

CAE Reading and Use of English – Practice Test 4

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).

High notes of the singing Neanderthals

Neanderthals have been misunderstood. The early humanoids traditionally 0 characterized as ape-like brutes were deeply emotional beings with high-pitched voices. They may 1 _____ have sung to each other. This new image has 2 _____ from two studies of the vocal apparatus and anatomy of the creatures that 3 _____ Europe between 200,000 and 35,000 years ago.

The research shows that Neanderthal voices might well have produced loud, womanly and highly melodic sounds - not the roars and grunts previously 4 _____ by most researchers. Stephen Mithen, Professor of Archaeology and author of one of the studies, said: 'What is emerging is a picture of an intelligent and emotionally complex creature whose most likely 5 _____ of communication would have been part language and part song.'

Mithen's work 6 _____ with the first detailed study of a reconstructed Neanderthal skeleton. Anthropologists brought together bones and casts from several sites to re-create the creature. The creature that emerges would have 7 _____ markedly from humans, Neanderthals seem to have had an extremely powerful 8 _____ and no waist.

Example:

0	<u>A characterized</u>	B indicated	C detailed	D accounted
1	A further	B just	C even	D so
2	A revealed	B resulted	C concluded	D happened
3	A resided	B dwelt	C filled	D occupied
4	A judged	B assumed	C considered	D taken
5	A sort	B practice	C approach	D form
6	A coincides	B occurs	C relates	D co-operates
7	A differed	B distinguished	C compared	D contrasted
8	A assembly	B formation	C build	D scheme

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) PLACE

CAE Reading and Use of English – Practice Test 4

World Book Day

This year's World Book Day (WBD), which is taking **0** _____ on March 2, hopes to encourage everyone, and especially children, to discover the joy of reading.

Schools and libraries are getting involved, with a packed schedule of events designed **9** _____ bring books to life. There will be writers popping **10** _____ schools to read from their books and answer questions, and story-telling events. Children will also be able to take part in readings **11** _____ that they really have a chance to engage with the books.

As **12** _____ as hoping to encourage children to catch the reading bug, WBD also hopes to **13** _____ reluctant adults hooked on books. So, **14** _____ the first time, World Book Day will also have an adult focus, with the launch of Quick Reads, **15** _____ selection of short, fast-paced stories by well-known authors. The first set of Quick Reads will be published on World Book Day, **16** _____ a further collection of books being released later in the summer.

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)** EFFECTIVE

Nordic Walking

Nordic walking is an **0** _____ technique that uses poles to bring the upper body into more use and boost the calorie-burning effects of walking. It was **17** _____ devised in Finland by elite cross-country skiers as a way to keep their fitness levels up during the summer.

At first **18** _____, Nordic walking may look like skiing without the skis - or the snow. But although, to the **19** _____ eye, striding around the local park with a pair of poles may look a bit silly, it actually offers a serious **20** _____ for people of all ages and abilities. You don't **21** _____ have to go faster to get more out of it - just put in more effort with the poles. The poles, which can be made from aluminium or carbon fibre, are specially designed to **22** _____ the work done by the upper body. And because Nordic walking is also a weight-bearing exercise, it's great for **23** _____ bones and joints. But the best news is that because the effort is spread across the **24** _____ of the body, Nordic walking can actually feel easier and less tiring than normal walking.

0 EFFECT
17 ORIGIN
18 SEE
19 TRAIN
20 WORK
21 NECESSARY
22 MAXIMUM
23 STRONG
24 ENTIRE

CAE Reading and Use of English – Practice Test 4

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.

Example:(0):I didn't know the way there, so I got lost.

GET

Not _____ there, I got lost.

Answer: KNOWING HOW TO GET

25 Can anyone solve this problem?

COME

Can anyone _____ to this problem?

26 I'm sure you're wondering why I haven't contacted you for so long.

HAS

You must _____ so long since I contacted you.

27 Are you saying that I'm lying about what happened?

TRUTH

Are you accusing _____ about what happened?

28 He made a very quick decision and he didn't think about the matter enough.

WITHOUT

He made a very quick decision _____ to the matter.

29 Recently, the number of people who are out of work has gone down.

DECREASE

Recently, _____ the number of people who are out of work.

30 It doesn't matter how badly he behaved, you shouldn't have been so rude to him.

HOWEVER

You shouldn't have been so rude to him, _____ was

CAE Reading and Use of English Part 5

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

Those brilliant autumn outfits may be saving trees

As trees across the northern areas of the globe turn gold and crimson, scientists are debating exactly what these colours are for. The scientists do agree on one thing: the colours are for something. That represents a major shift in thinking. For decades, textbooks claimed that autumn colours were just a by-product of dying

CAE Reading and Use of English – Practice Test 4

leaves. 'I had always assumed that autumn leaves were waste baskets' said Dr. David Wilkinson, an evolutionary ecologist at Liverpool John Moores University in England. 'That's what I was told as a student.'

During spring and summer, leaves get their green cast from chlorophyll, the pigment that plays a major role in capturing sunlight. But the leaves also contain other pigments whose colours are masked during the growing season. In autumn, trees break down their chlorophyll and draw some of the components back into their tissues. Conventional wisdom regards autumn colours as the product of the remaining pigments, which are finally unmasked.

Evolutionary biologists and plant physiologists offer two different explanations for why natural selection has made autumn colours so widespread. Dr. William Hamilton, an evolutionary biologist at Oxford University, proposed that bright autumn leaves contain a message: they warn insects to leave them alone. Dr. Hamilton's 'leaf signal' hypothesis grew out of earlier work he had done on the extravagant plumage of birds. He proposed it served as an advertisement from males to females, indicating they had desirable genes. As females evolved a preference for those displays, males evolved more extravagant feathers as they competed for mates. In the case of trees, Dr. Hamilton proposed that the visual message was sent to insects. In the autumn, aphids and other insects choose trees where they will lay their eggs. When the eggs hatch the next spring, the larvae feed on the tree, often with devastating results. A tree can ward off these pests with poisons. Dr. Hamilton speculated that trees with strong defences might be able to protect themselves even further by letting egg-laying insects know what was in store for their eggs. By producing brilliant autumn colours, the trees advertised their lethality. As insects evolved to avoid the brightest leaves, natural selection favoured trees that could become even brighter.

'It was a beautiful idea' said Marco Archetti, a former student of Dr. Hamilton who is now at the University of Fribourg in Switzerland. Dr. Hamilton had Mr. Archetti turn the hypothesis into a mathematical model. The model showed that warning signals could indeed drive the evolution of bright leaves - at least in theory. Another student, Sam Brown, tested the leaf-signal hypothesis against real data about trees and insects. 'It was a first stab to see what was out there,' said Dr. Brown, now an evolutionary biologist at the University of Texas.

The leaf-signal hypothesis has also drawn criticism, most recently from Dr. Wilkinson and Dr. H. Martin Schaefer, an evolutionary biologist at the University of Freiburg in Germany. Dr. Wilkinson and other critics point to a number of details about aphids and trees that do not fit Dr. Hamilton's hypothesis. Dr. William Hoch, a plant physiologist at the University of Wisconsin, argues that bright leaves appear on trees that have no insects to ward off. 'If you are up here in the north of Wisconsin, by the time the leaves change, all the insects that feed on foliage are gone' Dr. Hoch said. In their article, Dr. Schaefer and Dr. Wilkinson argue that a much more plausible explanation for autumn colours can be found in the research of Dr. Hoch and other plant physiologists. Their recent work suggests that autumn colours serve mainly as a sunscreen.

Dr. Hamilton's former students argue that the leaf-signal hypothesis is still worth investigating. Dr. Brown believes that leaves might be able to protect themselves both from sunlight and from insects. Dr. Brown and Dr. Archetti also argue that supporters of the sunscreen hypothesis have yet to explain why some trees have

CAE Reading and Use of English – Practice Test 4

bright colours and some do not. 'This is a basic question in evolution that they seem to ignore' Dr. Archetti said. 'I don't think it's a huge concern,' Dr. Hoch replied. 'There's natural variation for every characteristic.'

Dr. Hamilton's students and their critics agree that the debate has been useful, because it has given them a deeper reverence for this time of year. 'People sometimes say that science makes the world less interesting and awesome by just explaining things away' Dr. Wilkinson said. 'But with autumn leaves, the more you know about them, the more amazed you are.'

31 What is stated about the colours of autumn leaves in the first two paragraphs?

- A** There has previously been no disagreement about what causes them.
- B** The process that results in them has never been fully understood.
- C** Different colours from those that were previously the norm have started to appear.
- D** Debate about the purpose of them has gone on for a long time.

32 The writer says that Dr Hamilton's work has focused on

- A** the different purposes of different colours.
- B** the use of colour for opposite purposes.
- C** the possibility that birds and insects have influenced each other's behaviour.
- D** the increased survival rates of certain kinds of tree.

33 Dr Hamilton has suggested that there is a connection between

- A** the colours of autumn leaves and the behaviour of insects.
- B** the development of brighter leaves and the reduced numbers of certain types of insect.
- C** the survival of trees and the proximity of insects to them.
- D** the brightness of leaves and the development of other defence mechanisms in trees.

34 What is said about the work done by former students of Dr Hamilton?

- A** Neither of them was able to achieve what they set out to do.
- B** Mr Archetti felt some regret about the outcome of the work he did.
- C** Both of them initiated the idea of doing the work.
- D** Dr Brown did not expect to draw any firm conclusions from his work.

35 Critics of Dr Hamilton's theory have expressed the view that

- A** it is impossible to generalise about the purpose of the colours of autumn leaves.
- B** his theory is based on a misunderstanding about insect behaviour.
- C** the colours of autumn leaves have a different protective function.
- D** his theory can only be applied to certain kinds of insect.

36 In the debate between the two groups of people investigating the subject, it has been suggested that

- A** something regarded as a key point by one side is in fact not important.
- B** further research will prove that Dr Hamilton's theory is the correct one.
- C** both sides may in fact be completely wrong.
- D** the two sides should collaborate.

CAE Reading and Use of English – Practice Test 4

CAE Reading and Use of English Part 6

You are going to read four extracts from articles on freelance work. For questions 37-40, choose from the reviews A-D. The extracts may be chosen more than once.

The world of freelance work

Four writers look at the working life of freelancers

A

Anyone contemplating going freelance should bear in mind that to make a real go of it may well involve working harder than in an employed position. The life doesn't suit everyone and many employed people see freelancers as a totally different breed of worker, doing something that they couldn't do and wouldn't want to. Freelancers can find that they have less free time than they used to and that they take on more than they should out of a reluctance to turn down any offer. Furthermore, they may find themselves working for less money as they go along, as any rise in the number of freelancers in their field can drive fees down as a result of competition - some freelancers will be willing to accept low fees just to get work. There are dangers for companies too: using a large proportion of freelancers can mean that knowledge that is crucial to the company's operations lies outside the company itself.

B

As more and more people join the freelance workforce, it is perhaps time for an appraisal of this development. For the freelancers themselves, this means that a higher proportion of the working population consists of people who are free to decide on their own destinies, surely no bad thing. For companies, the development allows them ever-increasing flexibility, enabling them to adapt to changing circumstances quickly rather than having permanent staff who are underemployed at times. Freelance life, as anyone who does it knows well, is tough in some ways and to do well you need to be highly disciplined and organised, as well as hard-working and reliable - qualities that not everyone has when they are left to their own devices. A lot of employed people don't see things that way at all, tending to assume that freelancers have an easy life in which they can 'pick and choose' what they do, and may choose to do little.

C

An interesting by-product of companies relying on a significant number of freelancers is that a gap can open up between those freelancers and the employed personnel on the premises. This can be problematic, for example with key personnel in a project not on hand immediately if something urgent comes up. On the other hand, the increasing number of freelancers has big advantages for everyone involved, in a wide range of areas including flexible hours, child care arrangements and matching personnel to specific requirements. It is common for employed people to envy freelancers their, perceived freedom compared to their own situation, but this is largely a myth. To maintain a regular and viable income in freelance work takes effort and the equation is a simple one of effort and reward - your income depends on how hard you are prepared to work.

D

Freelancers often take more responsibility for their work than employed staff, who can become bored and

CAE Reading and Use of English – Practice Test 4

demotivated, and in this regard it can be said that the more freelancers there are out there, the better it is for companies. To ensure the smooth running of this set-up, companies need to manage carefully their relationship with the freelance workforce - a coherent and mutually acceptable attitude needs to be developed for dealing with people who cannot be treated in the same way as permanent employees. For freelancers, making a sustainable career can be a nerve-racking business, as it can largely depend on chance encounters, word-of-mouth information from other freelancers and unexpected approaches from potential clients. It is this high-risk factor that puts many employees off the idea of going freelance.

Which writer ...

37 expresses a similar view to writer **C** on the consequences for companies of employing a large number of freelancers?

38 takes a different view from the others on the desirability of an increase in the number of people becoming freelancers?

39 takes the same view as writer **B** on the attitude of employed people to freelance work?

40 has a different opinion from the others on the extent to which freelancers are in control of how successful they become?

CAE Reading and Use of English Part 7

You are going to read a newspaper article about a space programme. 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.

How I Became a British Astronaut

May 18, 2009 was a sunny evening - a night that I have good cause to remember. I had recently retired from the Army Air Corps after an extremely rewarding career of nearly 18 years as a helicopter pilot and the future looked good - I'd been fortunate to secure a dream job working as a senior test pilot for a private firm. I had also just completed a year-long selection process for the European Astronaut Corps - an incredible experience that had opened my eyes to the world of human spaceflight.

41 ...

A privately funded multi-million dollar seat as a 'spaceflight participant' was unattainable for most. And opportunities such as the commercially sponsored Project Juno, which launched the first Briton, Helen Sharman, into space in 1989, were extremely rare.

42 ...

This was designed to identify natural ability in various cognitive skills. In reality, this meant around eight hours of individual computer-based exercises, becoming progressively harder and with only short breaks in between. Skills such as memory retention, concentration, spatial awareness and coordination were

CAE Reading and Use of English – Practice Test 4

evaluated, alongside psychological questionnaires that were to become the benchmark of this selection process - hundreds of repetitive questions, aimed at ensuring consistency of answers over a long duration.

43 ...

Historically, around 50 per cent of candidates fail the exacting medical requirements. Although good physical fitness is a strong attribute, the medical selection was not looking for potential Olympians. Instead, it was intended to select those individuals who pose the least risk of having a medical occurrence during their career. Space is no place to become ill.

44 ...

As it happens, the medical selection caused exactly 50 per cent attrition, with failure to meet cardiovascular and eyesight requirements being the two main causes. Having endured the most gruelling week of my life, I was delighted to be among the 22 remaining candidates.

45 ...

The remainder of the selection process consisted of formal interviews, culminating in the final 10 being invited to meet ESA's Director General, Jean Jacques Dordain. That was one month before that sunny evening in 2009, and I wondered who the lucky few would be. I suspected that I would not be one of them: an ESA press release had already announced that the new candidates would be presented at ESA headquarters in Paris on Wednesday. It was Monday night, I had not been contacted and time was getting tight.

46 ...

This was a decision that would affect not just me but also my family. Thankfully, there was no time to dwell - I had to book a flight to Paris for the following day.

A It was also good to find that there were five British people in the group. Considering that, at the time, the UK was still in the shadow of a historical government policy not to participate in human spaceflight, it was encouraging to see the high level of interest regarding this astronaut selection.

B Other skills include being trained to perform spacewalks for external science and maintenance tasks and to manipulate the robotic arm in order to capture and berth visiting resupply vehicles. Then there is the medical training, communications skills training, emergency training - the list goes on.

C So when the phone rang and I was offered an opportunity to join the European Astronaut Corps, there was what can only be described as a wild mix of emotions - elation, excitement, shock and trepidation, due to an overwhelming realization that I was about to take my first steps down one of life's major forks in the road.

D It was interesting to meet the other candidates from all over Europe and to acknowledge the plethora of diverse career paths that had led us to this common goal. While it is fair to say that the best chances of success are to have a solid foundation in the core sciences or experience as a pilot, there really is no single

CAE Reading and Use of English – Practice Test 4

route to becoming an astronaut - it has more to do with being passionate about what you do and being as good as you can be.

E Yet that situation changed when the European Space Agency (ESA) announced a selection for a new class of astronauts in 2008, and UK citizens were eligible to apply. My application joined the pile of nearly 10,000 others, and soon there followed an invitation to Hamburg to begin the testing process.

F During the previous five years working as a military test pilot, I had become much more involved in the space sector - aviation and space are intrinsically linked and share many similar technologies. However, I had not seriously contemplated a career as an astronaut, since the options to do so were extremely limited.

G Although the Soyuz spacecraft offers an emergency return to Earth in less than 12 hours from the International Space Station, this is an absolute last resort. Also, it is not available once a spacecraft has reached out beyond low Earth orbit.

CAE Reading and Use of English Part 8

You are going to read an article about the design of new stations on the London Underground railway system. For questions 47-56, choose from the sections of the article (A-D). The sections may be chosen more than once.

In which section of the article are the following mentioned?

- 47 the previously unattractive nature of the locations of most of the stations
- 48 a comparison Paoletti made to illustrate his approach to the JLE project
- 49 the immediate and massive effect that one of the stations had on its surroundings
- 50 a description that Paoletti considered not to be wholly accurate
- 51 a fundamental question concerning the function of station in underground systems
- 52 an explanation Paoletti gave for why certain comments about the new buildings were incorrect
- 53 Paoletti's desire to unite elements that had previously been seen as wholly different from each other
- 54 personal qualities that enabled Paoletti to tackle the JLE project successfully
- 55 parts of a station architects were not responsible for in the past
- 56 Paoletti's opinion of those previously responsible for designing stations

Roland Paoletti

An architect who revolutionized the lives of London's commuters

A Roland Paoletti was the driving force behind the dramatic, award-winning stations on the ?3 billion Jubilee Line Extension (JLE) to the London Underground system, the most ambitious building programme on the Tube for many decades. An irascible Anglo-Italian, Paoletti possessed the persuasiveness and tenacity to take on the vested political interests at play in the planning of the 10-mile Jubilee Line Extension to ensure good design and innovation. Historically, architects employed on Tube projects had been restricted to 'fitting out' the designs of railway and civil engineers with few or no aesthetic concerns, and whom

CAE Reading and Use of English – Practice Test 4

Paoletti dismissed as visionless ‘trench-diggers’. The Jubilee line would be unique in that for the first time the architects would be responsible for designing entire underground stations.

B As the commissioning architect in overall charge, Paoletti’s approach was to let light flood down into the stations along the line. The project’s centrepiece was the extraordinary huge new station at Canary Wharf, designed by Norman Foster and Partners to handle up to 40,000 passengers an hour at peak times. ‘Everybody keeps saying that it’s like a cathedral,’ complained Paoletti. ‘They’re wrong. It actually is a cathedral.’ Explaining his approach to designing underground stations, Paoletti likened the Jubilee line to architectural free-form jazz, the stations responding to their different contexts as dramatic variations on a theme. Instead of uniformity, Paoletti envisaged variety achieved in the beauty of raw materials like concrete, and the architectural power of simple, large spaces for robust and practical stations.

C He procured the most talented individual architects he could find to design 11 new stations along the line, creating a unique variety of architectural statement pieces - notably different but all beautiful - in what had been a largely desolate stretch off urban east London. ‘For the price of an underground ticket,’ he promised, ‘you will see some of the greatest contributions to engineering and architecture worldwide.’ Paoletti’s sweeping vision did not disappoint. With their swagger and individualism, the stations have been widely acclaimed as a tour de force in public transport architecture.

D In pressing for a seamless marriage between architecture and engineering, Paoletti was concerned to make the stations pleasing to the eye, and the daily grind of commuters using them as uplifting an experience as possible. The result was generally reckoned to be the finest set of stations since the classic designs for the Piccadilly line by Charles Holden in the 1930s. In Holden’s day, design stopped at the top of the escalators leading down to the platforms, a symptom of the Tube’s tradition of treating architecture and engineering as separate disciplines. From the start Paoletti promised ‘a symbiosis of architecture and engineering’ throughout. This is particularly evident at Westminster station, where Michael Hopkins solved structural difficulties by designing fantastic supporting structures redolent of science-fiction - what Paoletti called ‘engineering that expresses itself as architecture ... in which people can delight’.

E He wanted the designs of the JLE stations to have a uniformity of voice, or, as he put it, ‘a philosophical uniformity’. Paoletti contrasted the drama of MacCormac Jamieson Prichard’s design for Southwark station with the vast glass drum of Ron Herron’s Canada Water station, intended as a response to the area’s bleakness, ‘a big, splendid beacon that has transformed the area from a wasteland almost overnight’. To critics who complained about the expense of these grand designs, Paoletti pointed out that the same cut-and-cover, box-station design that allowed his architects a free hand with their various structures also saved London Underground millions in tunnelling costs. ‘In any case,’ he noted, ‘you have to decide at the beginning whether you’re going to see an underground station as a kind of vehicular underpass that happens to have people in it, or whether it’s a building; a building with some other kind of job to do, like making people comfortable.’

CAE Reading and Use of English – Practice Test 4

Answer Keys

PART 1

1 C — even. 'Even' here is an intensifier, showing that singing Neanderthals are unusual or even paradoxical.

2 B — resulted. 'Resulted from' is the best [collocation](#) here.

3 D — occupied. *Resided* and *dwelt* would need 'in' preposition. *Filled* implies that they were very numerous, which isn't stated in the text. *Occupied* is more neutral.

4 B — assumed. 'To assume' means to take for granted and without any actual proof. As the context suggest, previous beliefs about Neanderthal's voices had no scientific ground.

5 D — form. Another set expression. The other possible option is *approach to communication*, albeit with a different preposition so it can't be used here.

6 A — coincides. 'To coincide with' means 'to take place at the same time, simultaneously'. *Co-operate* is the only other verb that can be followed by 'with', but the text speaks of no cooperation.

7 A — differed. Again, the only verb that collocates with 'from' preposition here. 'Markedly' here means 'noticeable, distinguishable, easy to see'.

8 C — build. Build refers to physical strength here. It is the word that is commonly used when referring to physical features of an object.

PART 2

9 to. Designed to do something.

10 in/into. 'To pop in/into' means to visit the place briefly, for a short time.

11 so. 'So that' = for a particular reason.

12 well. 'As well as' = in addition to. 'We went shopping to buy some groceries as well as today's newspaper'.

13 get. 'To get someone hooked on something' = to involve someone in something, to allure someone to do something, usually addictive (like reading, sports, substances).

14 for. We normally use 'for' preposition with ordinal numbers (first, second, third and so on).

15 a. Indefinite article is used here because we are not talking about any particular selection of books and it is mentioned for the first time in this text. See [articles page](#) for more information.

16 with. We cannot use 'and' here because there is no 'is' before 'being' in the last sentence. Therefore 'with' is the only option that fits.

PART 3

17 originally. Originally means 'in the first place'. The context demands an adverb to be used here.

18 sight. 'At first sight' means 'from the start, at first'.

19 untrained. It is suggested by context that we should use negative prefix 'un-'. The second part of the sentence makes it clear.

20 workout. A workout is any exercise aimed at developing your body. Don't forget that you can't leave the word unchanged, even though 'work' would fit grammatically.

21 necessarily. An adverb is needed here. Pay attention to spelling, it is easy to make a mistake and not get

CAE Reading and Use of English – Practice Test 4

a point for this answer.

22 maximise. A verb is needed. AmE spelling is 'maximize', it won't be regarded as a mistake if you spell it that way, but BrE [spelling](#) is preferable.

23 strengthening. Preposition 'for' before the word says that we need to use gerund form. Another difficult word to spell, pay attention here.

24 entirety. Entirety means 'whole, all of'.

PART 4

25 come up with a solution. 'To come up with' means to produce or find something, in this case a solution (way of solving something).

26 be wondering why it has been. Present Perfect is used here because we have preposition 'since'.

27 me of not telling the truth. Note that you have to use negative particle because the word 'truth' has to be used.

28 without giving enough thought. 'To give a thought to something' means to think something over, to consider it for some time.

29 there has been a decrease in. Note that decrease here should be used as a noun rather than as verb.

30 however bad his behaviour OR however badly(-)behaved he. 'However bad/badly' means 'no matter how bad/badly'.

PART 5

31 A. Answer **B** is incorrect —the process is well-understood and is described in detail in the second paragraph. It is the cause of the process that isn't clear. Answer **C** is not mentioned. Answer **D** is wrong because how long the debate was isn't stated in the first two paragraphs. '*For decades*' in sentence four refers to the information given in textbooks, not debates.

32 B. *By the opposite purposes* the authors compare Hamilton's earlier study about birds who use their bright feathers to attract females. Trees on the other hand use colourful leaves to discourage insects from choosing it. Answers **A** and **C** are not mentioned. There is nothing about increased survival rate of trees mentioned in answer **D**.

33 A. Most part of paragraph 3 is about how bright leaves allow trees to protect themselves from harmful insects. Colourful leaves act a warning sign to insects. Answer **B** isn't mentioned — there is nothing said about reduction in numbers of certain insects. Proximity of insects mentioned in Answer **C** isn't stated. No other defence mechanisms are talked about, so answer **D** is wrong as well.

34 D. *It was a first stab to see what was out there* means that he didn't aim to gain any conclusive information on the subject. '*Stab*' is a colloquial term for 'attempt, try'. Answer **B** is wrong — Archetti's mathematical model confirmed the initial theory, which was its only aim. There is no regret mentioned in the text as answer **C** claims. Answer **D** is wrong because Archetti and Hamilton had a collaboration — they initiated the project together.

35 C. Last sentence of paragraph five states that the purpose of leaves' colour changing mechanism is to act as a sunscreen (to protect the tree or foliage from ultraviolet rays). Answer **A** is wrong as the critics do not express this idea — they only give example of certain trees that do not fit the paradigm suggested by

CAE Reading and Use of English – Practice Test 4

Hamilton. Answer **B** is incorrect because the example with insects doesn't describe their behaviour, but rather their period of activity. Answer **D** shouldn't be chosen because no certain insects are named.

36 A. Brown and Archetti bring up an important question — if the sunscreen theory is correct, why not all the trees have bright leaves? In turn, Dr. Hoch says that this question is not a '*huge concern*'. Answer B isn't correct — it is said that the subject is worth investigating, but nothing is mentioned about the possible success of that research. Answers C and D aren't mentioned.

PART 6

37 A. Both speakers **A** and **C** are worried about companies that rely on freelance workers — as they outsource their projects to freelancers, their in-house employees become less useful as they are unfamiliar with these projects. Speaker **A**—last sentence, Speaker **C** — sentence two.

38 A. Other speaker are optimistic about growing number of freelance workers. Speaker **A** though believes that more freelancers drive the prices of their own services down, as some can be willing to take a job for less money to have any work at all.

39 C. Last sentence of Speaker **B** paragraph says that employed workers see freelance as '*easy life*'. Speaker **C** concurs, saying that non-freelancers '*envy*' self-employed people.

40 D. Speakers **A**, **B** and **C** hold it that a successful freelancer is one who works hard and consistently. Speaker **D** believes that freelancer's chances of success are largely based on chance (last but one sentence).

PART 7

41 F. The author looks back at the years of working as a test pilot. He also mentions the unique opportunity of becoming an astronaut that he pointed out in the first paragraph.

42 E. '*The situation changed*' refers to the extremely rare opportunities of joining a space flight — the topic of the previous sentence. The final part of paragraph **E** mentions a '*test process*' that is then described in more detail in the following paragraph.

43 D. This paragraph is about variety of candidates and how having certain skills and qualities may help you to be chosen for this position. The following paragraph continues this topic.

44 G. The previous paragraph mentions how getting ill in space is a difficult situation to deal with. This paragraph mentions the only possible solution to such scenario, used as a last resort measure.

45 A. '*It was also good ...*' expands on the idea of remaining candidates. The selection was coming to an end, and the author was happy to learn that more than half of the group consisted of his fellow countrymen.

46 C. Last part of the previous paragraph states that there wasn't much time left for the author to be contacted. This paragraph mentions the telephone call and how the author was excited to get the news of him being chosen for the programme.

PART 8

47 C. '*what had been a largely desolate stretch*' — desolate here means 'gloomy, depressing'. Past Perfect [tense](#) implies that it is no longer so, the design has changed for the better.

48 B. Middle of the paragraph starts with '*Explaining his approach to designing ...*', Paoletti compares his style to one of '*free-form jazz*'.

49 E. Second sentence of that paragraph how the design has radically transformed the appearance of the

CAE Reading and Use of English – Practice Test 4

station.

50 B. Paoletti complains how the station he designed is compared to a cathedral, and he jokingly complains that it is a cathedral, not something that looks like one.

51 E. Last sentence of this paragraph contains Paoletti's thoughts on the function of the underground stations.

52 E. Middle of the same paragraph gives Paoletti's comments on the criticism and how he managed to *'save millions in tunnelling costs'*.

53 D. Very beginning of the paragraph: *'seamless marriage of architecture and engineering'*— two different elements that Paoletti attempts to unite seamlessly (without any visible transition between one and the other).

54 A. Second sentence claims that Paoletti *'possessed the persuasiveness and tenacity'* to accomplish this project. 'Tenacity' means persistence and willpower.

55 D. Third sentence mentions: *'design stopped at the top of the escalators leading down to the platforms...'*. This was as far as architects were allowed to go with their ideas.

56 A. One but last sentence contains the architect's opinion on his predecessors: *'whom Paoletti dismissed as visionless 'trench-diggers''*

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

Brute (n) — a person lacking culture, sophistication. *Her new boyfriend is a 2 meter tall uncultured brute.*

Pitch (n) — (in music or singing) a certain frequency degree of a sound. Violins make high-pitched sounds. Bass instruments (otherwise known as percussion) produce low-pitched sound.

Roar (n) — loud growling cry typical to large animals such as lions, tigers or gorillas.

Grunt (n) — low and rough noise made by animals such as pigs or boars.

Cast (n) — (here) shape that is left by something that was previously there.

Waist (n) — the part of your body where it is the most narrow (above your hips but below your chest, in the area of your navel (bellybutton)).

Coincide (v) — occur or happen at the same time, simultaneously. *Their timetables coincide every Tuesday so they try to have lunch together on that day.*

Part 2

Packed (adj) — completely filled or full of something (e.g. people). *Shops are packed full of customers just before Christmas.*

Pop into — to visit some place briefly. *We popped into a pub on our way to family dinner for a pint of beer.*

CAE Reading and Use of English – Practice Test 4

Reluctant (adj) — unwilling, not eager to do something. *Students nowadays are reluctant to have a part-time job.*

Fast-paced (adj) — happening or developing quickly. *This is a fast-paced movie — the plot develops surprisingly rapidly.*

Part 3

Pole (n) — long and thin piece of wood (or other material). *My father is a proud owner of a huge collection of fishing poles.*

Boost (v) — encourage, help or improve. Increase speed of. *Holidays really help to boost sales throughout the world.*

Devise (v) — to work something out, to come up with something. *I have devised a way to reduce our expenditures by almost 40 percent!*

Stride (v) — long step or pace. (Figurative) Rate of progress.

Origin (n) — source, place of birth. *The origin of these works of art is unknown.*

Entire (adj) — whole, all of it. *By the end of his presidential term, country's entire population was in love with the president.*

Part 5

Outfit (n) — set of clothes, apparel. *Her outfit was informal yet carefully chosen.*

Crimson (adj) — vivid red colour.

Shift (n) — change, alteration.

Plumage (n) — layer of feathers covering bird's body. *Male birds tend to have brighter plumage to attract mating partners.*

Larvae (n) — a small worm that turns into a different form of life when it grows up.

Speculate (v) — to make assumptions about something without having factual information on it. *I wish people would stop speculating about my family's business.*

Lethality (n) — state of being lethal — causing death. Also a synonym for mortality.

Foliage (n) — green leaves of a tree or plant.

Reverence (n) — feeling of deep respect towards something. *I have deep reverence for people who dedicate their lives to scientific research.*

Part 6

Contemplate (v) — to think about something for a long time, to consider something slowly. *She seemed as if she was contemplating her next move.*

Breed (n) — kind or group of organisms, a species. *This is a dying breed so it's illegal to hunt them.*

Reluctance (n) — see Part 2 reluctant (adj).

Fee (n) — amount of money paid for a service. *The car parking fee here is two dollars an hour.*

Crucial (adj) — extremely important. *Choosing your profession is going to be your life's most crucial decision.*

Appraisal (n) — evaluation of price or value. *If you want to know your net worth you have to do an appraisal of your house.*

CAE Reading and Use of English – Practice Test 4

Permanent (adj) — existing on a long-term basis, not temporary. *Permanent residency is granted to people on condition that they have an employment record of at least two years.*

Tough (adj) — difficult to deal with, rough. *Tough times are behind and we can now finally have some rest.*

Gap (n) — (here) empty space. *Your car has a gap between two body panels.*

Premises (n) — a building and all of the land related to it. *Only authorised staff are allowed to be on the premises.*

Urgent (adj) — requiring immediate action or attention. *There is an urgent message from one of your subordinates — please respond as soon as you can.*

Perceived (adj) — (here) seemingly real, but not true in reality. *His perceived success turned out to be nothing but a show for others to think he's happy.*

Envy (v) — to desire something others have that you don't. *I really envy him now — he bought the exact automobile I've always dreamt about.*

Viable (adj) — capable of being useful, probable. *The only viable solution I could come up with was to quit my job and become self-employed.*

Equation (n) — a mathematical formula where two statements are equal. Used figuratively here: the amount of effort equals the amount of result.

Regard (n) — (here) in this regard = in this respect, on this point.

Coherent (adj) — logical, easy to understand; clearly put. *Joshua's presentation was pleasantly coherent — everything he had to show us was very well put.*

Mutually (adv) — shared by both parties. *The two groups were mutually respectful towards each other.*

Consequence (n) — result or effect of something. *You should understand that your action are going to have long-term consequences on your business enterprise.*

Part 7

Retire (v) — to give up your work or service, usually because of old age or inability to continue. *Frank had to retire after he turned 60.*

Rewarding (adj) — giving satisfaction, gratifying. *Teaching is hard but it is very rewarding in some respects.*

Unattainable (adj) — very hard or impossible to get.

Spatial awareness — your ability to quickly understand your position in space.

Alongside (adv) — near, next to. *I walked alongside my friend towards the convenience store.*

Benchmark (n) — a criterion to measure something. *IQ test is considered a standard benchmark for one's intelligence.*

Ensure (v) — to make sure or certain.

Consistency (n) — the quality of being consistent — showing the same qualities over a long period of time. *His consistency at winning races made him this year's champion.*

Exacting (adj) — tiring, exhausting. *The exacting exercises I had to go through made me the Olympic winner.*

Occurrence (n) — something that occurs, an event, happening. *This occurrence was unique so we weren't prepared for this.*

CAE Reading and Use of English – Practice Test 4

Attrition (n) — state of being worn away, tired.

Cardiovascular (adj) — relating to blood vessels and heart. *Cardiovascular diseases are common among older people.*

Gruelling (adj) — severe, tiring. *The conditions that the captives were held in were gruelling and miserable.*

Remainder (n) — part that is left after use. Not to be confused with 'reminder'. *We spent the remainder of the week at our hotel room playing cards and drinking.*

Culminate (v) — to end, usually by something intensive or significant. *The evening was culminated by a fight between two of my best friends.*

Dwell (v) — to live somewhere more or less permanently.

Maintenance (n) — the act of keeping something in good condition. *German cars require a lot of expensive maintenance to stay reliable.*

Berth (v) — to dock a ship. *The freighter had to be docked for the night because a storm was approaching.*

Elation (n) — good mood, high spirit because of something pleasant. *The elation I felt after having graduated was like nothing I had ever experienced.*

Trepidation (n) — fear of anxiety.

Overwhelming (adj) — overpowering in force or effect.

Plethora (n) — excess or abundance, a great number. *There is a plethora of well-known writers from England.*

Diverse (adj) — various, assorted. *I have people with diverse backgrounds working alongside me.*

Eligible (adj) — fit, worthy, having the right for something. *You are eligible to receive financial aid from the government.*

Intrinsically (adv) — naturally. *Most kids are intrinsically capable of learning foreign languages.*

Last resort — as a last (usually unfavourable) measure. *Firing him is the last resort — I am sure there are other ways to deal with the situation.*

Part 8

Commuter (n) — a person that commutes — travels the same distance everyday from home to work and back. *Commuters in most cities make up to 85% of all traffic.*

Irascible (adj) — easily angered, irritable. *My boss really has short fuse — he is extremely irascible.*

Tenacity (n) — quality of being stubborn or persistent. *Lidia's tenacity helped her a great lot during her career of a sales manager.*

Vested (adj) — rightfully belonging by law.

Fit out — supply with necessary equipment. *Our new office was fitted out with state-of-the-art equipment.*

Dismiss (v) — to reject or turn down something. *No matter how good my ideas seemed he forcefully dismissed all of them.*

Centrepiece (n) — (figurative) the most important part of something.

Liken (v) — to see or present as similar, to compare.

Envisage (v) — to form a mental image of something. *The future of today is very far from the concept our ancestors envisaged it.*

CAE Reading and Use of English – Practice Test 4

Robust (adj) — vigorous, healthy, having strong constitution.

Swagger (n) — arrogant way of behaviour, walk, manner.

Acclaimed (adj) — publicly acknowledged as something good, praiseworthy. *A number of acclaimed scientists from the field visited this year's convention.*

Seamless (adj) — having visible seams or transition. *The whole transfer business went smoothly and seamlessly.*

Daily grind — everyday hardships and difficulties.

Uplifting (adj) — inspiring, raising moral or spirits.

Reckon (v) — to consider, regard, have an opinion. *I reckon you are going to need this computer during your trip.*

Symbiosis (n) — state of mutually beneficial association.

Evident (adj) — clearly visible, explicit.

Redolent (adj) — having a strong and pleasant fragrance. *I bought her a bunch of redolent flowers to mark the occasion.*

Uniformity (n) — state of conforming between the elements. *There has to be uniformity of opinions if we want to achieve something.*

Bleakness (n) — state of being bleak — desolate, lifeless and lacking colour.

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