-being'. With this kind of question, you can't know every single idiom. To make an educated guess, you may go for alliteration (when words begin with the same letter, like in this case) and try to listen to each construction. E.g. 'life and bone', 'life and flesh' sound rather awkward.
- 3 B — called.** 'To call on someone' is to ask them to do something. Pay attention to the following preposition, as it is a phrasal verb and preposition is key to understanding the meaning.
- 4 C — host.** 'A host of something' is a large number of it.
- 5 C — debt.** 'A debt of gratitude' is a large amount of favour you owe someone because they helped you a great deal.
- 6 B — involved.** One of the easier gaps in this text.
- 7 D — vital.** The only widely used collocation here is 'of vital importance'.
- 8 C — donations.** Unlike other options listed (except D), donations are given with a general purpose of helping the cause without expecting any feedback on expenditures. Option D doesn't fit lexically.

### Part 2

- 9 longer.** 'No longer' is used in the meaning of 'in the past, but not anymore'.
- 10 which.** 'Which' here refers to the end of the sentence: 'which... is very convenient'. Consider reading an article on [relative clauses](#) if you think 'that' would be more appropriate.
- 11 having.** 'Having done something' is an example of a perfect participle, which shows the interrelation between two actions: first you park the car, then you do the shopping inside the mall.
- 12 There.** 'There is no need' is a fixed expression used to say that something is unnecessary.
- 13 like.** Another straightforward gap. Don't be tempted to put 'is' in there, as there's already an auxiliary verb in that clause.
- 14 to.** 'To object to something' means to be against it, to dislike it.
- 15 One.** One of the many.
- 16 with.** The result of malls looking the same is the identical appearance of every city.

### Part 3

- 17 eloquently.** An adverb is needed here.
- 18 conceivable.** Make sure not to misspell this word. Remember one simple rule: 'i' before 'e' except after 'c' (which is the case here).
- 19 disrespect.** The context clearly indicates the need for a negative prefix.
- 20 influential.** An adjective with no spelling pitfalls.
- 21 discredited.** 'or called into question' helps to understand that the preceding verb should be negative and in the past form.
- 22 incorporated.** The meaning of the verb is 'to implement, to introduce'.
- 23 unmodified.** 'Raw' helps to get the idea of the blog material remaining unchanged.
- 24 disprove.** Another rather difficult case. The two pitfalls here are which negative prefix to use and how to spell the verb form of 'proof'. Both are a matter of memorisation.

**Part 4**

**25 would benefit from (taking/having).** The phrase "would do you good" is replaced with the more formal expression "would benefit from." Note that "benefit from" can be followed directly by a noun ("a holiday") or by a gerund ("taking/having a holiday").

**26 no time were we (ever) aware.** This is an inversion structure used for emphasis. The phrase "at no time" (meaning "never") is placed at the beginning of the sentence, which triggers inversion of the subject and auxiliary verb. The original past simple "were" becomes part of the inverted structure: "At no time + auxiliary + subject + adjective." "Were we aware" is the correct inverted form.

**27 had not / hadn't been for that accident.** The third conditional is rewritten using the fixed expression "if it had not been for," which means "if that event had not happened." This structure is used to emphasize that one specific event was the cause of a different outcome. Note that the pronoun "Gary" moves to the main clause, and the accident becomes the focus of the "if" clause.

**28 are on (very) good terms with.** The phrasal verb "get on with" (meaning "have a good relationship with") is replaced with the expression "be on good terms with." The adjective "very well" becomes "very good" to modify "terms." We use the structure "be on + adjective + terms with + someone."

**29 can't have been put.** This sentence expresses disbelief about a past action. The modal structure "can't have + past participle" is used for negative deductions about the past (something that was impossible). The active verb "assembled" becomes the passive "been put together" because the focus is on the wardrobe (the object of the action). The structure is "can't have been + past participle."

**30 had her bag snatched.** This is a causative passive (have something done) structure, used to say that something happened to someone, often something unpleasant or outside their control. The structure is "have + object + past participle." Here, "Sue" is the subject, "her bag" is the object, and "snatched" is the past participle. This emphasizes Sue's experience of the event rather than the unknown thief's action.

**Part 5**

**31 C.** This one is not an easy question; the best way to approach it is to exclude options that do not fit and gradually work from there. Answer A is not mentioned - it was not said when the information was discovered. Answer B is not mentioned again - even though there is a mention of ice age, it wasn't the cause. Answer D can't be used as nothing is said about the inhabitants drowning. It is also a ridiculous notion, as the process of rising sea level takes hundreds of years.

**32 C.** The devices mentioned are 'computers' and 'satellite-positioning equipment'. Option A is wrong - the sonar is located at the bottom of the survey ship. Option B is not correct either - the imagery produced by this technology has three dimensions. Option D is not mentioned.

**33 A.** Understanding the word 'scathing' is the key to this question. It means 'bitter or hurt'. Another helpful expression is in the last sentence of the paragraph: 'it's an absolute scandal!' Dr Andrews is definitely angry at the situation.

**34 B.** Last but one sentence of the paragraph clearly states that such findings could change how British people perceive their origin.

**35 D.** The practical application is the mapping capabilities of the technology that would help pick the best site for quarrying. Other answers here have no direct relation to quarrying.

**36 A.** The second part of the last paragraph concentrates reader's attention on the importance of preserving marine life and how the use of the new scanning technology could both help save the sea species and conduct the long-planned enlargement of the English Channel.

**Part 6**

**37 A.** Reviewer A is the only one unhappy with the author's style or narration: 'excessively poetic, at times, absurd language'; Reviewer B: '[her ideas are] passionately and eloquently expressed'; Reviewer C: 'it's a fascinating proposition, fluently and vividly delivered'; Reviewer D: 'rare vitality and admirable energy in Griffiths' writing'.

**38 B.** Reviewer A believes the author to be too selective, as she conveniently picks arguments that support her theory: 'a single idea of lost childhood freedom' is taken. Reviewer B agrees: 'She is also guilty of selective deployment of evidence'.

**39 D.** The only reviewer who doesn't doubt Griffiths fairness in data representation: 'The result, as the UNICEF surveys of well-being that Griffiths' quotes reveal, is a generation of children who are unhappy and unfulfilled.'

**40 C.** Both reviewers point out that children are in fact far from the innocent beings she believes them to be: Reviewer B: 'Part of the problem is that she regards children as originally innocent and good'; Reviewer C: 'Griffiths ignores all the science that shows that children are, in fact, far from being the simple innocents of romantic tradition.'

**Part 7**

**41 E.** 'they work outdoors' at the beginning of Paragraph E helps us to establish the connection with the first paragraph and refers to the field scientists.

**42 C.** The preceding paragraph ends with 'everywhere is teeming with life' and then the idea is developed at the beginning of Paragraph C with a literal example of a sprouting mushrooms.

**43 F.** The plural pronoun 'they' at the beginning of Paragraph F refers to the local community and carries on to expand the topic of their lives. Then an example of a helping a local woman is needed, with the beginning of the next paragraph contrasting with this event, giving a brief description of the author's regular activities.

**44 A.** A number of relative pronouns are used throughout this paragraph and as you read through it, you understand that they refer to the 'species' from the previous paragraph. Then the following paragraph continues this idea, stating that usually there are no species in sight, just crawling among leaves.

**45 G.** 'Rewarding' at the end of previous paragraph is the adjective referring to what is described in Paragraph G. The thrill of discovery, the joy of sharing it with the scientific community.

**46 D.** This paragraph and the previous one both give a brief description of the trouble of finding a job position like the one the author has.

**Part 8**

**47 D.** The first sentence of this paragraph encourages the reader to prepare for the interview, namely find out how it is going to be conducted.

**48 A.** The middle of the paragraph mentions the author talking about their hobbies and then getting 'carried away'. That's how they learned to keep to the point the hard way.

**49 C.** This is one of the easier questions. The first half of the paragraph tells the story of an informal setting at a workplace and the author of the paragraph showing up for the interview in a suit.

**50 C.** The middle of this paragraph mentions the author responding with 'No, thanks!' to whether he had any questions, which briefly ended the interview for them.

**51 D.** The bottom half of the paragraph mentions the employers being interested in a candidate that is able and willing to take responsibility for their own shortcomings.

**52 B.** The second sentence suggests not to learn your responses as not to appear insincere.

**53 C.** Bottom half of this paragraph advises to have about ten questions ready for when the interview is over to ask your future employer.

**54 D.** The second part of the paragraph mentions the importance of candidate's posture, position of hands,

maintaining eye contact and so forth.

**55 B.** Last sentence of the paragraph gives an example of an inquiry about prospective promotion as good practice. The author encourages you not to hide your plans and intentions.

**56 A.** Last two sentences mention that you should not be shy about your shortcomings and weaknesses and let your prospective employer know about them. However, it is also advisable to mention how you tend to cope with them.

## Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

**And remember — you are not given a vocabulary list (or a dictionary) at your real exam.**

### Part 1

**Foolhardy** (adj) — Brave, but tending to take unnecessary risks. *Back in the days of Columbus, crossing the Pacific was thought of as a foolhardy move.*

**Unforeseen** (adj) — unexpected and not wanted. *Judy's parents coming back home earlier than usual was an unforeseen circumstance.*

**Gratitude** (n) — feeling of thankfulness to someone who has done you good or a favour. *I feel immeasurable gratitude to my parents for so many things.*

**Stretchers** (n) — a piece of medical equipment consisting of two parallel poles with a piece of cloth between them to transport people who are unable to walk. *The medics deployed two stretchers to move the wounded.*

**Generous** (adj) — willing to provide money or any other financial help. *And now a very generous donation from the Gates family.*

### Part 2

**Ubiquitous** (adj) — if something is u., it can be found anywhere. *So-called vape shops are ubiquitous nowadays.*

**Genuine** (adj) — real, true, not fake. *This purse is made of genuine leather.*

**Outskirts** (n) — area on the edge of a town or a city. *My family lived on the outskirts of Dublin for about eight years.*

**Deserted** (adj) — uninhabited or no longer used. *The once booming industrial district is now full of deserted factories.*

### Part 3

**Eloquence** (n) — the skill or ability to speak or write in a clear, easy-to-understand and efficient language. *Eloquence is a must-have skill for any politician.*

**Bypass** (v) — to go around or to skip something. *The criminal managed to bypass two security checks in the building.*

**Distort** (v) — to change the shape or essence of something so that it looks unnatural. *The voice on the radio came out distorted because of all the static.*

**Watchdog** (n) — someone or something guarding against illegal practices such as theft or suboptimal use. *She is a watchdog reporter telling people about corrupt politicians.*

**Part 5**

**Roam** (v) — to walk around a place with no certain destination in mind. *Roaming the streets of my hometown was my favourite pastime back in the day.*

**Confine** (v) — to limit or restrict something or someone. *Don't feel confined by the main topic of your diploma - you are free to explore other concepts and ideas along the way.*

**Glacier** (n) — a large, slow moving body of ice. *Global warming proves increasingly dangerous as it expedites melting of glaciers on the poles.*

**Submerge** (v) — to go or send underwater. *The ship was damaged, and it gradually submerged underwater.*

**Deluge** (n) — a large amount of water or rain. *Continuous summer rains turned our street into a deluge.*

**Lush** (adj) — rich in plants and other vegetation. *Lush fields of southern France.*

**Verdant** (adj) — similar to lush, however with more accent on colour green. *Verdant areas of our town are more pleasant to live in.*

**Tusk** (n) — a long, pointy bone at the front of an elephant's head. *Elephants are endangered because they are hunted for their tusks.*

**Seabed** (n) — the floor of an ocean or sea. *Many fascinating species can be found living very close to the ocean's seabed.*

**Vessel** (n) — any ship bigger than a boat. *Having hit the rocks, the vessel started to submerge into the troubled waters of the Pacific.*

**Pinpoint** (v) — to point out or locate something with very high accuracy or precision. *At the present, we are unable to pinpoint the terrorists' location.*

**Litter** (v) — to dispose of garbage by throwing it on the ground. *Singapore has very high fines for people who litter on the streets.*

**Scathe** (v) — to harm someone either physically or emotionally. *His criticism scathed Nancy's reputation.*

**Maritime** (adj) — relating to sea. *Maritime laws are different from those of the land.*

**Vital** (adj) — extremely important, crucial. *It is vital that you give me a call first thing in the morning.*

**Aggregate** (n) — a total amount of something. *The aggregate cost of this enterprise is going to be extremely high.*

**Quarry** (v) — here: to dig something. *Quarrying this site will prove to be too costly to turn a profit.*

**Legislation** (n) — laws and their application. *This country has very strict legislation regarding construction works.*

**Dredge** (v) — here: to make a waterway deeper. *The building company is currently negotiating to dredge the channel.*

**Part 6**

**Erroneous** (adj) — incorrect, containing an error. *Their version of the events turned out to be erroneous.*

**Dress up** (phr v) — here: to try make something appear more valuable, attractive or interesting. *He had to dress up his story to make it more convincing.*

**Suppress** (v) — here: to stop from developing, to hinder. *Nancy's parents suppressed her desire to do ballet dancing.*

**Impose** (v) — to establish or apply, usually by force. *The school rules were imposed upon all its students.*

**Millennia** (n) — (plural) thousands of years. *This culture dominated their society for millennia.*

**Innate** (adj) — essential, part of one's nature. *Her innate ability in music.*

**Proposition** (n) — a formal offer, a suggestion. *Your proposition will most certainly get rejected - no one is going to accept your terms.*

**Assertion** (n) — a declaration or a statement. *The mayor's assertions caused much unrest among the town's population.*

**Unfulfilled** (adj) — not finished, not brought into reality. *Unfulfilled promises are a sign of weak personal integrity.*

**Compelling** (adj) — persuasive, convincing or demanding attention. *Your arguments in today's discussion were compelling enough to change their opinion.*

**Teem with** — to be full of. *This forest is teeming with birds almost all year round.*

**Transfix** (v) — here: to be captivated by, as if physically pierced to. *I just stood there transfixed by that girl's sheer beauty.*

**Laborious** (adj) — involving a lot of work or effort. *The laborious process of autumn harvest gathering.*

## Part 7

**Facilitate** (v) — to make something go quicker or easier. *This new pill facilitates food digestion.*

**Sprout** (v) — to grow, esp. to grow new parts (e.g. leaves). *The old oak in our garden keeps sprouting new branches.*

**Nocturnal** (adj) — relating to night. *Bats are nocturnal creatures.*

**Obscure** (adj) — strange, complex and not easy to understand, not well-known. *Back in the day, we would go to her place and watch old, obscure art house movies.*

**Vast** (adj) — huge in size. *This is an untapped market, so the opportunities are vast!*

## Part 8

**Rehearsed** (adj) — (about a speech) practised in advance. *My rehearsed dialogue with her didn't work because her very first response was something I didn't plan for.*

**Prospective** (adj) — relating to the future, due to happen in the future. *The company where you're doing your internship could be your prospective employer.*

**Reveal** (v) — to make known or visible. *It was only after 25 years that the government revealed the facts about the corrupt politician.*

**Babble** (v) — to speak incoherently, to repeat the same thing over and over again without necessity. *I approached the girl to ask her out but instead I just babbled nonsense.*

**Go off on a tangent** — to change topic suddenly, abruptly and with no reason. *She finds it very difficult to concentrate and always goes off on a tangent.*

**Evasive** (adj) — if someone or something is evasive, it avoids (or attempts to avoid) something and is hard to get or catch. *George has been very evasive lately, we've been trying hard to talk to him, but alas.*

**Cope with** (v) — deal with something, usually undesirable or unpleasant. *He is coping with his disease just fine. In fact, doctors believe he is on his way to a full recovery.*

**Complacent** (adj) — if a person is complacent, they are satisfied and proud of what they are or what they have, while also unaware of their own shortcomings. *After winning a regional math competition, Matthew has grown complacent.*

n — noun; v — verb; phr v — phrasal verb; phr - phrase; adj — adjective; adv — adverb