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Introduction

1. Who is this book for?

This book is suitable for anybody who is preparing for the updated *Cambridge English: Advanced* examination, also known as *Certificate in Advanced English (CAE)*. You can use *Cambridge English: Advanced Perfect* in class, with your teacher, or on your own at home as a Self-study guide.

2. What's in this book?

Cambridge English: Advanced Perfect contains five practice tests for the *Cambridge English: Advanced (CAE)* exam, each covering the four exam papers:

- Reading and Use of English;
- Writing;
- Listening;
- Speaking.

Test 1 is a 'guided' test: this means it contains extra training and support for you to familiarise yourself with each of the tasks in the exam. Tests 2 to 5 are purely practice tests. All five tests are at *Cambridge English: Advanced (CAE)* level and match the exam in both format and standard. Test 1 – Training Test gives information about each part of the exam, and provides advice and practice to help you prepare for it in the Task overview section. In the Action plan section, you will also find useful information and tips which will help you to approach the tasks correctly: it gives step-by-step guidance, with hints on general strategy and advice linked to some specific questions. A Self-check question at the end of some exercises encourages you to reflect on the task and consider how you could improve your performance.

3. How should I use this book?

First of all, **make sure you fully understand the exam tasks and their specific format**. In order to do this, focus your attention on **Test 1 – Training Test** by following these simple steps:

1. For each part of each paper, you should begin by studying the **Task overview**, which tells you the information you need to know, such as what the task type tests and the kind of questions used.
2. Then have a look at the **Action plan**, which gives you clear step-by-step guidance on how to approach each task type.
3. Throughout Test 1 you will see information marked **!**. These **tips** give you practical advice on how to tackle each task type.
4. Work through the tasks following the Action plan and make use of the tips provided, which suggest ways of dealing with specific items.
5. In **Reading and Use of English**, you'll have the chance to demonstrate that you can deal confidently with different types of texts, such as fiction, newspapers and magazines.
6. In **Writing**, some model answers are provided together with some writing lessons. Although there are many ways of answering each question, it is worth studying these and thinking about the structure and language of each of the sample answers provided.

7. In **Listening**, make sure you have a watch or clock, to ensure you keep to the time allowed for each part of the test.
8. In **Speaking**, you can practise your skills on your own or with a partner using the tips provided.
9. After doing the exam task, look at the **Self-check question** and consider how you can improve in this part of the exam.

In Tests 2, 3, 4 and 5, you should apply the skills, techniques and language you have learnt in Test 1. You can do these tests, and the four papers they are made up of, in any order, but you should always try to keep to the time allotted for each paper. For the Speaking paper, it would be better to work with a partner, but if you can't, follow the instructions provided and do all four parts on your own.

Exam Content and Overview

Reading and Use of English (1 hour 30 minutes)

The *Cambridge English: Advanced (CAE)* Reading and Use of English paper is made up of eight parts and has a variety of text types and questions. Its aim is to give you the chance to demonstrate you can deal confidently with different types of texts, such as fiction, newspapers and magazines at CEFR Level C1. It also tests your Use of English with different types of exercises that show how well you can control your grammar and vocabulary. This paper is worth 40 percent of the Overall Exam Score. There is a total of 56 questions in all. The time allowed is 1 hour 30 minutes, including time allotted to transferring answers from the question paper to the separate answer sheet.

Part 1 consists of a text with some numbered gaps, each of which represents a word or phrase. After the text there are four possible answers for each gap and you have to choose the correct answer (A, B, C or D), which fits best each gap.

Part 2 also consists of a text in which there are some gaps, each of which represents one missing word. You have to find the correct word for each gap.

Part 3 is made up of a text containing eight gaps. Each gap represents a word. At the end of each line is a 'prompt' word which you have to change in some way to complete the sentence correctly.

In **Part 4**, each question consists of a sentence followed by a 'key word' and a second sentence with a gap in it. You have to use this key word to complete the second sentence, in three to six words, so that it means the same as the first sentence. You must not change the word given in any way.

Part 5 consists of a text with some multiple-choice questions. There are four options for each question and you have to choose the correct one (A, B, C or D) according to what you read.

In **Part 6**, you have to read four short texts and answer some multiple-matching questions. You must read across all of the texts to match a prompt to specific elements in the texts.

Part 7 requires you to read a single page of text with some numbered gaps that represent missing paragraphs. After the text, there are some paragraphs which are not in the right order: you have to read the text and the paragraphs and decide which paragraph best fits each gap. There is also an extra paragraph that you will not need to use.

To conclude, **Part 8** consists of a series of multiple-matching questions followed by a text or several short texts. You have to match a prompt to specific elements in the text(s).

Writing (1 hour 30 minutes)

In both parts of the *Cambridge English: Advanced (CAE)* Writing paper, you have to show that you can write different types of texts in English. This paper is worth 20 percent of the Overall Exam Score. The time allowed is 1 hour 30 minutes, including time allotted to transferring answers from your rough copy to the separate answer sheet.

Part 1 is a compulsory task: you read a text, then write an essay of between 220 and 260 words based on points included in the text. You'll be asked to explain which two of the three bullet points are more important in your opinion, giving reasons for your choice. You should develop points as fully as possible in order to demonstrate a range of structures, vocabulary and language functions (such as evaluating, expressing opinions, hypothesising, justifying, persuading) which are required at CEFR Level C1.

Part 2 can be defined as a 'situationally based writing task'; in other words, you write a text of between 220 and 260 words from a choice of text types such as a letter/email (both formal/informal), a proposal, a report or a review.

To guide your writing, you'll be given information about context, topic purpose and target reader. Remember, you must choose only one text type.

Listening (approximately 40 minutes)

The *Cambridge English: Advanced (CAE)* Listening paper has four parts. For each part, you will listen to a recorded text(s) and answer some questions. You will hear each recording twice. This paper tests your ability to follow and understand a range of spoken materials such as interviews, radio broadcasts, presentations, talks, everyday conversations, etc. It is worth 20 percent of the Overall Exam Score and there is a total number of 30 questions. The time allowed is approximately 40 minutes, including time allotted to transferring answers from the question paper to the separate answer sheet.

In **Part 1**, you will hear three short extracts from exchanges between interacting speakers.

There are two multiple-choice questions for each extract and you have to choose the correct answer from three options (A, B or C), according to what you hear.

Part 2 features a monologue lasting approximately three minutes. You have to complete the sentences on the question paper with the missing information you will hear on the recording, using between one and three words.

A conversation lasting approximately four minutes between two or more speakers makes up **Part 3**. You have to answer some multiple-choice questions by choosing the correct answer from four options (A, B C or D).

In **Part 4**, you will hear five themed monologues of approximately 30 seconds each. On the question paper, there are two tasks and for each task you have to match each of the five speakers to one of eight possible answers.

Speaking (15 minutes for pairs)

For the *Cambridge English: Advanced (CAE)* Speaking paper, there are two examiners and two candidates. Occasionally there might be groups of three candidates. One of the examiners, the 'interlocutor', conducts the test (asks you questions, gives you the booklets with things to talk about, and so on). The other examiner, the 'assessor', listens to what you say and takes notes. The time allowed is approximately 15 minutes per pair of candidates and this paper is worth 20 percent of the Overall Exam Score.

Part 1 is known as the 'warm-up' phase: it consists of a conversation between you and your partner and the interlocutor. The examiner asks some quite general questions and you have to give information about your interests, studies, career, etc.

In **Part 2**, the interlocutor gives you three pictures and asks you to talk about two of them. You have to speak for one minute without interruption and the interlocutor then asks your partner to comment on what you have said for about 30 seconds. Your partner will receive a different set of photographs and you now have to listen and comment when he/she has finished speaking. The questions you have to answer about your photographs are written at the top of the page to remind you what you should talk about.

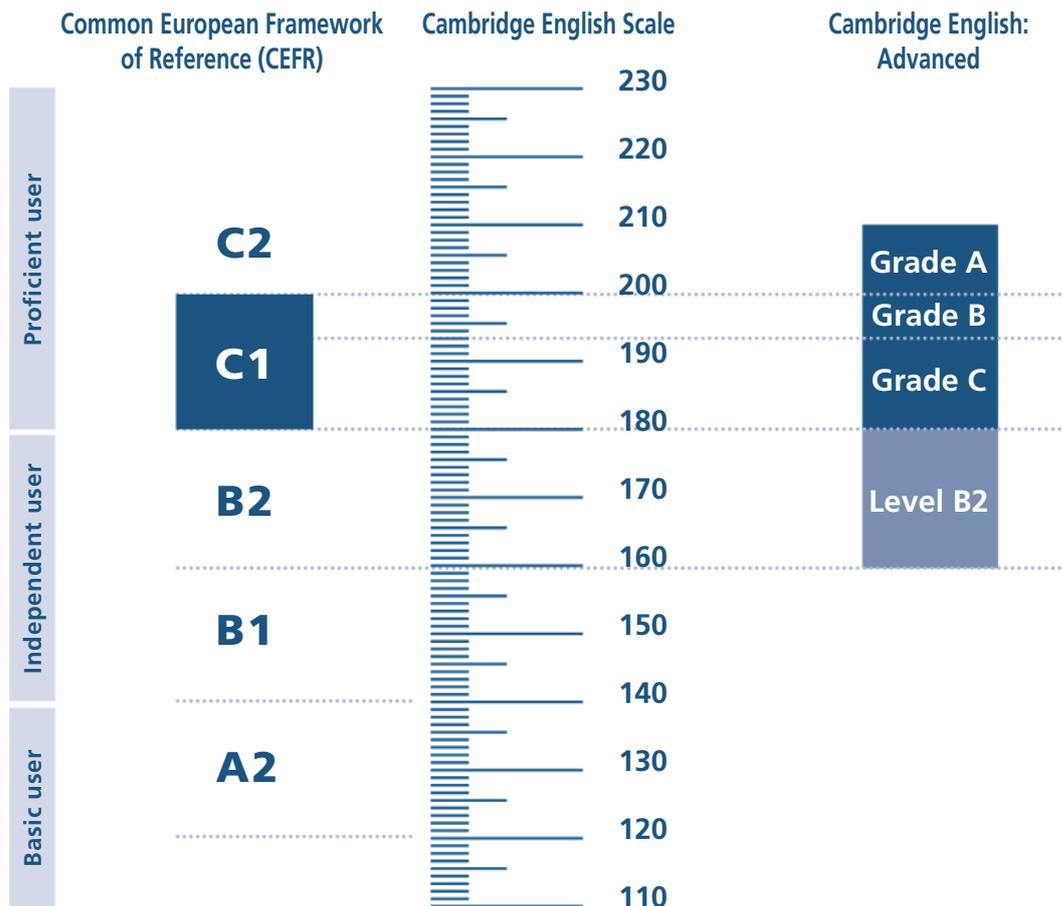
Part 3 features a conversation with your partner. The examiner gives you spoken instructions with written prompts, which are used in the discussion. You have to talk to your partner for about two minutes (three minutes for groups of three) on the written prompts. After the discussion, the examiner will ask you another question which requires you to make a decision. You have one minute to talk to each other and make the decision (two minutes for groups of three).

Part 4 involves further discussion with your partner based on the topics or issues raised in the task in Part 3. The interlocutor asks both of you some more general questions and you discuss them with your partner.

Marks and Results

Cambridge English: Advanced (CAE) gives detailed and meaningful results. Since January 2015, *Cambridge English: Advanced (CAE)* results have been reported on the new Cambridge English Scale (see image). You will receive a separate score for each of the four skills tested (Reading and Use of English, Writing, Listening and Speaking), giving you a clear understanding of your performance. These four scores are averaged to give you an overall result for the exam. You will also be given a grade and Common European Framework of Reference for Languages (CEFR) Level. All candidates receive a **Statement of Results**, and if you are successful in the exam, you will also receive a **certificate**.

- The maximum achievable score for the *Cambridge English: Advanced* examination is 210 points.
- A candidate scoring 200 to 210 will receive a grade A and a *Cambridge English: Advanced (CAE)* certificate stating that he/she demonstrated ability at CEFR Level C2.
- Candidates with scores of between 193 and 199 will receive a 'Pass at Grade B'.
- Those scoring between 180 and 192 will receive a 'Pass at Grade C'. Both these candidates will receive a *Cambridge English: Advanced (CAE)* certificate at CEFR Level C1.
- Candidates who score between 160 and 179 will receive a Cambridge English certificate stating they demonstrated ability at Level B2.
- Candidates scoring between 142 and 159 will not receive a certificate, but will be given a Cambridge English Scale score which will be shown on the Statement of Results.



Test 1 – Training Test

Reading and Use of English

The *Cambridge English: Advanced (CAE)* Reading and Use of English paper is made up of eight parts. As stated in the Exam Content and Overview section (→ p. 4), it has a variety of text types and questions, and tests your use of English with different types of exercise that show how well you can control your grammar and vocabulary. You will be asked to answer 56 questions related to different texts that come from newspapers and magazines, journals, books (fiction and non-fiction) and promotional and informational materials. You will also need to transfer your answers onto a separate answer sheet within the time allowed.

Duration:
1 hour 30 minutes

Part 1

TASK OVERVIEW

- In the first part of the test, there is a text with eight gaps (plus one example).
- For each gap, there is a **choice of four words or short phrases**: A, B, C or D. You have to choose the correct one that best fills the gap.
- To fill some of the gaps correctly, you will need to know **how words often combine in collocations and set phrases**.
- Each correct answer in Part 1 is worth one mark.

ACTION PLAN

- 1 Read the title of the text and, if there is one, look at the picture: they will give you an idea of the topic of the text.
- 2 Quickly read the whole text before you start filling the gaps.
- 3 Before you answer each question, **look at both what comes before and what comes after the gap**.
- 4 Always remember that **the gaps focus on vocabulary items** rather than on grammar words.
- 5 **Think of a word** you might expect would fill the gap **before looking at the options**.
- 6 Consider each of the options, eliminating those you know are incorrect.
- 7 Check that the words chosen for each gap make sense.
- 8 Check that the answer you choose fits the sentence grammatically.
- 9 When you have finished, read through the whole text to make sure it makes sense.
- 10 Carefully transfer your answers onto the answer sheet, following the numbering of the questions.

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Mark your answer on the separate answer sheet. There is an example at the beginning (0).

Example:

0 A admired B entitled C focused D scorned

0	A	B	C	D

Can you die of a broken heart?

For many years, doctors (0) scorned the idea of a relationship between the field of psychology and the field of physiology. In their book entitled *Zoobiquity*, Kathryn Bowers and Barbara Natterson-Horowitz described this (1): "Among many physicians, the idea that emotions could cause actual physical events within the architecture of the heart was viewed with nearly the same (2) glance as an interest in (3) healing crystals or homeopathy. Real cardiologists concentrated on real problems you could see: arterial plaque, embolising blood clots and rupturing aortas. Sensitivity was for psychiatrists."

Despite this, the (4) that extreme emotions can impact the heart goes (5) decades – only not among humans. It was wildlife biologists and veterinarians who first noticed that extreme emotions can (6) wreak havoc on body physiology. By the mid-20th century, they noticed that a curious thing happens when an animal experiences a (7) jolt of life-or-death fear. When it's caught by an (8) advancing predator, adrenaline fills the bloodstream to such an extent that the blood almost becomes like a poison, damaging the animal's muscles, including the heart. It's called "capture myopathy". When the muscle is used, its metabolism changes from using oxygen to using stored energy in the muscle. This leads to a build-up of lactic acid, which goes into the bloodstream where it changes the pH of the body and affects the heart output. If the heart doesn't pump correct oxygen to the muscle, the muscle starts to die. Over the next week or so, the product produced by the muscle's death damages the kidney and affects other organs.

- | | | | | |
|---|------------------|-----------------|---------------|--------------------|
| 1 | A fairness | B attitude | C fake | D positive |
| 2 | A borders | B judgements | C sideways | D literally |
| 3 | <u>A healing</u> | B hurting | C holding | D damaging |
| 4 | A criterion | B contradiction | C concealment | D evidence |
| 5 | A on | B over | C back | D forward |
| 6 | A carry on | <u>B wreak</u> | C forget | D ignore |
| 7 | A sudden | B gradual | C expected | D rude |
| 8 | A retreating | B turning | C attacking | <u>D advancing</u> |

3

Sometimes a word will not fit because of the grammatical structure of the sentence.

Example Consider the following sentence: "... the idea that emotions could cause actual physical events within the architecture of the heart ... glance as an interest in [3] ... crystals or homeopathy."

- | | |
|-----------|------------|
| A healing | B hurting |
| C holding | D damaging |

The word **healing** (option A) fits better than the word *hurting* in gap 3. The other choices are not suitable in this context as they refer to negative actions, while the text underlines the positive ones.

6

Sometimes choosing the right word is a matter of identifying its right collocation in the sentence. Always look out for this!

Example The gap in the following sentence: "It was wildlife biologists and veterinarians who first noticed that extreme emotions can [6] ... havoc on body physiology."

- | | |
|------------|----------|
| A carry on | B wreak |
| C forget | D ignore |

can only be filled with the word **wreak** (option B), as it is the only option that completes the gap adequately: it is part of the idiomatic expression *to wreak havoc*, meaning "to cause a lot of trouble with something; to ruin or damage something".

8

Consider all the options carefully before deciding on an answer. Some of the options may be very tempting, but only one will be semantically and grammatically correct in that particular context.

Example The gap in the following sentence:

"When it's caught by an [8] ... predator, adrenaline fills the bloodstream to such an extent that the blood almost becomes like a poison ..."

- | | |
|--------------|-------------|
| A retreating | B turning |
| C attacking | D advancing |

can only be filled with the word **advancing** (option D) as it is the only option semantically and grammatically correct: it is the only one that expresses a sense of danger, even if the other options are really tempting.

Part 2

TASK OVERVIEW

- In this task, there is a text with eight gaps (plus one example).
- You have to **suggest an appropriate word** to fill each gap.
- The missing words are **grammar words** rather than vocabulary items.
- The answer will always be a **single word**. Remember that **contractions** (e.g. *I'll*, *don't*, etc.) **count as two words**.
- Sometimes there may be **more than one possible answer** and, if this is the case, the mark scheme allows for it.
- Each correct answer in Part 2 is worth one mark.

ACTION PLAN

- 1 Read the title and, if there is one, look at the picture: they will give you an idea about the topic of the text.
- 2 Read through the text and think about what it's about before filling the gaps.
- 3 Look at the words before and after each gap.
- 4 **Think about what part of speech is needed** (e.g. a preposition, a pronoun, etc.) to complete the gap.
- 5 Now read the text more carefully and think about its meaning in order to fill the gaps correctly: this will help you to choose the right connector.
- 6 Write in CAPITAL LETTERS: your answers will always be **single words**.
- 7 Complete the gaps you can fill more easily first.
- 8 Go back to the more difficult gaps at the end.
- 9 **Always write something**, even if you are not totally sure that it is the correct answer: no marks are deducted for wrong answers. Furthermore, even if you are sure two answers are possible, only write one of them.
- 10 Spell each word correctly – American and British English spellings are both accepted.
- 11 Read through the whole text to check it makes sense before transferring your answers onto the answer sheet.

Part 3

TASK OVERVIEW

- In this task, there is a text with eight gaps (plus one example).
- At the end of each line with a gap, there is a word written in bold CAPITAL LETTERS (e.g. **USE**).
- You have to change the word in capital letters in order to fill the gap correctly: it could be a noun, a verb, an adverb or an adjective.
- You can form new words by **adding prefixes and/or suffixes** as appropriate. So, from the word **USE**, you might form *useful, usefully, usefulness, useless, user, usage*, etc.
- Each correct answer in Part 3 is worth one mark.

ACTION PLAN

- 1 Read the title and, if there is one, look at the picture: they will give you an idea about the topic of the text.
- 2 Read the whole text through before filling any of the gaps.
- 3 You need to **decide what kind of word** goes in the gap: an adjective (e.g. *strong*), a verb (e.g. *strengthen*), a noun (e.g. *strength*) or an adverb (e.g. *strongly*).
- 4 Next, you need to **think about the meaning** of the text: if the gap needs an adjective, should it be **positive** (e.g. *comfortable, useful*) or **negative** (e.g. *uncomfortable, useless*), for example?
- 5 You also need to know how **prefixes** and **suffixes** are used in forming words: for example, you might add the prefix *un-* to CONSCIOUS to make the new word UNCONSCIOUS, or the suffix *-ness*, to make CONSCIOUSNESS, or even both, to make UNCONSCIOUSNESS. Learning about prefixes and suffixes will also sometimes help you work out the meanings of words you do not know, which can be useful for the Reading and Use of English paper.
- 6 When you have completed the task, read through the text to check it makes sense.
- 7 Check you have spelt all the words correctly – American and British English spellings are both accepted.
- 8 At the end of the test, carefully transfer your answers (in CAPITAL LETTERS) onto the answer sheet, following the numbering of the questions.

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.

Write your answers IN CAPITAL LETTERS on the separate answer sheet. There is an example at the beginning (0).

Example:

0 B E L I E V E

Is alcohol actually bad for you?

Those of us who enjoy the occasional glass of beer or wine would dearly love to (0) *believe* that we're doing our bodies a service. Any study suggesting a glass or two a day can keep the doctor away is greeted with (17) enthusiasm by the media and general public. But it is a complex task to determine whether or not alcohol in moderation has health benefits. One of the (18) studies drawing a link between alcohol consumption and health was (19) by the late great Archie Cochrane: the godfather of evidence-based medicine.

In 1979, Cochrane and two colleagues tried to work out what exactly was responsible for the differing rates of death from heart disease across 18 (20) *developed* countries, including the US, UK and Australia. Their analysis came up with a clear and significant link between (21) *increasing* alcohol consumption – specifically of wine – and decreasing rates of ischaemic heart disease caused by the build-up of fatty deposits inside the blood vessels (22) the heart. Citing studies that had found an (23) between alcohol consumption and lower rates of deaths from heart attack, Cochrane and colleagues suggested that the aromatic and other compounds in alcohol – recently hypothesised to be antioxidants such as plant-based polyphenols – were likely to be responsible for the benefits, rather than the alcohol itself. Plying (24) subjects with alcohol, while amusing, is unlikely to reveal the kind of chronic disease benefits that alcohol is speculated to deliver. So instead, much of the research around alcohol and its health costs and benefits has been in the form of long-term, population-based studies.

! When you learn a new word, use a good dictionary to find out what other words are in the same family.

Example The following words: *broad, broaden, breadth, broadly* and *broadminded* make up a word family.

BELIEF
PROPORTION

EARLY
PERFORM

DEVELOP
INCREASE

SUPPLY
ASSOCIATE

EXPERIMENT

20

There are often clues both before and after the gap; these may be of some help to you when making your choice of the part of speech needed to fill the gap.

Example The gap in the following sentence: *"Heart disease across 18 [20] ... DEVELOP countries, including the ... and Australia."*

can only be filled with the adjective **developed**, as the part of speech needed is a positive adjective and not, for example, a word or negative adjective such as *undeveloped*.

21

If an adjective or adverb is needed, remember to think about whether it has a positive or negative meaning.

Example The gap in the following sentence: *"Their analysis came up with a clear and significant link between [21] ... INCREASE alcohol consumption."*

can only be filled with the word **increasing**, as the part of speech needed is an adjective and not, for example, a verb or a noun.

Part 4

TASK OVERVIEW

- This part of the test consists of six questions (plus one example).
- Each question consists of an **example sentence**, a **key word** and a **second sentence containing a gap**.
- You have to **complete the second sentence using the key word**, so that it has the same meaning as the example sentence.
- You will need to write between three and six words to complete each gap.
- The mark scheme divides the answer into two parts, and you get one mark for each part that you write correctly.

ACTION PLAN

- 1 Read the first sentence carefully.
- 2 Use the key word exactly as it is written: do not change it in any way.
- 3 Make sure the **second sentence** conveys exactly the **same meaning as the first one**, and that you have not added any new ideas or left anything out.
- 4 Check that what you write fits with both what goes before and what comes after the gap; even if you are not sure of the answer, write what you can: you may get one mark!
- 5 Count the number of words to make sure **you have not written more than six or less than three**.
- 6 Remember that contractions (e.g. *I'll*, *don't*, etc.) count as two words.
- 7 Spell the words correctly to get the marks. American and British English spellings are both accepted.
- 8 At the end of the test, carefully transfer your answers in CAPITAL LETTERS onto the answer sheet, following the numbering of the questions.

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. Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

Here is an example (0).

Example:

- 0 Our youngest daughter Susan is very skilful at playing the violin.
FLAIR
 Our youngest daughter Susan the violin.

The gap can be filled with the words *has a flair for playing*, so you write:

0 **HAS A FLAIR FOR PLAYING**

- 25 «Hi Mark, would you mind giving us your answer as soon as possible, please?»
CONVENIENCE
 «Hi Mark, could you please respond?»
- 26 Nobody was in the building when the fire occurred.
TIME
 The building was the fire.
- 27 «You really must stay for dessert,» Jacob’s sister said to him.
STAYING
 Jacob’s sister for dessert.
- 28 How can I make him understand that I don’t want to see him anymore?
ACROSS
 How can I that I don’t want to see him anymore?
- 29 The building stands a very good chance of being closed as unsafe by the council.
HIGHLY
 It’s will be closed by the council due to it being unsafe.
- 30 Kathy’s nomination for an award for bravery came as a surprise to her.
ABACK
 Kathy being nominated for an award for bravery.

! Often the answers depend on knowledge of common English collocations or idioms.

Example In order to give the following two sentences the same meaning using the given word EYE, you should know the meaning of the common English idiom “to be in the public eye”, which will be used to fill the gap.

It must be hard for celebrities never to have any privacy, mustn’t it?

EYE

It must be hard for celebrities always, mustn’t it?

*It must be hard for celebrities always **being in the public eye**, mustn’t it?*

! Improve your accuracy by paying careful attention to corrections your teacher makes to your written work, and try to use the same language correctly in your next piece of writing.

Part 5

TASK OVERVIEW

- In Part 5, you will read a text followed by six multiple-choice questions.
- For each question, there is a choice of four possible answers: A, B, C or D. You have to choose the correct one according to what you have read.
- The questions will **focus on** things such as **the main idea and details** of the content of the text, the **writer's opinion** and attitude, the **purpose** and **implications** of the text, and features of **text organisation** (e.g. the use of examples, comparisons or reference words, etc.).
- The text may come from a range of sources such as a **newspaper**, a **magazine** or journal, or a **book** of fiction or non-fiction.
- Each correct answer in Part 5 is worth two marks.

ACTION PLAN

- 1 Read the title: this will give you some idea of the topic of the text.
- 2 Read the text first, then read each question very carefully in turn. **Underline key words in the questions.**
- 3 Remember that the questions follow the order of the text. Find the part of the text the question refers to. Check the text carefully before answering.
- 4 Are you confident about the answer? If so, write it down and move on. If you find one question difficult, move on to the next one.
- 5 If the answer is still not obvious, **eliminate** the **options** you are sure are **wrong**.
- 6 When you have finished, go back to any questions that you left out and look at them again. They may seem easier now. If they do not, just choose one of the options you have not eliminated. **Do not leave any questions blank.**
- 7 Carefully transfer your answers onto the answer sheet, following the numbering of the questions.

You are going to read a magazine article about drones used by private investigators. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answer on the separate answer sheet.

The investigator who spies using drones

The following text considers the advantages and disadvantages of using drones in the field of investigation.

Chris Wright is a problem solver. Her clients come to her with an issue, a question, a mystery, and she figures out the best way to find the answer – using whatever tools she can. «I use a combination of new technology and old technology, because I have to solve a problem. So I've used everything from geese and dogs to Roombas to drones to GPS.» Wright is a private investigator based in Anaheim, California. She's worked in the business for more than 40 years, and has seen the tools available to investigators change dramatically. More recently new technology in the form of tiny cameras and social media has begun to play a role. Today, when the problem calls for it, she uses drones to do her work.

If two people are meeting in a public place, a drone can be a helpful way to discreetly watch them. Drones are also helpful for aerial surveillance of locations that are hard to access on foot. And if a school or church is worried someone might be stealing or vandalising property, drones or small off-road vehicles can film the property. Understandably, the idea of using drones to spy on people isn't something everybody is comfortable with. In a case in Seattle in 2013, a woman reported that someone was using a drone to spy on her. «This afternoon, a stranger set an aerial drone into flight over my yard and beside my house near Miller Playfield,» she told the Capitol Hill Seattle Blog. «I initially mistook its noisy buzzing for a weed-whacker on this warm spring day. After several minutes, I looked out my third-story window to see a drone hovering a few feet away.»

Wright's drone operations might soon become legally questionable too. Earlier this month, a California senator introduced a bill that would extend property rights into airspace, meaning that drones flying over private property would be considered trespassers. Just a few days before that, President Obama and the Federal Aviation Administration announced new drone regulations as well, requiring that operators must keep the flying vehicles in sight at all times. «The use of drones for surveillance is highly restricted by law,» said Kelly Riddle, a private investigator in Texas. «There are air space regulations as well as privacy laws that can easily be violated.» That's because drones are often used to observe activities that can't be seen via a direct line of sight at ground level. «Going out of your way to spy on such activities is considered an invasion of privacy,» says Riddle. In all likelihood, the use of drones will be restricted under a more comprehensive set of rules and regulations in the United States sooner rather than later. But in the meantime, Wright will continue to use them when they can help with her work.



You may find it useful to read the questions, but not the options, before you read the text: this may help you focus on the most appropriate parts of the text.



Do not expect to understand every word or phrase in the text. The general context may help you to understand roughly what unfamiliar words or expressions mean.

31. In the first paragraph, the writer emphasises:

- A. the use of dogs and GPS to solve a problem.
- B. that tiny cameras can be placed everywhere.
- C. that she's worked in the business for more than 40 years.
- D. the benefits of technology in her job.

32. According to the writer, Chris Wright uses drones:

- A. to fly over new places to visit.
- B. as they allow places to be viewed from above.
- C. to enforce traffic laws.
- D. even though using them for surveillance of people is not allowed.

33. According to the writer:

- A. there are laws in some countries restricting the use of drones.
- B. in California, drones flying over private property aren't considered as trespassing.
- C. all the states will pass laws on drones.
- D. air space regulations can easily be violated.

34. What advantage could the use of drones have for schools or churches?

- A. They will be useful.
- B. They would be helpful for aerial surveillance of people attending those places.
- C. They would prevent theft or acts of vandalism.
- D. They could invade someone's privacy.

35. What did a woman from Seattle report in 2013?

- A. She saw a pilot on the ground.
- B. She did not notice a remotely piloted aircraft hovering a few feet away.
- C. Someone was using an unmanned aerial vehicle to spy on her.
- D. Someone was using a computer to spy on her.

36. What point does the writer highlight in the final paragraph?

- A. A drone is a tool which may invade someone's privacy.
- B. The use of drones can't be restricted under a set of rules and regulations.
- C. Drones are used to observe activities that can't be seen via a direct line of sight.
- D. There are air space regulations as well as privacy laws that can easily be violated.

32

The answer must mean the same as what is in the text: do not choose an option just because it is true. And do not choose an option just because it uses some words from the text.

Example Have a look at the following multiple-choice question.

According to the writer, Chris Wright uses drones:

- A *to fly over new places to visit.*
- B *as they allow places to be viewed from above.*
- C *to enforce traffic laws.*
- D *even though using them for surveillance of people is not allowed.*

Option B states that **"as they allow the places to be viewed from above."** It is another way of saying that *"Drones are also helpful for aerial surveillance of locations that are hard to access on foot."* as stated in the text (lines 11–12).

!

Remember that many English words have a number of different meanings: if something does not seem to make sense in that particular context, consider whether it might have a different meaning.

Part 6

TASK OVERVIEW

- In Part 6 of the test, you will have to read four short texts on the same topic, and answer four multiple-matching questions about the texts.
- The questions require you to read across the texts in order to find the answers and to **find opinions in the text**.
- The questions will ask you to say which expert shares an opinion with or has a different opinion from another of the text(s).
- It is unlikely that there will be one answer for each of the texts: **one of the texts will probably have two answers while another has none**.
- Each correct answer in Part 6 is worth two marks.

ACTION PLAN

- 1 Read the introduction to the text, and notice the topic.
- 2 Read the questions first to get an idea of what you are looking out for.
- 3 Then read each of the texts, thinking about the writer's opinions as you do so.
- 4 Now read each question more carefully and **underline any key words or phrases** in both the **questions and the texts**.
- 5 **Write the letters of the texts** that might provide the answer **next to each of the questions**, and then cross them out as you eliminate them.
- 6 Now go back to each of the relevant texts and think about whether it is the right answer or not. If not, put a line through the letter next to the question. If you are not sure, put a question mark (?) next to that letter.
- 7 Before finally choosing your answer, check that you have been **focusing on the correct attitude**, for example a shared opinion rather than a differing opinion.
- 8 At the end of the test, carefully transfer your answers onto the answer sheet, following the numbering of the questions.

You are going to read four news reports about digital literacy. For questions 37–40, choose from the news reports A–D. The news reports may be chosen more than once.

Digital Literacy

This text underlines the strategic development of digital literacies: those capabilities which support living, learning and working in a digital society.

- A** Children should be taught ‘digital literacy’ as a core skill alongside maths and English. Computer technology brings “huge opportunities for the UK, but also significant risks”. «The Internet should be viewed as a utility service, alongside water and electricity,» the report says. The committee calls for action to give teachers in England the confidence and skills to deliver the new computing curriculum, otherwise “inconsistent teacher training” risks letting pupils down. In particular, a ‘paucity’ of women in digital careers and in science, technology, engineering and mathematics generally risks holding back UK competitiveness. The report highlights that «Girls have to be engaged earlier and across all education levels» and add that the perception of these jobs as ‘male-oriented’ must be addressed.
- B** The term ‘digital literacy’ is contested, and understood in different ways by different people. The working definition that has been used throughout this project is “the way in which people understand, make and share meaning with digital media and technologies”. This definition emphasises the ways in which people make sense of the content and artefacts of digital media and understand what it means to use digital media and technologies, how they express their own meanings, and how they interpret and understand the meanings represented by others using digital media. In a world that is increasingly mediated by digital technologies, the skills, competences and knowledge underpinning digital literacy are ever more important for young people to be able to participate and flourish in learning, work, civic life and leisure.
- C** It urges an ambitious approach to secure the UK’s digital economy, with the government acting as the ‘conductor of the orchestra’, focusing on business and education. Digital businesses can locate anywhere in the world, and if we fail to provide the right conditions for them to flourish in the UK, we will become a branch economy, much less prosperous and influential than we could be. A digital divide persists in the UK, with some six million citizens never having used the Internet and 9.5 million lacking adequate digital skills, partly because they have been “poorly served at school”, the report warns. In particular, it says, a shortage of medium- and high-level digital skills “needs immediate attention” if the UK is to remain globally competitive. It urges action at all levels of the “talent pipeline – primary, secondary, further and higher education”.

D Being digitally literate, therefore, is an important attribute for all young people in an increasingly digital culture. In order to unpick this overarching concept of digital literacy, a previous phase of the Digital Participation project defined a number of components of digital literacy, which, while not exhaustive, can be used to plan for and map digital literacy practices.

- Thinking creatively and imaginatively, and to use technology to create outputs and represent knowledge in different formats and modes.
- Being able to question, analyse, scrutinise and evaluate digital media, interpreting meaning in order to understand the world.
- Being aware of the social and cultural contexts in which digital media is created and used.
- Working successfully with others to collaboratively create and share meaning and understanding.

Which news report

says no child should leave school without basic digital literacy?

37

puts a greater emphasis on digital skills?

38

says universities should ensure all graduates are 'digitally competent'?

39 **C**

underlines the necessity for educators to update their IT skills?

40

39

Getting a sense of the main points the expert is making will help you find the answers more quickly.

Example Look at the following multiple-choice question:

Which text says universities should ensure all graduates are 'digitally competent'?

39

Reading text **C** carefully, you can find the information you are looking for written in another way. Stating that "(...) It urges action at all levels of the 'talent pipeline - primary, secondary, further and higher education'" is equivalent to saying that "universities should ensure all graduates are 'digitally competent'".

The answer to question 39 is **C**.



Do easier questions first: you may notice clues that help you with the harder ones.



Self-check question

Now that you've completed the task, is there anything you would like to add to, or modify, in the Action plan?

Part 7

TASK OVERVIEW

- In Part 7 of the test, you will find one long text with six gaps, numbered 41–46.
- The text has a title, sometimes there's a picture, and there is often some additional general information about the content of the text under the title.
- **Six paragraphs** have been **removed** from the text and placed after it in random order. There is also a **seventh paragraph** that **doesn't fit** in the text at all, so you will not need to use it. These paragraphs are labelled A–G.
- You have to **decide which of the paragraphs A–G fits in each of the six gaps** in the text.
- Each correct answer in Part 7 is worth two marks.

ACTION PLAN

- 1 Read the title and, if there is one, the introduction to the text: it will give you an overview of the **main topic**.
- 2 Read through the options A–G and notice the differences between them.
- 3 Read through the texts without immediately trying to work out which paragraph goes where.
- 4 Look carefully at the words before and after the missing paragraph and **make sure your choice of paragraph fits 'at both ends'**.
- 5 If you know what fits any of the gaps, fill those in first.
- 6 **Do not leave any answers blank**: make an intelligent guess if you are not sure of the answer!
- 7 When you have finished, read through the text with your answers in place to check that it all makes sense.
- 8 Transfer your answers onto the separate answer sheet.

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answer on the separate answer sheet.

How to see the rare Total Eclipse of the Super Blood Moon

This text explains the phenomenon of the total eclipse of the super blood moon, what happens during an eclipse and what makes the moon turn red.

A full moon, harvest moon, super moon, and total eclipse of the moon – this one has it all. Everyone with clear skies across the Americas will have a front-row seat on Sunday night to a rare total eclipse of the super-harvest moon. On the evening of September 27, three separate lunar events converge.

41

The most spectacular part of the eclipse will be the totality phase, when the Earth's shadow completely covers the moon and turns it an eerie red. The moon will dip into the deepest and darkest part of the Earth's shadow, or umbra, during the totality phase, which lasts as long as 72 minutes.

42

The shortest lunar eclipse of the century happened on April 4, 2014, with the total eclipse portion lasting just five minutes. The coming total eclipse will last as long as an hour. In a lunar eclipse, the Earth casts a shadow on the moon.

43 A

For thousands of years, eclipses of the Earth's lone natural satellite have garnered awe and fear. Now that science has explained the celestial mechanics at play, we can all simply enjoy the cosmic mechanics. This week's eclipse is even more special because the lunar disk will appear slightly larger than usual.

44

As a result, expect to see the lunar disk go from a dark grey colour during the partial phase of the eclipse to a reddish-orange colour during totality. The moon's colour during totality can vary considerably depending on the amount of dust in the Earth's atmosphere at the time. No one can predict exactly what colour we'll see before each eclipse.

45

Meanwhile, eclipse watchers in South America will see the show later in the night local time, and sky gazers in Europe and most of Africa can watch during early morning hours local time on Monday the 28th. Unfortunately, folks in Asia and on the Pacific Ocean will be on the wrong side of the planet when the eclipse is under way. If you miss this one, you're in for a bit of a dry spell. The next total eclipse will appear on January 31, 2018, and will be visible from the entire eastern hemisphere.

46

At 10.11 p.m. EDT (Eastern Daylight Time), totality begins – when the moon is fully engulfed in the umbral shadow and turns a shade of orange-red. Totality will last as long as one hour and 12 minutes, with the rest of the visible eclipse ending at 12.27 a.m. EDT.

- A** This doesn't happen every time the moon makes its monthly trek around the Earth, though; because the moon's orbit is tilted, it usually falls above or below the Earth's shadow. Total lunar eclipses, known popularly these days as 'blood moons', are even more rare. They happen only during a full moon, and only when the sun, Earth and moon are precisely aligned so that our planet's shadow completely blankets the moon's disk. This usually happens only twice a year, and can be seen from only one hemisphere of the Earth.
- B** The moon will be at perigee – its closest point to the Earth – just 59 minutes before the height of the eclipse. During the total eclipse, sunlight shining through the ring of the Earth's dusty atmosphere is bent, or refracted, toward the red part of the spectrum and cast onto the moon's surface.
- C** That 'star' is the second planet from the sun, Venus, shining about 17 times brighter than Jupiter, the other major planet visible in morning skies this month. And on Monday, September 21, Venus puts on its best morning show for the entire year, reaching magnitude 4.8, the brightest it can get in our skies.
- D** The total eclipse coincides with the full moon nearest the fall equinox, known as the 'harvest moon'. What's more, the moon is at its closest approach to the Earth for the year, making it also a supermoon or perigee moon. That's why it's being coined by some as a Super Harvest Blood Moon – a mouthful to be sure. This confluence has happened only five times since 1900. According to NASA, the last time we saw this celestial triple combination was in 1982, and it won't repeat until 2033.
- E** Skywatchers across eastern North America will get to see all the phases of this special sky show as the moon rides high in the eastern sky, while observers in the far western parts of the continent will see the moon begin to be gobbled up by the Earth's shadow as it rises in the east, just after local sunset.
- F** This weekend's blood moon will be the last in a series of four lunar eclipses, dubbed a tetrad, over the last two years. That pattern won't repeat for another 20 years or so.
- G** The first part of the eclipse will be the partial phase, when the moon enters the Earth's dark shadow (umbra) beginning at 9.07 p.m. EDT or 01.07 GMT (Greenwich Mean Time). From that point, the dark umbral shadow will spread across the moon's disk from left to right.



Look at the connecting words in options A–G for clues about what must go before or after them; connecting words or phrases like *moreover* and *in contrast* will help you work out how the paragraphs fit together.

43

Words like *they, so, there, those, etc.* that refer to other parts of the text will also provide useful clues.

Example Consider the following extract from Part 7:

The shortest lunar eclipse of the century happened on April 4, 2014, with the total eclipse portion lasting just five minutes. The coming total eclipse will last as long as an hour. In a lunar eclipse, the Earth casts a shadow on the moon.

43

The most suitable paragraph is option **A**, as when the text is added, the whole text flows smoothly.



Self-check question

Did you find the clues before, or those after the gap, more useful in each case? Provide at least two examples.

Part 8

TASK OVERVIEW

- In Part 8, there are ten questions.
- You will have to read either one long text divided into (usually) four sections labelled A–D or four shorter texts labelled A–D. You could find up to six smaller texts in this part of the test.
- You have to **find the text**, or section of text, **which answers each of the ten questions** and write down the appropriate letter.
- The questions do not match the order in which the answers appear in the text(s).
- Each correct answer in Part 8 is worth one mark.

ACTION PLAN

- 1 Read the introduction to the text(s) to get a general idea of what you are going to read about.
- 2 Remember that **the questions come before the text(s)**, as you are supposed to focus on these first; underline or highlight key words, so that you know what to focus on.
- 3 The questions usually use different words to communicate the ideas in the text(s), so if you find identical words in the question and the text(s), it does not mean you have found the right answer.
- 4 Skim the text(s) to **get an idea of the content**; do not read it/them in detail.
- 5 Read each question and **scan the text(s) to find the information** or opinion that **you need**.
- 6 Answer all the questions and remember to check your answers against the text(s).
- 7 At the end of the test, carefully transfer your answers onto the answer sheet, following the numbering of the questions.

You are going to read four different opinions from leading figures about the phenomenon of immigration. For questions 47–56, choose from the writers (A–D). The writers may be chosen more than once.



Try to think of synonyms or paraphrases for key words as you read the questions.

Mark your answers on the separate answer sheet.

Which writer

- believes immigration policy is detached from the real situation?
- says that Turkey counterfeits documents to help Syrians?
- believes that Germany is the most popular destination for refugees?
- underlines the fact that refugee status is required to enter the European country?
- believes the criminals enter the host countries among refugees?
- affirms that refugees are persecuted because of their race, religion and nationality?
- says the Immigration Act doesn't take into consideration why people migrate?
- claims that Britain will allow asylum-seekers to enter the country?
- believes that China and Russia are not open to welcoming refugees?
- believes that the country will use reason and also emotion to help solve the problem?

Immigration: an overview

Four leading figures give their opinion on this hot topic: this text shows how different governments are treating the problem of immigration.

A Douglas S. Massey, Professor of sociology and public affairs at Princeton University

It's hard not to shake your head at one distinctively American aspect of immigration policymaking – how it tends to disregard social and economic dynamics that drive migratory flows and patterns. While the Immigration Act had the noble goals of eliminating racism and prejudice from the U.S. immigration system, it was enacted without a clear understanding of how and why people migrate to the U.S. from particular countries, or how the anticipated congressional action might affect those patterns. Shifts in U.S. immigration policies transformed a circular flow of male workers from Mexico going to a few states into a settled population of families living in 50 states, including 11 million undocumented people. This all resulted from immigration policymaking rooted not in geographic, demographic or economic considerations, but in America's deeper hopes and aspirations – and its fears and insecurities.

B *AFP, "The Telegraph"*

«Germany estimates that 30 percent of incoming migrants claiming to be citizens of war-torn Syria are in fact from other countries,» an interior ministry spokesman said on Friday. «It's an estimate based on the observations of officials on the ground, especially the federal police, the Office for Migration and Refugees and Frontex (EU border protection agency),» he said. Germany is Europe's top destination for people fleeing war and misery amid Europe's greatest migrant influx since the Second World War and expects between 800,000 and one million newcomers this year. Numbers have surged since Germany declared it would admit Syrians, even if they technically should have applied for refugee status in the first EU country they set foot in on their way to Germany. A market in fake Syrian passports has sprung up, particularly in Turkey, to help migrants and refugees enter the EU.

C *Nadia Khomami, "The Guardian"*

David Cameron has bowed to overwhelming domestic and international pressure and announced that Britain will accept thousands more Syrian refugees. Downing Street declined to put an exact figure on the numbers of refugees who will be flown to Britain from refugee camps in countries bordering Syria. The prime minister said Britain would act with "our head and our heart" in response to the "crisis and suffering" of the refugees. Refugees can only qualify under this scheme if they have been the victim of torture or sexual violence or are too elderly or disabled to survive in the camps. There was confusion after the UN refugee agency suggested that Britain would be taking an extra 4,000 refugees, then later clarified that they had received no such confirmation. Cameron suggested Britain wanted to take refugees from the camps to discourage people from making the 'hazardous' journey to the UK.

D *Philippe Rekacewicz, "Le Monde"*

It is a strange thing, this paranoid fear of invasion, this determination to protect themselves at all costs from these human beings who every year exile themselves from their homelands to head for an imagined promised land in the rich countries. Some flee because of religious persecution, others because of their race, gender or ethnicity. Some flee because of their political stances, religious affiliations or social status. But the rich have decided that these tides of humanity are unwanted. They fortify their frontiers, erect barriers, build the walls higher and higher. Many refugees fleeing from war situations enter the host countries armed and their activities might generate criminal activity and a deterioration of relations between the host countries and their neighbours. In an act of mimicry, other important countries like Brazil, China and Russia are joining in, putting in place their own 'fortifications' to limit economic migration from poorer areas to their own regions of rapid growth.