

University of Cambridge ESOL Examinations

Certificate in Advanced English

Information for Candidates

CAE



UNIVERSITY of CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

Information for Candidates – CAE

Why take the Certificate in Advanced English (CAE)?

CAE recognises that you have the ability to communicate with confidence in English and deal with most aspects of everyday life. If your level of English is good enough for most purposes, including business and study, then CAE is the right exam for you.

CAE is an advanced exam, at Level C1 of the Council of Europe's **Common European Framework of Reference for Languages** (CEFR). This means that when you pass CAE, you are able to use English effectively in social and professional situations and in higher education.

Why take a Cambridge ESOL exam?

Develop effective communication skills

- The Cambridge ESOL examinations cover all four language skills – listening, speaking, reading and writing. They include a range of tasks which assess your ability to use English, so that you develop the full range of skills you need to communicate effectively in a variety of contexts.

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- Cambridge ESOL does a lot of research and we test all our questions on candidates before we put them into real examinations. This makes sure that you get the fairest, most accurate assessment of your ability and that the exams are most relevant to the range of uses for which you need English.

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- Universities and employers all over the world recognise Cambridge ESOL exams as a measure of your achievement in English. Whether you are hoping to study architecture in Australia or work in IT in Italy, a Cambridge ESOL examination is a valuable stamp in your passport to success.

University of Cambridge ESOL Examinations (Cambridge ESOL) offers the world's leading range of qualifications for learners and teachers of English. More than 1.75 million people in over 135 countries take Cambridge ESOL exams each year.

What does CAE involve?

This booklet is a brief introduction to CAE. We show examples from each part of the exam, but in some cases we do not show the full text or all the questions. If you would like to see a full sample paper for CAE you can download one from our website at:

www.CambridgeESOL.org/support/downloads/cae_downloads.htm

	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1: Reading	4 parts/approximately 45 questions	1 hour 15 minutes	20%
Paper 2: Writing	2 parts: Part 1 – one compulsory question Part 2 – one of a choice of four	2 hours	20%
Paper 3: English in Use	6 parts/80 questions	1 hour 30 minutes	20%
Paper 4: Listening	4 parts/30–40 questions	45 minutes (approx.)	20%
Paper 5: Speaking	4 parts	15 minutes per pair of candidates	20%

Paper 1: Reading

Time: 1 hour 15 minutes

Part 1

In Part 1, you have to read a single page of text which is divided into sections, or a group of short texts. You also have a series of questions and you have to match each question to the part of the text where you can find the information. In this type of exercise you have to find a particular piece of information, but you don't have to understand every word.

In the example below, you have a newspaper article about emotional intelligence to read and six of the 12 questions which candidates had to answer. The newspaper article is divided into four sections and for each question (1–6) you have to decide in which section (A, B, C or D) of the article this information appears. In the exam, you will have 6–12 more questions like the ones below.

In which section is the following mentioned?

the significance of emotional intelligence in work that is challenging	1
increased accuracy in the way emotional intelligence is described	2
the means by which we are assessed at work having become more comprehensive	3
the fact that emotional intelligence can be combined with other skills to improve people's ability to cope at work	4
areas in which emotional intelligence cannot be expected to offer solutions	5
people having succeeded despite inadequacies in emotional intelligence	6

Emotional Intelligence – The Key to Success

Daniel Goleman examines the 'people skills' that are essential for a place at the top of your profession.

A

The rules for work are changing. We are being judged by a new yardstick – not just by how clever we are, or by our training and expertise, but also by how well we handle ourselves and each other. This yardstick is increasingly used in choosing who will be hired and who will not, who will be passed over and who will not. The new rules can be used to indicate who is likely to become a star performer and who is most prone to mediocrity. And, no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs. These rules have little to do with what we were told at school was important. The ability to do well in examinations is largely irrelevant to this standard. The new measure takes it for granted that we all have enough intellectual ability and technical know-how to do our jobs. It focuses instead on social skills and personal qualities, such as initiative and empathy, adaptability and persuasiveness – the 'people skills' that make up what is now commonly referred to as emotional intelligence.

B

In a time when few guarantees of job security have led to the very concept of a 'job' being rapidly replaced by 'portable skills', personal qualities begin to play an important role in the workplace. Talked about loosely for decades under a variety of names, from 'character' and

'personality' to 'soft skills', there is, at last, a more precise understanding of these human talents as well as a new name for them. 'Emotional intelligence' is generally defined as the ability to monitor and regulate one's own and others' feelings, and to use feelings to guide thought and action. In our work-life it comprises five basic elements: self-awareness, self-regulation, motivation, empathy and adeptness in social relationships. There is a common assumption that it simply means 'being nice'. However, at strategic moments it may demand not 'being nice', but rather, for example, bluntly confronting someone with the uncomfortable truth. Nor does emotional intelligence mean giving free rein to feelings – 'letting it all hang out'. Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goal.

C

More and more businesses are seeing that encouraging emotional intelligence skills is a vital component of management philosophy. And the less straightforward the job, the more emotional intelligence matters – if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have. There are many examples of people who have risen to the top notwithstanding flaws in emotional

intelligence, but as work becomes more complex and collaborative, companies where people work together best have a competitive edge. In the new workplace, with its emphasis on teamwork and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world.

D

Whereas one's IQ undergoes few changes, emotional intelligence continues to develop as we go through life and learn from our experiences; our competence in it can keep growing. In fact, studies that have measured people's emotional intelligence through the years show that most people grow more adept at handling their own emotions and impulses, at motivating themselves and at honing their empathy and social adroitness. There is an old-fashioned word for this growth in emotional intelligence: maturity. Not only can emotional intelligence be learnt, but individually we can add these skills to our tool kit for survival. This is especially relevant at a time when it seems a contradiction to put the words 'job' and 'stability' together. Emotional intelligence is no magic formula for uncompetitive organisations, no guarantee of more market share or a healthier bottom line. But if the human ingredient is ignored, then nothing else works as well as it might.

Part 2

In this part of the Reading paper you have to read a single page of text which has some gaps. This is followed by some extracts and you have to decide which extract best fits each gap. It is important to understand the structure of the text and the development of the theme as this will help you to make your choice. There will always be one extra extract which does not fit any of the gaps.

In the example below we show you part of a magazine article about a first-time author who was extremely successful. There are three gaps in this reduced text and you have to find which of the extracts (A–D) belong in each gap. In the complete task the text was longer and there were three more gaps to fill.

Beginner Takes All

Even before it was published, *The Horse Whisperer* was the hottest book of the year. A first novel by British screenwriter Nicholas Evans, it has earned its author record-breaking sums. He talks here about his inspiration and his triumph

The first months of the year were not kind to Nicholas Evans, screenwriter, producer and aspiring director. The year began badly when *Life and Limb*, a film project he had been working on for months, fell through 'almost overnight'. His disappointment mingled with stomach-churning worry: it had been two years since he had earned any money and the promise of that film had been the only buffer between him and an increasingly irate bank manager.

13

Although he was acting very much on impulse, the seeds for the story had been with him for some time, sown by a farrier he met on Dartmoor while staying with a friend. The farrier had told him the story of a docile horse that had turned, no one knew why, into a fiend. Its owners were desperate until they heard of a gypsy who, simply by talking to the animal, transformed its temperament in a matter of hours. Such men, the farrier said, were known as 'horse whisperers'.

14

'It was a funny time,' he says now. 'I was observing people, but essentially I was alone and I really felt as though my life was falling apart. I'd tried for ten years to make a go of it as a film-maker, and here I was, hugely in debt and wondering how I was going to feed the children, and thinking maybe it was all just folly.'

15

When pushed, he ventured that Evans might get \$30,000 as an advance on the book. 'I had in mind how much I needed to pay off a bit of the overdraft and keep us going, and it was more than that. I'd spent seven months on *The Horse Whisperer*, and there were at least another two to go. \$30,000 was a really difficult figure. I was also advised to write a 12-page synopsis of the remainder of the book.'

...

- A Evans' imagination was captured. He began researching the subject with a view to writing a screenplay – he was, after all, a film-maker. But disillusionment with the film world following the demise of *Life and Limb* prompted him to write the story as a book. And so throughout the spring he drove across the US, stopping at ranches and learning about horses and the men who work with them.
- B 'It's all been such a fairy tale so far, I don't want to spoil it. Writing at that level is a very tough business, and I don't want to become an employee of these people who I like and who have paid me so much money. I'd hate to find myself writing a draft or two and then have them say, "Thanks Nick, but now we'll bring in so-and-so".'
- C He thought that again towards the end of August, by which time he had returned home and written the first half of the book. 'At that point the bank manager was getting really very heavy with us, and I needed to know whether it was worth going on. I plucked up the courage to show it to a friend who was a literary agent; he read it and said it was "fine".'
- D A wise man, finding himself in Evans' position, would have got a job. He could have gone back to being a television executive, or begun a television project that had been on hold. Instead, he made a decision that most people, Evans included, would consider insane. He bought a ticket to America and set off for three months to research his first novel.

Part 3

In Part 3 you have a single page of text to read and this is followed by a series of multiple-choice questions. Each question has four options and you have to find the right answer. The questions follow the order of the information in the text.

In the example below, we show you part of a text about a man who makes furniture and four of the six questions which appeared in the real exam. Read the text and try to decide which answer is the right one (A, B, C or D) in each case.

The Cabinet-Maker

*Charles Hurst makes a living from perfectly crafted furniture.
Joanna Watt meets him*

Charles Hurst gives the impression of being a man in a hurry. I arrive at his workshop, tucked under a railway arch in East London, and am greeted with a quick handshake and the words: 'Well, fire away then!' Whether this brusqueness is real or a front hiding a shy streak is not immediately apparent. But a glance around the workshop reveals that Hurst is obviously busy, with good reason not to waste a minute of his time.

The arched space is full of half-made pieces of furniture and planks of wood in an amazing array of natural colours. Hurst has been a cabinet-maker for ten years and has built up a very nice reputation for himself. His order book is always full for several months in advance, despite the fact that he does not really promote himself. Word has spread that if you want a decent cupboard or table, bookcase or kitchen units, Hurst is your man.

Of course, finding a furniture-maker is not that taxing a task. Wherever you live in the countryside, the craft is alive and well. But finding a cabinet-maker who prides himself on making beautifully crafted furniture with clean, simple

lines is less easy. 'There are few real cabinet-makers now. People call themselves furniture-makers,' Hurst says wearily. As a craftsman who sets himself exacting standards, he is continually disappointed by some contemporary furniture. 'I am amazed by what some furniture-makers get away with, and saddened by what people will put up with.' He rails against shoddy, mass-produced furniture, and craftsmen who churn out second-rate pieces.

Such a quest for perfection is obviously a key to Hurst's success. That and his talent. This man is not coy about his ability. Indeed, his blatant self-confidence is as surprising as his initial brusque manner. 'I have a huge natural ability,' he says, with a deadpan expression. 'I have always been good at making things.' If it were not for the self-deprecating mood into which he slipped towards the end of our interview, I would have believed his conceit to be wholly genuine.

...

- 19 When she arrived at the workshop, the writer
- A was not sure if her first impression of Hurst was accurate.
 - B was offended by the way Hurst introduced himself.
 - C thought that Hurst was pretending to have a lot to do.
 - D thought it was obvious that Hurst did not want to speak to her.
- 20 Hurst has few problems selling his furniture because he
- A advertises locally.
 - B is known to be a skilled craftsman.
 - C uses only natural materials.
 - D has a reputation for being fair.
- 21 What does Hurst think has led to the decline in the craft of cabinet-making?
- A It is a difficult skill to learn.
 - B It is only popular in rural areas.
 - C Consumers will accept poor quality furniture.
 - D Simple designs do not appeal to modern tastes.
- 22 The writer says that when Hurst describes his 'talent', he
- A has a tendency to exaggerate.
 - B reveals a natural sense of humour.
 - C becomes more animated than he usually is.
 - D appears more arrogant than he really is.

Part 4

In Part 4, you have to read a series of questions and a two-page text which is divided into four sections. You have to read each of the questions and decide in which section of the text the information occurs. For some questions, there may be two answers and you can give these in any order.

In the example below, we show you part of a newspaper article about a famous scientist. For each of the questions (25–30), you have to find the section of the article (A–C) which mentions this topic. In the exam, the article is longer and for this example there were 15 more questions like the ones below.

Which section mentions the following?

the continuing general scarcity of biographies of scientists	25
an increase in the number of ways scientists are featured in the media	26
certain parallels between the lives of two people	27
the changing nature of books about scientists	28
an attitude which is common to scientists and people working in the book trade	29
the lack of trust people sometimes have in scientists	30

Dorothy who?

The only British woman scientist to win the Nobel prize should be a household name in her own country, says Georgina Ferry, but she is little known.

A

For the past four years, I have been subjecting friends and acquaintances to the Dorothy Hodgkin test. It's very simple: when asked what I am working on, I tell them I am writing the first biography of Dorothy Hodgkin. If their eyes light up, and they say things like 'Surely there's one already?' they have passed. Why should people in Britain know about Dorothy Hodgkin? The fact that she is the only British woman scientist to have won a Nobel prize ought to be enough. Anyone who held the same distinction in literature would be a household name. But Hodgkin, who died in 1994, was a remarkable individual by any standards, as many-faceted as the crystals she studied. Her life reflects some of the greatest upheavals of the 20th century: among them, the advancement of women's education and the globalisation of science. When I began my research, I set out to read some scientific biographies. One of Hodgkin's friends recommended a new biography of Linus Pauling. Pauling was a close friend and contemporary of Hodgkin, worked in the same branch of science and shared a commitment to campaigning against nuclear weapons. I hurried to the main bookshop in the university town where I live, only to discover that not a single biography of Pauling was on the shelves. I now realise I was naive to be surprised that Pauling was not deemed sufficiently interesting to British readers, even though he was the most influential chemist of the 20th century and a winner of Nobel prizes for both chemistry and peace.

B

Even scientists themselves have doubted the value of the scientific biography. 'The lives of all scientists, considered as lives, invariably make dull reading', wrote the late Peter Medawar, another Nobel laureate, who laid most of the scientific groundwork that now makes organ transplants possible. If scientists propagate this negative view, it is hardly surprising if publishers and booksellers share it. Treating scientists differently from everybody else as biographical subjects is one of the outstanding symptoms of the 'two cultures' mentality, the belief that there is an unbridgeable divide of understanding between the arts and sciences, still prevalent in the literary world. Few but the towering giants of science make it into the biography sections of bookshops. Of course it is nonsense to say scientists, as a group, lead less interesting lives than artists and writers, or actors, or politicians. For some, the fastidiousness involved in maintaining scientific credibility extends to any kind of media appearance. A leading geneticist once told me he was happy to be interviewed about his work, but did not want to be quoted directly or photographed, because he did not want to be perceived as 'self-promoting'.

C

The avoidance of the personal conveys a false impression of the enterprise of science that discourages young people from joining in, and fosters more public suspicion than it dispels. Fortunately, gaps are appearing in the smokescreen.

Contemporary scientists now regularly appear in the public eye in contexts other than the straightforward scientific interview. For instance, Professor Richard Dawkins presents prizes to winners of a TV quiz, and geneticist Steve Jones advertises cars on television. No doubt these activities have raised eyebrows in laboratories but they have done more to make scientists recognisable as people than any number of academic papers. The publishing world is also undergoing a transformation. Scientific biographies and autobiographies, if they appeared at all, used to be rather scholarly but dull and over-reverent. The life which the scientist in question led outside work – marriage, children, things most people regard as fairly central to their existence – was often dismissed in a couple of paragraphs. That changed with Richard Feynman's *Surely You're Joking, Mr Feynman?*, the hilarious and affecting memoir of a man who also happened to be one of the century's greatest theoretical physicists. More recently, even the greatest names in science, such as Isaac Newton, Charles Darwin, Albert Einstein and Marie Curie have been allowed to appear with all their flaws clearly visible. To the reader, it does not matter that Einstein's relationship with his family is 'irrelevant' to his General Theory of Relativity. The question of how creative genius copes with emotional ups and downs, trivial practicalities, the social demands of ordinary life, is absorbing in its own right.

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Paper 2: Writing

Time: 2 hours

Part 1 – Compulsory Task

For this part of the Writing paper, you have to write about 250 words based on the input material provided. You may be asked to write one of the following types of text: an article, a letter, a report, a proposal, a note or message, a memo, a contribution to a leaflet or brochure, a review, a competition entry, an information sheet, a notice or announcement, or some instructions or directions.

The input material may be a combination of texts, notes and graphs or diagrams. The texts may include extracts from letters, articles, notes or memos, advertisements, emails, diaries or data from surveys or questionnaires. You should read all of it carefully and decide which information is important for your answer. You also need to think about the style, layout and register for the format in which you need to write.

In the example below, you have to imagine that you are a student in the senior class at Milton International College. It is a tradition at the college that the senior class organises an end-of-term activity, such as a party. You have received a memo from the Principal asking you to write a proposal for this term's activity.

For this example, you have to consider the memo from the Principal, on which you have made some notes, the advertisements which the Principal has sent to you and the results of a student questionnaire. You need to outline the problem with last year's activity, suggest a suitable activity for this year and request some more money for it. You have to write approximately 250 words using your own words as far as possible.

MEMO

As you know, I have only recently become Principal of Milton and I am still learning about the college. I have been told that there is always an end-of-term activity and I look forward to attending this.

Could you tell me what last year's party was like and whether the students would like to do the same again?

The attached advertisements were delivered to the school this morning – are they of any use? Let me know what you think.

Could you also tell me as soon as possible if the end-of-term activity can be done within the same budget as last year?

Thank you.

Anna Martini
(College Principal)

No! Say why

Not enough -
request more

Forest Manor Country Park

Special Offer

Barbecue, Disco and use of Swimming Pool

Group discounts – Phone for details
(243757)

The Venue Nightclub

You provide the people, we provide the party!

Special discounts for group bookings

Food available

Just call 698246

Sea Cruises around the Islands

Why not join us on our popular
"Jazz and Snacks" party evenings?

For more information call

Ron Bell's Pleasure Boats

(Tel: 306405)

Results of Student Survey

What sort of end-of-term party do you want?

Party:	indoors	27%	outdoors	73%		
When:	afternoon	3%	evening	97%		
Food:	cold buffet	40%	hot meal	45%	no food	15%
Music:	yes	80%	no	20%		

Part 2

In Part 2, you can choose one of the four options. For each one there is a context, a purpose for writing and a target reader.

In the example below, you can choose to write an article (Question 2), a competition entry (Question 3) or a review (Question 4). Question 5 is designed for candidates who have some experience of the world of work. You have to write approximately 250 words.

- 2 You read the following announcement in a travel magazine.

TOURISM – IS IT GOOD OR BAD FOR YOUR REGION?

Do you think there should be more or less tourism in your region?
What benefits does the tourist industry bring to your region?
What would be the disadvantages of increased tourism?

Write and tell us your views.
We will publish the most interesting articles.

Write your **article**.

- 3 You see this announcement in an international education magazine.

BEST TEACHER COMPETITION

Everyone remembers their best teacher.

We want you to nominate one of your teachers for our Best Teacher award. Send us your competition entry, telling us about the best teacher that you have ever had.

Your entry should:

- describe what this teacher taught you
- explain how this teacher has influenced your life
- tell us why this teacher deserves to win the award.

Write your **competition entry**.

- 4 An international student magazine has asked its readers to send in a review of **two** different internet websites that are useful for students. Write a review for the magazine in which you compare **two** different websites, including the following points:

- what kind of information each website contains
- how easy each website is to use
- why these sites are useful for students.

Write your **review**.

- 5 A student from a business school in an English-speaking country has arranged to spend two months on a work experience programme in your department. Your manager has asked you to write a letter to the student, welcoming him to your company, explaining what he will be expected to do and how he will benefit from this experience.

Write your **letter**.

Paper 3: English in Use

Time: 1 hour 30 minutes

Part 1

In Part 1 you have a text to read in which there are 15 numbered gaps (plus one gap as an example). Each gap represents a missing word or phrase. For each gap, there are four possible answers and you have to choose which word or phrase fills the gap correctly.

In the example below, you have the first paragraph of a text about music and the brain. The first gap (0) is an example and the answer was C ('indicated'). For each of the other numbered gaps (1–5) you have four choices (A, B, C or D). In the exam, the text is longer and for this example there were 10 more questions like the ones below.

What we know about music and the brain

Work on the human brain has **(0)** how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are **(1)** for different functions. While language is processed in the left, or analytical hemisphere, for most people music is processed in the right, or emotional hemisphere. However, professional musicians have the **(2)** to process music in the left hemisphere more often than those without musical training do. This **(3)** they are having a different experience – which is likely to be the case because they are analysing music rather than just listening to it. **(4)** of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the **(5)** of this.

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- | | | | | |
|----------|-----------------------|-----------------------|----------------------|-----------------------|
| 0 | A expressed | B directed | C indicated | D guided |
| 1 | A amenable | B dependable | C responsible | D reliable |
| 2 | A tendency | B inclination | C possibility | D intention |
| 3 | A proposes | B advances | C introduces | D suggests |
| 4 | A Views | B Aspects | C Factors | D Pieces |
| 5 | A expectations | B implications | C assumptions | D propositions |

Part 2

Part 2 also consists of a text with 15 numbered gaps and you have to think of a single word which will fill each gap correctly.

In the example below, you have the first paragraph from a text about mosquitoes. The correct answer for the first gap (0) is 'of'. Read the rest of the text and try to work out what the answers are for questions 16–21. In the exam, the text is longer and there are nine more gaps for which you have to find the right missing word.

Mosquitoes

According to the World Health Organization, malaria, a disease spread by mosquitoes, affects millions **(0)** people every year. Everyone knows how irritating the noise made by a mosquito, **(16)** by a painful reaction to its bite, can be. It is astonishing that so **(17)** is known about why mosquitoes are drawn to or driven away from people, given **(18)** level of distress and disease caused by these insects. We know that the most effective chemical **(19)** protecting people against mosquitoes is diethyltoluamide, commonly shortened **(20)** deet. **(21)** deet works well, it has some serious drawbacks: it can damage clothes and some people are allergic to it.

...

Part 3

In Part 3 there are two possible types of error correction task which you may find in the exam.

In the first type of task, you have to read a text in which some of the lines are correct and some of the lines have an unnecessary extra word. If the line is correct, you have to put a tick [✓] on your Answer Sheet. If the line has a word which should not be there, you write the extra word.

Below is part of a text called 'Sumo wrestling'. The first two lines are examples. Line 0 is correct and the extra word in line 00 is 'made'. Have a look at lines 31–36 and see if you can identify which lines are correct and which have an extra word. In the exam the text is longer, and there are 10 more lines which you have to check to see if they are correct.

Sumo wrestling

- 0 Japanese sumo wrestling is generally considered to be one of the
00 oldest organised sports on earth. Men have been made fighting each
31 other in the wrestling ring for more over a thousand years, and four
32 hundred years ago, wrestlers were to be found throughout Japan. The
33 organisational and structure of the sport began in the 1680s, with
34 most of the basic rules remaining largely unchanged ever since. The
35 ring itself is considered a sacred place, and even for this reason,
36 wrestlers must throw a handful of some salt into it before they may start
37 fighting.
...

In the second type of task, you have a text in which some of the lines are correct and some of the lines have either a spelling or a punctuation error. If the line is correct, you put a tick [✓] on your Answer Sheet. If you find a word which is not spelled correctly, you have to write the correct spelling in the box on your Answer Sheet. If you find an error in the punctuation, you have to write the words showing the correct punctuation on your Answer Sheet.

The example below is part of a text about colour. The first three lines (0, 00 and 000) are examples. Line 0 is correct. In line 00, there is a spelling error: 'ancesters' is wrong and the correct spelling is 'ancestors'. In line 000, there should be a comma after 'TV', and the correct way to show this on your Answer Sheet is to write 'TV, go'. Have a look at lines 31–36 and see if you can identify which lines are correct and which lines have spelling or punctuation errors in them.

What colour can do for you

- 0 Today, colour is a dazzling background to our lives in a way that our
00 ancestors can only have dreamed about. We take colour pictures of
000 our holidays, watch colour TV go shopping in supermarkets which vibrate
31 with colour and we have colour printers attached to our home computers.
32 We worry about the right colours for decorating the house and we have
33 favourites and pet hates where clothes are conserved. But how much
34 is known about how colour affects us 'Considering what a difference
35 choosing the right colours makes to a healthy lifestyle,' says Helen

Part 4

Part 4 consists of two unrelated short texts in which there are gaps. There is an example to show you what you have to do. To the right of each text is a box containing prompt words which you have to use to form the missing word. In the exam, the first text has seven gaps for you to complete, and the second text has a further eight gaps.

The first text below is a newspaper article about a Dutch bridge builder. For the example (0), the prompt at the end of the line is 'CONSTRUCT' and the answer you need is 'construction'. Read the text and try to find the correct words for the other gaps (47–53). The second text is part of a review of a book about the cinema. In the exam the text was longer and there were four more gaps for which candidates had to find the right word using the words in the box to the right.

NEWSPAPER ARTICLE

Dutch bridge-builder

Pieter Lodewijk Kramer (1881–1961) was responsible for the (0) of some of the most famous bridges in Amsterdam.

As road traffic increased in Amsterdam at the beginning of the last century, the city started demolishing (47) older structures in the city centre. But when workmen began pulling down the most attractive bridges and (48) them with modern iron ones, there was strong public (49) As a result, the position of architectural (50) was created, and in 1917 Kramer took up the post.

Kramer built no fewer than 220 bridges. Each exemplifies Kramer's individual style: his acute sense of detail and his use of many unusual (51) of stone and iron.

Kramer's bridges, which are now a (52) part of the Amsterdam landscape, were largely ignored until a Dutch museum presented an (53) successful exhibition of his work in 1995.

(0) CONSTRUCT

(47) NUMBER

(48) PLACE

(49) APPROVE

(50) ADVICE

(51) COMBINE

(52) DISTINCT

(53) ASTONISH

BOOK REVIEW

A recommended book on the cinema

There are (54) volumes on the history of the cinema. Some provide only a brief overview. But *Chronicle of the Cinema*, a remarkable volume on the history of the cinema, is an (55) work, with no development of any (56) being overlooked. The book opens with a chapter on the historic first screening of a moving picture, and works its way (57) through to the present day. . . .

(54) COUNT

(55) INFORM

(56) SIGNIFY

(57) PROGRESS

Part 5

In Part 5, you have to show that you can express ideas in different registers (i.e. formal and informal). You will have two short texts to read which present the same information but for a different purpose or reader. You have to use the information from the first text to fill the gaps in the second text. You are not allowed to use nouns, verbs, adjectives or adverbs from the first text as your answers in the second text.

In the example below, you have to read a job advertisement from a company which is looking for holiday reps. The second text is an email to your friend, Eve, who may be interested in working for the company. The first space (0) is an example: in the first text, the words used are 'we are seeking' (formal), so you need to rewrite this as 'looking for' (informal) in your email to your friend. You have to complete the remaining 13 gaps in the same way.

JOB ADVERTISEMENT

Holiday Representatives

We are seeking to appoint Holiday Representatives capable of working independently and also of managing teams of people. A minimum of 5 years' experience in the tourist industry is essential and experience in an international environment is preferred.

Applications should contain full details of educational background, previous and current employment, present salary and leisure activities. IT skills are essential and preference will be given to candidates with an ability to speak a foreign language.

The job will involve frequent foreign travel accompanying tourists, and also periods in our London offices. Accommodation overseas will be provided.

Closing date for applications is 31 January.

For further details, go to our website at www.holidayreps.com

E-MAIL

To: Eve
From: Peggy
Date: 16 January

I've just seen an ad for holiday reps and I thought of you. The person they are (0) must be able to work on (62) and also to take (63) teams. You have to have worked for (64) 5 years in tourism – so you're OK. They (65) have someone who has worked abroad.

They want to know the usual stuff – where you went to school and how well you did, where you've worked before and where you're working at (66) Also what you're (67) and how you (68) free time. You (69) IT skills and your knowledge of French will give you an (70) You'll have to travel abroad (71) with tourists but will also work a bit in London. They'll find you somewhere to (72) wherever you have to work abroad.

You've got to (73) application in by the end of the month. If you want (74), check out their website (www.holidayreps.com).

Part 6

In Part 6 you have another text to read, in which there are some gaps. This is followed by a series of phrases (A–I) from which you have to choose the most appropriate for each gap. You should use each phrase only once and three of the answers will not fit at all.

The example below is a text about underground cities. Read the text and then find the right phrase to fill each of the gaps.

An odd place to live

Everyone needs somewhere to live and work, and humans will construct buildings almost anywhere, using even ice or mud as materials if nothing else is available. In the industrialised world, the problem is not finding materials for building but limited space and the high price of land. The solution in most big cities is to build skyscrapers high into the air (75) Some architects have proposed turning skyscrapers on their heads and building down into the ground. This may seem an unusual concept (76) Such places could accommodate 100,000 people without using up valuable surface land. The underground city is technically feasible but there is a massive psychological barrier to be overcome. Will people be able to deal with living away from the sun and sky? The underground 'city' could be restricted to places of entertainment and office buildings (77) Some such buildings do exist. In Minneapolis, USA, there is a building which is 95 per cent underground (78) This is achieved by an elaborate system of mirrors. Living underground means you do not know what the weather is like (79) For example, the Asahi television centre in Tokyo is 20 metres below the surface (80) It seems that subterranean workers miss real weather even when it is bad!

- A but extensive railway systems exist underground so why not huge cities?
- B but architects make great efforts to mimic conditions above ground.
- C but even being buried just for your working hours may not seem attractive.
- D but human psychology makes this possible.
- E but who would not accept these working conditions?
- F but even the lowest floors get some sunlight.
- G but technical difficulties cannot be overcome.
- H but a special shower system can create the impression of rain.
- I but is there an alternative to building up?

Paper 4: Listening

Time: 45 minutes (approximately)

If you have access to the internet, you can find the recordings for the tasks below on the Cambridge ESOL website at:

www.CambridgeESOL.org/support/downloads/cae_downloads.htm

Part 1

In Part 1, you will hear a monologue lasting approximately 2 minutes and you have to listen for specific information and complete the sentences or notes. You will hear the recording twice.

In the example below, an archaeologist is talking about an ancient civilisation in North America. You have to listen to the recording and complete the notes with the word or words you hear. We only show you the first four questions below. In the full example, there were two more topics which the archaeologist mentioned and four more questions.

THE PEOPLE OF FOUR CORNERS	
<u>Archaeological evidence:</u>	
Objects found:	<ul style="list-style-type: none">• pots• <input type="text"/> 1
<u>The Region:</u>	
Rainfall pattern:	<input type="text"/> 2
Description of soil:	<input type="text"/> 3
<u>Farming/Food:</u>	
Crops grown:	<input type="text"/> and <input type="text"/> 4
• • •	

Part 2

In Part 2 you also hear a monologue lasting approximately 2 minutes, but you only hear the recording **once**. You have to listen very carefully for specific words or phrases and write the information down to complete the sentences or notes.

In the example below, you hear an announcement on the radio inviting people to take part in a tree-planting project. You have to listen for the missing word or words and write what you hear in the gaps (9–12). In this example, we only show you half the questions: in the real test there were four more sentences with gaps to fill. You need one to three words for each gap.

TREE PLANTING	
The name of the group organising the event is	<input type="text"/> 9
The only piece of equipment you are asked to bring is a	<input type="text"/> 10
The money to pay for the trees has come from	<input type="text"/> 11
The trees are being planted on what used to be	<input type="text"/> 12 land.

Part 3

In Part 3, there are two possible types of task which you may find in the exam. In both cases, you will hear a conversation between two or three speakers. The conversation lasts approximately 4 minutes and you will hear it twice. In the first type of task, there are then 6–10 multiple-choice questions, each with four possible answers, and you have to decide which is the right one.

In the example below, the recording is a radio interview with Jourdan Kemp, an artist whose work is used on CD covers. You have to listen to the interview and try to decide which is the correct answer (A, B, C or D) for each question. We show you three questions, but there were three more in this example.

- 17** Jourdan decided to train as an illustrator because he
- A** knew he could get work in that field.
 - B** knew other painters were better than he was.
 - C** felt a painter's lifestyle would be too uncertain.
 - D** felt he was more suited to illustration than painting.
- 18** How did Jourdan first get involved in designing CD covers?
- A** He made contact with a rock group.
 - B** He was approached by a company representative.
 - C** A lecturer put him in touch with the company concerned.
 - D** A designer put his illustrations in a music magazine.
- 19** Jourdan feels that when he started designing CD covers,
- A** he charged too little for his work.
 - B** he allowed the company to dictate the fees.
 - C** he had unrealistic expectations about the fees.
 - D** he set out to charge less than his rivals.

For the second type of task, you have to read a text which summarises the conversation you have heard. The text contains 6–10 missing words or phrases and you have to complete the sentences with the word(s) you hear in the recording.

In the example below, the recording is a radio interview with Wendy Ebsworth, who uses sign language to interpret performances of classical opera for deaf people. We show you five of the eight sentences (17–21) which the candidates had to complete for this example.

- Wendy describes what she does at the opera as the biggest **17** in her work to date.
- Wendy says that only if it is **18** can her interpretation be a success.
- Wendy says that most deaf people are aware of **19** in music.
- Wendy's friend, Robin, particularly enjoys the performers' **20** when he goes to the opera.
- Wendy says that she finds it extremely **21** when she has to interpret a range of emotions in an opera.

Part 4

There are also two possible types of question for Part 4. For both of them, you will hear a series of five themed monologues of approximately 30 seconds each. You will hear the whole sequence twice.

In the first type of question (multiple matching), there are two tasks and you have to choose the correct answer for each of the five speakers from a list of eight possible answers.

In the example below, there are five short extracts in which different people are talking about tourism. For Task One (Questions 23–27) you have to choose from the list of options (A–H) which job each speaker has. For the second task (Questions 28–32), you have to decide what aim each speaker has for the future (A–H).

TASK ONE

- A a travel broadcaster
- B a hotel owner
- C a guide book publisher
- D a tourist board representative
- E an environmentalist
- F a railway executive
- G a manager of a tourist attraction
- H a local government official

Speaker 1 23

Speaker 2 24

Speaker 3 25

Speaker 4 26

Speaker 5 27

TASK TWO

- A to increase the amount spent by clients
- B to improve our circulation
- C to revive country skills
- D to raise standards overall
- E to restore local transport networks
- F to refurbish the rooms
- G to attract a new type of client
- H to expand tourist accommodation

Speaker 1 28

Speaker 2 29

Speaker 3 30

Speaker 4 31

Speaker 5 32

For the second type of question, you also listen to five monologues. There are two multiple-choice questions to answer for each one, each with three options.

In the example below, five different people are talking about problems related to their work. There are two questions for each speaker and you have to choose the right answer (A, B or C) for each question. We show you six of the 10 questions which candidates had to answer for this example.

Speaker 1

- 25 The first speaker stresses the fact that he is
- A reliable.
 - B punctual.
 - C flexible.

- 26 He feels that his friend Mike was
- A indecisive.
 - B inconsiderate.
 - C unsympathetic.

Speaker 2

- 27 The second speaker thinks that Tim should
- A hire some temporary staff.
 - B train some research staff.
 - C do the best he can with his own staff.

- 28 What is she trying to do?
- A clarify a problem.
 - B explain a procedure.
 - C adopt a new system.

Speaker 3

- 29 The third speaker thinks that the teachers' problem was
- A unusual.
 - B insignificant.
 - C irrelevant.

- 30 He considers that his response was
- A in the students' best interests.
 - B appropriate in the circumstances.
 - C supportive of both members of staff.

Paper 5: Speaking

Time: 15 minutes per pair of candidates

You take the Speaking test in a pair with another candidate. There are two examiners and one of them does not take part in the interaction but assesses your performance according to four analytical scales. The other examiner conducts the test and tells you what you have to do. This examiner also gives you a global mark for your performance in the test as a whole.

Part 1 – Interview

In this first part of the Speaking test, you have the opportunity to talk about your interests, studies or career. The examiner will ask you for some information about yourself and give you prompts to ask the other candidate some questions. The examiner will also ask you for your opinion on certain topics.

Part 2 – Long Turn

In this part of the test you each have to speak for 1 minute without interruption. The examiner will give you between two and five pictures and asks you to talk about them. You may be asked to describe, compare or contrast the pictures, and to make a further comment about them. Your partner will get a different task, but you should pay attention when they are speaking because the examiner will ask each of you to comment for about 20 seconds after the other has spoken.

In the example below, the pictures show people making different kinds of visit. You have to choose two or three situations and talk about why the people might be making the visit and how important the visit might be to the other people involved. The question for the other candidate is which visit would be the most memorable.

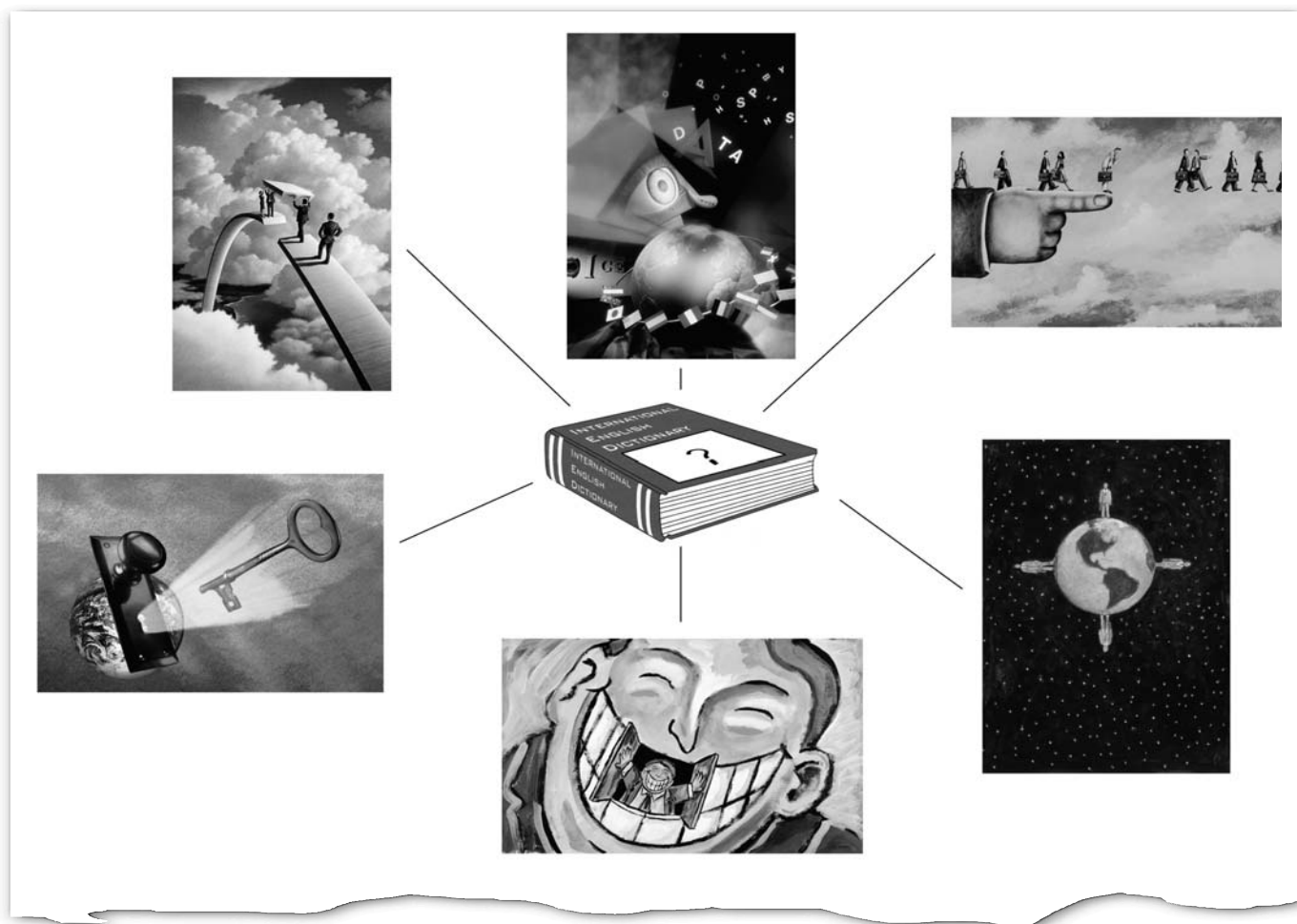
1



Part 3 – Collaborative Task

This part tests your ability to take part in a discussion with the other candidate and reach a decision. You have to work with the other candidate to carry out a task based on some pictures which the examiner will give you. You have to talk for about 4 minutes.

In the example below, the examiner gives you both a set of pictures which are suggestions for the cover picture for a new international English dictionary. You have to talk together about the message each of the pictures communicates and decide which picture would be most successful in appealing to people worldwide. Look at the pictures and try to think of some of the things you or your partner could say.



Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both questions.

In this example, the examiner asks you to think about and comment on the importance of reference books such as dictionaries for students. Some other questions which could be asked here are:

- Some people say we read less than we used to? What's your opinion?
- How do you think we can encourage young people to read more?
- In the future, do you think we will speak the same language? (Why not?)
- How has modern technology helped people to communicate with each other?

Preparing for CAE

If you would like more practice material to help you prepare for the CAE exam, there are past paper packs available to buy which include an audio CD of the Listening test. You can find more information, prices and details of how to order on our website at:

www.CambridgeESOL.org/support/pastpapers.htm

Next steps

We wish you every success in taking CAE and we hope that you will take other Cambridge ESOL exams in future. The Certificate of Proficiency in English (CPE) is the next level of the Cambridge exams. You can find more information about CPE on our website at:

www.CambridgeESOL.org/exams/cpe.htm

What people have said about Cambridge ESOL exams

I am working in an international environment which requires me to continuously improve my English. ... After the exam I got the motivation to study more English and then decided to enroll in an MBA conducted in English. The certificate helped me to complete my enrollment procedures as a proof of my English level.

Phan Hoang Hoa, Vietnam

I decided to take the examination because I want to certify my degree of knowledge in English. I chose Cambridge ESOL examinations because I think it's one of the most important.

Roberto Civerchia, Italy

I decide to take the examination to get a proof of knowledge of English on a high level in order to being admitted entrance to courses of post-graduate study in English or to universities in English speaking countries. My decision for Cambridge was determined by personal recommendation and the general reputation and worldwide recognition of Cambridge examinations.

Alexandra Vaeth, Spain

Companies who recognise Cambridge ESOL exams

3M	Disney	PriceWaterhouseCoopers
Adidas	DuPont	Procter & Gamble
Agfa-Gevaert	Ericsson	Rank Xerox
AstraZeneca	Estée Lauder	Roche
AT&T	General Motors	Rolls-Royce
Barclays Bank	Gillette	Shell
BASF	GlaxoSmithKline	Siemens
Bayer	Goodyear	Sony
BP	Hertz	Sun Microsystems
British Airways	Hewlett-Packard	Texaco
Cable & Wireless	HSBC	Toyota
Carrefour	IBM	Unilever
Citibank	Johnson & Johnson	Vodafone
Coca-Cola	KPMG	World Bank
Colgate-Palmolive	Microsoft	World Health Organization (WHO)
Credit Suisse	Mobil Oil	World Wide Fund for Nature (WWF)
DaimlerChrysler	Nestlé	
Dell	Nokia	
Deutsche Bank	PepsiCo	
DHL	Philips	

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