

Question 3*Style:* Semi-formal or formal

- Content:* 1 Introduction: give some basic information about the area.
 2 Describe one or two places of historical interest.
 3 Describe one or two areas of natural beauty.
 4 Describe one or two theme parks/amusement parks.
 5 Conclusion: perhaps tell readers where to find additional or more detailed information.

Question 4*Style:* Semi-formal or formal

- Content:* 1 Introduction: describe where and when you had this teacher.
 2 Describe the teacher's appearance and personality and how he/she taught.
 3 Describe the response of the pupils.
 4 Discuss what made him/her a good teacher.
 5 Discuss what you learnt from this teacher.
 6 Conclusion: summarise what makes a good teacher.

Question 5(a)*Style:* Semi-formal or formal

- Content:* 1 Introduction: briefly describe the novel you are going to write about, and outline the role the central character plays in it.
 2 Discuss the character as victim, giving examples from the book.
 3 Say if the character stops being a victim, and explain how and why. If the character persists in being a victim, explain why.
 4 Conclusion: summarise your views on this character.

Question 5(b)*Style:* Formal

- Content:* 1 Introduction: Say which novel you have chosen to write about, and briefly summarise its plot.
 2 Outline its most successful aspects.
 3 Outline its shortcomings.
 4 Conclude why it remains popular.

PAPER 3 Use of English**PART 1**

1 B 2 A 3 A 4 D 5 B 6 D 7 C 8 D 9 B 10 A 11 C 12 D

PART 2

13 due 14 how/where 15 keep 16 which/that 17 despite 18 its 19 can/could 20 everyone/everybody/anyone/anybody 21 or 22 back 23 on/to 24 against 25 In 26 whether/if 27 no

PART 3

- 28 inconvenience (adjective to negative noun)
 29 transactions (noun to plural noun)
 30 tendency (verb to noun)
 31 nickname (noun to compound noun)
 32 transferable (verb to adjective)
 33 Initially (adjective to adverb)
 34 accompanied (noun to verb)
 35 identification (verb to noun)
 36 withdraw (verb to verb)
 37 widespread (verb to compound adjective)

PART 4

38 gift 39 mixing 40 left 41 regular 42 under

PART 5

- 43 was taken (1) aback by (1)
 44 is not worth (1) trying to persuade (1)
 45 would involve (1) (her) travelling (1)
 46 it not been (1) for (1)
 47 may/might/could accidentally (1) have taken (1)
 48 to (1) our expectations (1)
 49 was only (1) when she took off/after she took off/had taken off (1)
 50 suggested (that) (1) I/we (should) go (1)

PAPER 4 Listening**PART 1**

1 C 2 A 3 C 4 A 5 B 6 B

PART 2

7 winter 8 two/2 9 direct 10 not descended 11 became extinct 12 tools 13 groups 14 a mystery

PART 3

15 B 16 A 17 C 18 A 19 D 20 C

PART 4**Task One**

21 B 22 E 23 A 24 G 25 H

Task Two

26 D 27 G 28 F 29 A 30 C

CAE TEST 5**PAPER 1 Reading****PART 1**

- 1 A: Correct. 'In fact, most cultures throughout history have believed that the stars influence our lives, and ... astrology is as popular today as ever it was.'
 2 C: Correct. 'After all, ... science seems to have provided answers to many of the riddles and mysteries of nature. Paradoxically, however, the resultant mechanistic view of life has caused many to feel that their life has no purpose ... Is this, perhaps, why growing numbers of people are turning to astrology with such fervour?'
 3 B: Correct. 'Few people are willing to examine the subject empirically or objectively. Tom Maine is one of the few who has attempted to do so. His approach is impartial'
 4 C: Correct. 'As to my own conclusion regarding the validity of astrology, I am keeping that to myself!'
 5 B: Correct. 'People saw astrology as directly affecting the efficacy of plants' healing properties.'
 6 D: Correct. 'Believing that medical knowledge should be made available to whoever was interested, Culpeper made himself unpopular ... by writing and publishing guides in English, rather than Latin'

PART 2

- 7 C: Link between 'Gorillas, chimpanzees, bonobos and orangutans ... could vanish from the wild within fifty years' in the previous paragraph and 'The clock is standing at one minute to midnight for the great apes'. Also, link between 'They have appealed for £15 million to save the

world's great apes' in the previous paragraph and 'the sum required'.

- 8 B: Link between 'the decline in ape numbers has not only continued but accelerated' in the previous paragraph and 'the rapidly dwindling numbers'.
- 9 G: Link between 'In one population studied, researchers knew of 140 gorillas. After an outbreak of the Ebola virus, they could only find seven alive' and 'The future looks equally bleak for the other African apes' in the following paragraph.
- 10 D: Link between 'To survive and breed, the great apes need undisturbed forest. But such earthly edens are becoming increasingly scarce' and the destruction of natural habitats discussed in the following paragraph.
- 11 E: Link between 'Unesco officials are working to improve law enforcement in African national parks' and 'We cannot just put up fences to try and separate the apes from people' in the following paragraph.
- 12 A: Link between 'one official' in the previous paragraph and 'Another official'.

▶▶ PART 3

- 13 C: 'all that remains to tell us that it was once lush and verdant – and inhabited – is the occasional tool stone, harpoon or mammoth tusk brought up from the sea bed by fishing boats'
- 14 C: Correct. 'bathymetry makes use of computers, satellite positioning devices and special software to create accurate and remarkably detailed maps'
- 15 D: 'While previous devices have only been able to produce two-dimensional images, bathymetry ... accurate and remarkably detailed maps. ... an ancient river bed leaps out of the three-dimensional image ... The sites of pre-historic settlements can now be pinpointed, ... to see in stunning detail the sunken shipwrecks'
- 16 A: 'She is however, scathing about the scale of government funding' and 'it's an absolute scandal that we know so little about the area just off our shores'
- 17 B: 'The idea of Britain as a natural island kingdom will be challenged ... It remains to be seen how far this new awareness is taken on board among our "island" people.'
- 18 D: 'In addition, commercial applications are a real possibility.'
- 19 A: Correct. 'mapping the sea bed will also identify places where rare plants and shellfish have their homes. Government legislation may prevent digging at such sites'

▶▶ PART 4

- 20 E: 'Preparation is of extreme importance; things like finding out what form the interview will have ... will you be talking to one person or a panel?'
- 21 A: 'But I got carried away and went off at a tangent, which made a bad impression.'
- 22/23 B: 'I wondered if perhaps I had been too direct, but I later discovered ... they were impressed by my enthusiasm and ambition.'
- 22/23 F: 'Show that your ambition is the force that drives you'
- 24 E: 'Actually, it's not so much what people say ... as the way they sit, how they hold their heads, whether they meet the interviewer's eye'
- 25 C: 'find out as much as you can about the company you have applied to from its website and promotional material'
- 26 D: 'I turned up in a smart business suit and tie, only to find that my prospective employers were in jeans!'
- 27 E: 'Another question interviewers sometimes ask ... is about mistakes you have made. ... admit that you were at fault'

- 28 B: 'Firstly, a candidate should not learn a speech off by heart; you will come across as insincere, as if you have practised everything in front of a mirror.'
- 29 D: 'A candidate should decide in advance on at least ten things to ask the interviewer'
- 30 F: 'Being nervous can make you forget things ... this will help you feel less nervous.'
- 31 D: 'I was so relieved that the interview was over that I just smiled and blurted out: "No thanks!"'
- 32 C: 'Make it clear that the interview is a two-way process'
- 33 D: 'They believed in being casual ... people all used first names with each other etc.'
- 34 A: 'The other lesson I learnt was that if you are asked what your weaknesses are, you shouldn't be evasive. You could mention a weakness that can also be a strength.'

PAPER 2 Writing

▶▶ PART 1

Question 1

Style: Formal

- Content:*
- 1 Introduction: briefly describe what you are going to propose.
 - 2 Describe the schedule you propose.
 - Saturday morning: a talk on regulations
 - Early Saturday afternoon: use of the library
 - Late Saturday afternoon: visit the Sports Hall
 - Saturday evening: disco
 - Sunday morning: use of the computer room
 - Sunday afternoon: an introduction to student societies
 - 3 Conclusion: make any other relevant comments and suggestions.

▶▶ PART 2

Question 2

Style: Semi-formal or formal

- Content:*
- 1 Introduction: perhaps explain how history can be boring.
 - 2 Summarise the relevant part of history.
 - 3 Describe the situation you were in.
 - 4 Explain why it made history come alive.
 - 5 Conclusion: write an appropriate ending to round off.

Question 3

Style: Formal

- Content:*
- 1 Describe briefly how you met the applicant.
 - 2 Describe his/her skills and abilities.
 - 3 Describe the personal characteristics that make him/her a good candidate for the position.
 - 4 Offer to supply more information if necessary.

Question 4

Style: Semi-formal or formal

- Content:*
- 1 Introduction: describe the situation (i.e. many young people leave school early).
 - 2 Discuss the benefits of further education.
 - 3 Discuss why many young people do not appreciate these benefits.
 - 4 Discuss what could be done to encourage young people to go to college.
 - 5 Conclusion: perhaps end with a brief summary of your points.

Question 5(a)

Style: Formal

- Content: 1 Introduction: briefly outline the plot. Say how important truth is in the story, and which two characters you have chosen to illustrate this.
2 Examine the importance of truth through the first character.
3 Compare this character with a second character, who is perhaps entangled in lies.
4 Conclusion: describe the effect that events have on these two characters, and which illustrates the importance of truth.

Question 5(b)

Style: Formal

- Content: 1 Introduction: state the purpose of the report.
2 Describe briefly a scene from the beginning of the book and discuss the possibilities and potential problems of creating the opening scene of the film from it.
3 Describe briefly a scene from the middle of the book and discuss the possibilities and potential problems of creating the opening scene of the film from it.
4 Conclusion: state which you think would be best and why.

PAPER 3 Use of English

▶▶ PART 1

1 C 2 D 3 A 4 B 5 C 6 A 7 C 8 B 9 D 10 C 11 B 12 A

▶▶ PART 2

13 any 14 on 15 which 16 for 17 do 18 have/need
19 like 20 why 21 In 22 not 23 If/When 24 without
25 account/consideration 26 As 27 their

▶▶ PART 3

- 28 daily/everyday (noun to adjective)
29 eloquently (noun to adverb)
30 conceivable (verb to adjective)
31 disrespect (noun to negative noun)
32 influential (noun to adjective)
33 discredited (verb to negative verb)
34 inevitably (adjective to adverb)
35 unmodified (verb to negative adjective)
36 disprove (noun to negative verb)
37 complacency (adjective to noun)

▶▶ PART 4

38 broad 39 mind 40 code 41 walk 42 approach

▶▶ PART 5

- 43 would benefit (1) from (taking/having) (1)
44 is out of (1) the question (1)
45 no time (1) were they (ever) aware (1)
46 pointed out (1) to Claire that (1)
47 had not been (1) for that accident (1)
48 are on very good terms (1) with (1)
49 can't have (1) burned the dinner (1)
50 had her bag (1) snatched (1)

PAPER 4 Listening

▶▶ PART 1

1 C 2 B 3 C 4 A 5 B 6 A

▶▶ PART 2

7 subject 8 on Earth/earth 9 extraterrestrial life 10 organisms
11 (geological) period 12 five million/5,000,000
13 (very) different from 14 (the) dinosaurs

▶▶ PART 3

15 A 16 D 17 C 18 B 19 A 20 C

▶▶ PART 4

Task One

21 B 22 C 23 G 24 A 25 D

Task Two

26 E 27 A 28 F 29 G 30 H

CAE TEST 6

PAPER 1 Reading

▶▶ PART 1

- 1 B: Correct. 'She went on to enjoy a considerable measure of success, yet, rather unusually, she also felt she was not being stretched intellectually.'
2 A: Correct. 'It wasn't an easy decision to make, but at that point of my life, it was the right thing to do.'
3 C: Correct. 'Magna Carta ... represented little more than a bargaining tool in King John's struggle with his rebellious barons'
4 D: Correct. 'Their intentions were in reality no nobler than the king's, ... so it is amazing that this paper has subsequently had such far-reaching effects on the judicial systems of the civilised world.' and 'Yet, however unwittingly, those rebellious barons of the thirteenth century set the ball rolling in the battle for human rights, a battle which is being fought to this day.'
5 C: Correct. 'The job is challenging and varied, so we are looking for someone who is versatile and confident.'
6 B: Correct. 'The successful candidate will occasionally be required to handle sensitive documents, so he/she must be trustworthy, as confidentiality is vital.'

▶▶ PART 2

- 7 F: Link between the description of the 'community for the deeply green' in the previous paragraph and 'This might sound like a high-tech oasis'.
8 G: Link between 'a matter of intelligent design' in the previous paragraph and 'The key is finding ways to maximise efficiency in the simplest ways possible'.
9 A: Link between 'more zero-energy communities are under construction' in the previous paragraph and 'Much of the technology involved'.
10 C: Link between the 'European Union directive' described in the previous paragraph and 'The US government, too, has been doing its part'.
11 E: Link between the innovations described in the previous paragraph and 'Even more exciting developments are creeping onto the market'.