**CAE Reading and Use of English – Practice Test 1**

## 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)**.

Our obsession with recording every detail of our happiest moments could be **0**_____ our ability to remember them, according to new research.

Dr Linda Henkel, from Fairfield University, Connecticut, described this as the 'photo-taking impairment effect'. She said, 'People often whip out their cameras almost mindlessly to **1**_____ a moment, to the point that they are missing what is happening **2**_____ in front of them. When people rely on technology to remember for them — **3**_____on the camera to record the event and thus not needing to **4**_____ to it fully themselves — it can have a negative **5**_____ on how well they remember their experiences.

In Dr Henkel's experiment, a group of university students were **6**_____ on a tour of a museum and asked to either photograph or try to remember objects on display. The next day each student's memory was tested. The results showed that people were less **7**_____ in recognising the objects they had photographed **8**_____ with those they had only looked at.

| | | | | |
|---|---|---|---|---|
| **0** | **A** interfering | **B** upsetting | **C** damaging | **D** intruding |
| **1** | **A** seize | **B** grasp | **C** capture | **D** snatch |
| **2** | **A** quite | **B** right | **C** merely | **D** barely |
| **3** | **A** counting | **B** settling | **C** assuming | **D** swearing |
| **4** | **A** engage | **B** apply | **C** attend | **D** dedicate |
| **5** | **A** result | **B** aspect | **C** extent | **D** impact |
| **6** | **A** steered | **B** run | **C** led | **D** conveyed |
| **7** | **A** accurate | **B** faithful | **C** exact | **D** factual |
| **8** | **A** measured | **B** compared | **C** matched | **D** confronted |

## CAE Reading and Use of English Part 2

For questions **9-16**, read the text below and think o f 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) TO**

### On the hunt for the best young female entrepreneurs

Founded in 1972, the Veuve Clicquot Business Woman Award is celebrated in 27 countries. Veuve Clicquot has now introduced a new award **0**_____ complement its Business Woman of the Year category.



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Called The New Generation Award, **9**_____ recognises the best young female talent across business and corporate life.

The first winner of the award, Kathryn Parsons, **10**_____ innovative start-up company, Decoded, teaches people to code in a day, has joined the judging panel to help find this year's winner. The importance of these awards cannot **11**_____ overestimated' she says. 'Women need role models that prove to **12**_____ that they can do it, too.'

The New Generation Award is open to entrepreneurial businesswomen **13**_____ the ages of 25 and 35. They can run **14**_____ own businesses or hail from corporate life. This award isn't about how much money you've made or how long you've been in business, it's about recognising young women **15**_____ a mission and a vision' says Parsons. 'We want to meet women who are working to **16**_____ the world a better place.

## 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)** RESIGNATION

### EXIT INTERVIEW

| | |
|---|---|
| If you are thinking of leaving your job, you may think that handing in your letter of **0** _____ is the end of the matter. But an increasing number of companies now conduct 'exit interviews' with staff.<br><br>For the employee, an exit interview may feel like an ideal opportunity to rant and rave about every little **17**_____ that has troubled them since they got the job. But, **18**_____ in mind that you will probably still need a **19**_____ from these people, it is best to avoid getting angry or **20**_____ , and just answer the questions as calmly and with as much **21**_____ as possible.<br><br>For employers, the exit interview is a rare opportunity to gather some valuable information about the way staff perceive the company. Existing employees may not wish to cause **22**_____ to the boss or damage their chances of promotion, so are unlikely to **23**_____ their real feelings about the company. However, someone who has already resigned is more likely to be **24**_____ when giving their opinions. | 0. RESIGN<br>17. ANNOY<br>18. BEAR<br>19. REFER<br>20. EMOTION<br>21. HONEST<br>22. OFFEND<br>23. CLOSE<br>24. TRUE |



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## CAE Reading and Use of English Part 4

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

**0** I didn't know the way there, so I got lost.

**GET**

Not_____ there, I got lost.

Answer: KNOWING HOW TO GET

**25** I've just noticed that the car has almost run out of petrol.

**HARDLY**

I've just noticed that_____ left in the car.

**26** I didn't know that cars were so expensive in this country.

**IDEA**

I _____ so much in this country.

**27** Don't get depressed because of such a small problem.

**LET**

It's such a small problem that you shouldn't _____ down.

**28** It is reported that he is now recovering in hospital.

**RECOVERY**

He is reported_____ in hospital now.

**29** Laura's teacher says that she doesn't have a serious enough attitude to her work.

**SERIOUSLY**

Laura doesn't _____ to her teacher.

**30** What's confusing you so much?

**LOT**

What is it that's _____ confusion?

## CAE Reading and Use of English Part 5

You are going to read a book review. For questions **31-36** choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

### The Great Indoors: At Home in the Modern British House

In 1910 the music hall comedian Billy Williams scored his biggest hit with the song *When Father Papered the Parlour*, mocking the incompetence of the amateur home decorator. Fifty years later, comedians Norman Wisdom and Bruce Forsyth were still entertaining millions on the TV show *Sunday Night at the London Palladium* with a similar routine, but the joke was starting to look dated. The success of magazines



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such as *The Practical Householder* was already proving that, as the 1957 Ideal Home Exhibition proclaimed, "Do-it-yourself is a home hobby that is here to stay."

By this stage, Britain had mostly completed its transition from primitive housing conditions, made bearable - for those who could afford it - by servants and handymen, into a world where families looked after themselves in highly serviced environments. Recognisably modern technology, in the form of telephones, televisions and electricity, had become ubiquitous and was to transform domestic living still further in the coming years. The makeover of British homes in the twentieth century is recounted in Ben Highmore's entertaining and informative new book. He takes us on a whirlwind tour of an everyday house, from entrance hall to garden shed, illuminated by extensive reference to oral histories, popular magazines and personal memoirs.

At its centre, though, is the way that our homes have reflected wider social changes. There is the decline of formality, so that living rooms once full of heavy furniture and Victorian knick-knacks are now dominated by television screens and littered with children's toys. There is a growing internationalism in taste. And there is the rise of domestic democracy, with the household radiogram and telephone (located in the hall) now replaced by iPads, laptops and mobiles in virtually every room. Key to that decentralisation of the home - and the implied shift of power within it - is the advent of central heating, which gets pride of place as the innovation that allowed the whole house to become accessible at all times of day and night. Telling an unruly child to 'go to your room' no longer seems much of a threat.

Highmore also documents, however, some less successful steps in the onward march of domestic machinery. Whatever happened to the gas-powered fridges we were promised in 1946? Or to the Dishmaster a decade later that promised to do "a whole day's washing up in just three minutes"? Rather more clear is the reason why a 1902 Teasmade failed to catch on: "when the alarm clock triggered the switch, a match was struck, lighting a spirit stove under the kettle". You don't have to be a health and safety fanatic to conclude that a bedroom isn't the ideal place for such a gadget. Equally disturbing to the modern reader is the prewar obsession with children getting fresh air. It was a belief so entrenched that even a voice of dissent merely argued that in winter, "The healthy child only needs about three hours a day in the open air, as long as the day and night nursery windows are always open." Nowadays, the fresh air obsession has been replaced by irrational fears of horrors outside the home. It's easier to laugh at the foibles of the past, and Highmore doesn't always resist a sense of modern superiority, though, for the most part, he's an engaging and quirky guide, dispensing sociological insights without jargon.

The message is that even the language of the home has changed irrevocably: airing cupboards are going the same way as drawing rooms. As for that Billy Williams song, "By the 1980s", Highmore writes, "it would be impossible for anyone to imagine their front room as a 'parlour' without seeming deeply old-fashioned." He's not entirely correct, for there was at least one person who was still employing such terminology. Prime Minister Margaret Thatcher sold her message with the use of what she called 'the parables of the parlour', which suggests she understood the truth that, despite the catalogue of changes, there is a core that seems consistent. A 1946 edition of *Housewife* magazine spelt it out: "men make houses, women make homes".



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When you watch a male comedian today doing a routine about his wife's attachment to scatter cushions, it seems worth asking: has the family dynamic really moved a great deal?

**31** The reviewer's main topic in the first paragraph is
**A** improvements in home decorating skills.
**B** how common it was for home decorating to be discussed.
**C** how unfair descriptions of home decorating used to be.
**D** a change in attitudes to home decorating.

**32** In the second paragraph, the reviewer says that the book includes evidence illustrating
**A** that some British people's homes were transformed more than others.
**B** the widespread nature of changes that took place in British homes.
**C** the perceived disadvantages of certain developments in British homes.
**D** that the roles of certain people in British homes changed enormously.

**33** In the third paragraph, the reviewer points to a change in
**A** the extent to which different parts of the house are occupied.
**B** ideas of which parts of a house should be furnished in a formal way.
**C** how much time children spend in their own rooms.
**D** beliefs about what the most pleasant aspect of home life is.

**34** The reviewer suggests in the fourth paragraph that
**A** most unsuccessful inventions failed because they were dangerous.
**B** various unsuccessful inventions failed because they did not work properly.
**C** some unsuccessful inventions were not advertised appropriately.
**D** there were unsuccessful inventions which might have been good ideas.

**35** In the fifth paragraph, the reviewer says that in his book, Highmore
**A** sometimes focuses on strange ideas that were not very common in the past.
**B** occasionally applies the standards of today to practices in the past.
**C** occasionally expresses regret about how some attitudes have changed.
**D** sometimes includes topics that are not directly relevant to the main topic.

**36** In the final paragraph, the reviewer suggests that Highmore may be wrong about
**A** when certain modern attitudes to home life first developed.
**B** which changes in home life in Britain have been most widely welcomed.
**C** the extent to which home life in Britain has changed.
**D** how common terms such as 'airing cupboards' are in modern Britain.

## CAE Reading and Use of English Part 6

You are going to read four reviews o f a documentary series on TV about large companies. For questions **37-40**, choose from the reviews **A-D**. The reviews may be chosen more than once.



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## Inside Business

Four reviewers comment on the TV documentary series *Inside Business*, which investigated the workings of a number of large companies.

**A**

The companies that were the focus of each programme in the series *Inside Business* were very diverse in terms of the nature of their business and the way they operated, but between them they demonstrated many of the key features that characterise big organisations in the modern world. Each programme focused mostly on the people at the top. The amount of jargon they used is likely to have been too much for many viewers to contend with, and they may well have given up. If they did stick with the series, however, they will have been left in no doubt as to how complex the business of running large organisations is for those charged with doing so. This was clear from what the interviewees said, but the questioning was not probing enough, and they were not asked to explain or justify the sweeping statements they made.

**B**

The overwhelming impression given to any viewer who watched all six episodes of *Inside Business* was of the extraordinary pressure that those running modern companies are obliged to operate under. Unless they themselves had experience of working in large companies, however, they are likely to have found some of the interviews bewildering - the questioning was very much of the 'one insider to another' variety and many viewers will have struggled to follow what was being discussed. This aspect detracted somewhat from what was an otherwise compelling insight into the workings of modern companies and may well have caused many viewers to change channels. That's a shame because in general the companies featured in the series illustrated very well the impact of modern management theories on a range of large organisations.

**C**

You didn't need to know anything about business to be fascinated by the series *Inside Business*, which gave an intriguing picture from the inside of how various household name companies actually operate. The companies chosen made for good television because they all had very individual cultures and ways of operating, and as such could not be said to typify the norm in the world of the modern company. Entertaining as this was, the portrayal of the firms begged all sorts of questions which were not touched on in the interviews. These gave the people in charge a very easy ride indeed, never challenging them to back up their often vague and contentious pronouncements on their approach to leadership. Indeed, the viewer will have been left with the surprising feeling that many large and apparently successful organisations are run by people who enjoy their roles enormously because they avoid the harder aspects of responsibility by delegating them to others.

**D**

The series *Inside Business* took a serious look at day-to-day life in a modern large company and it wasn't for the casual viewer. The series required some effort to get to grips with the issues covered, in particular in the interviews, which were not really accessible to the lay person and were instead conducted as one expert to another. Having said that, the viewer who did put the effort in was rewarded with an absorbing insight into the workings of these well-known firms. They had each been carefully chosen to be representative of



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how large companies are structured and function at present, and they had much in common with each other. The main message put across was how adept those in charge have to be in adapting to a constantly changing business world.

Which reviewer ...

**37** has a different opinion from the others on the choice of companies to focus on in the series
**38** shares reviewer **B**'s opinion of the likelihood of viewers losing interest in the series after a while?
**39** takes a different view from the others on the impression given in the series of what it is like to be at the top of a large organisation?
**40** has a similar view to reviewer C on the questions asked in the interviews in the series?

## CAE Reading and Use of English Part 7

You are going to read a newspaper article about a ship carrying goods across the Atlantic ocean. 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.

### The wind-lashed workers who battle the Atlantic in winter

Even at this stormy time of year in Britain there are thousands of oil workers and fishermen offshore, as well as a scattering of seafarers manning the container ships and tankers that bring us almost everything we need. So it was that in the depths of bitter winter, hoping to learn what modern sailors' lives are like, I joined the Maersk *Pembroke*, a container freighter, on her regular run from Europe to Montreal. She looked so dreadful when I found her in Antwerp that I hoped I had the wrong ship.

**41** ...

Trade between Europe and North America is a footnote to the great west-east and north-south runs: companies leave it to older vessels. *Pembroke* is battered and rusty, reeking of diesel and fishy chemicals. She is noisy, her bridge and stairwells patrolled by whistling drafts which rise to howls at sea. Her paintwork is wretched. The Atlantic has stripped her bow back to a rusted steel snarl.

**42** ...

It felt like a desperate enterprise on a winter night, as the tide raced us down the Scheldt estuary and spat us out into the North Sea. According to the weather satellites, the Atlantic was storms from coast to coast, two systems meeting in the middle of our course. On the far side, ice awaited. We were behind schedule, the captain desperate for speed. "Six-metre waves are OK; any bigger you have to slow down or you kill your ship" he said. "Maybe we'll be lucky!"

**43** ...

Soon enough, we were in the midst of those feared storms. A nightmare in darkness, a north Atlantic storm is like a wild dream by day, a region of racing elements and livid colour, bursting turquoise foam, violent sunlight, and darkening magenta waves. There is little you can do once committed except lash everything



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down and enjoy what sleep you can before it becomes impossible. *Pembroke* is more than 200 m long and weighs more than 38,000 tons, but the swells threw her about like a tin toy.

**44** ...

When they hit us squarely, the whole ship reared, groaning and staggering, shuddered by shocking force. We plunged and tottered for three days before there was a lull. But even then, an ordinary day involved unpleasant jobs in extreme conditions. I joined a welding party that descended to the hold: a dripping, tilting cathedral composed of vast tanks of toxins and organophosphates, where a rusted hatch cover defied a cheap grinder blade in a fountain of sparks. As we continued west, the wind thickened with sleet, then snow as the next storm arrived.

**45** ...

All was well in that regard and, after the storms, we were relieved to enter the St Lawrence River. The ice was not thick enough to hinder us; we passed Quebec City in a glittering blue dawn and made Montreal after sunset, its downtown towers rising out of the tundra night. Huge trucks came for our containers.

**46** ...

But without them and their combined defiance of the elements there could be nothing like what we call 'life' at all. Seafarers are not sentimental, but some are quite romantic. They would like to think we thought of them, particularly when the forecast says storms at sea.

**A** Others felt the same. We were 'the only idiots out here', as several men remarked. We felt our isolation like vulnerability; proof that we had chosen obscure, quixotic lives.

**B** Going out on deck in such conditions tempted death. Nevertheless, the ship's electrician climbed a ladder out there every four hours to check that the milk, cheese and well-travelled Argentine beef we carried were still frozen in refrigerated containers.

**C** But it does not take long to develop affection for a ship, even the Pembroke — the time it takes her to carry you beyond swimming distance from land, in fact. When I learnt what was waiting for us mid-ocean I became her ardent fan, despite all those deficiencies.

**D** There were Dutch bulbs, seaweed fertilizer from Tanzania, Iranian dates for Colombia, Sri Lankan tea bags, Polish glue, Hungarian tyres, Indian seeds, and much besides. The sailors are not told what they carry. They just keep the ships going.

**E** Hoping so, we slipped down the Channel in darkness, with the Dover coastguard wishing us, "Good watch, and a safe passage to your destination." The following evening we left the light of Bishop Rock on the Scilly Isles behind. "When we see that again we know we're home" said the second mate.

**F** Huge black monsters marched at us out of the north west, striped with white streaks of foam running out of the wind's mouth. The ocean moved in all directions at once and the waves became enormous, charging giants of liquid emerald, each demanding its own reckoning.



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**G** That feeling must have been obvious to the Captain. "She's been all over the world" proud Captain Koop, a grey-bristled Dutchman, as quick and confident as a Master Mariner must be, told me. "She was designed for the South Pacific" he said, wistfully.

## CAE Reading and Use of English Part 8

You are going to read an article about children. For questions **47-56**, choose from the sections of the article (**A-E**). The sections may be chosen more than once. When more than one answer is required, these may be given in any order.

### In which section of the article is the following mentioned?

**47** an example of a sign that has become simpler.
**48** the difference between how the deaf children communicate an image and how other people communicate the same image.
**49** the fact that the same signs can be used in the communication of a number of ideas.
**50** the characteristics of languages in general at different stages of their development.
**51** a belief that language is learnt by means of a specific part of the mind.
**52** an aspect of language learning that children are particularly good at.
**53** how regularly the children have been monitored.
**54** older children passing their sign language on to younger children.
**55** the reason why the children created a particular sign.
**56** opposing views on how people acquire language.

### Deaf Childern's Ad Hoc Language Evolves and Instructs

**A** A deep insight into the way the brain learns language has emerged from the study of Nicaraguan sign language, invented by deaf children in a Nicaraguan school as a means of communicating among themselves. The Nicaraguan children are well-known to linguists because they provide an apparently unique example of people inventing a language from scratch. The phenomenon started at a school for special education founded in 1977. Instructors noticed that the deaf children, while absorbing little from their Spanish lessons, had developed a system of signs for talking to one another. As one generation of children taught the system to the next, it evolved from a set of gestures into a far more sophisticated form of communication, and today's 800 users of the language provide a living history of the stages of formation.

**B** The children have been studied principally by Dr. Judy Kegi, a linguist at the University of Southern Maine, and Dr. Ann Senghas, a cognitive scientist at Columbia University in New York City. In the latest study, published in Science magazine, Dr. Senghas shows that the younger children have now decomposed certain gestures into smaller component signs. A hearing person asked to mime a standard story about a cat waddling down a street will make a single gesture, a downward spiral motion of the hand. But the deaf children have developed two different signs to use in its place. They sign a circle for the rolling motion and then a straight line for the direction of movement. This requires more signing, but the two signs can be used in combination with others to express different concepts. The development is of interest to linguists because



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it captures a principal quality of human language – discrete elements usable in different combinations - in contrast to the one sound, one meaning of animal communication. 'The regularity she documents here – mapping discrete aspects of the world onto discrete word choices - is one of the most distinctive properties of human language' said Dr. Steven Pinker, a cognitive scientist at Harvard University.

**C** When people with no common language are thrown into contact, they often develop an ad hoc language known to linguists as a pidgin language, usually derived from one of the parent languages. Pidgins are rudimentary systems with minimal grammar and utterances. But in a generation or two, the pidgins acquire grammar and become upgraded to what linguists call creoles. Though many new languages have been created by the pidgin-creole route, the Nicaraguan situation is unique, Dr. Senghas said, because its starting point was not a complex language but ordinary gestures. From this raw material, the deaf children appear to be spontaneously fabricating the elements of language.

**D** Linguists have been engaged in a longstanding argument as to whether there is an innate, specialised neural machinery for learning language, as proposed by Noam Chomsky of the Massachusetts Institute of Technology, or whether everything is learned from scratch. Dr. Senghas says her finding supports the view that language learning is innate, not purely cultural, since the Nicaraguan children's dis-aggregation of gestures appears to be spontaneous. Her result also upholds the idea that children play an important part in converting a pidgin into a creole. Because children's minds are primed to learn the rules of grammar, it is thought, they spontaneously impose grammatical structure on a pidgin that doesn't have one.

**E** The Nicaraguan children are a living laboratory of language generation. Dr. Senghas, who has been visiting their school every year since 1990, said she had noticed how the signs for numbers have developed. Originally the children represented '20' by flicking the fingers of both hands in the air twice. But this cumbersome sign has been replaced with a form that can now be signed with one hand. The children don't care that the new sign doesn't look like a 20, Dr. Senghas said; they just want a symbol that can be signed fast.



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