



2

CPE Practice Tests

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Student's Book



Express Publishing

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Introduction

CPE Practice Tests 2 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 2 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.

Cambridge Level Five

Certificate of Proficiency in English (CPE)

Cambridge Level Four

Certificate in Advanced English (CAE)

Cambridge Level Three

First Certificate in English (FCE)

Cambridge Level Two

Preliminary English Test (PET)

Cambridge Level One

Key English Test (KET)

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

Paper 1	<i>(1 hour 30 mins)</i>		
Reading & Use of English	7 parts		
Paper 2	<i>(1 hour 30 mins)</i>		
Writing	2 parts		
Paper 3	<i>(approximately 40 mins)</i>		
Listening	4 parts		
Paper 4	<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 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 30)

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.

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** appropriated **B** captured **C** annexed **D** mastered

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

Australian Cinema

Thirty years ago, the New Australian cinema **(0)**~~B~~.... the attention of the world with heroic stories set in the late-nineteenth and early-twentieth centuries. They were tales of the formation of a national **(1)**, of the recent settlers' transactions with their strange new world and its frighteningly mystical inhabitants. When this vein was **(2)**, local film makers left home or turned to the problematic present of people living lives of noisy desperation in the **(3)** suburbs of the big coastal cities, home to most Australians. As television series, these cosy, unheroic stories **(4)** worldwide popularity, but relatively few films of this sort have found success elsewhere, except for a small **(5)** among which are these **(6)** accomplished and calculatedly theatrical films. They are loving assemblages of **(7)** and clichés from the musicals of the past, produced with an exuberance that **(8)** the audience up in uncritical enjoyment.

- | | | | | | | | | |
|----------|----------|-------------|----------|----------|----------|------------|----------|------------|
| 1 | A | personality | B | unity | C | identity | D | parity |
| 2 | A | exhausted | B | drained | C | emptied | D | squandered |
| 3 | A | lounging | B | stooping | C | stretching | D | sprawling |
| 4 | A | reached | B | achieved | C | fulfilled | D | managed |
| 5 | A | dusting | B | handful | C | few | D | bit |
| 6 | A | deeply | B | heavily | C | highly | D | widely |
| 7 | A | conventions | B | mores | C | protocols | D | manners |
| 8 | A | sweeps | B | cleans | C | brushes | D | carries |

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

F	A	R															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

AN INFLUENTIAL MAN

Born in Switzerland in 1875, Carl Gustav Jung's early life was (0)FAR..... from conventional. The (9) child of a country pastor with waning religious convictions and a spiritualist mother (10) conversed with ghosts, Jung felt alienated and lonely as a child. He spent his life trying to understand the nature of the human psyche, to probe the human mind to see what lurked beneath. (11) he found helped form the foundations of modern psychology, identifying such familiar concepts as introversion and extroversion as (12) as complexes. Jung went (13) than the mainstream of science. He delved into ancient myths and religions and the esoteric literature of alchemy and astrology. (14) his research, he discovered recurrent images that he argued revealed the existence of a 'collective unconscious' we all share. Such findings have made his work influential in fields well (15) psychology, permeating literature, religion and culture. Today Jungian analysis attracts a steady stream of patients seeking solace from the personal difficulties in their lives. With more people than (16) discovering that 'success' often fails to bring happiness, the importance of Jung's efforts to find contentment have never been clearer.

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**

E	S	T	A	B	L	I	S	H	M	E	N	T					
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--

Coffee

Today's café is a small eating and drinking **(0)** **ESTABLISHMENT**, yet, **ESTABLISH**
(17) it was a coffee house which served only coffee. The **HISTORY**
 English term, café, borrowed from the French, is ultimately a
(18) of the Turkish kahve, meaning coffee. The **DERIVE**
 introduction of coffee and coffee drinking to Europe provided a much needed
 focus for the social **(19)** of the middle classes. The first **ACT**
 café is said to have opened in Constantinople in 1550. By the end of the 17th
 century coffee houses had opened across Europe. From the mid 17th century
 and for the next 200 years the most **(20)** in Europe were the **PROSPER**
 coffee houses of London. These flourished as meeting points for endless
 discussions of the latest news, indulging in raucous **(21)** **AGREE**
 and for the **(22)** business of buying and selling **LUCRE**
 insurance ships, stocks and commodities. They were also informal stations for
 the collection and distribution of packets and letters. At about the same time,
 the French café was at its zenith as a gathering place for artists and
(23) and it continued to be an important social institution **INTELLECT**
 in France throughout the 20th century. Nowadays, with the rise in popularity of
 different types of coffee, such as espresso and latte, large numbers of outlets
(24) in coffee have opened. **SPECIAL**

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** Louise should have been given more time to complete her thesis.

insufficient

Louise thesis.

0	<i>was given insufficient time to complete her</i>
----------	----------------------------------------------------

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

- 25** We have to think carefully about our other expenses before we decide to buy a new car.

taken

Our other expenses before we decide to buy a new car.

- 26** She believed she was very likely to win the scholarship.

chance

She believed the scholarship.

- 27 Yesterday, I seemed to do nothing but answer the phone.

spend

Yesterday, I seemed the phone.

- 28 It seems that Amy was offended by what you said.

offence

Amy what you said.

- 29 We are unlikely to have nice weather for our picnic tomorrow.

prospect

There is for our picnic tomorrow.

- 30 We are able to afford a holiday as I was promoted.

result

As, we are able to afford a holiday.

Part 5

You are going to read an extract which discusses the work of a famous conservationist. 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**.

Leakey's Achievement

Although he made his name with his archaeological finds of early humans, Richard Leakey became famous as the conservationist who turned the tide against elephant poaching. Bringing the slaughter of Kenya's elephants under control required a military solution, and Leakey was not afraid to apply it. Many poachers were killed, giving Leakey a reputation for being a cold-blooded obsessive who put animals before people. Moreover, his efforts to eradicate corruption in Kenya's wildlife management system won him many enemies.

But the birth of the Kenya Wildlife Service (KWS), the eradication of elephant poaching and the ban on the international trade in ivory are his legacy, and they form the basis of *Wildlife Wars*. This surprisingly personal memoir has much to tell about the fragile relationships between conservationists and governments. It is a story not only of Kenya, but of the continuing cost of trying to save the world's wildlife from extinction.

Life for the average person in Africa is tough, and basic needs are far from being met. This is the background against which Leakey fought his war, and he constantly refers to the threat poverty poses to the preservation of Africa's spectacular wildlife. Leakey's argument, here and in recent lectures, is that national parks managed exclusively for biodiversity protection must be created, and that this protection of our wildlife heritage should be funded by international sources.

However, in the early 1990s the development agencies favoured "community-based" conservation. Leakey's stand on the protection of parks was seen as a lack of respect for local communities, and used against him when he resigned as head of the KWS in 1994. Recently donors and conservationists have come to recognise the limitations of purely local conservation programmes; there is a growing consensus that the poor are unlikely to manage wildlife resources wisely for the long term because their needs are immediate.

Wildlife Wars continues where Leakey's memoir *One Life* left off. It spans a 13-year period, beginning in 1989 when Leakey became head of the KWS. Then the elephant slaughter was at its height across Africa; it is estimated that between 1975 and 1989 the international markets for ivory in Europe, the United States and Asia led to the death of 1.2 m elephants, slaughtered for their ivory to make piano keys, games and fashion accessories. Kenya's herds were reduced by more than 85% by armed poachers, who turned their guns on anything and anyone. To stop this killing required changing the perceptions of ivory users so as to eliminate the markets, as well as mounting an armed force against the poachers.

With both humour and seriousness, Leakey explains the sacrifices he had to make in order to see his vision succeed. Despite the gravity of the situation, Leakey makes light of the sometimes comical circumstances, although it is clear that his life was at risk many times and he worked under tremendous pressure. For many, however, the real question is why this palaeoanthropologist should risk his life for wildlife. The answer may lie in Leakey's own depiction of himself, although obviously aggressive and driven while running KWS, as essentially reflective. Presenting in moving terms his introduction to elephant emotions and society, he describes his outrage at the moral and ethical implications of poaching and culling for ivory, arguing that elephants, apes, whales and dolphins have emotions so like those of humans that they deserve to be treated as such.

Hard-core wildlife groups sniggered at his 'bunny-hugging' tendencies, but they underestimated his impact. It is impossible to put a value on Leakey's work during those years. As the elephant population began to recover, Kenya's tourist industry revived to become the country's main source of revenue. An international awareness campaign centred on an ivory bonfire, which led to the ban on ivory trade and the collapse of ivory prices.

- 31 Richard Leakey is best known for
- A increasing wildlife budgets.
 - B successfully stopping illegal hunting.
 - C removing the ban on the ivory trade.
 - D helping to identify man's origins.
- 32 In paragraph 3, Leakey makes the point that
- A conservation should be a global responsibility.
 - B a war must be fought against poverty.
 - C Africa's wildlife is an international attraction.
 - D there is insufficient money to establish parks.
- 33 It is now becoming accepted that
- A Leakey had no regard for local communities.
 - B conservation programmes should be under local control.
 - C donors have not yet received sufficient recognition.
 - D poverty makes regional conservation programmes unreliable.
- 34 The writer says that between 1975 and 1989
- A the perceptions of the use of ivory changed.
 - B elephants were used to make piano keys.
 - C the elephant population was decimated.
 - D demand for ivory began to decrease.
- 35 What does the writer imply in the last paragraph?
- A A disease had affected elephants.
 - B Leakey's views are overly sentimental.
 - C Leakey's success is in doubt.
 - D Leakey's work had wide-ranging effects.
- 36 This passage is taken from
- A an article about endangered species.
 - B a book about Richard Leakey.
 - C an article about Kenya.
 - D a book review.

Part 6

You are going to read an extract from a novel. 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.**

Summer

The small, bright lawn stretched away smoothly to the big, bright sea. The turf was hemmed with an edge of scarlet geranium and coleus, and cast-iron vases painted in a chocolate colour, standing at intervals along the winding path that led to the sea, looped their garlands of petunia and ivy geranium above the neatly raked gravel.

37

A number of ladies in summer dresses and gentlemen in grey frock-coats and tall hats stood on the lawn or sat upon the benches. Every now and then, a slender girl in starched muslin would step from the tent, bow in hand, and speed her shaft at one of the targets, while the spectators interrupted their talk to watch the result.

38

The Newbury Archery Club always held its August meeting at the Beauforts'. The sport, which had hitherto known no rival but croquet, was beginning to be discarded in favour of lawn-tennis. However, the latter game was still considered too rough and inelegant for social occasions, and as an opportunity to show off pretty dresses and graceful attitudes, the bow and arrow held their own.

39

In New York, during the previous winter, after he and May had settled down in the new, greenish-yellow house with the bow-window and the Pompeian vestibule, he had dropped back with relief into the old routine of the office. The renewal of his daily activities had served as a link with his former self.

40

At the Century, he had found Winsett again, and at the Knickerbocker, the fashionable young men of his own set. And what with hours dedicated to the law and those given to dining out or entertaining friends at home, with an occasional evening at the opera or the theatre, the life he was living had still seemed a fairly real and inevitable sort of business.

41

But the Wellands always went to Newport, where they owned one of the square boxes on the cliffs, and their son-in-law could adduce no good reason why he and May should not join them there. As Mrs. Welland rather tartly pointed out, it was hardly worthwhile for May to have worn herself out trying on summer clothes in Paris, if she was not to be allowed to wear them; and this argument was of a kind to which Archer had as yet found no answer.

42

It was not May's fault, poor dear. If, now and then, during their travels, they had fallen slightly out of step, harmony had been restored by their return to conditions she was used to. He had always foreseen that she would not disappoint him; and he had been right. No, the time and place had been perfect for his marriage.

43

He could not say that he had been mistaken in his choice, for she fulfilled all that he had expected. It was undoubtedly gratifying to be the husband of one of the handsomest and most popular young married women in New York, especially when she was also one of the sweetest-tempered and most reasonable of wives; and Archer had not been insensible to such advantages.

- A** May herself could not understand his obscure reluctance to fall in with so reasonable and pleasant a way of spending the summer. She reminded him that he had always liked Newport in his bachelor days, and as this was indisputable, he could only profess that he was sure he was going to like it better than ever now that they were to be there together. But as he stood on the Beaufort verandah and looked out on the brightly peopled lawn, it came home to him with a shiver that he was not going to like it at all.
- B** In addition, there had been the pleasurable excitement of choosing a showy grey horse for May's brougham (the Wellands had given the carriage). Then, there was the abiding occupation and interest of arranging his new library, which, in spite of family doubts and disapproval, had been carried out as he had dreamed, with a dark-embossed paper, an Eastlake book-case and "sincere" armchairs and tables.
- C** The next morning Archer scoured the town in vain for more yellow roses. In consequence of this search, he arrived late at the office, perceived that his doing so made no difference whatever to anyone, and was filled with sudden exasperation at the elaborate futility of his life. Why should he not be, at that moment, on the sands of St. Augustine with May Welland?
- D** Newland Archer, standing on the verandah of the Beaufort house, looked curiously down upon this scene. On each side of the shiny painted steps, was a large, blue china flowerpot on a bright yellow china stand. A spiky, green plant filled each pot, and below the verandah ran a wide border of blue hydrangeas edged with more red geraniums. Behind him, the French windows of the drawing rooms through which he had passed gave glimpses, between swaying lace curtains, of glassy parquet floors islanded with chintz pouffes, dwarf armchairs, and velvet tables covered with trifles of silver.
- E** Archer looked down with wonder at the familiar spectacle. It surprised him that life should be going on in the old way when his own reactions to it had so completely changed. It was Newport that had first brought home to him the extent of the change.
- F** Archer had married (as most young men did) because he had met a perfectly charming girl at the moment when a series of rather aimless sentimental adventures were ending in premature disgust; and she had represented peace, stability, comradeship, and the steadying sense of an inescapable duty.
- G** Half-way between the edge of the cliff and the square wooden house (which was also chocolate-coloured, but with the tin roof of the verandah striped in yellow and brown to represent an awning), two large targets had been placed against a background of shrubbery. On the other side of the lawn, facing the targets, was pitched a real tent, with benches and garden-seats about it.
- H** Newport, on the other hand, represented the escape from duty into an atmosphere of unmitigated holiday-making. Archer had tried to persuade May to spend the summer on a remote island off the coast of Maine (called, appropriately enough, Mount Desert) where a few hardy Bostonians and Philadelphians were camping in native cottages, and whence came reports of enchanting scenery and a wild, almost trapper-like existence amid woods and waters.

Part 7

You are going to read four extracts which are all connected with exploration and discovery. For questions **44-53**, choose from the sections (**A-D**). The sections may be chosen more than once.

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

In which section are the following mentioned?

the extremely frugal lifestyle of a researcher	44
the problems associated with the continued preservation of a site	45
the availability of funds for particular types of researchers	46
an ability to navigate an area without technological help	47
a description of an ancient piece of sculpture	48
a summary of a region's historical culture	49
the suffering travellers endured on a journey	50
the promotion of interdisciplinary cooperation	51
the discovery of a lost monument	52
preventing the destruction of an ancient site	53

Exploration and Discovery

A Travelling Across the Desert

Crossing the Sahara is a dangerous business. George-Marie Haardt needed no reminder of this. During the desert leg of his 1924 expedition's 15,000 mile trip, the expedition's eight trucks travelled for 330 miles without finding a drop of water. 'Any breeze there is, becomes a torment,' the team reported. 'We are suffocated, saturated with dust; we could almost believe ourselves to be like men turned into red brick.' Writer Donovan Webster confirms this. 'People die all the time,' he says. 'That's why you go with someone you trust.' Don reckoned a little technology wouldn't hurt, though. 'When I mentioned to my guide, a Tuareg tribesman from Niger, that I had a GPS (global positioning system) receiver to help us navigate, he said he didn't need it,' says Don. 'I've got TPS,' he told me — 'Tuareg positioning system.' And he did! He could find his way anywhere just by seeing ripples in the sand. He was as interested in my world as I was in his,' Don recalls. 'When I showed him a photo of my kids at Niagara Falls, he wanted to keep it. He thought the kids were sweet — but couldn't imagine that much water in the world.'

B The Lady of the Lines

Maria Reiche, a German mathematician, devoted fifty years of her life to protecting and studying the Nazca lines of the Inca. Born in Dresden in 1903, she arrived in Peru, became fascinated by the Inca culture and initially found archaeological work. It was when, however, she overheard someone discussing giant figures carved into the ground south of Lima that she found what was to become her life's work. Instantly mesmerised by these strange objects, she began to study them alone. 'I walked along them to understand their meaning,' she said. 'I noticed that they formed figures, a spider, a monkey, a bird.' After surveying around 1,000 lines, she wrote her book *Mystery of the Desert*, published in 1949. In order to spend more time with the geoglyphs, she set up home on the edge of the desert, living off fruit and nuts and sleeping under the stars. If vandals dared to set foot near the lines, she shooed them away, so determined that the lines should be preserved that when plans were made to flood the area for agricultural use, she successfully blocked the move. Her tireless work has now resulted in the Nazca lines having been declared a World Heritage Site and she is regarded by some as a national heroine; she is Saint Maria, 'Lady of the Lines'. When she died in 1998 aged 95, the question arose of who would now protect the lines, which were becoming increasingly threatened by vandals, looters, irresponsible tourists and changing weather patterns. Fortunately, however, the UN's cultural agency has recently donated a substantial amount for their long-term conservation.

C Marine Research

The World Centre for Exploration has been running since 1904. Our international, professional society has been a meeting point and unifying force for explorers and scientists worldwide. The Explorers Club is dedicated to the advancement of field research, scientific exploration, and the ideal that it is vital to preserve the instinct to explore. We foster these goals by providing research grants, educational lectures and publications, expedition planning assistance, exciting adventure travel programmes, and a forum where experts in all the diverse fields of science and exploration can meet to exchange ideas. March will mark the fifth year of the running of the Kosa Reef Protection Project. The project is a joint effort by Kosa Marine resources, an international group of volunteer divers, and island support staff. Divers prepare fish inventories, photo and video records, and take scientific measurements documenting reef status. For the first time, this year's team will employ protocols developed by the international organisation 'Reef Check'. The Explorers Club also offers modest expedition grants for expeditions that forge links between space and earth exploration. Expeditions working in extreme environments or using satellite and space related technologies should contact us at the following address.

D Bahariya's Tombs

After 2,600 years, a desert oasis yields the long-sought tombs of its legendary governor and his family. The streets of El Bawiti, the largest town in Bahariya Oasis, are busier now. Hotels have been built since more than 200 Graeco-Roman mummies were discovered nearby. Yet, El Bawiti hid an older secret. The tombs of Bahariya's legendary governor, Zed-Khons-uef-ankh, his father, and his wife were discovered in a maze of chambers beneath local homes. Archaeologists had been looking for Zed-Khons-uef-ankh ever since the tombs of three of the governor's relatives were discovered in 1938. Zed-Khons-uef-ankh ruled Bahariya during Egypt's 26th dynasty, a time when the isolated oases of the Western Desert were strategically important buffers against invaders. Bahariya, with governors who were wealthy men with connections to the throne, flourished at the crossroads of caravan routes. Zed-Khons-uef-ankh, a man whose power to move men and material is most evident in the two mammoth stone sarcophagi that were transported across miles of sand and wasteland to his oasis tomb, had a chapel built in a temple nearby, with a relief depicting him as large as the pharaoh, a bold assertion from a powerful man we now know better.

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**Zoological Revolution**

The role of the zoo has undergone a dramatic shift. The growing recognition that zoos ought to be in the vanguard of the fight against the devastation of our natural world began in the 1960s when Jersey Zoo was set up to breed endangered species. As a result, the breeding of animals in captivity is now a complex science, with zoos around the world coordinating their efforts to avoid the genetic dangers of inbreeding in small populations. Nonetheless, the impact of captive breeding programmes on the outlook for endangered species is probably minimal.

Changing Zoos

Zoos today are re-evaluating their purpose following growing awareness of the need for a greater role in conservation. This role generally involves the captive breeding of endangered species but, owing to the rapid disappearance of wild habitats, there is little hope for a widespread release of these animals, only that the existing stock of endangered species may be maintained. Many would argue that, because of the cost and limited impact of captive breeding, zoos should drop their breeding programmes and focus on protecting animals in their wild habitats. Thankfully, in-situ habitat protection is becoming a major part of the work of many zoos.

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 national TV channel has just begun the broadcast of a new reality TV show. You have been asked to write a review of the show for a local magazine. Write a review and say why these shows are so popular with some people and very unpopular with others.

Write your **review**.

- 3** Your local town council has recently upgraded the town centre, including the building of a new shopping centre, pedestrianising the town centre streets and improving transport links from outlying areas. The council have invited reports from local people on the improvements. In your report comment on improvements made and whether they will have a positive or negative effect on the lives of local people.

Write your **report**.

- 4** A business magazine has invited readers to contribute an article entitled *Why It's Good To Be Your Own Boss*. Write an article describing what kind of company you would like to set up and the advantages and disadvantages of running your own business.

Write your **article**.

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 gardening expert talking about her latest project.

- 1** What does the expert say about foliage plants?
 - A** They are very versatile.
 - B** They need little attention.
 - C** They are cheap and attractive.

- 2** The broadcast is aimed at people
 - A** who suffer from allergies.
 - B** who want background plants.
 - C** who neglect their gardens.

Extract Two

You hear a couple talking about their house.

- 3** The couple bought the farmhouse because they thought
 - A** it was reasonably priced.
 - B** it was in bad condition.
 - C** it could be improved.

- 4** Using recycled wood made the kitchen look
 - A** warm and sunny.
 - B** more established.
 - C** ultra modern.

Extract Three

You hear a man talking about his business.

- 5** What does the speaker do?
- A** He supplies props for TV productions.
 - B** He writes scenarios for TV serials.
 - C** He sells items of stationery.
- 6** His new enterprise turned out to be both
- A** engaging and meaningful.
 - B** appealing and profitable.
 - C** exciting and constructive.

Part 2

You will hear a report on how English has become a global language. For questions 7-15, complete the sentences with a word or short phrase.

The spread of English around the globe means it is now termed a 7 .

English first started to spread when explorers made 8 to the other side of the world.

The influence of Britain in the past and the influence of American businesses are the 9 which give English its present significance.

The number of people whose 10 is English is significantly greater in the USA than in the UK.

It is difficult to 11 the communicative functions of English in some countries.

It is sometimes suggested that English is 12 superior to other languages.

People tend to judge languages using subjective rather than 13 .

English sentence structure is 14 .

Language success is 15 on a variety of different things.

Part 3

You will hear an interview with Maria Stefanovich, co-founder of a creativity group which organises workshops for executives. For questions **16-20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.

- 16** Corporations appreciate mask-making workshops because
- A** no one wants negative faces at the office.
 - B** unhappy employees won't come to work.
 - C** they realise how their employees see them.
 - D** their employees change their approach.
- 17** Companies are turning to creative workshops because they have acknowledged that
- A** unproductive employees are a financial burden.
 - B** the traditional work environment has its limitations.
 - C** there is an increase in absenteeism.
 - D** employees are working too hard without enjoying it.
- 18** The employees at the firm 'Play'
- A** change positions frequently to lessen boredom.
 - B** have business cards indicating their jobs.
 - C** dress up like comic book characters.
 - D** do not have stereotyped ideas about their jobs.
- 19** The companies that show most interest in creative workshops are surprising because
- A** they usually have creative employees to begin with.
 - B** their employees are the ones who have to present regularly.
 - C** there are many other exciting workshops they would prefer.
 - D** their employees should be used to being funny.
- 20** Maria mentions the traditional companies that have held workshops in order to
- A** boast about the clients her company has helped.
 - B** show that they have a narrow list of clients.
 - C** downplay the serious reputations of the firms.
 - D** point out the diversity of those trying different approaches.

Part 4

You will hear five short extracts in which different people are talking about how they travel.

Task One

For questions **21-25**, choose from the list (**A-H**) how each speaker prefers to travel.

Task Two

For questions **26-30**, choose from the list (**A-H**) what each speaker says about the advantages of the way they travel.

While you listen, you must complete both tasks.

A in an unhurried way
when it's for leisure

B only for business, never
for pleasure

C with the bare minimum
of belongings

D using their own personal
transport

E by taking extended
independent holidays

F by avoiding long
distance travel

G on package holidays

H without taking any
luggage

Speaker 1

	21
--	----

Speaker 2

	22
--	----

Speaker 3

	23
--	----

Speaker 4

	24
--	----

Speaker 5

	25
--	----

A not having to queue up
at airports

B the short and relaxing
journeys

C getting a deep insight
into places they visit

D learning new languages

E getting a real feeling of
liberty

F avoiding delays on
arrival

G experiencing the slow
pace of the journey

H enjoying the thrill of
danger

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 certain aspects of your personal life; where you are from, what you do for a living, where you go to school, your hobbies and your general opinion on certain topics.

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 photographs depicting people with different lifestyles. Look at pictures 2 and 4 on page 129 and talk together about the different ways of life the people shown here might have.

Stage 2

Now look at all the pictures. Imagine these photographs will be part of an advertising campaign for a new product. Talk together about the kind of product each of these photographs could be used to promote and select the best photograph for an advertising campaign.

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.

Tourism

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)

Why is tourism important today?

- international understanding
- national economies
- improvement of facilities

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)

Why do tourists come to your country?

- natural beauty
- entertainment
- history

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

- How does tourism benefit local people and economies?

Then the Interlocutor will invite Candidate A to join in using the following prompt:

- What do you think?

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

- Is tourism affordable in your country?

Then the Interlocutor will invite Candidate B to join in using the following prompt:

- Do you agree?

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

- What negative effects might an increase in tourism produce?
- How has tourism affected the diet of local people?
- How successful would eco-tourism be in your country?
- What features could make an area attractive to visitors?

CPE Practice Tests



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:

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