CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

CERTIFICATE IN ADVANCED ENGLISH

Reading and Use of English

*

SAMPLE PAPER 4

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheets if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheets.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

At the end of the test, hand in both this question paper and your answer sheets.

INFORMATION FOR CANDIDATES

There are 56 questions in this paper.

Questions **1 – 24** carry 1 mark.

Questions **25 – 30** carry up to 2 marks.

Questions **31 – 46** carry 2 marks.

Questions **47 – 56** carry 1 mark.

© UCLES 2015

LIVEWORKSHEETS

Part 1

For questions 1-8, read the text below and choose the correct answer for each gap.
Click on the gap and a choice of words will appear. Then choose the correct answer.

Smart gadgets

Today's smartphones are smart but tomorrow's gadgets will inevitably be even smarter. According to experts, soon they will have 'emotional intelligence'. They will be able to **(1)** ..... how we feel and react to our mood, by joining in our happiness or leaving us alone when we are angry.

Scientists are **(2)** ..... a technology that uses both speech-recognition software and special sensors to figure out how the user is feeling. Their goal is to develop a way to accurately **(3)** ..... the emotional state of a person holding a smartphone.

Another project is looking at **(4)** ..... emotional detection into GPS car navigation devices. The vision is of a dashboard GPS device that would register facial expressions, voice intonation and hand movements to work out the emotions of the driver. For example, if the driver were experiencing stress, it could temporarily **(5)** ..... giving additional instructions or even turn itself off.

But for many, there is something slightly **(6)** ..... about emotion recognition. It **(7)** ..... into yet another part of our lives which are already being closely **(8)** ..... by technology, not always for our benefit.

LIVEWORKSHEETS

1	**A**	expose	**B**	perceive	**C**	guess	**D**	realise
2	**A**	operating	**B**	developing	**C**	working	**D**	progressing
3	**A**	count	**B**	rank	**C**	value	**D**	measure
4	**A**	creating	**B**	locating	**C**	absorbing	**D**	building
5	**A**	put up	**B**	take over	**C**	hold off	**D**	set back
6	**A**	unreasonable	**B**	disturbing	**C**	irregular	**D**	impossible
7	**A**	intrudes	**B**	invades	**C**	interrupts	**D**	forces
8	**A**	searched	**B**	supervised	**C**	monitored	**D**	handled

LIVEWORKSHEETS

Part 2

Read the text. Think of the word which best fits each gap. Write the correct word in each gap (9-16).

The Post-it note

It has been described as the solution to a problem nobody realised existed. But that hasn't stopped the self-attaching Post-it note – that little square piece of paper that sticks in **(9)** …….. a clever way that it can be removed, leaving no damage – **(10)** …….. becoming an essential piece of stationery worldwide.

(11) …….. so many other simple inventions, the Post-it note was invented by accident. A scientist working for a US company was attempting to develop a super-strong adhesive, **(12)** …….. instead came up with a super-weak one. It was just strong **(13)** …….. to stick light objects together. What was special about it was that the objects could be separated **(14)** …….. leaving a mark. **(15)** …….. five years, he tried convincing his bosses of the importance of his invention. Sadly, nobody **(16)** …….. find a use for it. Then a colleague noticed that bookmarks in his book kept falling out, and he was continually losing his place. Remembering the work of this colleague, the scientist set about designing a reusable bookmark using the super-weak adhesive and the Post-it note was born.

LIVEWORKSHEETS

Part 3

Read the text. For questions 17-24, use the word on the right to form a word that fits in the gap. For each question, write your answer in the gap.

The benefits of being multi-lingual

Speaking two or more languages well has been shown to be highly beneficial in a number of ways, some quite surprising.

First of all, learning a second language makes you focus on the mechanics of language and increases your **(17)** …….. of your first language. Secondly, your memory improves. Learning a second language involves memorising rules and vocabulary, which researchers say helps strengthen your mental 'muscle'. **(18)** ……., this explains why multi-lingual people are better at remembering lists of sequences.

AWARE

APPEAR

A recent Spanish study reveals that multi-lingual people are more **(19)** …….. . They are also better able to focus on important information and discard what is **(20)** …….. . What's more, the ability to switch rapidly between languages makes speakers good at multi-tasking. In one study, **(21)** …….. used a driving simulator while doing separate, distracting tasks. Interestingly, multi-lingual people made fewer errors.

PERCEIVE

RELEVANT

PARTICIPATE

People who are fully bilingual are also better at being **(22)** …….. . Some Austrian researchers claim that 'bilinguals' who run through decisions in both languages feel that their **(23)** …….. are more considered and the person behaves more **(24)** …….. as a result.

DECIDE

CONCLUDE

CONFIDENCE

LIVEWORKSHEETS

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.

---

25 There will be no change to our plans, despite the likelihood of rain.

IS

We have decided not to change our plans even ..... strong possibility of rain.

26 Can you summarise for me what took place at the meeting?

GIVE

Can you ..... what took place at the meeting?

27 The problem that his team had been working on was solved by Jake.

SOLUTION

Jake came up ..... the problem which his team had been working on.

28 I was very much relieved to see my brother walking down the street towards me.

SIGHT

I felt enormous ..... my brother walking down the street towards me.

29 Maria immediately accepted the offer of a place at the country's top university.

HESITATION

Maria ..... the offer of a place at the country's top university.

LIVEWORKSHEETS

30 Employees can choose to work additional hours at the weekend.

EACH

It's up ..... they work additional hours at the weekend.

LIVEWORKSHEETS

Part 5

Read the introduction to an academic book about parenting. For questions 31-36, choose the correct answer.

Parenting in the 21st Century

I decided to write this book for several reasons. I was dissatisfied with parenting-advice literature, finding it to be riddled with oversimplified messages, and often unrelated to or at odds with current scientific knowledge. I also felt certain after years as a professor, researcher, and author of textbooks on child development, that contemporary theory and research contain many vital, practical messages… ones crucial for parents to understand if they are to effectively help their children develop. Furthermore, I've been approached on countless occasions by uneasy parents, frustrated by a wide array of child-rearing issues. I became convinced, therefore, that parents needed a consistent way of thinking about their role to guide them in making effective decisions.

It's little wonder that parents are perplexed about what approach to take to child rearing. Today's world is one which makes parenting exceedingly difficult. In many industrialised countries, the majority of mothers of pre-school children are in the workforce, though not always through choice. This group in particular tends to lament the lack of practical advice for parents in their child-rearing roles. Many parents simultaneously complain that they're busier than ever and that due to the growing demands of their jobs, they have little time for their children. Nations of pressured, preoccupied parents have emerged in an era of grave public concern for the well-being of youth.

It would seem from looking at current media that the younger generation are achieving less well than they should and that they often display a worrying lack of direction, manifested at its worst in a variety of social problems. These problems seem to have infiltrated even the most economically privileged sectors of the population, affecting young people who, on the face of things, have been granted the best of life's chances. Accounts of children being deprived of their childhood and growing up too fast, or the dangers of promoting materialism to young people abound in the media.

In many countries there is a growing sense of 'youth alienation' and parents rightly fear for their own children's futures. But agreement on what parents can and should do to shield children from underachievement and demoralisation eludes those who seek it on the shelves of libraries or bookstores. Parenting advice has always been in a state of flux, at no time more so than the present. While the fundamental goal of parenting – to instil character and moral development – has stood firm amid the various passing fashions in child care over the years, the approach to accomplishing this has varied considerably.

Some authors, convinced that parents are in control of what their children become, advise a 'get tough' approach. The educational parallel to this 'parent-power' stance is to train and instruct as early as possible, and this has been justified by claims of maximising brain growth or securing high achievement by starting sooner. Other authors, however, attribute many of today's social problems to the excessive pressure put on children by parents. According to these 'child-power' advocates, children have their own built-in timetables for maturing and learning. Waiting for cues that children are ready, these experts say, will relieve the stress that fuels youth discontent and rebellion. The reality, however, is that there are no hard-and-fast rules.

Current thinking on child-rearing advice mirrors historical shifts in theories of development and education. The most disturbing trend in the literature has been a move to deny that parents make *any* notable contribution to their children's development. Indeed, according to one highly publicised book, children's genes, and secondarily their peer groups, not parents, dictate how children turn out. This public declaration of parental weakness comes at a time when many busy parents are poised to retreat from family obligations, and, indeed, it grants them licence to do so.

From the multitude of theories on nature and nurture, I have chosen one to serve as the framework for this book: sociocultural theory, which originated with the work of Russian psychologist Lev Vygotsky. Early in the 20th century, he explained how children's social experiences transform their genetic inheritance leading their development forward and ensuring that they become competent, contributing members of society. Vygotsky championed the idea that as children engage in dialogues with more expert members of their culture, they integrate the language of those interactions into their inner mental lives and use it to think, overcome challenges and guide their own behaviour.

LIVEWORKSHEETS

31 The author says that one reason for writing the book was the fact that

A research suggests the quality of parenting skills has deteriorated.
B today's scientific views of parenting seem to be flawed.
C there is a lack of parenting literature written in a straightforward way.
D the available advisory material does not reflect current academic thinking.

32 What does the author say about the concerns parents have?

A Some of the issues are contradictory in nature.
B They are understandable given the challenges of modern life.
C They cause a disproportionate amount of stress in family relationships.
D The balance between work and family life is only a secondary problem.

33 What view of young people is promoted in the media?

A They want to live an adult life before they are mentally ready.
B They are unaware of the opportunities provided for them.
C They are unable to appreciate the value of money.
D They fail to demonstrate a sense of purpose.

34 What does the author say in the fourth paragraph about parenting advice?

A Its core objective has remained constant.
B Its ideology stems from contemporary social issues.
C It traditionally placed strong emphasis on the protection of the child.
D It currently benefits from techniques tried and tested by previous generations.

35 In the fifth paragraph, what point is the author making about bringing up children?

A There is an absence of consensus on child-rearing among the experts themselves.
B Educational policies should be revised in the light of recent findings.
C Strict parents tend to have children who are academically unsuccessful.
D One approach to child-rearing appears to be more effective than all others.

36 What criticism of contemporary thinking on child-rearing does the author make?

A It repeats theories which have no solid foundation.
B It places too much importance on formal education.
C It encourages parents to neglect their responsibilities.
D It undermines the role of friends in children's development.

LIVEWORKSHEETS