



**1**

# **CPE Practice Tests**

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**Student's Book**



Express Publishing

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# Introduction

*CPE Practice Tests 1* contains six complete tests designed to help students to prepare for the University of Cambridge Local Examinations Syndicate (UCLES) Certificate of Proficiency in English (CPE) examination. The tests offer comprehensive practice in all four papers of the examination and reflect the revised exam which will be introduced from March 2013, thus providing students with the tools to develop the skills required to succeed in this examination and obtain the CPE qualification.

*CPE Practice Tests 1* 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 Test.

The *Student's Book* provides a detailed overview of the CPE examination, with a description of all the sections of each paper. It also provides exam guidance sections and guidelines on assessing and marking each paper.

The *Key* contains answers to all the exercises in the *Student's Book*, model written answers for Paper 2 – Writing, tapescripts of the recorded material for the Listening paper, and guidelines for the Speaking Test.

## About CPE

CPE is at the fifth level in the UCLES five-level series of examinations and is designed to offer an advanced qualification, suitable for those who want to use English for professional or academic study purposes. At this level, the learner is approaching the linguistic competence of an educated native speaker and is able to use the language in a wide range of culturally appropriate ways. CPE is recognised by the majority of British universities for English language entrance requirements. It is also widely recognised throughout the world by universities, institutes of higher education, professional bodies as well as in commerce and industry as an indication of a very high level of competence in English.

|  |
|--|
| <b>Cambridge Level Five</b><br>Certificate of Proficiency in English (CPE) |
| <b>Cambridge Level Four</b><br>Certificate in Advanced English (CAE)       |
| <b>Cambridge Level Three</b><br>First Certificate in English (FCE)         |
| <b>Cambridge Level Two</b><br>Preliminary English Test (PET)               |
| <b>Cambridge Level One</b><br>Key English Test (KET)                       |

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

|                          |                         |  |  |
|--------------------------|-------------------------|--|--|
| <b>Paper 1</b>           | <i>(1 hour 30 mins)</i> |  |  |
| Reading & Use of English | 7 parts                 |  |  |

|                |                         |  |  |
|----------------|-------------------------|--|--|
| <b>Paper 2</b> | <i>(1 hour 30 mins)</i> |  |  |
| Writing        | 2 parts                 |  |  |

|                |                                |  |  |
|----------------|--------------------------------|--|--|
| <b>Paper 3</b> | <i>(approximately 40 mins)</i> |  |  |
| Listening      | 4 parts                        |  |  |

|                |                  |  |  |
|----------------|------------------|--|--|
| <b>Paper 4</b> | <i>(16 mins)</i> |  |  |
| Speaking       | 3 parts          |  |  |



## PAPER 1

### READING & USE OF ENGLISH

(1 hour 30 mins)

This paper has 7 parts with 53 questions drawn from texts with between 2,900-3,400 words in total.

#### Part 1

A modified cloze containing eight gaps followed by eight 4-option multiple-choice items.

*Task focus: idioms, collocations, fixed phrases, complementation, phrasal verbs and semantic precision.* (1 mark per question)

#### Part 2

A modified cloze test containing eight gaps.

*Task focus: awareness and control of grammar with some focus on vocabulary.* (1 mark per question)

#### Part 3

A text containing eight gaps each of which corresponds to a word. The stem of the word is given beside the text and must be changed to form the missing word.

*Task focus: vocabulary, in particular the use of affixation, internal changes and compounding in word formation.* (1 mark per question)

#### Part 4

Six items, each containing a lead-in sentence followed by a gapped second sentence to be completed with between 3 and 8 words. The sentences must contain the given 'key' word.

*Task focus: grammar, vocabulary and collocation.* (2 marks per question)

#### Part 5

A text followed by six four-option multiple-choice questions.

*Task focus: detail, opinion, attitude, tone, purpose, main idea, implication and text organisation features (exemplification, reference).* (2 marks per question)

#### Part 6

A text with seven paragraphs removed and placed in jumbled order after the text with one extra paragraph as a distractor.

*Task focus: cohesion, coherence, text structure and global meaning.* (2 marks per question)

#### Part 7

A text or several short texts with ten multiple-matching questions whereby a prompt is matched to elements in the text.

*Task focus: detail, opinion, attitude and specific information.* (1 mark per question)  
(Total 72 marks)

## PAPER 2

### WRITING

(1 hour 30 mins)

This paper has two parts. Each question in this paper carries equal marks.

#### Part 1

A compulsory essay writing task of 240-280 words. The essay must summarise and evaluate the key ideas contained in two texts of approximately 100 words each. The texts may have complementary or contrasting opinions. They may also be extracts from newspapers, books, magazines, online source material or based on quotations from speakers in a discussion.

*Task focus: a discursive essay.*

#### Part 2

One task of 280-320 words from a choice of four. Questions 2-4 are tasks with a clear context, topic, purpose and target reader. Question 5 is a choice between two tasks based on the set reading texts.

*Task types: essay, report, article, letter and review.*

*Task focus: writing one of the tasks from a number of possible text types based on either a contextualised writing task or a question related to one of two set texts.*

## PAPER 3

### LISTENING

(approximately 40 minutes)

This paper has four parts, each containing a recorded text/texts with corresponding comprehension tasks. Each part is heard twice.

#### Part 1

Three short texts of approx. 1 minute each, consisting of either monologues or dialogues with two multiple-choice questions for each extract.

*Task focus: identifying speaker feeling, attitude, opinion, purpose, agreement between speakers, course of action, gist and detail.* (1 mark per question)

#### Part 2

A monologue of 3-4 mins with 9 sentence completion questions.

*Task focus: identifying specific information and stated opinion.* (1 mark per question)

#### Part 3

An interview or conversation between two or more speakers of approx. 4 minutes with five 4-option multiple-choice questions.

*Task focus: identifying attitude, opinion, gist, detail and inference.* (1 mark per question)

#### Part 4

Five short, themed monologues of approx. 30 seconds each with two tasks, each containing five questions requiring the selection of the correct option from a list of eight.

*Task focus: identifying gist, attitude, main points and interpreting context.* (1 mark per question)  
(Total 50)

## PAPER 4

### SPEAKING

(approximately 16 minutes)

This paper contains three 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.

(1 mark per question)

#### Part 1

Conversation between the interlocutor and each candidate. The interlocutor encourages candidates to give information about themselves and express personal opinions.

*Task focus: using general interactional and social language.*

#### Part 2

Two-way conversation between the candidates based on written and visual prompts.

*Task focus: sustaining an interaction, exchanging ideas, expressing/justifying opinions, agreeing/disagreeing, suggesting, speculating, evaluating, reaching decisions through negotiation etc.*

#### Part 3

Individual long turn by each candidate followed by a discussion on topics related to the long turn. Each candidate is given a written question to respond to. The candidates then engage in a discussion to explore further the long turn topics.

*Task focus: organising a larger unit of discourse, expressing/justifying opinions and developing topics.*

## PRACTICE TEST 1

### Paper 1 – Reading & Use of English (1 hour 30 minutes)

#### Part 1

For questions **1-8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. Mark your answers **on the separate answer sheet**.

There is an example at the beginning **(0)**.

**0**    **A**   holding                      **B**   clinging                      **C**   seizing                      **D**   embracing

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

## APPALACHIA

Steep green wooded hills with alpine meadows **(0)** ..... **B** ..... to their sides stretched away for as far as the eye could see. Before me a sinuous road led down to a valley of rolling farms **(1)** ..... out along a lazy river. It was as perfect a **(2)** ..... as I had ever seen. I drove through the soft light of dusk, **(3)** ..... by the beauty.

This was the heart of Appalachia, the most **(4)** ..... impoverished region of the United States. Known for its music, and also known historically, and largely unjustly, for its isolation, for coal mining, and for the dearth of education of its inhabitants, it is also one of the most misunderstood regions. But to my **(5)** ....., above all else, it was simply inexpressibly beautiful.

It seemed strange to think that the urban professionals of the Eastern Seaboard cities hadn't **(6)** ..... an area of such arresting beauty, filling the dales with rustic weekend cottages, country clubs and fancy restaurants. At a second **(7)** ....., however, there were a handful of quaint cottages **(8)** ..... among the farms. Perhaps Appalachia was on the cusp of establishing a new identity.

- |          |                    |                   |                    |                    |
|----------|--------------------|-------------------|--------------------|--------------------|
| <b>1</b> | <b>A</b> spread    | <b>B</b> stacked  | <b>C</b> stood     | <b>D</b> sat       |
| <b>2</b> | <b>A</b> set       | <b>B</b> scenery  | <b>C</b> setting   | <b>D</b> scenario  |
| <b>3</b> | <b>A</b> digested  | <b>B</b> absorbed | <b>C</b> dissolved | <b>D</b> immersed  |
| <b>4</b> | <b>A</b> severely  | <b>B</b> strictly | <b>C</b> sharply   | <b>D</b> harshly   |
| <b>5</b> | <b>A</b> nose      | <b>B</b> thought  | <b>C</b> eye       | <b>D</b> taste     |
| <b>6</b> | <b>A</b> possessed | <b>B</b> encamped | <b>C</b> overtaken | <b>D</b> colonised |
| <b>7</b> | <b>A</b> glance    | <b>B</b> take     | <b>C</b> attempt   | <b>D</b> glare     |
| <b>8</b> | <b>A</b> brushed   | <b>B</b> tossed   | <b>C</b> concealed | <b>D</b> dotted    |

## Part 2

For questions 9-16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 B U T

## AUSTRALIA'S DOG FENCE

The dog fence is Australia's version of the Great Wall of China, (0) .....<sup>BUT</sup>..... longer; erected to keep (9) ..... hostile invaders, in this (10) ..... hordes of wild dogs, called dingoes. The empire it preserves is (11) ..... of the woolgrowers. They are sovereigns of the world's second largest sheep flock after China's, some 123 million head, and keepers of a wool export business worth four billion dollars (12) ..... the national economy. It seems to (13) ..... little that more and more people – conservationists, politicians, taxpayers and animal lovers – say that the construction of such a fence would never be allowed today. With some sections of it almost one hundred years old, built by bushmen travelling with camels, the dog fence has (14) ....., as even most conservationists ruefully admit, 'an icon of frontier ingenuity'.

To appreciate this unusual outback monument and to meet the people (15) ..... livelihoods depend on it, I spent part of an autumn travelling the wire. For most of its prodigious length, the fence winds like a river through a landscape that, (16) ..... heavy rain has fallen, scarcely has rivers. It marks the traditional dividing line. Outside, dingoes thrive; inside, legally classified as vermin, they may be shot, poisoned and trapped.

### 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 space 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** J U D G E M E N T S

## The Face

Most snap **(0)** ...JUDGEMENTS... about people are formed on the basis of their **(17)** ..... features. The eyes, regarded as clues to one's true character, are said **(18)** ..... to be the windows of the soul: closely positioned, they imply **(19)** .....; set wide apart they suggest **(20)** ..... and directness. Thin mouths are equated with meanness and full mouths with **(21)** ..... . Unconsciously, we make such instant judgements and they are made about us. There is no hiding place for the face. Always exposed and vulnerable, it **(22)** ..... expresses happiness, desire and joy, anger, fear, shame and **(23)** ..... . Precisely for that reason, a masked face evokes fear and horror: once someone's distinguishing **(24)** ..... are hidden, we cannot read or recognise the person and fear of the unknown immediately arouses suspicion.

**JUDGE**

**FACE**

**POETRY**

**SLY**

**HONEST**

**SENSUAL**

**VOLUNTARY**

**LOATHE**

**CHARACTER**



## 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 **eight** words, including the word given. Here is an example (0).

## Example:

- 0 I really wish I'd seen her before she left.

**regret**

I really ..... before she left.

|   |                                   |
|---|-----------------------------------|
| 0 | <i>regret not having seen her</i> |
|---|-----------------------------------|

Write **only** the missing words **on the separate answer sheet**.

---

- 25 It won't hurt to tell your boss how you feel.

**lose**

You have ..... your boss how you feel.

- 26 It was only because of Sarah's quick reactions that we weren't injured.

**it**

If ..... Sarah's quick reactions, we would have been injured.

- 27 He did not pay any attention to the numerous warning letters he received.

**notice**

He ..... the numerous warning letters he received.

- 28 The meeting wasn't nearly as bad as I had anticipated.

**turned**

The meeting ..... be much better than I had anticipated.

- 29 A child will be expelled from the school only as a last resort.

**else**

Only if ..... be expelled from the school.

- 30 He's only just getting used to not having to go to work.

**terms**

He's only just ..... not having to go to work.

## Part 5

You are going to read an extract from an article. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

## Britain on the Couch

This book is about the angst of normal people, of people like us. It offers an explanation of why we are so much more likely to be miserable than our grandparents, why we are so discontented and self-attacking, why the moments of emotional richness and freedom of our childhood are less frequent, why so many of us feel there is something missing from life.

It establishes that, compared with 1950, the general rise in aspirations has spawned depression and an epidemic of compulsions like drug abuse, gambling and eating disorders. We compare ourselves obsessively and enviously, corrupting the quality of our inner lives. No sooner do we achieve a goal than we move the goalposts to create a new one, leaving ourselves permanently depleted. There is an outbreak of living in the future and a pathological re-enactment of the past.

People with most of these problems are more likely than those without to have low levels of the neurotransmitter serotonin, the so-called 'happiness brain chemical'. Given that there is a chemistry of despair, one might suppose that it has a chemical, physical cause. Perhaps the problem is pollution. Is it something to do with the processing of the foods we eat or the methods of cultivation of the raw materials? Maybe the new technologies such as mobile phones and computers are interfering with our brains? Though far from impossible that some of these things are contributing, the strongest contender by far for explaining what has gone wrong is the way we organise society. I shall show that advanced capitalism, as currently organised, creates low-serotonin societies. Far from being the product of other chemicals, serotonin levels in animal and human brains largely reflect what is happening around them, socially and emotionally.

Put crudely, advanced capitalism makes money out of misery and dissatisfaction, as if it were encouraging us to fill the psychic void with material goods. It can also profit from fostering spurious individualism by encouraging us to define ourselves through our purchases, with ever more precisely marketed products that create a fetishistic concern to have 'this' rather than 'that', even though there is often no significant practical or aesthetic difference. It can even make money from restoring the chemical imbalance in our brains

which results from these false ambitions and identities, by selling pills and therapeutic services.

I am not suggesting that there is a conspiracy by a secret society of top-hat-clad, black-coated bankers and blindly materialistic retailers to make us miserable. Writing of advanced capitalism as if it has volition is to make human an abstract entity which has no will of its own, just as describing genes as selfish is nonsense. But it has to be acknowledged that the way advanced capitalism happens to have evolved, it does very nicely at both ends (creating and curing misery), with our inner lives footing the bill.

Nor am I suggesting that a spiritual renaissance is what is required, and that we must eschew our materialism and return to the simple agrarian life of idealised noble savages; rather, that we are suffering from a crucial delusion that we need to be richer as a nation in order to be happier.

Increased prosperity is the cornerstone of all major political parties' manifestos and yet, if studies of national well-being are to be believed, voters are mistaken in supposing that greater national wealth will be accompanied by greater happiness. Once a society passes beyond a basic level of wealth, anything beyond that makes no difference to overall contentment. Advanced capitalism has made most of us physically better off by meeting biological needs with unprecedented efficiency, but it has actually made us more prone to low-serotonin problems such as depression and aggression.

New disciplines of evolutionary psychology and psychiatry suggest that advanced capitalism does not meet our primordial needs, evolved over millions of years, for status and emotional attachment. Our genes were developed to cope with completely different psychological and technological circumstances than the ones facing us today. For example, most of our adult lives we fight against the problem of being overweight. This a wholly new problem in the history of the world, caused in the first instance by technology creating diverse and abundant foods. Unfortunately, like all animals, humans were designed to assume that food would be scarce and not on the premise that there would be unlimited supplies of highly calorific food available at all times.

- 31** The writer argues that people feel there is something missing in life because they
- A** exaggerate the freedom of their youth.
  - B** no longer know what they want.
  - C** are constantly aiming for what they do not have.
  - D** do not possess sufficient depth of emotion.
- 32** What does the author suggest is a vehicle for advanced capitalism to profit from feelings of despair?
- A** work promotion
  - B** marketing
  - C** therapy
  - D** aesthetic values
- 33** The writer makes it clear that
- A** advanced capitalism has no answers for the problems it creates.
  - B** we need to reject materialism.
  - C** particular groups are not directly responsible for the problems.
  - D** the system governing society has a will of its own.
- 34** In the writer's view, political parties aggravate the problem by
- A** setting out to achieve basic standards of wealth.
  - B** thinking only of efficiency.
  - C** depressing people further by enriching themselves.
  - D** equating happiness with prosperity.
- 35** In the last paragraph, what does the writer suggest is the defining characteristic of our times?
- A** Evolution is speeding up.
  - B** We no longer get what we most need from society.
  - C** Machinery has displaced humans in certain fields of activity.
  - D** Meeting primordial human needs is no longer enough.
- 36** In the writer's general view, a possible way forward for society lies in
- A** further prosperity creating time for reflection.
  - B** our capacity to find remedies for compulsions.
  - C** restoring the way of life of pre-industrial times.
  - D** a reassessment of the value of material wealth.

## Part 6

You are going to read an extract from an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A-H** the one which fits each gap (37-43). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

## The Computer as Crook

The unsolved crime is usually hailed as the perfect crime. More often than not, however, a crime remains unsolved thanks to a combination of poor planning, luck on the criminal's part and a faulty police investigation. It remains unsolved because it is unrecognised and undetected as a piece of villainy.

37

At the beginning of the 1980s it was estimated that there were 300,000 large computers at work in businesses in the United States, Europe and Japan juggling enormous amounts of commodities. Unlike human clerks and bank tellers, with all their frailties and temptations, computers could never get their sums wrong and do not possess sticky fingers to stick into the till.

38

Small wonder then that it did not take long for criminals to realise the potential of getting computers onto their side. For the computer's infallibility is a double-edged sword. If crooked information is fed in at the start of the process, impeccably crooked instructions are produced at the other end and no-one doubts the orders the machine gives them.

39

A twenty-one-year-old high school graduate who was struggling to form his own telephone equipment supply business, Schneider discovered secret codes which allowed him to tap into the computer controlling the stocks in the warehouse of Pacific Bell in California. Using his own modified computer terminal at home, he persuaded the electronic stock controller that he was a legitimate installation contractor for the phone company and he began to order costly wiring and exchange equipment from the warehouse.

40

With trucks painted to resemble those of the phone company, Schneider would hijack the equipment and then return home to tap into the computer once more to give it instructions to wipe the whole transaction from its electronic memory. The whole process, from the initial order being sent to it being erased, would take just a few hours.

41

The embarrassing extent of the losses was only admitted to once police investigators had physically gone round to the warehouse and totalled up items with old-fashioned pen and paper. No-one had been prepared to concede that a computer insisting everything was as it should be might be wrong.

42

Schneider subsequently set himself up in a new business as one of America's highest paid computer security consultants. For fat fees, he would reveal that clients' systems contained flaws like the ones he had exploited, which enabled crooked computer operators to steal by remote control.

43

A typical opening sales pitch to prospective clients would go something like this : 'Who needs to take the risk of leaping over a counter with a sawn-off shotgun when they can sit in the comfort of their own home and do the same thing with a computer terminal or a telephone?'

- A** The decision of the almighty computer is final, whether it is sending a demand for payment to a customer who is vainly disputing a bill or releasing vast amounts of hard cash on invoices it has cleared for payment. The computer is above suspicion.
- B** The case never reached the courts. It was, after all, a huge embarrassment to an organisation that needed to convince its public that their electronically calculated phone bills were accurate and Schneider, even under lock and key, still posed a considerable threat. All charges were dropped after he gave the phone company a secret briefing on the loopholes in their system.
- C** The legend of Jerry Schneider lives on in the corporate memory of every major US firm, haunting them when noughts are added to the paychecks of imaginary staff. His picture also hangs on the walls of hundreds of hackers operating in clandestine cyber-space.
- D** The case that brought the potential for computer fraud to the attention of an unsuspecting public was that of Jerry Schneider. He became a millionaire by defrauding the master computer of the Pacific Bell Telephone company in Los Angeles. Schneider's crime is still unsolved. It remains a mystery as to exactly how he fooled the electronic brain.
- E** Accepting illicit instructions, the computer dispatched expensive goods to destinations throughout the region. A typical order, for example, would be sent to a pavement beside a manhole cover where delivery drivers dumped the bulky crates, assuming another crew would arrive later and begin installation.
- F** In the criminal's quest for illegal perfection, many have found a willing new accomplice who never gets nervous about being caught and punished, who leaves no fingerprints and never demands a share of the loot. The computer, an electronic brain without morals or scruples, is the perfect partner in crime.
- G** Business boomed until an employee, angered at not being given a pay rise, tipped off the police. Even with a red-handed suspect in custody, however, officials of the phone company simply could not conceive that Schneider had milked them of \$1 million worth of stock in less than a year.
- H** Those who took advantage of such peculiar insight from first-hand experience were soon to discover that they had already been robbed blind, losing millions through computer manipulation to culprits who could never be traced. All evidence of these crimes had long since been erased.



## Part 7

You are going to read some opinions from an article about maintaining a healthy lifestyle. For questions **44-53**, choose from the people (**A-D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

---

**Which person gives each of these opinions about health?**

- |   |                 |
|---|-----------------|
| It's a good idea to be a bit sceptical.                               | <b>44</b> ..... |
| The current interest in health is not completely genuine.             | <b>45</b> ..... |
| There is a lot of contradictory information.                          | <b>46</b> ..... |
| Modern options may be too complicated.                                | <b>47</b> ..... |
| The best way to be healthy requires considerable sacrifices.          | <b>48</b> ..... |
| There is nothing wrong with occasionally indulging in some bad foods. | <b>49</b> ..... |
| The mental aspects of health are as important as the physical.        | <b>50</b> ..... |
| Some interventions may do as much harm as good.                       | <b>51</b> ..... |
| We must wait some time to know an outcome.                            | <b>52</b> ..... |
| A similar behaviour could benefit most living things.                 | <b>53</b> ..... |

## How can we live a healthy life?

### A Louise

From what I've read, we can do a myriad of things to improve our health. Keeping fit is important in keeping the weight down and keeping active. Eating a healthy diet is vital too, naturally; some people say going vegetarian is healthy, but I don't think I could do it. I do try to cut back on red meat and processed meats like sausages and such to once or twice a week. Of course, smoking and drinking is detrimental. It's becoming incredibly confusing though, because there's such a glut of information out there. One week they tell us we must drink eight glasses of water every day, then they tell us water is irrelevant, but tea drinkers live longer than non-tea drinkers. They tell us chocolate will make us fat and the fat will kill us, then they tell us that chocolate can lower blood pressure and prevent heart disease. They tell us running is critical to heart health, but it will wreck our knees. I've read all manner of things. I try to take it all with a grain of salt.

### B Anna

I'm not a doctor, but I do work in biological research, and I must say that some of the work they're doing with calorie restriction is very interesting. You see, they have quite reliably established that all sorts of animals, from worms to fruit flies to rats, all the way up to primates, have extended healthy lifespans if their calorie intake is restricted considerably – I mean, something like thirty percent below general recommendations – while they continue to get enough nutrients by eating only very high quality foods. Of course, it's easier for laboratory animals. This would be very difficult to implement for most humans. It's not an easy diet to follow, for sure – no more pizza. Some people are trying it already, though, I've read. I think they're part of a study, but it's early days still. We'll have to wait a lifetime, quite literally, to see how they get on.

### C Alan

There's a saying, several maybe, about moderation being the key to this and that. The way I look at it, this is also the key to having a healthy life. Everything in moderation. There's nothing wrong with a piece of chocolate cake once in a while; eating a chocolate cake every day – not so good. Too much coffee is not healthy at all, while some say a cup or two is actually good for you. Conversely, exercise is so important, as everyone knows, but if you get too much, well, the body gets worn out long before it should. So really I think, the way I look at it, a bit of anything is fine, and too much of anything is foolhardy. A varied diet is important, and doing various activities throughout the day. Try new things; if the mind is alert and interested, health follows. And being happy is the most important of all, I think.

### D Ronald

I think our whole search for the healthy lifestyle is a bit contrived. It comes from an overabundance of leisure time and a tendency to hypochondria. For most of human history, we were content to have a meal on the table, and escape dying from the plague, and maybe procure a new suit of clothes once in a while. Now, we have choices. We have antibiotics, we have the supermarket, and we have all sorts of vitamin pills and supplements. Does it really matter what brand of multivitamin supplement you take? Will one extend your life by six months and the next by two years? I doubt it. I think, in general, people need to stop dwelling on their health so much and just get on with it and live their lives. That pharmaceutical product you're taking to lower your risk of heart disease might just end up increasing your risk of cancer. We really don't know, but worrying about it will surely lower your quality of life!

## PRACTICE TEST 1

### Paper 2 – Writing (1 hour 30 mins)

#### Part 1

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240-280 words on the separate answer sheet.**

**1**

#### **Self-Reliance is the Way Forward**

When disaster strikes, it is only natural for individuals and nations to want to help victims of floods, drought and earthquakes by sending food and medical aid. The countries affected the hardest are normally the poorer, less developed nations of the world. Already burdened by poverty and debt, these acts of charity can be true life-savers at times of crisis. However, providing charity on a regular basis or even going as far as cancelling third world debt would only be detrimental to their future development and social progress. What these countries need is to learn to rely on themselves and act on their own initiatives rather than depend on a continuous flow of handouts.

#### **The Poor are Subsidising the Rich**

Debt has crippled many developing countries. It is often the result of loans taken out by prior, often corrupt, rulers. The people have not benefited, and now face poorer and poorer living standards as precious resources are diverted to debt repayment, at very high interest rates. These countries are repaying billions of dollars that could be going to developing infrastructure, healthcare and education. In addition, environmental issues and debt are closely related. Not only do indebted countries cut back on social, health, and other important programs, but they also feel that they need to exploit the earth's resources for the cash that is so desperately needed. Resolving debt-related issues would therefore indirectly help mitigate environmental damage.

Write your **essay**.

## Part 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **280-320** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

---

- 2** A monthly guide to local entertainment and cultural events is looking for articles from its readers for its 'Eating Out' section. It has asked readers to contribute articles on a different and enjoyable eating out experience, giving reasons why the restaurant would appeal to readers with similar tastes.

Write your **article**.

- 3** You work as a volunteer in your spare time for a local environmental campaign group. A documentary was recently shown on national TV which was critical of your local government's environmental record. Write a review of the documentary for the next monthly issue of your organisation's magazine.

Write your **review**.

- 4** You have just been appointed social events organiser for the Social Club of your language school. Write a letter to students to be published in the school magazine praising the work done by the previous holder of the post and describing the kinds of activities and events you hope to run throughout the year. Your letter should include details of the charities chosen to benefit from money raised by the events.

Write your **letter**.

## PRACTICE TEST 1

### Paper 3 – Listening (*approx. 40 minutes*)

#### Part 1

You will hear three different extracts. For questions **1-6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

#### Extract One

You hear a man talking about some of the problems he has because of his short-sightedness.

- 1 What are his misreadings sometimes related to?
  - A words in small print
  - B his prejudices
  - C how he feels
  
- 2 How does he feel about his problem?
  - A concerned
  - B amused
  - C insecure

#### Extract Two

You hear the introduction of a documentary on the world of robots.

- 3 The presenter implies that people often associate robots with
  - A amateur enthusiasts.
  - B large industrial towns.
  - C lazy scientists.
  
- 4 In contrast to developments in the rest of the world, Japan is developing robots which
  - A are of a much smaller size.
  - B are designed for domestic use.
  - C do not require large capital investment.

**Extract Three**

You hear a historian describing an epic voyage of the British explorer Sir Ernest Shackleton.

**5** The crew survived the first phase of the ordeal by

- A** breaking up the ship.
- B** maintaining their morale.
- C** building up their supplies.

**6** The presenter ironically implies that

- A** nowhere was explored.
- B** the crew resorted to cannibalism.
- C** the story has been exaggerated.



## Part 2

You will hear a radio feature on the origins of common words in English. For questions 7-15, complete the sentences with a word or short phrase.

Pamela suggests that words similar in so many languages originate in a common source dating from

approximately

7

These words are used in languages in every corner of the world regardless of a people's

8

A common language which predates

9

is thought to be  
the source of these words.

Grimm's contribution was to show that both

10

characterise the process of historical change in language.

It is the efforts of linguists rather than those of

11

that has led to our understanding of our Indo-European roots.

Research into the words used in ancient times gives insights into the kind of

12

that had evolved.

The existence of an ancient word for plough suggests our ancestors were not

13

Pamela suggests that

14

led to the migration  
of Indo-Europeans.

It is likely that our early ancestors speculated about

15

as we do today.

### Part 3

You will hear an interview with Simon Lessing, a leading expert on the phenomenon of modern piracy. For questions **16-20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

- 16** What distinguishes modern pirates from those of previous generations is
- A** the degree of advanced planning.
  - B** that they use more than one form of weaponry.
  - C** that victims are often murdered.
  - D** the targeting of ships with a certain type of crew.
- 17** Common sources of information for pirate gangs are people who
- A** work for shipping companies.
  - B** operate computer networks.
  - C** work for multinational corporations.
  - D** handle the payroll.
- 18** In Lessing's view, the problem with 'flags of convenience' is that they
- A** are bought for a low registration fee.
  - B** can be used at open sea.
  - C** make hijacked ships harder to identify.
  - D** help pirates identify easy targets.
- 19** Lessing implies that piracy is a more widespread problem than it used to be because
- A** of the forms of disguises pirates now adopt.
  - B** it affects more than just merchant vessels.
  - C** the method of counting and recording incidents has changed.
  - D** pirates have stopped targeting major sea lanes.
- 20** Lessing feels that romantic notions of pirates
- A** have never been accurate.
  - B** still apply to modern piracy in some of its forms.
  - C** are appropriate to those who used riddles to indicate the location of their loot.
  - D** persist in modern times because of hidden treasure.

## Part 4

You will hear five short extracts in which veterinary students talk about issues involving the health and well-being of animals.

### Task One

For questions **21-25**, choose from the list (**A-H**) what issue the speaker is most concerned about.

### Task Two

For questions **26-30**, choose from the list (**A-H**) what problem each speaker identifies.

**While you listen, you must complete both tasks.**

**A** abandoned animals

**B** exploitation of strays

**C** sterilization of pets

**D** extinction

**E** the spread of disease

**F** factory farming

**G** invasive medical treatment

**H** vegetarianism

Speaker 1  **21**

Speaker 2  **22**

Speaker 3  **23**

Speaker 4  **24**

Speaker 5  **25**

**A** a lack of profit

**B** a lack of responsibility

**C** a lack of personal relevancy

**D** unethical profits

**E** social controversy

**F** poor living conditions

**G** insufficient medical knowledge

**H** prolonging suffering

Speaker 1  **26**

Speaker 2  **27**

Speaker 3  **28**

Speaker 4  **29**

Speaker 5  **30**

# PRACTICE TEST 1

## Paper 4 – Speaking (approx. 16 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (2 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 129 together. There are two stages in this part.

#### Stage 1

Here are some advertisements of products. Look at pictures 2 and 4 on page 129 and talk together about the kind of people each advertisement is targeting.

#### Stage 2

Now look at all the pictures. Imagine that these advertisements have been brought to the attention of the Advertising Standards Authority by people who object to their content. Talk together about what people might find objectionable in them. Then decide which advertisement you find the most objectionable.

### Part 3 (10 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### Our World

Candidate A will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas on the card to use, if the candidate wishes.

##### Prompt Card (a)

**In what ways are human activities harming the planet?**

- deforestation
- waste
- industry

Candidate B will then be asked a question related to the topic:

- *Is the world a safer place today than it was fifty years ago?*
- Then, the Interlocutor will invite Candidate A to join in using the following prompt:
- *What do you think?*

Candidate B will then be given **prompt card (b)** and asked to discuss it for two minutes.

There are also some ideas on the card to use, if the candidate wishes.

##### Prompt Card (b)

**How have advances in science and technology improved the quality of life?**

- communication
- public health
- transportation

Candidate A will then be asked a question related to the topic:

- *What new technology do you find most useful?*
- Then, the Interlocutor will invite Candidate B to join in using the following prompt:
- *How about you?*

The test will then be concluded with a number of general questions about the topic:

- *Are some countries right to regulate the Internet?*
- *What do you think poses the greatest danger to our natural environment?*
- *Do ordinary citizens in your country recycle things?*
- *Has people's health generally improved over the last decades?*

# CPE Practice Tests

# 1

**CPE Practice Tests** is a set of six complete practice tests written in line with the specifications for the revised Certificate of Proficiency in English (CPE) examination (introduction March 2013). This set of tests, written by experienced examinations authors, provide comprehensive coverage of the type of language points and individual skills focuses targeted in the examination and, taken together, offer thorough practice in the tasks contained in each of the four papers.

## Key features of Student's Book:

- Six full practice tests for the revised CPE examination
- Introductory section providing a comprehensive overview of each of the four papers
- Wide range of authentic texts drawn from a variety of sources in line with CPE specifications
- Thorough coverage of discrete language and skills focuses targeted in the examination across the six tests
- Full colour visual prompts for each Paper 4
- Audio CDs containing all Paper 3 material in test simulation format

## Features of Key:

- Complete answers and suggested answers to all sections including Speaking Paper 4
- Model answers to all Paper 2 writing questions

## Components:

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- Audios (downloadable)



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