

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).

Public art

What is public art? If asked to **0** _____ a piece, many of us would call to mind a statue of a rather stern-looking military man or a past ruler. But public art in cities shouldn't just celebrate the past. It should **1** _____ something about contemporary society and add **2** _____ to our cityscape.

Contemporary public art can be abstract, realistic or even a performance; there appears to be no **3** _____ on what artists can create, so is it any **4** _____ then that it can often cause controversy? Some people take **5** _____ a piece because they don't understand the artist's intentions while others enjoy the challenge of interacting with something new.

To a **6** _____ degree, every piece of public art is an interactive **7** _____ involving artist and community. Placed in public sites, it's there for all to see and to react to. It can transform our environment, heighten our awareness and question our assumptions. What it shouldn't do is merge into the **8** _____ and become something that people can pass by without comment as they go about their daily lives.

0	A name	B define	C mention	D appoint
1	A inform	B tell	C relate	D say
2	A meaning	B implication	C essence	D function
3	A boundary	B restriction	C condition	D regulation
4	A amazement	B concern	C wonder	D shock
5	A over	B after	C against	D to
6	A big	B great	C vast	D large
7	A method	B process	C approach	D procedure
8	A horizon	B distance	C view	D background

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) INTO

Extreme sports

People who are **0** _____ extreme sports love the idea of a challenge. For some, it's escaping the monotony of everyday life and the planning is more important than the actual sport, for example organising the event in great detail, or raising money **9** _____ charity. But adrenaline, too, plays a big part, with many saying they need a physical buzz that they can't get from normal life.

10 _____ can be a misconception to believe these people are reckless; in fact, they are often the opposite of what we assume. They try their hardest not to leave things **11** _____ chance and they don't do anything **12** _____ they're ready.

There's also a lot of creativity in the things extreme-sports people do. These sports often don't have established rules; the participants have to work them out **13** _____ they go along. Crucial to this **14** _____ a sense of trust in oneself and the environment, **15** _____ something that is necessarily encouraged nowadays. After all, we're living in a time **16** _____ health and safety rules are dominant.

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)** EXPLORATION

Eating in space

<p>Over the years, space 0 _____ has had a huge amount of investment and involved many people. All of this has been 17 _____ to society; without it we wouldn't have such devices as mobile phones or satellite TV today. There have been countless 18 _____ in many aspects of space travel but advances made to food consumed in space have been 19 _____ slow.</p>	<p>0. EXPLORE 17. BENEFIT 18. DEVELOP 19. RELATE 20. PROVIDE 21. EDIBLE 22. INHABIT 23. ABLE 24. GO</p>
<p>Most early suggestions for the 20 _____ of food for astronauts were unacceptable, for example shredding their printed mission instructions and sprinkling them with water enriched with vitamins. The freeze-dried foods they did initially consume would doubtlessly have been regarded as totally 21 _____ by those of us on Earth.</p>	
<p>Today the 22 _____ of the International Space Station fortunately have a more appetising diet, since the larger spacecraft which is now being used 23 _____ them to take tinned foods and flexible pouches containing meat and vegetables. However, despite this, their food still remains limited, due to the 24 _____ challenges encountered with lack of gravity and the necessity for food to be sterile.</p>	

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 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.
HAD

How _____ scientists for a long time until research helped them understand it.

Answer: THE BRAIN WORKED HAD PUZZLED

25 Hannah usually buys takeaway food at the weekend.

HABIT

Hannah is _____ takeaway food at the weekend.

26 Unless more tickets are sold, the concert will be cancelled.

RESULT

Failure to sell more tickets for the concert _____ off.

27 'I don't want you driving at night,' Anne told John.

RATHER

Anne told John that she _____ at night.

28 Peter suggested celebrating the team's success with a party.

MADE

It was Peter _____ celebrate the team's success with a party.

29 I had difficulty in following his complex arguments.

IT

I _____ his complex arguments.

30 Considering his lack of experience, Joe's doing well.

INTO

If you take _____ very experienced, he's doing well.

CAE Reading and Use of English Part 5

You are going to read a magazine article about an intellectual process known as critical thinking. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

Critical thinking

We examine whether people are still able to engage in critical thinking in modern day society

Critical, or analytical, thinking is a way of interacting with what we read or listen to in attempt to have a deeper understanding. 'There is a belief that argument is a way of finding the truth,' observes Adrian West, research director at the Edward de Bono Foundation U.K.

Although there's little debate that information technology complements - and often enhances - the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there's increasing concern that the same technology is changing the way we approach complex problems, and making it more difficult to really think. 'We're exposed to greater amounts of poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,' says West. 'The wealth of communications and information can easily overwhelm our reasoning abilities.' What's more, it's ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What's remarkable, West says, is just 'how little this has affected the quality of our thinking.'

According to the National Endowment for the Arts, literary reading, for one thing, declined 10 percentage points from 1982 to 2002, and the rate of decline is accelerating. Many, including Patricia Greenfield, a professor of psychology, believe that a greater focus on visual media comes at a price. 'A drop-off in reading has possibly contributed to a decline in critical thinking,' she says. 'There is a greater emphasis on real-time media and multi-tasking rather than focusing on a single thing.' Nevertheless, a definitive answer about how technology affects critical thinking is not yet

available. Instead, due to the ever greater presence of technology, critical thinking has landed in a mushy swamp and academics can no longer rely on fundamental beliefs that they previously held.

While it's tempting to view computers, video games, and the internet in a largely good or bad way, the reality is that they may be both, with different technologies, systems and uses yielding entirely different results. For example, a video game may promote critical thinking or detract from it. Reading on the internet may ratchet up one's ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

'Exposure to technology fundamentally changes the way people think', says Greenfield. As visual media have exploded, noticeable changes have resulted. 'Reading enhances thinking and engages the imagination in a way that visual media do not,' Greenfield explains. 'It develops imagination, induction, reflection, and critical thinking, and vocabulary.' However, she has found that visual media actually improve some types of information processing. Unfortunately, 'most visual media are real-time and do not allow time for reflection, analysis, or imagination,' she says. The upshot? Many people - particularly those who are younger - wind up not making the most of their capabilities.

How society views technology has a great deal to do with how it forms perceptions about critical thinking. And nowhere is the conflict more apparent than at the intersection of video games and cognition. James Paul Gee, a professor of educational psychology, points out that things aren't always as they appear. 'There is a strong undercurrent of opinion that video games aren't healthy for kids,' he says. 'The reality is that they are not only a major form of entertainment, they often provide a very good tool for learning.' In fact, joysticks can go a long way toward building smarter children with better reasoning skills. Games such as SimCity extend beyond rote memorization, and teach decision-making and analytical skills in immersive, virtual environments that resemble the real world. Moreover, these games give participants freedom to explore ideas and concepts that might otherwise be inaccessible.

31 In the second paragraph, it is said that information technology

- A** does not help us to manage large amounts of data.
- B** does not enable us to make better judgements.
- C** does not improve our ability to remember details.
- D** does not allow us to find solutions to problems faster.

32 What does Patricia Greenfield say about the decline of literary reading?

- A** It is the result of the popularity of the moving image.
- B** It is unrelated to people's ability to multi-task.
- C** It has led to an increased awareness of critical thinking.
- D** It has been caused by the growing tendency to read online.

33 The writer uses the term 'mushy swamp' (underlined, paragraph three) to convey a sense of

- A** clarity.
- B** reality.
- C** diversity.
- D** ambiguity.

34 In the fourth paragraph, what point does the writer make about hyperlinks in internet texts?

- A** They prevent the reader from considering other points of view.
- B** They diminish the reader's experience of engaging with the material.
- C** They offer the reader an opportunity to explore subjects in greater depth.
- D** They make life easier for the reader by offering instant access to information.

35 Based on her research into learning and technology, Greenfield believes that visual media

A might actually develop people's creativity in new ways.

B have contributed significantly to linguistic change.

C may prevent certain users from fulfilling their potential.

D can detract from people's ability to relate to each other.

36 In the sixth paragraph, the writer reports the view that, for young people, playing video games

A is a means of escape from the pressures of everyday life.

B is a highly suitable medium for intellectual development.

C teaches effective ways of solving conflict.

D allows enjoyment of a safe form of entertainment.

CAE Reading and Use of English Part 6

You are going to read four extracts from internet articles about technology in sports. For questions **37-40**, choose from the experts **A-D**. The experts may be chosen more than once.

Technology in sports

A. Thomas P Benbow

Is technology transforming sport? The verdict is not yet clear. In the high-stakes televised world of football, a continued reluctance by governing bodies to embrace technology that would lead to greater accuracy, and thereby reduce controversial incidents of perceived injustice, has rightly frustrated players, coaches and media pundits. Perhaps the bigger question is, when technology is embraced, does it always have a beneficial result? Again there is ambivalence. With many sports in which people take part actively, such as cycling, giving the sport some room for technological development can keep sponsors coming, provide interest to fans and may prevent the sport from stagnating. Against this, what I term the 'unintended consequences' factor must be taken into account. The introduction of headgear in amateur boxing has reduced the severity of head injuries, but it can also give a boxer an increased sense of invulnerability, and therefore encourage boxers to hit harder or defend their heads less.

B. Sylvia Arada

The sport of aero modelling has suggested that performance enhancements to the planes' design and controls would reduce the technical ability and knowledge required to perform complex manoeuvres. However, when technology is at the heart of the intrinsic appeal of a sport, this is surely difficult to substantiate. I also have my reservations about goal-line technology in football. Recently introduced to improve the judging of outcomes at the top levels of football, this is impractical to implement at all levels. Ironically, this generates another version of unfairness, whereby technology is only available at certain levels of the game only. No less contentious is the issue of protective headgear. When light, strong plastic helmets were brought in in American football, the number of head injuries decreased, but the severity of those that did occur actually rose, as if the new helmets indirectly encouraged potentially dangerous and aggressive tackles.

C. Barrington Wick

My university's current work includes developing shuttlecocks that fly well in the open air, so that more people can access badminton by playing it outdoors. But I am much less positive about camera-aided technology brought in to help referees make the right decisions. In team sports like football, the role of the referee is intended to be based on the interpretation of rules, on personal discretion and instincts, and this is clearly undermined here. Football is also

affected by safety technology. The super-light boots may cause less damage to opponents when contact is made in tackling, but have also reduced the protection available to players' feet, thereby increasing significantly the number of metatarsal injuries. And with a favourite pastime of mine, innovations such as depth finders and sonar have increased fishing's popularity but de-skilled the requirement of fish detection and landing. This led to 'technologically designed handicaps' by the sport's governing body to ensure fair play, throwing the sport into confusion.

D. Kamla Pumbaide

With an increased social and cultural emphasis on promotion of health and prevention of injury and illness, innovations such as high-tech shock-absorbing soles in running shoes and release binding in alpine skiing have undoubtedly benefited professional users. But technology isn't always favourable. It can deter the layman and favour the elite; and I would cite cycling, with its vast industry of gadgets and gizmos, as a case in point. And an issue of great interest to me is the theory of de-skilling which insinuates that a sport is made easier to undertake by the introduction of a technology or product. The Polara golf ball benefited lower-skilled players who had a greater tendency to make mistakes but not higher-skilled golfers who were already adept at making an accurate drive. It essentially de-skilled the game - and was, justifiably in my view, banned.

Which expert ...

37 expresses a similar opinion to Arada on whether the use of technology designed to improve fairness in football is worthwhile?

38 expresses a different opinion from Pumbaide on the effect of innovative, performance-improving products on the skill needed by players?

39 expresses a different view from all the others on the effect of technical sportswear on safety in sport?

40 has a similar view to Benbow on whether or not technology is effective at encouraging public participation in sport?

CAE Reading and Use of English Part 7

You are going to read a magazine article by an explorer. 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.

In search of the ice cave

Bill Colegrave sets out to find the source of Afghanistan's Oxus River

In June 2007, together with companions Anthony and Dillon, and local guides Sheffi and Mirza, I set out to find the source of Afghanistan's Oxus River in an ice cave where the five great mountain chains of Central Asia merge. On the eleventh day of our journey, we were walking along a steep river valley, when a glacier slowly emerged. According to our readings, the ice cave should have been 300 metres above us. We searched the glacier base, but it clearly petered out into bare rock, with no sign of a conjunction with the river. Not for the first time, I considered the possibility that the cave might not even be there anymore.

41 ...

We felt a momentary twinge of disappointment that our target, the prize we had been dreaming of, should be so easily obtained. But the question of altitude still remained; surely we were still far too low? Indeed, the altimeter reading confirmed that we were.

42 ...

What was more, the route ahead now looked difficult; there was no access to the south of the river, as the valley side was black, precipitous rock. The one apparently simple route was to go straight up the northwest bank. There seemed to be a plateau 100 metres above the valley, which we could use to approach the glacier from the north.

43 ...

The expanse of glacial rock was fearsome. There were slippery boulders up to five metres high piled up everywhere and no obvious way through. Climbing over and around these became increasingly awkward. We were tired, irritable and in a hurry: a certain recipe for injury.

44 ...

It took an hour to solve the problem, eventually using our own bodies to swing each other to the other side. The boulder clamber continued, but before long we lost sight of the glacier; the view was blocked by hills of loose rock the size of double-decker buses. Sheffi valiantly began cresting the first hill, and after a while turned towards us, waving enthusiastically, beckoning us to follow. Almost reluctantly, I set off again. The view ahead had been reduced to two remaining hills, with churning water below. Beyond that was a black ice wall, and then, finally, a revelation: a cave. Surely this, at last, was it!

45 ...

Dillon, thank goodness, had other ideas, and set off down without a word. The rest of us soon followed. When I got to the river's edge, it became clear that the bulk of the water wasn't coming from the small black cave. Instead, hitherto hidden behind the rock was something bigger and much more impressive; something almost frightening.

46 ...

Here was indeed exactly what I had secretly sought all along. This was the ice cave - the opening for the mountain, the way to its secrets. We were intruders in its private place, which had remained largely undisturbed for centuries.

A And as we neared the valley end, what had seemed to be an approach path refocused into jumbled layers of glacial rock. I realised it was naive to have imagined that the ice cave would relinquish its secrets so readily.

B What wasn't clear, however, was whether, if we did that, we would then be met by further barriers, as yet invisible. It was now close to 4 pm - not really a good time to be attempting something of this uncertainty, and at this altitude.

C Even though we were still 40 or so metres above, I was happy to see it. But at that moment, I couldn't imagine how I was going to make the extra effort of the climb there and back. I was using most of my energy just breathing.

D My idea of how a river should be born was that it should come fully formed, belching and bellowing from the very heart of the Roof of the World. But this was different.

E Putting such defeatist thoughts behind us, we pressed on, and then, directly in front of us, there emerged a larger glacier, where the valley ended abruptly. The ice cave had to be there at the base.

F It was a sheer white wall. At its base, a hole opened up, maybe ten metres wide and almost as high. And from it came not a stream or a trickle but a deep, wide gush, flowing as if from the belly of the mountain itself.

G Fortunately this didn't happen, but then we ran into two streams rushing between the rocks. They were strong and cold, but not impassable. We contemplated trying to skirt them and cross higher up, but decided against this, as we didn't know how far we would have to go.

CAE Reading and Use of English Part 8

You are going to read an article in which an illustrator of children's books talks about other illustrators' work. For questions 47-56, choose from the sections (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 illustrator's work is described as

- 47 being more impressive when considered as a whole?
- 48 inspiring experimentation?
- 49 becoming simpler over time?
- 50 conveying contrasting moods in the same illustration?
- 51 using illustrations to indicate how to read the text out loud?
- 52 avoiding a weakness common in children's books?
- 53 being the result of collaboration?
- 54 re-interpreting traditional material?
- 55 showing unusual events in ordinary contexts?
- 56 making fun of things that would normally be taken seriously?

Four inspiring illustrators

Illustrator Hannah Roberts talks about the work of other children's book illustrators

A Judith Kerr

I loved *The Tiger Who Came to Tea* by Judith Kerr when I was a child. I remember being obsessed with the scene where the tiger came and drank all the water in the tap. I think it was the domesticity of it, that this person was at home and that this could actually happen. Nothing much happens, in fact, but it's still magical. Kerr keeps the words very simple, and the pictures give you clues about what they should sound like when delivered. In her *Mog* books, you can look at the cat's face to see how shocking or dramatic the action is. He is just a funny cat, with an expressive face. If you mention *Mog* or *The Tiger Who Came to Tea* to someone under the age of 40, they usually smile, which is the instinctive reaction a children's book should provoke. I can think of illustrators who are technically better and books with richer textual content, but, with Kerr, there's something about the way the entire package fits together that's wonderful.

B Klaus Ensikat

I often feel that illustrators underestimate children. For some reason, pictures for them tend to be over-simple and brightly colourful. Klaus Ensikat's illustrations, however, are very sophisticated. His drawing is absolutely exquisite, a little like engraving, and he covers large areas with fine, precise lines that give life to shadows, furniture, forests, clothes and soft fur. Those drawings are then washed over with fine watercolour paint, which makes them seem slightly melancholy. At the same time, they are funny and touching. My favourite of his books is a collection of old German children's songs called *Jeder nach seiner Art* (To Each Their Own). The texts are handwritten in beautiful old-fashioned calligraphy, and next to them are tiny, perfect black-and-white drawings. Some of these songs about animals are really well known in the German-speaking world, and a less brilliant illustrator would render them visually as familiar, cheerful and superficial. But Ensikat has found new, surreal, romantic ways of illustrating them. I keep buying his books in the (so far vain) hope that I will discover his secret.

C Lane Smith

I first saw Lane Smith's work when I was a young illustrator. His book *The Stinky Cheese Man* and other *Fairly*

Stupid Tales was lively and irreverent. It had a fabulous sense of colour, and what especially appealed was the texture: I have always loved layered, dappled surfaces, and Lane Smith uses collage to create a wonderful, grungy feel. His artwork is innovative, and often reveals the absurdities in solemn, earnest attitudes and behaviour. His characters are striking and often staged on a flat plane like a theatre set. The overall design also marks out a Lane Smith look. His wife, Molly Leach, designs the text on every page and, ingeniously, its appearance shapes the way it should be spoken. Lately, Smith's approach has been more minimal. In his recent book, *Grandpa Green*, the colour is muted, with drawn outlines against white backgrounds. The truth is that his art has never stood still.

D John Burningham

I recently came across a book by John Burningham, *Mr Grumpy's Outing*, that instantly transported me back to my childhood. He can create the sense of a scorching hot summer's day simply by using a few yellow dots and dashes to represent the sun; you can really feel the heat. His work looks almost haphazard, with smudges, scratches and splodges. But it doesn't matter whether they were intended or just happy mistakes; they all come together in these wonderful, atmospheric images. You get the impression that he draws with whatever comes to hand. He builds the images with glorious blocks of colour which he then works on with cross-hatching and scribbles of pencil and crayon. The results are full of movement and life. More recently, he has used photography, worked over with paint and mixed with drawn characters, to make rich landscapes. I love the humour he gets into these pictures, the expressions he conjures up with just a few lines. I've learned to take risks myself from looking at his books; they leave me feeling less afraid of that blank expanse of white paper.

Answer Keys

Part 1

1 D — say. 'Tell' and 'inform' both require a direct object to work, e.g. 'to inform somebody about something'. To relate something to something else means to show connection between these two things.

2 A — meaning. To add meaning here works best. **B - implication** means some idea or consequence that is not immediately evident. 'To add essence' doesn't make much sense, since essence is something crucial, so it's either there or it's not. **D - function** doesn't seem to be a good fit - art isn't usually about functionality.

3 B — restriction. We are talking about the absence of any limitation when it comes to an artist's work. 'Boundary' means certain ethical or cultural limitations - a rather specific word that might not be the best choice. 'Regulation' is a set of rules, usually imposed by a governing body such as the government.

4 C — wonder. A set phrase, we use 'no wonder' to show our lack of surprise, e.g.: 'No wonder you flunked your exams and got expelled from college - you have been missing for an entire semester!'

5 C — against. You take against something, it means you begin to dislike something, especially if you have no good reason to dislike it (or them). 'To take over' is to gain control over something, especially if you take it from or after someone else. 'To take after' is to inherit something, either material (such as money) or things like talents, traits of character, appearance and so on.

6 D — large. 'To a large degree' is a collocation with the meaning 'mostly'. While 'to a great degree' is equally idiomatic, it has a slightly different meaning, which focuses on intensity rather than share of something, e.g. 'the quality of their products has improved to a great degree this year'.

7 B — process. Here it is important to remember what 'interactive' means. Simply put, it means that you can take part in it and see the effect of your actions. Making public art is an interactive process - you are not an idle spectator, you are an artist too, you make your contribution.

8 D — background. 'Background' here has the meaning of something you barely notice, something that simply doesn't stand out. According to the text, this is what art should avoid at all costs.

Part 2

9 for. If you raise money for something, it means you look for people who could provide it for you without expecting anything in return. Money is usually raised for non-profit purposes.

10 it. 'It' shows the connection that it is the people who are into extreme sports who can be reckless. 'There' works grammatically, but doesn't establish the connection as clearly and looks more like a general statement.

11 to. Leaving things to chance, meaning not attending to them, not giving them the attention they deserve as they are important. Normally used negatively.

12 until/till/before/unless. A wide selection of conjunctions with slightly different meanings - the choice here doesn't matter much because all of the meanings here work in the given context.

13 as. To do something as you do something else means doing these things at the same time, or one thing can be a result of the other. For example, you learn many cultural nuances of the language as you study it.

14 is. Inversion is used here - that's when the verb and the subject swap places for emphatic effect. What we have here is an inverted sentence: 'a sense of trust in oneself is crucial to this'.

15 not. A tricky one - context is very important to get this gap right. The idea is that the previously mentioned qualities do not find encouragement in nowadays society. To make things more difficult, there is a bit omitted: '... a sense of trust in oneself and the environment, (which is) not something that is encouraged nowadays'.

16 when. Be careful not to write 'a time of health and safety rules', as you would need something like 'being dominant' at the end to make a structure like this work.

Part 3

17 beneficial. A noun-to-adjective transformation with one tricky bit — changing 'c' in the noun to 't' in the adjective form.

18 developments. 'Countless' requires plurality here, make sure to make it plural, or it won't get you a point even if you get the word form itself correctly.

19 relatively. The improvements in space food are relatively slow in comparison to other aspects of space exploration, which apparently have had higher pace of advancement.

20 provision. A good example of how you should almost never use the gerund-forming suffix '-ing'. This is a common mistake in CAE Use of English Part 3 - be careful there. There is almost always a 'proper' (for the lack of a better term) noun, not just a '-ing' derivative.

21 inedible. The context suggests that the food would be considered unappetizing by today's astronauts, so it all comes down to choosing the correct negative prefix.

22 inhabitants. 'Have' further down the sentence calls for a plural form of the noun. The only challenge remaining then is getting the spelling right. Keep in mind that incorrectly spelled words will be counted as a mistake.

23 enables. To enable is to provide the ability to do something. 'Spacecraft' is the subject in the singular, so the verb has to agree to it in number.

24 ongoing. 'Going' is incorrect as it is not normally an adjective. An ongoing process is one that is currently taking place, also with the meaning that it hasn't been completed yet.

Part 4

25 in the habit of buying. Getting the verb pattern right is key here. 'To be in the habit of doing something' - this is the most challenging part in this particular key word transformation.

26 will result in it being/getting called. If you call something off, it means you cancel something that had been previously planned.

27 would rather he did not drive. When you would rather somebody did (or didn't do) something, you are either

expressing your preference or giving an advice, depending on the context. Don't forget that active to passive speech transformation calls for changing the tenses, but this is not always the case.

28 who made the suggestion to. We reorder the words here to focus on the actor (Peter) rather than the action (making the suggestion).

29 found it hard/difficult to follow/following. 'To find something difficult to do/doing' is the structure you have to be familiar with to make this one work. Unfortunately, there is no way around this particular phrase.

30 into consideration/account that Joe is not. A simple paraphrase of 'to consider' to 'take into consideration', accompanied by a negative structure as suggested by the context.

Part 5

31 B. Both our reasoning and decision-making are made worse by the much greater amount of information that we are exposed to through information technology, namely the Internet. The text states the opposite of **answer A** - 'there is little debate' that it helped to organise the data and the knowledge. Nothing of significance can be found relating to answers **C** and **D**.

32 A. There is a direct comparison between reading and the so-called 'visual media' - simply put, pictures and, more often, videos. Focusing on one thing is no longer the focus. There is nothing about the connection between multitasking and the declining popularity of reading, nor can we see anything relating to growing popularity of reading online. The opposite of **answer C** is stated - people read less, and as a result, they become less capable of critical thinking.

33 D. Clearly, the author can't mean something good by a term like 'mushy swamp'. Ambiguity is a case when something can confusingly have more than one meaning or be interpreted in more than one way. Critical thinking has become more complicated because of the sheer amount of information one has to process to make an informed decision.

34 B. Simply put, according to the author, hyperlinks act as a distractor that easily takes the reader's attention from the topic at hand. Instead, the reader is often tempted to chase other topics that they can click within the body of the original text - that is what hyperlinks are - doorways to other information. As a result, it makes it more difficult to maintain focus.

35 C. Visual media does not promote analysis and deeper thinking, because it happens in real time, leaving us no chance to take our time and think it over. This is not the case with reading. Ultimately, the last sentence sums it up perfectly - younger people are likely not to fully realise their potential.

36 B. Videogames have great capacity to teach us something and to promote thinking, they are 'a good tool' for it. There is nothing relating to conflict resolution ability that **answer C** suggests.

Part 6

37 C. Both speakers are sceptical about the technical aspect of the judging system in football. Arada: 'I also have my reservations about goal-line technology in football.' Wick: 'In team sports like football, the role of the referee is intended to be based on the interpretation of rules, on personal discretion and instincts, and this is clearly undermined here.'

38 B. While Pumbaide says that the improvements mostly 'favour the elite', Arada approaches the issue from the opposite angle. They say that certain improvements in aero modelling lowered the skill ceiling - that is, it enabled less experienced participants to have more control, effectively requiring less experience to achieve similar results.

39 D. Expert D is the only one convinced that technology ensures higher safety standards and improved injury protection. All other speakers are adamant that perceived increases in safety actually encourage recklessness, create an illusion of being protected and lead to more serious traumas as a result.

40 C. Benbow cites cycling as the type of sports the general public partakes in and how technological advances keep it alive, they make sure it does not stagnate. Wick works in a different field, shuttlecocks for badminton, which amateurs often play outdoors. Both benefit and promote public participation in those sports.

Part 7

41 E. The 'defeatist thoughts' mentioned at the beginning of paragraph E refer to the possibility that the cave doesn't even exist. 'Defeatist' means readily admitting your defeat. The paragraph that comes next contrastingly states that they seem to have found what they were looking for way too easily, practically at the beginning of their journey (and the text).

42 A. This paragraph introduces contrast between thinking that they had found the cave so easily and the sobering fact that they hadn't ('I realised it was naive to have imagined that the ice cave would relinquish its secrets so readily.')

43 B. Paragraph B goes '... if we did that, we would be met by further barriers...' - 'it' referring to going straight up the northwest river bank. The same paragraph also mentions the dangers of injury as it was getting darker and the explorers were growing increasingly tired.

44 G. 'Fortunately, this didn't happen' (Paragraph G) - this is a reference to slippery boulders - the idea of danger is expanded upon here. The same paragraph then mentions a stream of water that they had to cross somehow. It takes them an hour to find a way to cross it - that is mentioned in the paragraph that comes after the gap.

45 C. The very beginning of the paragraph after the gap helps us here: 'Dillon, thank goodness, had other ideas...'. This refers to the author's doubts of whether they would be able to continue their journey.

46 F. Probably the easiest paragraph to choose from, here they finally see the opening from afar, which proves to be exactly the cave they had been searching for. 'Something almost frightening' is the 'sheer white wall' from the beginning of paragraph F.

Part 8

47 A. The last sentence mentions 'the entire package' being more impressive' - meaning that the text and the illustrations work together to a better effect.

48 D. Burningham's books inspired the writer 'to take risks' themselves - that is, they promote experimenting and courage.

49 C. The second half of the text: 'Lately, Smith's approach has been more minimal'.

50 B. The illustrations evoke an array of different feelings - melancholy on the one hand, while at the same time being 'funny and touching'.

51 A. Roughly in the middle of the text we have this: '... the pictures give you clues about what they should sound like when delivered'. There can be a question - why go with this one and not take the one from C: '... its appearance shapes the way it should be spoken'? Simply put, when we talk about delivering of a text, we mean reading it aloud.

52 B. Many children's books' illustrators tend to make the pictures overly primitive, but Ensikat's art is different - his pictures 'are very sophisticated'.

53 C. Both Smith and his wife took part in illustrating The Stinky Cheese Man and other Fairly Stupid Tales.

54 B. The traditional material mentioned here is the collection of old German children's songs 'Jeder nach seiner Art'.

55 A. The tiger drinking all the water from the tap is the unusual event shown in an ordinary context (as if 'this person was at home and that this could actually happen').

56 C. The answer lies in the middle of the paragraph, most importantly in understanding the word 'Irreverent'. An irreverent individual disregards and jokes about things that are accepted as extremely important, serious, or even

holy. This task is a great example of how your right answer hinges on a single word - an illustration how important it is to expand your vocabulary in preparation for your CAE exam.

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

Piece (n) - here: a piece of art. A common thing to refer to, e.g. a piece of music, a piece of literature, and other art-related works.

Stern (adj) - showing disapproval, severe. *A stern teacher is not necessarily a bad one.*

Contemporary (adj) - relating to the current period, as opposed to that of the past or the future. *Contemporary writers are rarely appreciated fully, and often reach peak of their fame long after they are gone.*

Cityscape (n) - (here) the city's image. The way it is perceived by the locals and tourists.

Heighten (v) - make something more intense. *Artists often have heightened perception for things like beauty, nature and the supernatural.*

Assumption (n) - an idea or a conviction that you hold, often without any proof or explanation. *A common assumption is that old people are critical of the younger generation.*

Merge into something (v) - (here) to disappear.

Part 2

Monotony (n) - lack of variety or change; used negatively. Office jobs are often criticized for their inescapable monotony and dangerously low physical activity.

Buzz (n) - the energy and excitement you get from something you enjoy. There is no substitute for the buzz that a long bicycle ride gives you.

Misconception (n) - a widely-held belief that is wrong.

Reckless (adj) - lacking fear, brave to the points of absurdity. He is a reckless driver, but he also does know how to control his car, you got to give him that.

Established (adj) - accepted or agreed-upon.

Part 3, 4

Advances (n) - developments, new findings. *It is the recent advances in medicine that we have to thank for higher life expectancy across the planet.*

Shred (v) - to tear in many small pieces. *Shredding paper is a common business practice done either to preserve the environment or keep documentational secrecy.*

Sprinkle (v) - drop particles of some liquid over something. *Sprinkle some water on this plant to ensure its well-being.*

Enriched (v) - having artificially more of something than it would normally have. *This food is usually enriched with vitamins to make it more healthy.*

Pouch (n) - a container like a small bag that is flexible, used to store or carry smaller items.

Sterile (adj) - free of dirt or bacteria. *Medical tools have to be sterile to ensure there is no possibility of an infection affecting the patient.*

Takeaway food - the food that you get at a restaurant and take it with you rather than eat it there.

Complex (adj) - complicated, consisting of many parts. *The complex instructions are impossible to comprehend, unless you are a specialist.*

Part 5

Complement (v) - to become a valuable addition to something. *Mayonnaise complements many salads, but you have to be careful not to overdo it, as too much of it will overpower the taste.*

Enhance (v) - to improve the quality or strength of something. *The studio had to enhance the image to make out what was written on the building.*

Tangle (n) - a collection of something that is in disorder. *My mind now is a tangle of thoughts I can't navigate through.*

Charismatic (adj) - likeable. *Charismatic people find it much easier to convince others.*

Fad (n) - a thing that is currently popular and will likely be forgotten soon. Used negatively. *Fashion fads come and go, never to be remembered again.*

Overwhelm (v) - to be too intensive, big or shocking. *The news of my brother getting married overwhelmed our family.*

Equate to something (v) - to be equal to something, to lead to something, or to be the same thing. *Decent education does not always equate to better chances at landing a lucrative job.*

Literary reading (n) - the kind of reading you do to fully involve yourself in it, to have a better understanding of the text, or simply to read for detail or information.

Drop-off in something - a decline, a lower than expected level of something.

Emphasis on something (n) - focus or bigger importance given to something. *The government's emphasis right now is to ensure that education is available to young people from underprivileged backgrounds.*

Definitive (adj) - without any doubt, decisive. *A definitive answer to economic inequality might be difficult to come by in the coming years.*

Tempting (adj) - if something is tempting, then you want to do or have it for a certain reason. *A tempting offer to go on a year-long trip across South-East Asia.*

Yield (v) - to bring or to deliver. *Your efforts have finally yielded a well-deserved reward.*

Detract (v) - to make something seem less desirable, valuable or important. *The fact that this house belonged to a convicted criminal detracts from its market value.*

Ratchet up (v) - make something gradually increase through repeated use. *Ratchet up your social skills easily by meeting new people every day.*

Undercut (v) - do damage to something. *Repeated failure can easily undercut one's confidence.*

Induction (n) - (about learning and analysis) understanding how a system works judging by some things you know about it.

Reflection (n) - the act of thinking something over carefully.

The upshot (phr) - a direct result of something else. *The upshot of extracurricular activities is the possibility of discovering one's passion earlier.*

Wind up (phr v) - find yourself in a situation you do not like, usually as a direct or indirect result of your own actions and choices.

Cognition (n) - the process of thinking, understanding and analyzing.

Undercurrent (n) - a negative aspect or opinion of a situation that is not apparent. *The undercurrent of the current*

demographic situation is that the population is aging rapidly.

Rote (adj) - based on mechanical repetition to achieve the effect rather than trying to analyse and understand it. *Rote learning remains the prevalent teaching method in most state schools.*

Immersive (adj) - making you involved in something. *A relatable and up-to-date teaching materials make the education process more immersive and enjoyable.*

Part 6

Verdict (n) - a conclusive agreement, the final decision; consensus.

Reluctance (n) - unwillingness to do something. *My reluctance to find a full-time job was something my parents couldn't understand.*

Embrace (v) - to accept something. *It's high time we embraced the fact that in the foreseeable future there isn't going to be enough animal-based protein for everyone.*

Thereby (adv) - as a result. *You have signed the document, and thereby agreed to its terms.*

Pundit (n) - an expert or a knowledgeable person regarding a particular sphere, who is often turned to for opinion or advice.

Ambivalence (n) - uncertainty, the state when one has two conflicting views or opinions on a particular matter.

Severity (adj) - (about something negative or unpleasant) seriousness. *The severity of the wound called for urgent medical attention.*

Invulnerability (n) - the state of being impossible to hurt, damage or kill.

Enhancement (n) - artificial improvement.

Intrinsic (adj) - a vital quality of something. *Honesty should be an intrinsic value of any politician.*

Substantiate (v) - to prove something or to support some claim or statement with facts. *The jury found no clues to substantiate the claim of the criminal.*

Contentious (adj) - arguable, open to dispute.

Tackle (n) - a move in games like American football when one player throws himself at the other one and grabs him, both of them falling - all of this to get control of the ball.

Shuttlecock (n) - a ball with cone-shaped feathers on the side that is used to play badminton.

Discretion (n) - (here) the right (or freedom to) act based on your own decision rather than prescribed rules.

Undermine (v) - (about rule or authority) to make less powerful or meaningful. *Bribes and corruption are the biggest factors undermining the judicial system.*

Metatarsal (adj) - relating to feet.

Pastime (n) - a hobby or a way to spend time. *Cycling is considered to be Dutch national pastime.*

Sole (n) - (about shoes) the part of the shoes that touches the ground. *Thick soles offer greater comfort and often reduce knee fatigue.*

Layman (n) - (about a person) a non-professional, an amateur.

Gizmo (n) - a high-tech device, usually a small one.

Insinuate (v) - to indirectly hint at something unpleasant.

Justifiably (adv) - for a good reason.

Part 7

Glacier (n) - a slowly moving mass of ice.

Emerge (v) - to appear, to become visible.

Peter out (phr v) - to slowly lose power, stop or disappear. *Rachael attempts to get me interested eventually petered out.*

Conjunction (n) - (here) connection.

Twinge (n) - a brief but sudden feeling of intense mental or physical discomfort. *I looked at the leaving train with a twinge of regret.*

Altitude (n) - the technical word for height, or how high (or low) you are in relation to the sea level. *At such high altitudes, we would need oxygen equipment to breathe properly.*

Altimeter (n) - see previous entry. Altimeter is the tool that measures altitude.

Precipitous (adj) - (about a hill or a slope) very steep, and therefore hard or impossible to go down or up.

Plateau (n) - a flat part or area of a mountain.

Boulder (n) - a large piece of rock, normally found in mountainous areas.

Clamber (n) - the act of slowly climbing or passing through difficult terrain, using both your legs and your hands.

Valiantly (adv) - in a way that shows bravery, especially in a difficult situation.

Crest (v) - (here) to go over the top of the hill.

Beckon (v) - to call or signal somebody to come. *He beckoned us to join him at the campfire.*

Churning (adj) - (about a liquid) moving with great force and noise.

Pass down (phr v) - to share knowledge and experience with the younger generations.

Revelation (n) - (here) a pleasant surprise.

The bulk of something (n) - the majority of something. *The bulk of the money we were making came from servicing old cars rather than selling new ones.*

Hitherto (adv) - until or up to now. *John hitherto was nobody but a mailroom worker, but now was promoted to oversee the entire operation.*

Jumbled (adj) - without order, untidy. *The room was a strange combination of jumbled furniture and odd paintings.*

Relinquish (v) - to give up something, especially if forced to do so. *People are usually slow to relinquish details about their private lives.*

Belch (v) - to make a loud noise, similar to that when air escapes through liquid, e.g. when water boils.

Bellow (v) - to produce deep sounds, like one a cow or a bull makes.

Press on (phr v) - to continue, especially if it requires a lot of effort. *The attack pressed on despite multiple casualties.*

Trickle (n) - (about liquid) a very weak stream, one that is barely noticeable. *Brownish water could be seen trickling down a faulty pipe.*

Gush (n) - (about liquid) flowing in large volume, rapidly. *The gush from the ruined dam was ruining everything in its path.*

Contemplate something (v) - to consider an action for a long time, carefully. *They contemplated moving to the countryside after living in the city all their life.*

Part 8

Obsessed (adj) - having an unhealthy amount of interest in something. *Charles is obsessed with anime cartoons, even though he is well over thirty.*

Domesticity (n) - related to being at home, with your family. *Domesticity is something both men and women tend to appreciate more as they grow more mature.*

Clue (n) - a hint, a sign or some other piece of information that gives you an idea relating to a problem, the plot, or (in this case) how to read the text out loud. *The book is full of clues as to who the main character really is.*

Exquisite (adj) - delicate, of extremely high quality. *This carbonara is nothing short of exquisite!*

Engraving (n) - a certain artistic style, that is normally black and white and is done by pressing the paper into a metal form where the original picture is cut. It works in a similar way to a stamp used in official documents.

Calligraphy (n) - a type of handwriting that is known for its focus on beauty, usually done with a special pen.

Render (v) - to change the state of something. *Failing to follow the exact recipe will likely render the ingredients useless.*

Superficial (adj) - lacking depth or meaning; shallow. *Your superficial knowledge about the subject is unlikely to impress an expert.*

Vain (adj) - without any result; fruitless. *Marcus tried in vain to win Mary over, but she seemed to be in love with someone completely different.*

Irreverent (adj) - paying little attention to things that are supposed to be important or holy. *Alexander was an irreverent student who defied the professors and disregarded the general notion of formal education.*

Dappled (adj) - with spots of lighter or darker colour.

Grungy (adj) - dirty, not tidy. *Nancy's grungy outfit clashed with her rather high position in the company.*

Solemn (adj) - overly serious, lacking humour.

Muted (adj) - (about colour) made less bright than it normally is.

Scorching (adj) - hot to the point of being painful. *Scorching-hot days are much more bearable if you live out of the city.*

Haphazard (adj) - not planned, spontaneous. *His diploma speech seemed haphazard and rather difficult to make sense of.*

Smudge (n) - a stroke of paint that looks accidental, as if a brush was rubbed against it without any particular purpose in mind.

Conjure up (phr v) - to create an image in one's head, to evoke. *The beauty of reading is that it allows you to conjure up images that you will never see on the screen.*

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