

CAE

practice tests

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Student's Book



Express Publishing

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CAE Practice Tests contains six complete tests designed to help students to prepare for the University of Cambridge ESOL Examinations Certificate in Advanced English (CAE) examination. The tests offer comprehensive practice in all four papers of the examination and reflect the most recent CAE specifications (introduced for January 2015), thus providing students with the tools to develop the skills required to succeed in this examination and obtain the CAE qualification.

CAE Practice Tests includes a wide range of stimulating, authentic texts in examination format, listening texts with authenticated recordings and a variety of accents, and full-colour visual material for the Speaking Paper.

The book provides a detailed overview of the CAE examination, with a description of all the sections of each paper, exam guidance sections and further exam practice for Paper 1 – Reading and Use of English followed by useful Appendices as well as *Sample OMR Answer Sheets* at the back of the book. All tests contain helpful exam tips and reminders.

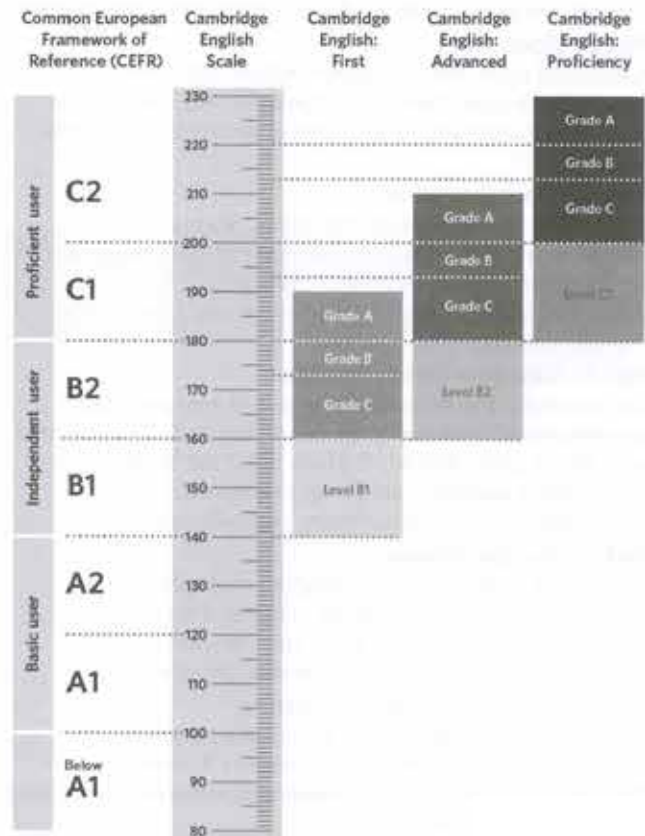
The *Teacher's Book* contains all the *Student's Book* material, together with over-printed answers, model written answers for the Writing Paper, audioscripts of the recorded material for the Listening Paper, and guidelines for the Speaking Test.

About CAE

Cambridge English: Advanced (CAE) is the fourth level in the Cambridge ESOL five-level series of Exams. It is a high level qualification that is officially recognised by governments, employers and universities. It can also serve as a useful step in

developing language skills necessary for the CPE examination.

Starting in 2015, the CAE is graded on the Cambridge English Scale, which provides clearer and more detailed information about where candidates fall within each level and grade, and shows how the exams overlap and how performance on one exam relates to performance on another.



In CAE there are **four** Papers as shown below:

Paper 1	(1 hour 30 mins)	
Reading and Use of English	8 parts	40% marks

Paper 2	(1 hour 30 mins)	
Writing	2 parts	20% marks

Paper 3	(approximately 40 mins)	
Listening	4 parts	20% marks

Paper 4	(approximately 15 mins)	
Speaking	4 parts	20% marks

PAPER 1

READING AND USE OF ENGLISH (1 hour 30 mins)

This paper has eight parts with 56 questions. Parts 1 to 4 contain tasks with a grammar and vocabulary focus and Parts 5 to 8 contain a range of texts and reading comprehension tasks. Paper 1 contains texts with a total of 3000-3500 words.

Part 1 – Multiple-choice cloze

A multiple-choice cloze of approximately 150 words containing 8 gaps and followed by 8 four-option multiple-choice answers. Each correct answer receives 1 mark.
Test focus: vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision

Part 2 – Open cloze

A modified open cloze of approximately 150 words containing 8 gaps. Each correct answer receives 1 mark.
Test focus: awareness and control of grammar with some vocabulary

Part 3 – Word formation

One text of approximately 150 words. Words must be formed to complete the gaps using the given prompt words. Each correct answer receives 1 mark.
Test focus: affixation, internal changes and compounding in word formation

Part 4 – Key word transformation

Six questions which consist of a lead-in sentence and a gapped second sentence to be completed with 3 to 6 words, including a given key word which must not be changed. Each correct answer receives up to 2 marks.
Test focus: grammar, vocabulary and collocation

Part 5 – Multiple choice

A long text followed by 6 four-option multiple-choice questions. Each correct answer receives 2 marks.
Test focus: detail, opinion, tone, purpose, main idea, implication, attitude, text organisation features

Part 6 – Cross-text multiple matching

Four short texts, followed by 4 multiple-matching questions. Each correct answer receives 2 marks.
Test focus: understanding opinion and attitudes; comparing and contrasting across texts

Part 7 – Gapped text

A gapped text with 6 missing paragraphs. Each correct answer receives 2 marks.
Test focus: text structure, cohesion and coherence

Part 8 – Multiple matching

A text or several short texts preceded by 10 multiple-matching questions. Each correct answer receives 1 mark.
Test focus: specific information, detail, opinion and attitude

PAPER 2

WRITING (1 hour 30 mins)

This paper has two parts. Each part requires an answer of 220-260 words.

Part 1

One compulsory essay based on given input.
Test focus: may include evaluating, expressing opinions, hypothesising, justifying, comparing, recommending, supporting, etc. Tasks will always include an element of persuasion.

Part 2

One task from a choice of three. Task types include letters, proposals, reports and reviews.
Test focus: comparing, giving opinions, persuading, justifying, giving advice, describing, evaluating, hypothesising, judging priorities (2 or more of these as specified in task)

PAPER 3

LISTENING (Approximately 40 minutes)

This paper has four parts with 30 questions. All parts are heard twice.

Part 1 – Multiple choice

Three short unrelated exchanges with two multiple-choice questions for each.
Test focus: feeling, attitude, opinion, purpose, function, agreement, gist, etc

Part 2 – Sentence completion

A monologue with 8 sentence-completion questions.
Test focus: specific information, stated opinion

Part 3 – Multiple choice

A conversation between 2 or more speakers with 6 multiple-choice questions.
Test focus: attitude and opinion

Part 4 – Multiple matching

A series of five short extracts with two multiple-matching tasks.
Test focus: gist, attitude, main points, interpreting context

PAPER 4

SPEAKING (Approximately 15 minutes)

This paper contains four parts, and is taken by the candidates in pairs with two examiners present. One of the examiners acts as Interlocutor and the other one as Assessor.

Part 1 – Interview

A conversation between the Interlocutor and each candidate.
Test focus: general interactional and social language

Part 2 – Long turn

Individual 1-minute 'long turn' for each candidate with a brief 30 second response from 2nd candidate. Each candidate is given 3 visual stimuli with questions.
Test focus: organising a larger unit of discourse, comparing, describing, expressing opinions, speculating

Part 3 – Collaborative task

Two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a decision-making task.
Test focus: exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, reaching a decision through negotiation, etc

Part 4 – Discussion

A conversation between the candidates and the Interlocutor related to the topic introduced in Part 3.
Test focus: expressing and justifying opinions, agreeing and/or disagreeing

Test 1

PART 1

Exam Tip 

Remember that all four options could be similar in meaning, but only one can be used in the context.

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).

Mark your answers on the separate answer sheet.

Example:

0 A method B process C way D procedure

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RAINMAKING

The (0) of making rain is simpler than you might think. As warm, moisture-laden air (1) from the surface of the Earth, it cools and some of the moisture (2) into tiny droplets surrounding microscopic particles such as dust and smoke in the air, forming clouds.

The science of weather modification is now big (3) Using radar and sensitive equipment that (4) atmospheric changes, weather modifiers fly above or below the clouds and spray them with billions of minute particles known as seeding agents. These then 'attract' tiny water droplets which (5) around each one. When enough droplets are attached, precipitation – the third and final (6) in the process which returns water to the earth's surface – occurs, and it rains.

Current weather manipulation technology only allows scientists to 'encourage' a cloud that is (7) heavy to produce rain. Some more ambitious scientists foresee a day when they will be able to manufacture rain from blue skies, but this is still in the far (8) future.

- | | | | |
|------------------|----------------|--------------|------------------|
| 1 A grows | B raises | C lifts | D rises |
| 2 A condenses | B evaporates | C transforms | D groups |
| 3 A commerce | B industry | C trade | D business |
| 4 A takes off | B picks up | C catches on | D puts across |
| 5 A gather | B fasten | C converge | D stick |
| 6 A division | B stage | C period | D level |
| 7 A sufficiently | B specifically | C splendidly | D satisfactorily |
| 8 A detached | B distant | C isolated | D remote |

PART 2

Exam Tip 

Bear in mind the general sense of the passage in order to decide what the missing words are. Some of them may fit grammatically, but may not make sense in the context.

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

T	O																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

THE NILE RIVER

The Nile allowed the first Egyptians (0) settle successfully in the otherwise very dry part of North Africa. (9) its river, Egypt would have been no more than an unforgiving desert. Instead, it became the most fertile land in the whole Mediterranean region.

(10) the deserts contained valuable minerals, they were uninhabitable. The belts of fertile land on (11) side of the Nile were too narrow to allow expansion to the east or west. Therefore, villages were situated (12) the river.

Agriculture in ancient Egypt was completely dependent (13) the annual floods, which cleaned the land and laid down a thick layer of highly fertile silt. (14) an added bonus, the fish that were left in the fields when the floods subsided were dried for future consumption.

Because of the river's vital importance, it is not surprising that the Nile's water level was closely watched at (15) times. Too high, and the water would flood the towns; too low, and there would be food shortages and perhaps (16) the downfall of a dynasty.

PART 3

Exam Tip

First identify what part of speech is given as a prompt word and then think about what sort of change(s) you need to make.

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

E	X	P	A	N	S	I	O	N										
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--



ST HILDA'S COLLEGE Teaching Vacancies

Due to the (0) of our sixth form department, we are currently recruiting teachers with a(n) (17) in 'A' level Catering, Childcare or Psychology.

St Hilda's College is a(n) (18) secondary school for girls. Our (19) designed syllabus places an emphasis on (20) education.

You should have a (21) track record in teaching at 'A' level standard for at least three years. Teachers with less experience than this will be considered to have (22) qualifications for the positions we are seeking to fill.

(23) with experience in the development and delivery of innovative curriculum programmes will have a distinct advantage, as will those who can demonstrate a(n) (24) to participate in extra-curricular activities.

For further information and an application form, please contact Mrs Jessica Beaumont on: 0208-427-7721.

EXPAND
SPECIAL

DEPEND
IMAGINE
VOCATION

PROVE

SUFFICE

APPLY

WILL

PART 4

Exam Tip 

If your idea doesn't fit naturally into 3-6 words, don't force it. It's probably wrong.

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

- 0 He always gives the impression that he's very confident.

ACROSS

He always very confident.

The gap can be filled by the words 'comes across as being', so you write:

Example:

0

COMES ACROSS AS BEING

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

- 25 I'm sure Sarah didn't mean to hurt your feelings.

INTENTION

I'm sure Sarah your feelings.

- 26 Andrew's behaviour was unforgivable.

EXCUSE

There's Andrew behaved.

- 27 We need the public's support for the project to work.

SUCCEED

Whether the project on the public's support.

- 28 I usually drink a cup of coffee first thing in the morning.

HABIT

I am a cup of coffee first thing in the morning.

- 29 "What would you do if you were me?" he asked her.

ACT

He asked her in his position.

- 30 There isn't much chance that Sue will win the race.

PROSPECTS

Sue's quite slim.