

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).

First-time novelists are often one-time novelists. They **0** _____ everyone's attention with a best-selling debut and shoot to literary fame - take *The Great Gatsby* by F. Scott Fitzgerald, for example. Having **1** _____ their expectations, many are either boosted by their success or struck by writer's block, **2** _____ that the public are expecting a follow-up to hit the shelves almost immediately. This perceived pressure can result in writers feeling **3** _____ of repeating their success, sometimes leaving fans waiting decades for their next book.

But there are also writers who have no intention of putting pen to paper - or fingers to keyboard - ever again after **4** _____ their ambition to become a published author. **5** _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not **6** _____ to spending their lives writing. And then there are writers who just **7** _____ to produce something that **8** _____ with a new trend or philosophy. Timing can be everything, but one thing's for certain: the reasons for having a one-hit wonder are as individual as the stories - and writers - themselves.

| | | | | |
|----------|-------------|------------------|--------------|-------------------|
| 0 | A fascinate | B capture | C excite | D seize |
| 1 | A excelled | B beaten | C exceeded | D better |
| 2 | A persuaded | B convinced | C determined | D minded |
| 3 | A helpless | B unable | C lacking | D incapable |
| 4 | A attaining | B realising | C succeeding | D performing |
| 5 | A Albeit | B Nonetheless | C Regardless | D Notwithstanding |
| 6 | A desire | B aspire | C inspire | D require |
| 7 | A result | B fancy | C arise | D happen |
| 8 | A coincides | B occurs | C signals | D coordinates |

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) NOT

How ears (or stripes) can identify individuals

Humans are **0** _____ the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists **9** _____ recently discovered that koalas have fingerprints, too, which are just **10** _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past **11** _____, until recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals.

Perhaps humans will be tracked in future, too. Our faces, heartbeats and even the shape of our ears are also unique, and these features could have wider biometric applications. **12** _____ you're anything like most people, you've probably **13** _____ using the same passwords for the last few years, and **14** _____ now becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is

likely **15** _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity **16** _____ the use of touchscreens or other recognition devices.

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)** MISPLACES

Why socks don't come out of the wash in pairs

Researchers claim that the average person **0** _____ 1.3 socks every month. We believe our socks disappear in the wash, yet it seems somewhat **17** _____ that having put them all into the machine, some still come out without their partner.

It may appear to be an **18** _____ problem, but intrigued scientists have even come up with a formula to predict the likelihood of socks going missing.

How attentive we are during our **19** _____ with clothes and machine, and how positive we feel about doing the washing, has an effect on how successful it is. Washing at **20** _____ intervals rather than a specified time each week could result in sock loss which goes **21** _____ with them straying under beds or radiators in the meantime. And the bigger and more complex the load the combination of darks, whites and fabric types, the more likely it is we'll **22** _____ the fact that some socks were already missing when we loaded the washer.

Washing isn't an **23** _____ difficult task, but perhaps we all too often **24** _____ the impact of abandoning our socks where we take them off, leading to them 'vanishing'!

0.PLACE
17.LOGIC
18.SIGNIFY
19.ACT
20.REGULAR
21.NOTICE
22.LOOK
23.POSSIBLE
24.ESTIMATE

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 I didn't learn to drive because I couldn't afford it

AFFORDED

If I could have _____ to drive.

Answer: AFFORDED IT I WOULD HAVE LEARNED

25 I think it's a mistake when schools don't include individual sports in their curriculum.

NOT

In my opinion, it is a mistake when individual sports _____ in school curricula.

26 When people have built exercise into their daily routine, they tend to stick with it.

IT

People tend to stick with exercise when _____ their daily routine.

27 I went and did a bit of shopping in town while the mechanic fixed my moped.

BEING

While my moped _____ the mechanic, I went and did a bit of shopping in town.

28 The bike shop owner will fire Josefina if she makes any more costly mistakes.

DISMISSED

Josefina _____ the bike shop by the owner if she makes any more costly mistakes.

29 People will be talking about the findings of that sports psychology research for years to come.

BE

The findings of that sports psychology research _____ about for years to come.

30 Johanna probably wouldn't be a tennis champion today if she hadn't grown up next to a tennis club.

BROUGHT

If Johanna _____ next to a tennis club, she probably wouldn't be a tennis champion today.

CAE Reading and Use of English Part 5

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

Go on. Go solo.

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I'd thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own!' And I did.

I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold baggage, in case it all got lost; everything being replaceable apart from those boots! The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference. My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when

successfully boarded on the final leg of the journey, the apprehension didn't subside. I scanned the other passengers, wondering who might be in my group. Would we get along? Was I going to regret the whole thing? The happy truth is that I had the time of my life. Walking the Great Wall was as fascinating as I could possibly have imagined. And I made friends. I came back from that trip with promises to keep in touch with a host of lovely, interesting people. I savoured my achievement. I had ventured out of my comfort zone and survived.

With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventurous. Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more... But I've learnt from them. About staying safe, about reading people and knowing who to trust. And knowing that the only person you can totally rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relive the memories with you on your return. But pitch all this against the freedom and the independence, and there's no contest!

I am now a seasoned solo traveller. The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to organise their own trips in far-flung places, there are many other options out there; travel operators are addressing this growing trend and offer a wide range of holidays for the individual traveller, from group camping tours in the Arctic to group luxury sunshine breaks in the Caribbean.

I am very glad that my show of bravado didn't end up being just a 'show'. It not only opened my eyes to learning more about the world, but also to learning more about myself and I hope that some of you reading this might be encouraged to do the same.

31 How did the writer feel about her friends' decision about their planned holiday?

- A** reluctant to go without her friends
- B** annoyed by their change in attitude
- C** dismissive of their concerns about the proposed holiday
- D** appreciative of their honesty

32 What contributed to the writer's determination to travel alone?

- A** a certainty that she had the courage to face the challenge
- B** a fear of missing out on a great opportunity
- C** a desire to prove her friends wrong
- D** a previous experience of a similar holiday

33 The writer views the online advice given as

- A** useful information when considering solo travelling.
- B** necessary advice for members of a group tour.
- C** particularly valuable for people visiting China.
- D** optional reading for the inexperienced traveller.

34 In paragraph 3 we learn that the writer

- A** had an ingrained fear of flying.
- B** had regrets about her decision to go on this trip.
- C** was concerned about some of the other passengers.
- D** caught the wrong connection at one airport.

- 35** The writer uses the example of being 'stung by taxis' to
- A** warn people against travelling solo in certain countries.
 - B** describe an unavoidable occurrence when travelling.
 - C** show how she has profited from experience.
 - D** indicate why people should speak other languages.
- 36** What point is the writer making in the final paragraphs?
- A** Solo travellers need to be aware of their vulnerability.
 - B** Travelling solo is more rewarding than in organised groups.
 - C** More unusual travel experiences are the most exciting.
 - D** Attitudes to solo travellers have changed for the better.

CAE Reading and Use of English Part 6

You are going to read four reviews of a documentary about decision fatigue. For questions **37-40**, choose from the reviews **A-D**. The reviews may be chosen more than once.

In two minds?

A Decision-making is something everyone has to do, every hour, every day of their lives, so a programme that explains what can affect our ability to do this was both educational and potentially helpful for those who watched it. The idea that our brains only have a limited amount of energy to use on decisions was well-explained through a carefully planned and well-filmed sequence of interviews and podcasts from the general public, although I have to say that some of the claims weren't really backed up by any real evidence. It was neither too serious nor too light, and I am sure it will be of help to many people, who, like myself, sometimes leave things like essay writing until late in the evening and then sit looking at a blank screen for ages! I know full well that if I leave it until the next day, the same task will take a fraction of the time. I shall definitely try to alter my work pattern.

B It had been billed as a documentary that could change the whole way we approach decision making, and was produced by an excellent team. As a result, I was expecting something rather special and I have to admit that it didn't disappoint. The attention to detail was impeccable. I followed up some of their survey sources on line and they were totally accurate, which cannot be said of all documentaries! As a writer, my whole day is spent making decisions of varying complexity and importance, and I know that late in the day I can struggle to come up with ideas. The documentary underlined very clearly, through a series of well-linked and logical stages, why this happens and I, personally, shall definitely take on board many of the suggestions. It will be interesting to hear what else they mention in the next programmes. However, I would say that most people are so settled in their own ways that although they may initially profess interest in the ideas put forward, they will eventually fall back into old routines.

C I'd heard about decision fatigue before watching the documentary, possibly because it had come up on a news programme at some point, and I found the idea intriguing. However, I don't think the programme told us anything that was very new, and certainly not life-changing for anyone. In my opinion, the fact that our brains get worse at making decisions as the day goes on, seems to me pretty logical. On the other hand, I was impressed by the way the documentary was put together, and I think the producers got the basic ideas across very well with some pretty sound statistics to back up their theories, in an entertaining way. The lack of an original approach has, unfortunately, put me off watching the rest of the series, although I can understand why other viewers might think differently.

D It's quite incredible that we take so many things that our brains do for granted. Last night's excellent documentary on decision fatigue was a case in point, and I am definitely looking forward to the next instalment. It

appears that after a lengthy period of making choices our ability to weigh up pros and cons wanes and we end up taking the easiest and often most reckless options. Apparently, when the mental energy required to make decisions is depleted, so too are our self-control and our willpower. So, that's why we shouldn't make important decisions or go on line shopping late at night - note to self! Great documentary, in spite of all the very technical bits, which I think should have come at the end, rather than the beginning.

Which reviewer ...

37 has a different opinion from the others about the way the documentary was structured?

38 shares **C**'s attitude to the credibility of the research for the documentary?

39 has a different view to **B** regarding the impact on viewers' habits?

40 expresses a different opinion to **D** regarding their anticipation of a subsequent programme?

CAE Reading and Use of English Part 7

You are going to read an article about a number. 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.

Three rules OK?

'Stop, look and listen.' It's the age-old mantra about crossing roads taught to generations of children by parents, teachers and safety campaigners around the world. Imagine instead, if you will, that the mantra was 'Stop, look, listen, think and cross.' Would it be such a successful phrase? Would it stick in young minds? Probably not, but why?

41 ...

If you look at the structure of my last sentence, you'll see an example of what is called 'The Rule of Three', and it's related to the way our brains instinctively search for patterns, three being the smallest number necessary to form one. It's a combination of brevity and rhythm, and as the Latin phrase 'omne trium perfectum' says - anything in a set of three is perfect. Our short-term memories can process and retain chunks of three easily, and this can be used to influence our buying decisions.

42 ...

Viewing them all through my new 'rule of three' mind frame it became clear that the product claims were grouped cleverly, to achieve maximum persuasive effect. This cereal bar will tickle your taste buds, keep your energy boosted and can be eaten on the go! Have one on the train, as a snack at work or add to your packed lunch. Three promises, three situations, three linguistic bullets to the brain and it's in our memory.

43 ...

Another interesting reason that our brains shy away from too much information goes back a long way, to when our ancestors had to make life or death choices in dangerous situations. Their survival was dependent on making the right choice, but an overload of options could have resulted in decision paralysis. Three choices was the maximum our brains could deal with. And so the pattern developed.

44 ...

How often have you seen a similar reaction on the faces of audiences at talks? An awareness of the 'rule of three' is vital for a successful speechmaker to maintain interest. Politicians are masters. A prime minister once said to

emphasise a point: 'Education! Education! Education!'. People sat up and took notice. It was a powerful message which would have been diluted had he reduced his 'Educations' by one or added a fourth!

45 ...

Something else I also use in talks is humour, and oddly this also often follows the 'rule of three'. Comedians traditionally set up a punch line by using two elements to build expectation and then thwart this expectation with a twist. If presenters do the same and then deliver something surprising as the third element, they'll get a reaction, and the message will be remembered.

46 ...

Three is definitely the magic number and its effect is felt from the cradle. Can you imagine a fairytale where the hero was granted two wishes, and not three? It just wouldn't sit right, would it? Now, we know why.

A Public speakers like this can take advantage of the Rule of Three in several ways. I recently had to give a presentation to my colleagues and, heeding advice, I focused on three main messages only, with three supporting points for each. It worked. Not a glazed look in the room!

B Going beyond this, with an additional fourth or fifth element could (according to those in the know) mean that such messages would be forgotten or ignored. Our brains have to work harder to remember more than three items and if there's no real need, they won't! Of course, if we have to process longer lists, we can, but it takes a lot of concentration.

C Apparently, there is an extremely good reason for this and it's down to the way we group words, sentences or ideas into sets of three. This can have a powerful impact on multiple aspects of our lives including how we approach persuasion, how we react to storytelling and how we interact with others on a daily basis.

D An example was when I was recently talking about the introduction of closed-door offices. I phrased it thus: 'These mean that employees benefit from increased privacy, better conditions for concentration and [pause for effect] the opportunity to shout as long and loudly at their PCs as they wish.' I got my laughs and kept my audience's attention!

E With this in mind, I decided to note down sets of three in advertising slogans that I encountered during my morning commute. In just one hour, I was exposed to a whole range of subtle techniques - on TV, on social media and on public transport. And without thinking, I've just done that very thing myself.

F It also affects drama. What is a traditional theatre play made up of? Three acts. In children's fiction the hero often has to face three challenges or meets three animals and so on. Once you start looking you can find the power of three nearly everywhere.

G Thankfully without the same possible repercussions, going beyond three elements can also affect everyday conversations. People will listen to a list of events, and even anticipate a third component to complete the pattern. However, if we add more items, they are likely to interrupt. Or their eyes go vacant.

CAE Reading and Use of English Part 8

You are going to read the contributions to an online magazine. For questions **47-56**, choose from the contributors (**A-D**). The contributors may be chosen more than once. When more than one answer is required, these may be given in any order.

Which contributor?

- 47 explains how economic reasons have enforced certain changes?
- 48 rephrases terminology readers may not understand?
- 49 suggests that the public are unaware of the full extent of a problem?
- 50 describes a potential solution to a global problem?
- 51 refers to terminology which is no longer appropriate?
- 52 indicates that nature has helped reduce the rate of climate change?
- 53 mentions an unwanted positive effect of climate change on certain wildlife?
- 54 exemplifies a phrase by giving a measurement?
- 55 points out how current research methods aid learning?
- 56 refers to information only recently acquired?

Seasons come and seasons go... or do they?

Four readers give us their views on seasonal shift.

A It's a sad news story; groups of cows stranded on small islands of grass during floods; hundreds of sheep drowned. But it's even sadder to realise that this is only the most obvious and well-known indication of the hardship that farmers, both agricultural and dairy, have been facing for decades because of increasingly unpredictable seasons. Think about it. Farmers depend on the seasons to know when to plant, when to harvest, when to let livestock graze and when to bring them in. In parts of Rwanda, for example, farmers used to be guided by the names of the months which were taken from the weather; the name for March meaning hot and dry, for example. Now sadly, that correlation is gone. In many countries we're getting longer and wetter, and longer and hotter periods, with extreme rainfall and drought. The knock-on effect is crystal clear. You don't have to be a former farmer like myself to understand that you can't plant when it's too wet, and that droughts mean smaller crops, ravaged by increased numbers of pests and weeds that thrive in the hot conditions. Animals have less grass to graze on and need to be fed - and that costs money!

B OK, so which biome on Earth (that is - a large region on the planet with its own range of living things) has no really distinct seasons at all? Well done everyone who said the marine biome. You're much better informed than I was before starting a project last month. Of course, conditions do change throughout the year in the oceans as a result of changing weather in different locations, but for the living organisms in this biome it is the wider global climate change that is having an enormous impact. I wasn't aware that the oceans have been taking in extremely high amounts of carbon dioxide, which is a result of human industrial activity, and this has, in effect, slowed down global warming for us. However, it's reaching a limit and salt water on the earth is now showing a 25 percent rise in acidity. This, combined with warmer waters and the more commonly discussed rise in sea levels, is affecting practically all sea creatures. Coral reefs are dying, fish are moving towards the poles and coastal wetlands are being 'drowned'. We are on the brink of marine disaster, and it isn't showing up in seasonal shifts.

C So, what do kids know about the causes of the changing seasons? Actually, quite a lot! The environment has been an important topic for us in education for a long time now. Classroom walls have been decorated with posters about recycling, surveys have been conducted, trees have been planted. Now, with movements such as that spearheaded by climate activist Greta Thunberg, the urgency for action is touching young people all over the world. In my opinion, how teachers address the topic of climate change is all about balance. It's vital to give information but without instilling fear, instead showing how scientists are trying to find ways through the problems - such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun links ideally to basic physics lessons, too - a real life-changing application of

scientific theory! Knowing that there are people actively working on solutions may even encourage some children into scientific research careers themselves. And that will help us all.

D OK, my livelihood is at stake, so I can't be objective here, but believe me, the impact of climate change and seasonal shift on the tourist industry will be devastating. I'm a ski instructor and I'm seeing the results first hand. Snowfall used to be predictable, particularly at 'snow-reliable' resorts. To those not in the know, these are resorts providing a continuous 100-day ski season with at least 30 centimetres of snow on the slopes. But predictions now indicate that the Alps could lose up to 50 percent of these resorts by the 2070s and for some lower-altitude ski resorts it is already a thing of the past. Shorter seasons and the need to 'top-up' with artificial snow obviously involves higher costs, and smaller resorts have had to close; the business is just no longer viable. Those that remain open are looking to raise prices which will make winter sports holidays even more exclusive. Having said that, it's not all doom and gloom. Some resorts have refocused and are promoting activities less dependent on reliable snowfall such as hiking, mountain biking and snow shoeing. I guess I'll maybe have to refocus, too!

Answer Keys

Part 1

- 1 C — exceeded.** If you exceed somebody's expectations, it means you achieve more or perform better than they expected you to. This is the only verb that collocated well with the word 'expectations' here.
- 2 B — convinced.** The meaning of the word 'convinced' here refers to one's ideas or opinions. In other words, these writers believe that they have to come up with another piece of work right after the first one.
- 3 D — incapable.** We are limited by the preposition 'of' that follows the gap. Other options need different contexts, e.g. 'helpless in something/to do something', 'unable to do something'. 'Lacking' requires no preposition in this context, e.g. 'he is lacking courage for this kind of job'.
- 4 B — realising.** To realise an ambition means to achieve what you have aspired to. Getting the collocation right is a big part of CAE Use of English Part 1.
- 5 C — Regardless.** The preposition 'of' leads us to choose 'regardless'. We could also use 'notwithstanding' to the same effect, but we would then need to get rid of some words in the original: 'Notwithstanding their success'.
- 6 B — aspire.** If you aspire to doing something, then it is your aspiration - in other words, your main goal. 'Desire' has a somewhat similar meaning, but cannot be used with a gerund (an -ing form of the noun).
- 7 D — happen.** A wild collection of words with very different meaning, but ultimately only 'happen' works in this context. If you happen to do something, then it means you did it unintentionally, without meaning to do it. It also indicates that the action happened by chance.
- 8 A — coincides.** To coincide is to align or to happen at the same time. In this context, they mean that the book becomes successful by chance, because it is very relevant for the period of time it is written.

Part 2

- 9 have.** The word 'recently' is the one that points at a perfect tense that is needed here. We don't use Past Perfect as there are no two actions at different times in the past.
- 10 as.** 'Just as individual' is a comparison that refers to the previous sentence, where no two fingerprints are the same.
- 11 had.** Now a case of Past Perfect, where we show that the idea of stripes being camouflage no longer exists - it is in the past.
- 12 if.** 'If' here means 'on the chance that', 'assuming that'. If you are even remotely similar to others, then you probably have used the same passwords as everybody else.
- 13 been.** '... for the last few years' requires a continuous tense, therefore we use 'been' here.
- 14 are.** An auxiliary verb necessary for the Present Continuous structure suggested by context.
- 15 to.** 'Likely to be'. Probably the easiest gap to fill here.
- 16 through/with.** 'With the help of, using' touchscreens or other things.

Part 3

- 17 illogical.** While the idea of the word is clear, some students might be tempted to give 'unlogical' as the answer, which is not the commonly used negative prefix for this word.
- 18 insignificant.** The context hints at the idea of a negative prefix with the conjunction 'but'.
- 19 interaction(s).** Interaction is when we use something or communicate with someone, e.g. 'people interaction is difficult if you are more used to being on your own rather than with a group of others'.
- 20 irregular.** '... rather than a specified time' is a good piece of context to make us use the negative prefix -ir.
- 21 unnoticed.** When something goes unnoticed, we fail to see that it has taken place. We don't notice that we have

lost a sock or two because they end up on the radiator or under the bed.

22 overlook. Once again, to overlook is very similar in meaning to the previous word. Overlooking something means failing to pay attention to it.

23 impossibly. A double negative is used here, with 'not' and a negative prefix, which leads to a positive meaning - in other words, washing shouldn't be difficult at all.

24 underestimate. To think that something is too easy, or generally take it less seriously than you should, and suffer in one way or another because of that.

Part 4

25 are not included/do not get included. An active-to-passive voice transformation with some variation in the answer. I advise my students to avoid using shortened forms, i.e. use 'do not' instead of 'don't', 'I am' instead of 'I'm' and so on.

26 it is/has been built into. 'It' here refers to the exercising routine. To build something into something means to make it an integral part.

27 was being fixed by. We use a passive continuous structure here and include the agent (the mechanic) with the help of 'by'.

28 will be/is going to be/get dismissed from. To be dismissed from somewhere means to be fired. The biggest difficulty here is to be familiar with the key word and to know what preposition it takes in this context.

29 will be (being) talked. Avoid using 'are going to' instead of 'will' here - in CAE key word transformation task, unnecessary changes to the original sentence are punishable.

30 had not been brought up. 'To bring somebody up' is used in the passive form here. A mixed conditional sentence is used here - a past condition affecting a present result. Be ready to see more of this in this part of your CAE exam.

Part 5

31 B. The word 'grumpy' here is to express the writer's annoyance, not reluctance (not wanting to go) to go on her own. This is hinted at by the light-hearted 'Well, I'll go on my own' that follows right after. Nothing relating to answers **C** or **D** is mentioned.

32 C. Sentence three in the second paragraph has the answer - she was very eager to prove her friends wrong, that was her main motivation. The opposite of answer **A** is said in the second sentence of the same paragraph. Nothing is said about her prior experience of such a holiday or fear that she might miss out on something.

33 A. We go with answer **A** as the writer does not give any opinion on how useful the advice is, how relevant it is for her particular destination, or what sort of traveler it is aimed at. Instead, a more general answer has to be chosen.

34 B. 'Second thoughts' are doubts or even regrets about decisions you have made. For dramatic effect, they add 'third and fourth thoughts', even though the phrase does not really go like that. The writer is not afraid to fly, she is more concerned about missing a 'connection' - that's flights that take you to your next destination, as opposed to a direct flight that takes you right to where you want to be. She wasn't worried about other passengers, she was merely trying to guess what kind of people they would turn out to be.

35 C. Understanding the meaning of 'stung by someone' is vital here. It means being charged unfairly, especially because you are inexperienced. Interestingly, the author only benefitted (or 'profited') from the experience, and she goes on to explain why in the sentences that follow. Answer **D** is somewhat relevant, but does not convey the idea of learning from your mistakes that the author points at. Instead, it just focuses on the language aspect.

36 D. Even though it seems like a minor point, this answer is the only fitting one. The 'stigma' here refers to a widely-held opinion that there is something wrong with people who travel on their own, e.g. they have no friends or they are just weird. Nothing about answer **A** is mentioned except for being 'easy targets for the unscrupulous'. Both travelling

on your own and in a group are said to be equally rewarding, so answer **B** is no good here. No benefit of the more exotic destinations is mentioned.

Part 6

37 D. Last sentence in reviewer's D paragraph critiques the narrative order of the documentary, whereas all other reviewers praise its well-planned structure.

38 B. Reviewer C is happy with the way producers supported their ideas with some official statistical data. Reviewer B did a bit of their own research to cross-check the information mentioned in the documentary online and found that it was all true and accurate. A's review says that the claims were not backed by any real evidence, while reviewer D mentions nothing about how credible (trustworthy) the information is.

39 A. The question is a bit tricky. The very first sentence states that the documentary is going to turn your life around, but we have to carry on reading. Conversely, the last sentence states that reviewer B believes that old habits are unlikely to be changed as a result of watching the documentary - and this is exactly what we need here. Reviewer A is the only one here believing that the film can be impactful enough to change your approach to planning and making decisions. Reviewer C shares B's scepticism: '... I don't think the programme told us anything that was very new, and certainly not life-changing for anyone'. Reviewer D voices no opinion on the matter.

40 C. D is looking forward to 'the next instalment' in the series. An instalment usually means the next part of the same film or series. The idea expressed in paragraph C is that the lack of originality in the series discouraged the reviewer from watching the rest of it. B is eager to carry on watching to learn what else they have to say. Reviewer A doesn't say anything about their intentions to continue watching the series.

Part 7

41 C. The last sentence of paragraph three presents us with a set of three examples. Then, the next paragraph starts with 'If you look at the structure of my last sentence, you'll see an example of what is called 'The Rule of Three'...'. This is the best connector that we can get here. Note that sometimes the ending of the extra paragraph and the beginning of the next one that is given are what help us establish a good connection.

42 E. 'With this in mind' that starts paragraph E refers to the very ending of the previous paragraph about one's buying decisions. The advertising slogans mentioned in paragraph E are what we can see in the paragraph that follows. It generally continues the idea of marketing and advertising using the linguistic trick of groups of three to combine simplicity and appeal.

43 B. The beginning of the paragraph that comes after gap 43 mentions one other reason why our brains 'shy away' from having to deal with too much information. The situation when our mind has to deal with bigger chunks of information is the focus of paragraph B, fitting perfectly here.

44 G. 'Thankfully without the same possible repercussions' is the opening of paragraph G, which refers to the life or death choices and situations our ancestors had to deal with. The right choice here hinges on whether you are familiar with the word 'repercussion', effectively meaning 'consequences' here. The last part mentions the audience's eyes 'going vacant', which effectively means that they lose interest of what you have to say when you give them too much information to work with - this is then expanded upon in the paragraph coming after gap 44.

45 A. At the beginning of paragraph A we have 'public speakers like these', referring to the previously mentioned prime minister and the cleverly used set of three words in his speech. Then the speaker refers to their own experience of giving speeches in public, with the idea continuing in the paragraph that follows this gap.

46 D. The surprising third element from the previous paragraph is the humorous example presented in paragraph D here. Unfortunately, no visible connection can be established between this paragraph and the last one, as sometimes the conclusion mostly focuses on summing up the general idea of the text.

Part 8

47 D. Global warming led to shorter skiing seasons, and the owners now also have to invest in artificial snows, which led to many smaller ski resorts to going out of business.

48 B. The very beginning of the paragraph explains a rather technical term of 'biome', which would be unknown to the general reader.

49 A. 'But it's even sadder to realise that this is only the most obvious and well-known indication of the hardship...' is the part that points out that people are generally unaware of the scale of environmental issues.

50 C. Dr Leslie Field suggests using special type of sand to shield the Arctic glaciers from the sun - one practical example of helping avert the global environmental crisis.

51 A. The name of the months in Rwanda used to have a literal meaning to describe what the month is like in terms of the weather, but this has become irrelevant as the climate is very different from what it used to be.

52 B. The oceans acted like sponges for carbon dioxide, which is the by-product of human existence, which effectively slowed down the environmental decline.

53 A. Hot conditions make the perfect environment for the undesirable things like pests and weeds - definitely now a welcome change!

54 D. The 'snow-reliable' resort is later explained as one that gets at least 100 days of snow with 30 centimetres of it on the slopes.

55 C. Most of the paragraph focuses on learning methods and how they are interconnected with environmental awareness, so the answer is quite obvious here.

56 B. This one is a bit misleading and refers to the author, not knowing until recently that the marine biome is the one with no distinct seasonal changes.

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

Debut (n, French) - when you do some kind of public performance for the first time. It can be a piece of art, literature, acting, singing and so on.

Literary (adj) - relating to literature. Do not confuse this with literal - which means literal (direct) meaning, as opposed to figurative (indirect) meaning. *My literary experiments during my university years led to nothing - despite having written a novel, it never got published.*

Boost (v) - if you are boosted by something, then it gives you additional strength, energy or enthusiasm to continue doing that.

Writer's block - a situation when you are unable to carry on writing because you are out of ideas. Can occur both in academic and non-academic writing.

One-hit wonder - (about a piece of work such as a film or a book) a hugely successful work of one author that greatly surpasses all their other creations.

Part 2

Cattle (n) - a general term for domesticated animals with horns and hooves, such as cows. *Many farms rely on having cattle as a source of meat and milk.*

Biometric (adj) - relating to identifying an individual - usually this refers to fingerprints or retinas (the part of our eye). *In order to get a passport in this country you have to provide your biometric data to the authorities.*

Forefront (n) - when something is at the forefront, it has a dominant or most important position there. *Doctors are now at the forefront of protecting us from the newly-discovered virus.*

Advances (n) - (here) progress or development. *The recent advances in mobile phone technology led to very responsive screens and large capacity batteries that last for weeks.*

Part 3, 4

Intrigued (adj) - curious or fascinated with the subject.

Likelihood (n) - the chance of something happening.

Fabric (n) - a cloth material made of woven fibres, stronger than cotton or linen.

Abandon (v) - to leave something behind, usually used in a negative way. *We abandoned our plan to start a family business because it involved a very high initial investment.*

Curriculum (n) - all the school, college, or university subjects that are included in any particular course. *Many students and even some teachers believe that physical education shouldn't be a part of higher education curriculum.*

Stick with something (phr v) - to keep doing something, especially something that has become your habit, used positively. *Choose a hobby, stick with it, and it might eventually become your profession.*

Part 5

Bravado (n) - false bravery, usually as a display to impress others. *Teenagers usually use bravado to win the favour of their peers.*

Put somebody's back up - to annoy or offend somebody.

To follow through on something - to do something you have planned or promised to do, especially if you were unlikely or unwilling to do it. *Despite our doubts, George followed through on his promise to pay for the hotel.*

Let down (here: adj) - if you feel let down, it means you feel betrayed by somebody. Can also be used as a verb. *I am sorry for letting you down and not picking you up from the airport yesterday.*

Settled (v) - (here) decided, agreed upon.

Get cold feet - to get scared and change your mind right before an important event. *People who get married often get cold feet right before the ceremony.*

Opt for (phr v) - to make a choice out of several options. The opposite is 'to opt out of', which means to choose not to have or do something. *We opted for an all-vegetarian menu and didn't regret making that choice.*

Grumpy (adj) - bad-tempered, irritated. *At the entrance, I was met by a grumpy security man in his late fifties.*

Apprehensive (adj) - cautious and worried because you expect something unpleasant to happen. *It is perfectly normal to be apprehensive about moving to a different city or even country.*

Conviction (n) - the noun form of the adjective 'convinced'. Conviction is a state of being sure about something.

Back down (phr v) - to choose not to do something, especially something that you believe is too difficult for you.

Elation (n) - a state of great joy or happiness.

Dutifully (adv) - as a part of some rule or regulation. *I dutifully performed all the necessary security checks before starting the machine.*

Wear something in (phr v) - (also break something in) to wear shoes or clothes for a bit so they adapt to your body. *It takes a couple of hours to wear these shoes in, so they might feel a bit too small at first.*

Littered with - full of something, with something in abundance. Used figuratively here. It can also be used literally: *the floor was littered with toys, Lego bricks and other kid stuff.*

Hoard away (phr v) - to collect something not because you need it now, but because you think you might want it in the future. Hoarding is generally a negative practice of keeping things 'just in case'.

Long-haul (adj) - relating to a plane flight, long-hauls are those that take much longer than a regular flight.

Connection (n) - (here) when you have to get off one plane and board another one to reach your destination.

Heaving (adj) - with a lot of people; crowded.

Daunting (adj) - appearing to be too challenging. *Working full-time and getting a degree at the same time is too daunting for most.*

Final leg of the journey - a 'leg' here refers to a part of your journey, e.g. the first leg is the flight from your place to a different country.

Subside (v) - to gradually become lower or less intense.

Savour (v) - to take your time to enjoy something, like food or an experience.

Get stung by somebody - to be overcharged for something, especially because you are not experienced.

Ditch (v) - (informal) to get rid of something, to leave something behind. *We had to ditch the idea of celebrating the New Year abroad because we didn't get our visas in time.*

Pitch against something (v) - to compare it with something else. *Pitch your experience and mine and then you understand why I was the one who got the job and not you.*

Seasoned (adj) - experienced. A seasoned cook like yourself shouldn't be making such rookie mistakes!

Far-flung (adj) - located far away.

Stigma (n) - some kind of negative cultural association. *For many years, black people had the stigma of being more likely to commit crime.*

Reluctant (adj) - unwilling to do something or doing it without any desire.

Dismissive (adj) - thinking or showing that something is not worth considering. *I was dismissive of their plan to move out of their parents house at the age of 16.*

Ingrained (adj) - something that is an integral part, difficult or impossible to change. *Lucy has some ingrained opinions about school policies.*

Part 6

Fatigue (n) - the type of tiredness that gets accumulated over time, either mental or physical.

Sequence of (n) - a series or group of something that is planned and structured in a certain way.

Fraction (n) - a smaller part of the whole. *For a fraction of the price, I got this car just because the original customer changed their mind right before buying it.*

Billed as (v) - to advertise or describe something. *This book is billed as the ultimate self-help tool to make you better at social interaction.*

Impeccable (adj) - perfect, without any imperfection. *Madonna's impeccable live performances is what captivated crowds and made them come to her concerts again and again.*

Take something on board - to consider or implement some idea or technique into your own routine. *I am always ready to take on board any ideas coming from my employees.*

Settled in something - to be too used to something, usually in a way that you are unlikely or unwilling to change.

Profess (v) - to show, display, or express. *Adam's professed interest in the subject was not genuine, and he lost all desire to study a couple of months after starting the course.*

Sound (adj) - (here) reasonable or trustworthy. *Your business strategy seems pretty sound to me.*

Put somebody off (phr v) - to discourage somebody from doing something. *I was put off from air travel after we*

had to return to the airport and perform an emergency landing.

Take something for granted - not to appreciate something good that you have, especially because you think you will always have it or it will always stay like that.

Instalment (n) - a part of a series or another part of a full-feature movie. *The latest instalment of the Terminator franchise disappointed many fans.*

Wane (adj) - to decrease in intensity or size. *My anger slowly waned as I came to understand the situation better.*

Deplete (v) - to use something and as a result decrease the available amount of it. *The country has almost completely depleted its natural resources such as oil and gas.*

Bits (n) - (here) an informal word that means 'things'. *The historical and descriptive bits in this book is what I particularly enjoyed.*

Part 7

Safety campaigners - people who promote safety rules. A campaign in general is an organized programme aimed at achieving certain goals, e.g. a political campaign.

Mantra (n) - (used figuratively here) a statement or a phrase that is often used.

Brevity (n) - a noun form of the adjective 'brief'. Brevity is the quality of being short and concise.

Retain (v) - to keep something. *Despite not having practised for years, I retained most of my guitar skills.*

Chunk (n) - a small piece of something, especially if it is small enough to use, process or understand without much effort.

Taste buds - the part of our tongue that is able to recognise the taste of food that we eat.

Shy away from something (phr v) - to stay away or avoid something because you do not feel confident, secure or sure about it. *Deborah usually shies away from loud restaurants and chooses to have lunch at more cozy places.*

Dilute (v) - (used figuratively here) to make something seem less important because it is a part of some other things. *The importance of the president's achievements was diluted by the scandal at the end of his term.*

Thwart (v) - to stop somebody from achieving something. *This company's business model was thwarted by the new regulation and increased tax rates.*

Cradle (n) - a small bed used for newborns. Used figuratively here, 'from cradle' means from the very beginning of something.

To not sit right - to feel unnatural, to understand that it shouldn't be the way it is.

Heed something - to follow something, usually a tip, a warning, or a piece of advice.

A glazed look - if you see (or get) a glazed look, it means that the person you are talking to has lost interest judging, by their eyes.

Subtle (adj) - not easily seen or detected, meant to be less intrusive.

Repercussion (n) - an unwelcome or negative consequence of an action or an event. *His crime had severe repercussions beyond the prison sentence.*

Anticipate (v) - to expect an action or an event to take place. *We anticipated our mother's visit, so we made sure the house is impeccably clean.*

Part 8

Enforce (v) - to introduce something, especially a rule or a regulation. *As soon as the new employment policy was enforced, more women were able to join the workforce.*

Exemplify (n) - to provide an example. *The professor exemplified his point with a story from his own life.*

Stranded (adj) - stuck somewhere without a way to get out. *People stranded on an island is a common setting for many fictional works.*

Hardship (n) - difficulty; hard times.

Livestock (n) - animals, especially farm animals, that are kept as a means of getting food such as milks, eggs and meat from them.

Graze (v) - many animals graze on a grass as their main source of nutrients.

Drought (n) - a period of much lower rainfall, that results in plants and crops dying.

Knock-on effect - a secondary effect, especially one that is accumulated over time.

Ravage (v) - to destroy or cause serious harm or damage to something.

Pests (n) - animals or insects that are harmful, in this case, to the cultivated crops. Common pests include rats, aphids, and many others.

Thrive (v) - to grow and prosper, especially because of good conditions.

Brink (n) - the edge of something. 'To be on the brink of something' means that something (usually negative) is about to happen.

Spearhead (v) - to lead something, to be the first in the chain of events.

Instill (v) - to slowly establish an idea in somebody's mind. *The idea of fairness is what, among other things, we instill in all our students.*

In the know - a person 'in the know' is one that is familiar with the subject, they probably have first-hand experience with it.

Doom and gloom - a set expression we use to show that the prospects are not looking good. *There has been talk of all the doom and gloom in the company because last financial year was a disaster.*

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