

CAE Reading and Use of English – Practice Test 15

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).

Changing Typefaces

In what can only be described as an impressive (0)_____ of research, a schoolboy in the USA has calculated that the state and federal governments could save getting on for \$400m a year by changing the typeface they use for printed documents.

Shocked by the number of printed handouts he was receiving from his teachers, the 14-year old boy decided to investigate the cost. He established that ink (1)_____ up to 60% of the cost of a printed page and is, gram for gram, twice as expensive as some famous perfumes. He then started looking at the different typefaces and discovered that, by (2)_____ to one called Garamond with its thin, elegant strokes, his school district could reduce its ink (3)_____ by 24% annually. Working on that (4)_____, the federal savings would be enormous.

(5)_____, earlier studies of the (6)_____ of font choice have shown that it can affect more than just cost. The typeface that a document uses also (7)_____ how much of the information is (8)_____ and whether it is worth taking seriously.

| | | | | |
|---|-----------------|-------------|-----------------|---------------|
| 0 | A item | B article | C <u>piece</u> | D unit |
| 1 | A represents | B measures | C equals | D indicates |
| 2 | A varying | B modifying | C adapting | D switching |
| 3 | A application | B intake | C capacity | D consumption |
| 4 | A belief | B basis | C impression | D thought |
| 5 | A Fundamentally | B Seemingly | C Interestingly | D Unusually |
| 6 | A issue | B concern | C aspect | D discussion |
| 7 | A guides | B rules | C dominates | D influences |
| 8 | A preserved | B retained | C accumulated | D gathered |

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) UNDER

CAE Reading and Use of English – Practice Test 15

My First Paddle-Boarding Lesson

Here I am in a cold, windy city, (0)_____ a very grey sky. I ask myself (9)_____ I'm standing on an oversized surfboard in the middle of a river with nothing to help me (10)_____ a paddle. I'm about to have my first lesson in paddle-boarding, which is a bit (11)_____ canoeing but with only one paddle and, being upright, you can enjoy the views on offer. The teacher reassures me it's easy, which (12)_____ nothing to reduce the pressure. I desperately try to keep (13)_____ balance and concentrate on not falling in. I wonder if I've left it too late to back out and head for solid ground, but before I can change my mind I'm (14)_____ the move, but not going where I want to. I hear my teacher shouting 'Paddle paddle'; I try but, (15)_____ my best efforts, I don't make much progress. 'You need to paddle on both sides,' he says, 'because (16)_____ you'll go around in circles. Copy me.' And finally I'm moving in the same direction as everyone else and it feels amazing.

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) DEALINGS

The Joy of Mathematics

| | |
|--|--|
| Are you good at maths? Many people would say 'no'. They have no confidence in their (0)_____ with numbers. Maths lessons at school are remembered as hours of (17)_____ rather than enjoyment, and this memory is (18)_____ what colours their attitude to maths in adulthood. | 0. DEAL 17. ENDURE 18. DOUBT 19. TOLERATE 20. MASS |
| But in some ways, society is (19)_____ of this attitude. We accept without question the need to be literate, so why isn't numeracy valued in the same way? For those who loathe maths, there seem to be (20)_____ psychological barriers preventing them from appreciating the (21)_____ of maths to our everyday lives. | 21. USE 22. ACCESS 23. ANXIOUS 24. HOPE |
| But all is not lost. A professor of maths in the USA has set up a blog that aims to make maths (22)_____ to those who missed out at school and to remove the many (23)_____ that some people have about the subject. He wants to share some of his enthusiasm for maths, and by introducing people to the beauty of maths, (24)_____ make it a more joyful experience. | |

CAE Reading and Use of English – Practice Test 15

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 The biographer decided to leave out all the less interesting details of the footballer's childhood.

ANY

The biographer decided not _____ the less interesting details of the footballer's childhood.

26 David apologised for being unable to come to the meeting next week.

COULD

David said he _____ come to the meeting next week.

27 Since starting her new job, Charlotte has completely forgotten about the plans she used to have.

SIGHT

Since starting her new job, Charlotte has completely _____ the plans she used to have.

28 I can never remember dates for anything, even though I really try.

MATTER

I can never remember dates for anything _____ try.

29 The impression his boss has of Jack is that he's an ambitious person.

ACROSS

Jack _____ an ambitious person.

30 Casper didn't mention the fact that we had met before.

REFERENCE

Casper _____ the fact that we had met before.

CAE Reading and Use of English Part 5

You are going to read an internet article about a work policy of unlimited leave time. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

Unlimited Time Off Work

Barnaby Spence considers a new idea from the world of big business

The founder of a multinational corporation recently announced that his company would no longer be keeping track of its employees' paid holiday time. The move was apparently inspired by an internet

CAE Reading and Use of English – Practice Test 15

company which has instigated a similar policy. According to the founder of the multinational corporation, the idea came to him via a cheery email (reproduced in many newspapers) from his daughter. In it she sounds suspiciously like a copywriter from her father's media team. Setting aside the fact that the means by which the announcement was made seems like a hollow attempt at 'humanising' what may turn out to be a less than generous policy decision, let us ask: is the idea practical?

The internet company and the multinational corporation are fundamentally distinct - the former has 2,000 employees and provides a single service, while the latter has 50,000 employees with dozens of subsidiary companies providing services as diverse as financial services, transport, and healthcare. The approach of 'take as much time off as you want as long as you're sure it won't damage the business' seems better suited to a smaller company where employees have a better idea of each other's workloads and schedules, and so may be more comfortable in assessing whether their absence would harm the business - in any case a problematically abstract notion.

The founder of the multinational has stated that his employees may take as much leave as they want, as long as they 'feel a hundred percent comfortable that they and their team are up to date on every project and that their absence will not in any way damage the business - or, for that matter, their careers.' Is it possible to be that sure? No matter how many loose ends you manage to tie up in advance of a holiday, there is always a mountain of work to come back to. That is simply the nature of leave; you put your work on hold, but its accumulation is inevitable and beyond your control. Someone who follows these guidelines would likely not go at all, or, at the very least, would feel overly guilty about going. Increased levels of guilt lead to stress and this, together with workers not taking sufficient leave, would lead to a decrease in productivity in the long run.

The situation could be compounded by pressure from colleagues and office gossip concerning who was off when, and for how long. Such pressure already affects decisions such as when to start and end the working day. Particularly in the corporate sector, there is a culture of working late, and it is easy to see how this could translate into a 'no holiday' culture in a company with unlimited leave, where workers compete for promotion. Similarly, if the feelings of safety and entitlement that statutory leave provides are removed, people may feel unable to take the leave they require for fear of appearing lazy. Essentially, they would no longer have their legal entitlement to fall back on. Perhaps then, the policy would result in a sort of paralysis, where workers did not feel able to take their entitled leave, or, they might continue to use their statutory rights as a guideline, leaving the policy obsolete.

Modern technology, which allows us to receive work messages whenever and wherever we are, has blurred the distinction between work and leisure time. The internet company apparently began their unlimited leave policy when their employees asked how this new way of working could be reconciled with the company's old-fashioned time-off policy. That is to say, if their employer was no longer able to accurately track employees' total time on the job, why should it apply a different and outmoded standard to their time away from it? However, a potentially problematic corollary of having no set working hours is that all hours are feasibly working hours. Employees can never be sure whether or not their working hours are being monitored by their employer, causing them to internalise this scrutiny and become self-disciplining, with

CAE Reading and Use of English – Practice Test 15

possibly destructive effects. Employment law exists for a reason. Workers are entitled to a minimum amount of statutory paid annual leave because periods of rest and leisure are critical to their mental and physical health. The increased morale, creativity and productivity which are cited as the desired results of the unlimited leave policy can all exist independently of worker well-being. I remain doubtful, therefore, as to whether being 'able to take as much holiday as they want' is either the true intention or the probable outcome of this policy.

31 What does the writer imply about the founder of the multinational corporation?

- A** He is unwise to employ his daughter in his company.
- B** He is dishonestly copying an idea from another company.
- C** He is using his daughter to make a planned change appear more acceptable.
- D** He is merely trying to increase his personal popularity.

32 Which phrase could correctly replace 'Setting aside' in the last sentence of Paragraph One?

- A** As an example of
- B** Because we accept
- C** If we ignore for now
- D** Taking as a starting point

33 The writer compares the multinational corporation and the internet company in order to demonstrate that

- A** unlimited leave is more likely to work in a more diverse company.
- B** employees in a smaller company have more loyalty to each other.
- C** it is difficult for workers to assess what is best for their company.
- D** what works in one company may be unsuitable for another.

34 What does the writer state about the unlimited leave policy in the third paragraph?

- A** It increases the employees' workloads.
- B** It sets unreasonable criteria to consider before leave can be taken.
- C** It could harm the employees' careers in the long term.
- D** It makes them feel under an obligation to take leave at inappropriate times.

35 What generalisation does the writer make about office workers in the fourth paragraph?

- A** They can often be unaware of their legal rights.
- B** They can have a strong influence on each other's behaviour.
- C** They tend to be more productive when there is a promotion on offer.
- D** They prefer to have fixed guidelines regarding terms and conditions.

36 In the last paragraph, the writer questions whether

- A** it was really the staff at the internet company who had the idea for an unlimited leave policy.
- B** employees can be trusted to keep track of their working hours.
- C** abolishing a fixed work timetable actually gives workers more freedom.
- D** it is time to update the employment laws relating to paid leave.

CAE Reading and Use of English Part 6

You are going to read four reviews of a book about memory called *Pieces of Light*. For questions 37-40, choose from the reviews A-D. The reviews may be chosen more than once.

Reviews of *Pieces of Light*

Four reviewers give their opinions on a book about memory by Charles Fernyhough

A

In my view, the most important message of *Pieces of Light* is that the 'reconstructive nature of memory can make it unreliable'. It is wrong to see memories as fixed biochemical or electrical traces in the brain, like books in a giant library that you could access if only you knew how. People are becoming increasingly aware that memory is, in fact, unstable. The stories in *Pieces of Light* may persuade a few more - and anyone who reads them will enjoy Fernyhough's effortless prose. He returns repeatedly to his central message using a sophisticated and engaging blend of findings from science, ideas from literature and examples from personal narratives. Yet in disabusing us of our misconceptions, and despite this being the stated aim of the book, Fernyhough leaves us with little sense of a scientific explanation to put in their place.

B

'Remembering is a serious business,' Charles Fernyhough warns. It is this respect for his subject that makes *Pieces of Light* such an immense pleasure, as Fernyhough sees the emerging science of memory through the lens of his own recollections. In the hands of a lesser writer, such reliance on personal experience could rapidly descend into self-indulgence and cliché, but Fernyhough - a psychologist and published novelist - remains restrained and lyrical throughout. As Fernyhough examines the way the brain continually rewrites our past, it is almost impossible not to question the accuracy of our recollections. Even the events that we recall with the most vivid sensory detail are not to be trusted, he maintains. Although I remain to be persuaded, Fernyhough does serve up the latest findings in neuroscience and quotes academic studies without ever baffling the reader along the way.

C

Fernyhough, who is a popular science writer as well as an academic psychologist, wrote this book because he is worried that too many people still think of memory in terms of a vast personal DVD library. He sets out to show the reader how he believes it to actually operate, and I for one was convinced. The author plays a key role in his own book, returning to places that were very familiar to him in childhood to see how much he can remember. However, he gets hopelessly lost. Though Fernyhough is a gifted writer who can turn any experience into lively prose, these autobiographical passages are the least successful of *Pieces of Light* because they are too disconnected from any scientific insights about memory. There are also frequent references to literature. Yet whereas others might find these a distraction from the main narrative, I personally found the balance between science and literature refreshing and well judged.

D

A major theme of Charles Fernyhough's book is that remembering is less a matter of encoding, storing and

CAE Reading and Use of English – Practice Test 15

retrieving an accurate record of events, and more a matter of adjusting memories to current circumstances, which may then alter them for future recollection. He mixes the latest findings in neuroscience with in-depth case histories. Nor is Fernyhough uncomfortable using personal testimony to put warm flesh on hard science: sizeable sections of the book are taken up with him exploring his own past. These do not add greatly to the book, and it is hard for the reader not to wonder whether it is really worth the effort of ploughing on with him. This weariness is reflected in his writing style. Surprisingly, however, Fernyhough is a lucid, concise and knowledgeable guide to all the data that generally stay buried deep in specialist journals, and that is where the book really springs to life.

Which reviewer ...

37 expresses a similar opinion to B on how clearly the science is presented?

38 has a different opinion to all the others on the quality of the writing?

39 shares C's view of how well the writer brings together diverse academic disciplines?

40 has a similar view to D on the effectiveness of the writer's emphasis on his personal memories?

CAE Reading and Use of English Part 7

You are going to read a newspaper article about a project at a natural history museum. 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.

Taking Dinosaurs Apart

Pulling apart limbs, sawing through ribs and separating skull bones are activities usually associated with surgeons rather than museum staff. However, that is exactly what is going on at the Smithsonian's National Museum of Natural History in Washington DC, USA. Renovations to the museum's dinosaur hall, which started recently, have necessitated the dismantling and removal of its collection of dinosaur and extinct mammal skeletons, some of which weigh as much as five tons.

41 ____

One particular specimen which curator Matthew Carrano can't wait to get hold of is a meat-eating Jurassic dinosaur called Allosaurus, which has been on display for 30 years. 'Scientifically, this particular Allosaurus is well-known,' he explains, because 'for a long time, it was one of the only Allosaurus specimens that represented a single individual animal'.

42 ____

The Smithsonian's five-meter-long Allosaurus, however, is definitely one unique individual. So once crystallized glue holding it together is removed, researchers and conservators can get a better sense of how the creature's joints actually fitted together in life

43 ____

CAE Reading and Use of English – Practice Test 15

Another modification in the museum plans to make to its Allosaurus is removing a couple of centimeters from its tail, which is not original fossil but casts of vertebrae. 'The tail on the Smithsonian's specimen is too long', says Peter May, owner and president of the company in charge of dismantling, conserving, and remounting the 58 specimens in the museum's dinosaur hall. He explains that the skeleton on display has over 50 vertebrae, when it should have something closer to 45.

44 ____

Slicing a thin cross-section out of a leg or rib bone can help with that. By placing a slice under a microscope, researchers will be able to count growth rings on the bone, the number of which would have increased throughout the creature's life, very much like the rings on a cross-section of a tree trunk.

45 ____

One example which Carrano wishes to investigate further is an apparent blow to the Allosaurus's left side. 'The shoulder blade looks like it has healed improperly,' he explains. If the damaged shoulder blade can be fitted together with the ribs which are held in storage, paleontologists might be able to determine the severity and cause of the damage.

Finally, Carrano hopes to be able to compare the Allosaurus with another dinosaur in the collection called Labrosaurus. Labrosaurus is known only from a single bone - a lower jaw with a distortion which is believed to have been caused by disease or injury. 'The two front teeth are missing and there's an abscess there', Carrano explains.

46 ____

But in order to confirm their suspicion, Carrano and his colleagues will have to wait a while. 'A lot of what we hope to learn won't be accessible to us until the exhibits have been taken down and we can have a good look at them', he says. So he won't be able to get his hands on the Allosaurus quite yet.

A Dismantling the Allosaurus and removing the plaster and glue covering it can also reveal whether the animal suffered any injuries when alive.

B The Smithsonian's team should be able to take it apart in large chunks in a single day, but even once they've dismantled it they'll still have hours of work ahead of them, breaking the skeleton down further into individual bones and cleaning them.

C These endeavors will modernize a space which has never seen a major overhaul. It will also give researchers a chance to make detailed studies of the exhibits - some of which haven't been touched in decades.

D There are also plans to slim it down a little. When the museum first displayed the Allosaurus, preparators decided to use plaster casts of the ribs instead of the actual specimens, which resulted in a heavier-looking skeleton. Curators hope that the final, remounted skeleton will more closely resemble the dinosaur's natural shape.

CAE Reading and Use of English – Practice Test 15

E However, this dinosaur, previously classified as a separate species is now thought to be a type of Allosaurus. Both of the specimens come from the same quarry, and what's more the Allosaurus is missing the exact same bone, so it's entirely possible that it actually belongs to the Smithsonian Allosaurus.

F In addition to correcting mistakes such as this, made when the specimens were first displayed, Carrano would also like to determine the age of the Allosaurus.

G There are Allosaurus skeletons in museum collections across the world, but most consist of bones from a number of different examples of the species. This has made it difficult for scientists to work out how the entire skeleton fits together.

CAE Reading and Use of English Part 8

You are going to read an article in which four academics give their views on fiction. 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 academic ...

47 compares books to other story-telling art forms?

48 admits to gaps in their literary knowledge?

49 suggests a possible consequence of not reading novels?

50 points out that opinion about a book depends on the period in which it is being judged?

51 explains why readers sometimes choose to read books which are not considered classic works of literature?

52 believes that it is possible to improve any novel?

53 gives reassurance about people whose choice of reading is limited?

54 says that no-one should feel obliged to read a particular type of book?

55 gives another writer's opinion on why people enjoy reading literature?

56 defends their right to judge particular types of novels?

Why Do We Read Novels?

We asked a group of academics for their views on the appeal of fiction

A Cathy Smith

Is a work by a prize-winning novelist better than a trashy summer blockbuster? Undoubtedly, if you're looking for a literary masterpiece. But it's not 'better' if you're simply looking for escapism. 'Literary fiction', unlike 'genre fiction' such as mystery or romance, is not about escaping from reality. Instead it provides a means to better understand the world. What makes a work deserve the title of literary fiction can be pinned down, to a certain extent, by critical analysis of the writer's techniques. Yet a huge element of the appeal of literary fiction lies in something almost indefinable - the brilliant, original idea; the insight that, once written down, seems the only way to say something. Writers of fiction have to recruit or seduce us into

CAE Reading and Use of English – Practice Test 15

their world - only then do we trust them to take us on a journey with them. The books we put down after only a few pages are those which have failed to make that connection with us.

B Matteo Bianco

A novel - whether for adults or children - takes you places, emotionally and imaginatively, which you would never otherwise have visited. However, I don't think you should put yourself under any more pressure to finish 'a classic' than a kids' comic. And if by 'classics' we mean Tolstoy, Proust, Hardy and so on, then my own reading is distinctly patchy. The author Martin Amis once said that the only way we have of evaluating the quality of a book is whether it retains a readership. I think that's fair enough, though it's imprecise. A work of fiction can always be fine-tuned in such a way that the final experience for the reader is enhanced, and this fact must say something about the theoretical (if not practical) possibility of stating that one book is better than another. And while I can't prove that a single copy of a classic work of fiction is a greater gift to the world than a million trashy romances, I'm going to go ahead and say it's so anyway.

C Gita Sarka

The author Albert Camus says that the appeal of narrative art lies in its power to organise life in such a way that we can reflect on it from a distance and experience it anew. Distinct from television or film, literature allows us significant control over our experience of what's being presented to us. One book I would always tell anyone to read is *The Life and Times of Michael K.* - a literary prize winner, but hated by some of my colleagues. It's a classic for me because of what it says about living in difficult times; to a lot of people it's just a bit boring and the main character doesn't speak enough. Categories such as 'literary masterpieces' and even 'literature' do not exist independently of their assessors - assessors who are bound in an era and see value in part through the eyes of that era. Personally, I find it impossible to make claims that one work is better than another. I can say why it might be worthwhile to study it, but that's all.

D George C. Schwarz

If, at a certain time in their life a person is interested in just one particular genre or author, that's fine as long as they have the opportunity of reading a wide range of books throughout their lives. These opportunities can come through family members, teachers and friends who can create the reading landscape and encourage them to look wider and further. A famous writer once said that it's easy to recognise the people who don't read fiction, as their outlook on life is narrower and less imaginative, and they find it hard to put themselves in other people's shoes. It's a generalisation, but with elements of truth. The power of fiction begins with fairy tales, nursery rhymes and picture books, which give children ways of looking at the world outside their own experience. Literature teachers often recommend reading 'the classics'. But what classics, whose and which era? In a way it doesn't matter - the key point is that one can't escape from a need for shared references and reading experience.

Answer Keys

Part 1

- 1 A— represents.** Verb 'equals' would need a 'to' preposition following it to fit. Other verbs do not fit here.
- 2 D— switching.** The meaning of the gerund here is 'moving or changing to'.
- 3 D— consumption.** The meaning of the phrase is that the usage of ink will be reduced. 'Consumption' is a more [formal word](#) for 'usage'.
- 4 B— basis.** A synonymous phrase would be 'working on that principle or starting point'. The idea is to apply same concept of using a different typeface at a larger scale, not just in one school.
- 5 C — Interestingly.** It is interesting that the question had been brought up before but nothing was done.
- 6 A— issue.** An issue here is used in the meaning of 'unresolved matter or problem'.
- 7 D — influences.** Affects or governs.
- 8 B— retained.** A rather difficult choice; to retain means 'to hold intact, to secure, to keep'.

Part 2

- 9 why.** The author is clearly puzzled by the situation he finds himself in or doubts his motives of doing that.
- 10 but/except/besides.** A paddle is the only thing the author has in his hands.
- 11 like.** A comparison between two activities is made: paddle-boarding and canoeing.
- 12 does.** Teacher's reassurance has no effect on the narrator. It does nothing to him.
- 13 my.** No article is needed here as 'balance' is an abstract noun
- 14 on.** 'On the move' means 'in a state of moving, in motion'.
- 15 despite.** A negative preposition is needed to show contrast between the author's action and its result
- 16 otherwise.** Not rowing on both sides results in going in circles.

Part 3

- 17 endurance.** Endurance is one's ability to withstand (stand up against, to resist) difficulties.
- 18 doubtless/undoubtedly.** Context suggest a negative form, which can be achieved by either a prefix or a suffix.
- 19 tolerant.** The sentence that follows the gap helps us understand that the adjective required is a positive one: '*We accept without question...*'.
- 20 massive.** Massive or very big, huge.
- 21 usefulness.** Not to be confused with 'usage', which is the way we use something; usefulness is how handy (useful) something is.
- 22 accessible.** Make sure to use the right suffix -ible, not -able.
- 23 anxieties.** An anxiety is a state of nervousness and uneasiness, usually about something that is going to happen soon.
- 24 hopefully.** The author shows desire for math to become more popular among people.

Part 4

- 25** to include/mention/use any of
- 26** was sorry (that) he could not

CAE Reading and Use of English – Practice Test 15

27 lost sight of

28 no matter how hard

29 comes across to his boss as

30 made no reference to; didn't/did not make (any/a) reference to

Part 5

31 C. The answer can be found in the middle of Paragraph One: 'In it she sounds suspiciously like a copywriter from her father's media team.'. This suggests that the executive's daughter has nothing to do with, but instead at attempt to make the change more 'human'.

32 C. 'To set aside' means to disregard or ignore; not to consider something

33 D. In Paragraph Two a comparison between two companies is made to show how different they are and to hint at the possibility of a particular approach working for a smaller company is likely to fail if applied to a bigger one.

34 B. Answer A is mentioned, but only as a supporting point to the main argument. Answers C and D are not mentioned. From second sentence onwards, the author brings up a number of points that show how many factors are to be considered when taking a leave, and how they add up to make going on leave nearly impossible.

35 B. First three sentences of Paragraph Four illustrate a number of situations when office workers can affect each other's performance, choice and behaviour. Answer C is mentioned but in a different form and as a minor form to support the main argument. Answers A and D are not mentioned.

36 C. The key notion of the paragraph is in the second half, starting with the sentence 'However, a potentially problematic corollary...'. The author then shows how the conventional application of work and rest policy proves to be more effective and how important periods of leisure are for the employees' well-being. Other answers can be connected with the minor details in the first part of the paragraph, the purpose of which is to introduce the main argument in the second part.

Part 6

37 D. In both paragraphs its respective authors mention Fernyhough combining scientific findings with his own experience in the matter. Paragraph B: 'Fernyhough sees the emerging science of memory through the lens of his own recollections'; Paragraph D: 'He mixes the latest findings in neuroscience with in-depth case histories. Nor is Fernyhough uncomfortable using personal testimony to put warm flesh on hard science: sizeable sections of the book are taken up with him exploring his own past.'

38 D. All other reviewers are fond of the writer's style. However, Reviewer D holds an opposite view. Second half of the paragraph: 'This weariness is reflected in his writing style.'

39 A. Last paragraph of Reviewer C text has a positive opinion of the author's ability to mix literature and science. Reviewer A concurs in the second half of their text: '... sophisticated and engaging blend of findings from science, ideas from literature'.

40 C. Reviewer D doesn't feel that the author's narration of personal experience benefits the book: '... sizeable sections of the book are taken up with him exploring his own past. These do not add greatly to the

CAE Reading and Use of English – Practice Test 15

book...'. Reviewer C holds the same opinion: '... these autobiographical passages are the least successful of *Pieces of Light*...'.

Part 7

41 C. 'These endeavors' refers to the plans to renovate the dinosaur hall. The rest of the paragraph continues the subject started in the previous sentence - the planned restoration of that particular museum area.

42 G. Is it easier to pick the right paragraph if we look at the next one after the gap. Paragraph G talks about multiple Allosaurus in different museum, then the following paragraph points out how Smithsonian's Allosaurus is a special one.

43 D. The preceding paragraph mentions plans to disassemble the skeleton, then Paragraph D brings up the point of making the skeleton smaller and gives detailed explanation why and how they plan to achieve that.

44 F. 'Mistake' is the keyword here. The mistake that is mentioned in Paragraph F is the length of the dinosaur's tail, which consist of too many bone segments. Same sentence continues with idea of finding out the dinosaur's age, which is then continued in the paragraph that follows.

45 A. Another keyword in the gapped paragraph is 'injury'. Then the paragraph below the topic of damages is expanded upon: '... an apparent blow to the Allosaurus's left side. 'The shoulder blade looks like it has healed improperly,' he explains.'

46 E. The word 'suspicion' in the last paragraph helps us to pick Paragraph E which focuses on a confusion between two species.

Part 8

47 C. In the second sentence a comparison between book and films or movies is made, with the former giving a certain degree of control of how we see things presented to us.

48 B. Giving examples of Tolstoy, Proust and Hardy, the author admits to having incomplete knowledge of the matter.

49 D. Middle of the paragraph quotes a well-known writer, who warns people against not reading as it leads to poor imagination and narrower outlook on life.

50 C. The author uses the word 'assessors', or those who evaluate the quality of (in this case) works of literature. Their perception of quality changes with the time period they come from.

51 A. The word 'escapism' is used to justify picking a generic novel over an acclaimed masterpiece at the beginning of this paragraph.

52 B. Second half of Paragraph B goes: 'A work of fiction can always be fine-tuned ...'.

53 D. First two sentences of Paragraph D bring claim there is nothing bad about preferring a certain genre or author at any given period of a person's life.

54 B. Second sentence dismisses the notion of you having to put yourself under pressure to finish 'a classic'.

55 C. The author of this paragraph shares Albert Camus' opinion on why literature and reading are so appealing.

56 B. Last sentence of the paragraph claims 'trashy romances' to be of less value than one work of classics, defending their opinion by 'I'm going to go ahead and say it's so anyway'.

CAE Reading and Use of English – Practice Test 15

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

Typeface (n) — a collection of letters and numbers written in a certain way; a font. *Times New Roman and Arial are the most well-known typefaces.*

Handout (n) — here: additional materials, usually print on a piece of paper. *I think I have forgotten the handouts we were given in our last class.*

Ink (n) — fluid used for writing or printing. *Our printer is going to run out of ink pretty soon - there's a warning on the display.*

Enormous (adj) — very large or great. *Our last play was had enormous success.*

Part 2

Paddle (n) — a piece of wood with flattened end used to row, e.g. when sailing a small boat. *Because of the violent storm I lost my paddle.*

Upright (adj) — standing straight, vertically. *We managed to make the drunken man stand upright.*

Reassure (v) — to make someone stop worrying, to give them confidence. *She tried to reassure her parents about her exam results.*

Part 3

Attitude(n) — opinion or feeling about something; way of behaving. *What's her attitude to open relationship?*

Literate (adj) — having knowledge about something. *Her teacher of English is not very grammar literate.*

Numeracy (n) — see previous: being literate in numbers, e.g. maths. *Unfortunately my numeracy leaves much to be desired.*

Loathe (v) — to dislike something very much, to hate. *Love it or loathe it, but this new band is getting more popular with each passing day.*

Part 5

Founder (n) — the person who starts something, e.g. a business. *Colonel Sanders is the founder of Kentucky Fried Chicken.*

Instigate (v) — to make something happen, to provoke something by performing certain action. *Russia is believed to have instigated unrest in the Ukraine.*

Cheery (adj) — happy, bright and cheerful. *A cheery greeting from one of the colleagues.*

Hollow (adj) — empty inside, without any substance; not true or sincere. *It was a hollow attempt - you didn't stand a chance to dance her at the prom night.*

Diverse (adj) — different to each other or including a lot of different things or people. *My employer's prime*

CAE Reading and Use of English – Practice Test 15

goal at the moment seems to make the workplace as diverse as it can be.

Workload (n) — amount of work done or to be done, usually in a certain period of time. *Our workload increased dramatically after Chris had quit his job.*

Notion (n) — an idea or a belief. *His notion of being a good guest is an odd one: he never eats or drinks anything.*

Compound (v) — to make something bad even worse. *My nervousness and anxiety before the exam were compounded by having been fired from my part-time job recently.*

Gossip (n) — unkind or untrue secretive talk about other people's lives. *Celebrity gossip is one of the things selling glossy magazines*

Statutory (adj) — controlled by law. *Statutory requirements for foster parents.*

Guideline (n) — a set of instruction on how to do something or how something should be. *School behaviour guidelines.*

Obsolete (adj) — something no longer in use and replaced by something newer or better. *He liked to drive his obsolete car around town.*

Blur (v) — make something or someone difficult to see clearly. *The internet blurs distinction between various nations and cultures, thus expediting the process of globalization.*

Reconcile (v) — to make two things or people coexist or agree despite their differences. *It was almost impossible to reconcile two of my drunk friends.*

Outmoded (adj) — no longer needed or useful. See obsolete. *The management methods they employ are outmoded.*

Corollary (n) — a result of something. *The lack of teachers our nation is facing right now is a corollary of low salaries in the education sector.*

Feasible (adj) — something that can be done or achieved. *Marketing strategy suggested by the management doesn't seem feasible to me - it will take too much funding to launch it.*

Scrutiny (n) — close, careful examination. *After recent fraud accusations our company has come under scrutiny by the police.*

Part 6

Disabuse (v) — to stop someone having the wrong idea. *Most prefer would rather not get disabused of their ideas about global warming. Few people are ready to accept that the planet really is getting hotter.*

Engaging (adj) — pleasant and attractive. *Susan's birthday had a number of engaging activities to keep the guests entertained.*

Misconception (n) — a wrong idea about something. *You would be surprised by the amount of misconceptions hold as truths nowadays.*

Immense (adj) — extremely large; extremely good. *Going to the opera is an acquired taste, but they say eventually you get immense pleasure from the performances.*

Recollection (n) — memory of something, e.g. some event. *I have absolutely no recollection of yesterday's night.*

Self-indulgence (n) — allowing yourself anything you enjoy. *My two weeks holiday turned into never-ending self-indulgence.*

CAE Reading and Use of English – Practice Test 15

Restrained (adj) — controlling oneself, controlled. *A diplomat should always be restrained in both his words and actions.*

Vivid (adj) — about memories, descriptions and so on: producing clear images in one's mind; bright in colour. *Matthew's description of the football match was very vivid and pleasant to listen to.*

Narrative (n) — a story or a description of events. *The book I have just finished has the most amazing first-person narrative!*

Testimony (n) — here: something used as a proof to confirm something. *Her biography is a testimony that anything can be achieved with enough effort and determination.*

Sizeable (adj) — of considerable, large size. *The most sizeable donation was anonymous.*

Take up (phr v) — to become interested in something, to do it. *I took up football in my senior year at school.*

Weariness (n) — loss of energy, boredom or tiredness. *Weariness is the only thing I could read on his old, wrinkled face.*

Concise (adj) — short but clear and easy to understand. *Hemingway is known for his concise prose.*

Part 7

Necessitate (v) — to require or to make needed. *This government's new policy will necessitate a lot of taxpayer's money.*

Dismantling (ger) — disassembling, putting apart so that it no longer works; getting rid of something. *At the end of every superhero movie the good guys usually manage to dismantle the villain's master plan.*

Specimen (n) — a typical example. *And now you can see a fine cheetah specimen in its natural habitat.*

Joint (n) — something that connects two parts, e.g. a joint in human body connects two bones next to each other. *Joints seem to be one of the bigger concerns for the elderly.*

Fossil (n) — shape of an animal, a fish, or a bird that remained in rock or other mineral after many years. *There are numerous sites in Northern Africa known for fossil excavations.*

Cast (n) — a copy of something (in this case a bone fragment) made out of cast - material, used to wrap broken limbs to keep them from moving. *This small statue is made of cast.*

Vertebra (n) — one of the many small bones that make backbone. *The skeleton we dug out yesterday has one damaged vertebra.*

Cross-section (n) — something that is cut in order to see the inside of that cut. *Tree trunk's cross-section allows us to learn about its age.*

Shoulder blade(n) — flat bones in the back of each of your shoulders. *The boy was so thin you could see his shoulder blades protrude.*

Severity (n) — seriousness. *The doctor's haven't yet determined the severity of his injury.*

Jaw (n) — a U-shaped bone, lower part of your face that moves when you talk or open your mouth. *Boxers often have their jaws broken.*

Distortion (n) — a change of shape or the original meaning of something. *Through a number of distortions his original idea was turned into the exact opposite.*

Chunk (n) — a large piece of something. *Meat chunks should be stored in the freezer so that they don't spoil.*

CAE Reading and Use of English – Practice Test 15

Endeavour (n) — an attempt in something. *Through a series of endeavour the scientists have come up with the solution of the global warming issue.*

Decade (n) — ten years. *It took the company two decades to restore the historical building to its original shape.*

Resemble (v) — to look like or be like something. *A mountain that resembles a camel.*

Part 8

Trashy (adj) — having low quality or value. *Trashy Bollywood movies.*

Masterpiece (n) — a work of art such a painting, a movie or a piece of music made with great skill and talent. *Apocalypse Now is one of many Coppola's masterpieces.*

Pin down (phr v) — here: to find the source of reason of something. *It is difficult to pin down the exact reason for your academic failures.*

Appeal (n) — quality that makes something or someone interesting and attractive. *I could never understand Dubai as a holiday destination - the climate just isn't right for me.*

Indefinable (adj) — impossible to explain or define. *None of my friends like that girl but she just had some indefinable attraction I just couldn't explain.*

Seduce (v) — to make someone feel attracted to you in a sexual way. *The teacher was sentenced to two years probation for seducing one of her younger students.*

Patchy (adj) — here: not thorough or complete. *George's knowledge of world history is somewhat patchy.*

Evaluate (v) — to determine the quality or price of something. *This car model is very rare and it is going to be difficult to evaluate its price accurately.*

Retain (v) — to hold intact, to secure, to keep. *A company will have a hard time retaining its reputation in view of recent scandals.*

Fine-tune (v) — to adjust carefully and precisely. *Jessica had to fine-tune her guitar right before the performance.*

Anew (adv) — once again, often in a different way. *Even though her business model collapsed she mustered up courage to start anew.*

Outlook (n) — here: a person's view on things. *Peter's outlook on life is rather grim - he always sees the negative side of things.*

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