

Sean Haughton

Ahead with

# CPE



**8** Practice tests

**TEACHER'S BOOK**





© *Aheadbooks*  
First Edition 2019

[www.aheadbooks.com](http://www.aheadbooks.com)  
[info@aheadbooks.com](mailto:info@aheadbooks.com)

Written by: *Sean Haughton*  
Edited by: *Mary Marin & Aheadbooks*  
Layout: *Irene L.*  
Picture Credits: [www.shutterstock.com](http://www.shutterstock.com)  
Soundtrack production: *Sonica Studios-London (www.sonicastudios.co.uk)*

I.S.B.N.: 978-88-98433-69-8

---

The CD that contains the audio recordings of the listening tasks in MP3 format can be heard on your computer by opening your usual audio player program and then playing the MP3 files. CD can be played on PC and Macintosh.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of Aheadbooks.

## CONTENTS

Test 1

Reading and Use of English .....	pg. 6
Writing .....	pg. 18
Listening .....	pg. 20
Speaking .....	pg. 25

Test 2

Reading and Use of English .....	pg. 28
Writing .....	pg. 40
Listening .....	pg. 42
Speaking .....	pg. 47

Test 3

Reading and Use of English .....	pg. 50
Writing .....	pg. 62
Listening .....	pg. 64
Speaking .....	pg. 69

Test 4

Reading and Use of English .....	pg. 72
Writing .....	pg. 84
Listening .....	pg. 86
Speaking .....	pg. 91

Test 5

Reading and Use of English .....	pg. 94
Writing .....	pg. 106
Listening .....	pg. 108
Speaking .....	pg. 113

Test 6

Reading and Use of English .....	pg. 116
Writing .....	pg. 128
Listening .....	pg. 130
Speaking .....	pg. 135

Test 7

Reading and Use of English .....	pg. 138
Writing .....	pg. 150
Listening .....	pg. 152
Speaking .....	pg. 157

Test 8

Reading and Use of English .....	pg. 160
Writing .....	pg. 172
Listening .....	pg. 174
Speaking .....	pg. 179

Pictures

Visual material for speaking .....	pg. 185
------------------------------------	---------

Sample writing and speaking dialogues .....	pg. 194
---	---------

Tapescripts .....	pg. 240
-------------------	---------

## What does Cambridge English: Proficiency involve?

*Cambridge English: Proficiency* is the highest level exam offered by Cambridge English Language Assessment. It can be taken in both paper-based and computer based formats. It is at Level C2 of the Common European Framework of Reference for Languages (CEFR), and is accepted by universities and employers worldwide as an indication that you have achieved an extremely high level of skill in the English language. Cambridge English Language Assessment carries out extensive research, to make sure that you get the fairest, most accurate result, and that the exam is relevant to the range of uses for which you need English.

## About the exam

From 2013 (the 100th anniversary of the first Proficiency exam), the exam has been revised. See below for a summary of what's in the exam.

Paper details	What's in the paper?	Skills assessed
<b>Reading and Use of English</b> 1 hour 30 minutes	First there are three short texts, each with a different task, such as supplying a missing word or forming a new word. Part 4 is not text based and involves rewriting a sentence another way. Then there are three longer texts: multiple choice, gapped paragraphs and multiple matching. Texts are not for a specialised readership. They are about interesting things in the real world. Some are simply of general interest; others will have an academic slant or work-related flavour.	Part 1 is mainly lexical, Part 2 is mainly grammatical, and Part 3 is all about how affixes affect words. There are lots of other sub-skills involved such as your ability to paraphrase and work out meaning from context. The reading skills you will need include very detailed reading, following an argument, coherence and linking, looking for specific information and skim reading.
<b>Writing</b> 1 hour 30 minutes	First a compulsory essay where you summarise the main ideas from two short texts. Then a choice from various tasks, such as an article, letter, report or review – including a choice on a set text.	You're tested on how well you can put together and develop ideas on a topic, the impression you make on the reader, your use of language, and how well you achieve the purpose for writing.
<b>Listening</b> 40 minutes	There are four parts, covering short extracts; a long speech or lecture where you complete sentences; a long discussion with multiple-choice questions; and two simultaneous matching tasks. You'll have to deal with the language you might meet in a work situation, at university or indeed on the street.	This tests your ability to listen for a wide variety of real-life purposes. Within that, you might be listening for the gist of a whole extract, for a particular detail or the speaker's opinion.

Paper details	What's in the paper?	Skills assessed
<b>Speaking</b> 16 minutes Paired: two candidates together	After brief introductory exchanges, you work together with another candidate on a picture-related task. Then you move on to a long turn prompted by information on a card, and finally a three-way discussion on related themes in the real world.	You're tested on many things, including your pronunciation, intonation, speed of delivery as well as your ability to organise your thoughts, negotiate and sustain a discussion.

Your overall performance is calculated by averaging the scores you achieve in Reading, Writing, Listening, Speaking and Use of English.

The weighting of each of the four skills and Use of English is equal.

You don't need to pass all four papers in order to pass the whole exam. For example, if you do very well in Reading and Use of English, Writing and Listening, but you don't do so well in Speaking, it's still possible to pass the exam.

In *Ahead with CPE* the first two tests (1&2) are accompanied by tip boxes which are an invaluable resource for students, in preparing for the exam. They can be instrumental, whether students are trying for the exam with or without teacher's supervision.

\* Directions for the CPE exam were reprinted with thanks from UCLES (2017) Cambridge English: Certificate of Proficiency in English (CPE) Information for Candidates, available online:

<http://www.cambridgeenglish.org/images/168194-cambridge-english-proficiency-teachers-handbook.pdf>





For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Example:**

(0)    A knowledge                      B fact                      C data                      D news

0	<u>  A  </u>	<u>  B  </u>	<u>  C  </u>	<u>  D  </u>
---	--------------	--------------	--------------	--------------

### Cheetah: not your average big cat

That the cheetah is the fastest of the big cats is beyond dispute and common (0) knowledge, with it having reportedly been clocked at speeds in excess of 70mph. However, whilst it has impressive acceleration over short distances, it could not (1) conceivably sustain such speeds for any significant length of time. Therefore, when hunting, it relies largely on the (2) element of surprise to use its speed to good advantage. Otherwise, in a prolonged hunt, it will (3) prove wanting in the stamina department and generally have to abandon the chase.

Still on the (4) subject of running, incredibly, a sprinting cheetah is actually completely airborne more than fifty percent of the time. Indeed, at full (5) throttle, its single stride length is an impressive seven metres.

Cheetahs are peculiar amongst big cats, though, because, aside from their breath-taking speed, their performance in other areas actually leaves a lot to be (6) desired. For instance, their nocturnal vision is little better than our own. Uncharacteristically for a big cat, too, females are (7) inclined to be loners, whilst it is males that are more likely to (8) congregate, frequently in groups up to five. The collective noun for a group of male cheetahs is a *coalition*.

#### TIP BOX!

- ✓ First, quickly read the text for gist so you have a general idea what it is about. (It is generally recommended to do this in all parts of the Reading.)
- ✓ Then, take each question one at a time. Read the before- and after-sentences. Rule out any answers you are certain are incorrect. Then, check for grammatical, semantic (meaning), contextual and collocational/idiomatic (e.g. *decided on* not *decided at*) fit. In other words, check that the word you have chosen makes sense.



- |                          |                      |                          |                      |
|--------------------------|----------------------|--------------------------|----------------------|
| (1) <b>A</b> conceivably | <b>B</b> perceivably | <b>C</b> comprehensively | <b>D</b> predictably |
| (2) <b>A</b> segment     | <b>B</b> feature     | <b>C</b> portion         | <b>D</b> element     |
| (3) <b>A</b> show        | <b>B</b> prove       | <b>C</b> confirm         | <b>D</b> disclose    |
| (4) <b>A</b> course      | <b>B</b> field       | <b>C</b> subject         | <b>D</b> content     |
| (5) <b>A</b> rate        | <b>B</b> throttle    | <b>C</b> rush            | <b>D</b> scurry      |
| (6) <b>A</b> desired     | <b>B</b> required    | <b>C</b> craved          | <b>D</b> fancied     |
| (7) <b>A</b> convinced   | <b>B</b> swayed      | <b>C</b> prompted        | <b>D</b> inclined    |
| (8) <b>A</b> conjoin     | <b>B</b> congest     | <b>C</b> congregate      | <b>D</b> disperse    |



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**.

Example: 

0	O	N	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### The Batwa's Plight

The Bwindi Impenetrable Forest in Uganda is impenetrable in more ways than (0) one. Not only is it nigh on impossible for visitors to trek through the thick undergrowth in their quest to spot the famed guerrilla inhabitants of the area, (9) nor/neither literally can the forest's former residents, the Batwa pygmy people, penetrate it at all.

Strictly (10) speaking, of course, the dense foliage does not prevent tourists from going in search of the great apes which dwell there; it just severely encumbers them as they trek. However, notwithstanding the difficulty encountered as soon as they enter the leafy habitat, (11) have/bear/keep in mind that at least they can access this magical place. Entry is not an option afforded any longer to its original human inhabitants, the Batwa or Twa people.

The Batwa were evicted from the land in 1992 based on the Ugandan government's desire to make it exclusively a guerrilla reserve - great for the ape inhabitants, yet you can't help (12) but wonder how fair that was on the Batwa. They appear to have got the (13) short straw to say the least, receiving little compensation on account of not being official landowners (14) given their traditional nomadic way of life.

Since that time, they have been in a never-ending struggle for their very existence. They cannot afford to (15) think big and dream of a very cosy, rich lifestyle. Instead, they want only (16) that which everyone deserves – a decent existence.

**TIP BOX!**

- ✓ Remember that you **MUST** spell your answers correctly in all sections of the Use of English (Parts 1-4).
- ✓ Remember that you can only use **ONE** word for your answer. You cannot use contractions (e.g. *can't*) or phrases (e.g. *in order to*).
- ✓ If the answer is not obvious, think about what kind of word might fit, e.g. a noun/verb/etc. Have a guess!
- ✓ Always start by quickly reading the text for gist (general) understanding. Then, read the words before and after the gap (or the sentence as a whole) to give you an idea of what is missing. When you have chosen your answer, read again to make sure that it makes sense.
- ✓ Familiarise yourself with passives (e.g. *was said*), inversion (e.g. *Having said what he wanted*), negative adverbials (e.g. *Seldom did he*) and other complex grammatical forms.
- ✓ Familiarise yourself with linkers (e.g. *in order to*) and use as wide a variety of them as possible in your own writing and speaking practice to help you retain them.
- ✓ Make a bank of new collocations, idioms, phrasal verbs, dependent prepositions, etc. as these are often tested in this and other sections of the Use of English (Parts 1-4).





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**.

Example: 0 T E N D E N C Y

**The Canaries: don't let their reputation fool you**

We often have a (0) *tendency* to buy into what everyone else thinks or the (17) *mainstream* image of things without ever directly experiencing them or finding out for ourselves. Indeed, my original (18) *perception* of the archipelago of the Canary Islands is a perfect case in point.

TEND  
STREAM  
PERCEIVE

The media's portrayal of the islands as solely the domain of the party faithful is, as I found out on a recent visit there, plainly (19) *inaccurate*. Indeed, it is only foreigners who have this horribly (20) *misguided* perception and most locals consider themselves (21) *especially* fortunate to reside in their South Atlantic paradise.

ACCURACY  
GUIDE  
SPECIAL

And now that I have spent some proper time there, my opinion of the archipelago has definitely shifted (22) *appreciably*, such that it is now more or less in line with the locally held view. Take, for example, the notoriously rowdy island of Gran Canaria. While there are (23) *undoubtedly/doubtless/indubitably* some party hotspots along the coast, move (24) *inland* but a few kilometres and you are rewarded with a virtually untouched paradise. And that is before an exploration of some of the archipelago's other gems such as La Isla Bonita (La Palma), has even commenced. Indeed, the islands are collectively and without exception a nature lover's heaven.

APPRECIATE  
DOUBT  
LAND

**TIP BOX!**

- ✓ Read the text for gist (general) understanding first.
- ✓ You must use a derivative of the stem word given (e.g. *accuracy* → *inaccurate*) to form each answer.
- ✓ Read the information before and after each gap very carefully, paying attention not just to the gapped sentence itself. Take, for example: *A lot of people mistakenly believe autists can't lie. This ..... (perceive) can make life complicated for them. Of course they can lie.* Here, the best fit is *misperception* not *perception*, and you have to read the before-sentence in order to get the right answer.
- ✓ Study and make a bank of derivative words, paying particular attention to prefixes (e.g. *unauthorised*), affixes (e.g. *mainstream*) and suffixes (e.g. *attainment*).
- ✓ Practise word-transformation exercises (e.g. verb *doubt* to adverb *undoubtedly*). One way to do this in your writing and speaking is to try to paraphrase what you want to say in as many different ways as possible, rather than saying things the same way all the time.



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) Do you mind if I ask you a few questions for a customer satisfaction survey?

**OBJECTION**

Do you *have any objection to my asking* you a few questions for a customer satisfaction survey?

0 **HAVE ANY OBJECTION TO MY ASKING**

Write only the missing words on the separate answer sheet.

(25) The most skilled map reader was made responsible for navigating through the fog.

**CHARGE**

The most skilled map reader *was put/left in charge of* navigating through the fog.

(26) Coco said that her friends were surprised when she decided to resign.

**CAME**

Coco said that her *resignation came as a surprise / decision to resign came as a surprise* to her friends.

(27) He doesn't intend to run for a second term as president.

**NO**

He has *no intention of* running for a second term as president.

(28) The Prime Minister doesn't understand why parliament is opposing his plan.

**WHAT**

The Prime Minister doesn't understand *what parliament's opposition to* his plan is.



(29) Derek was too lazy to volunteer for a role on the committee.

**BOTHERED**

Derek ..... *couldn't be bothered to put himself /* ..... forward for a role on the  
committee. *couldn't be bothered to put his name*

(30) Felicity changed courses only because she disliked her lecturer.

**DISLIKE**

But for her *dislike of/for her lecturer, Felicity wouldn't have* changed courses.



You are going to read part of an article about an alternative energy form. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

### Tree Energy

Renewable energy is a key focus of most nations' energy programmes today, and with countries like Portugal and Costa Rica leading the way in disproving those naysayers who claimed that it would never be sufficiently reliable or commercially viable to provide power on a grand scale, it has received even more attention of late. As the level of interest peaks, innovative new ways of generating renewable energy are also being explored. Of course, wind energy has been around for a very long time now; however, researchers in Iowa have been examining it from a different perspective outside the box of late and they may yet prove that it is possible to reinvent the wheel, so to speak – or the turbine – after all.

Inspired by the rustle of the leaves in the trees on a casual stroll one day, it occurred to one Iowan scientist called Eric Henderson that it might be possible to harness low-to-ground wind energy in a way that traditional wind turbines simply cannot, by replicating the conditions he observed. Indeed, the idea became something of an obsession and he grappled with the notion for some time, researching in-depth the shapes, dynamics and oscillations of tree leaves with the help of two colleagues he recruited from his university. Together, they conceived of the concept of a faux forest, where artificial trees replace woody ones and harness the unexploited energy potential of low-level winds.

However, the concept proved far more complex in actuality than in principle, demanding the application of very advanced physics. As their research continued, the scientists encountered the expected obstacle of reliability; wind is not, after all, guaranteed and weather conditions are highly inconsistent. To maximise conversion rates, the scientists' faux trees would, therefore, have to resemble their natural cousins. However, they also soon identified a phenomenon known as parasitic capacitance as acting on the energy conveyed to the leaves. This is something akin to a leech sucking the lifeblood out of its hapless victim because while, in theory, wind-induced leaf oscillation can generate a lot of energy, much of this is lost through various parasitic effects, such as the leaves wiggling in different directions.

Since the identification of this and other problems, researchers have worked relentlessly to try to overcome them, but, though they have made tangible progress, the road to commercial application is still a long one. However, just as they have unearthed unforeseen complications, so, too, have they identified additional means of harnessing energy from faux trees. For instance, another research group is looking to broaden the scope of exploitation and increase the capacitive potential of faux trees by focusing on solar and heat energy as well as wind. The technology and science is somewhat lagging at the moment, though, and until it catches up, faux trees look set to remain little more than a novel concept for now.

Besides, question marks must remain for reasons other than practicality and commercial viability, too; after all, the supposed attraction of renewable energy is that it is cleaner and greener, yet this is another assertion that is heatedly debated. For instance, wind turbines, while providing clean energy in one sense represent an unacceptable visual blot on the landscape to many, particularly as they tend to be most suited to placement in remote areas of natural beauty, necessitated by the fact that wind speeds and conditions simply are not conducive elsewhere – remote locations are, by default, very raw and wild. Additionally, the infrastructure required to construct turbines can permanently alter the dynamics of the surrounding natural habitat and ecosystem, particularly when transport systems must be built. Indeed, nature itself must make way for this type of technology to be erected and the impact on the local habitat can, therefore, be very significant. Would forests of artificial trees, then, be any less invasive and damaging to the natural world? Besides, it is doubtful even if so that they would be any less of an eyesore.



- (31) What have researchers been doing recently according to the first paragraph?
- A showing that wind is a viable energy form
  - B proving people who criticise renewable energy wrong
  - C experimenting with different shapes of wind turbines
  - D** exploring innovative new ways to harness wind energy
- (32) What is fundamentally different about Henderson's idea for harnessing wind energy according to the second paragraph?
- A it aims to use natural trees to replace traditional wind turbines
  - B it aims to use living trees to naturally harness energy
  - C** it aims to exploit a source of wind energy turbines cannot
  - D it aims to exploit low-to-ground wind energy using traditional turbines
- (33) What unforeseen problem did the scientists encounter according to the third paragraph?
- A their faux trees could be infested by a parasite
  - B** much of the potential wind energy generated is unusable
  - C their tree turbines would not look much like natural trees
  - D leeches would attack the tree leaves
- (34) What does the fourth paragraph suggest about the potential of tree energy?
- A scientists are close to solving the problems they have found
  - B** future technological advances may make it more viable
  - C three viable means of exploitation now exist thanks to new technology
  - D little progress has been made on solving the problems identified
- (35) Why does the author discuss present wind energy systems in the last paragraph?
- A to illustrate problems tree energy could resolve
  - B to highlight the importance of such clean, renewable energy
  - C** to highlight further issues with tree energy that will need consideration
  - D to suggest that tree energy is superior to them
- (36) What can we infer is the author's position on tree energy?
- A** even if it becomes commercially viable questions still remain to be answered
  - B it is only a matter of time before tree energy is widely used
  - C it is highly unlikely tree energy will ever become commercially viable
  - D existing renewable energy sources are more environmentally friendly

## TIP BOX!

Read the instructions and glance at the title, any sub-headings, etc., first to give you information about the text style, subject matter, etc., and stimulate your background knowledge. Quickly read over the questions for the same reason.

Read the text for gist (general) understanding next. Quickly highlight/underline any sections you think may be related to the questions as you read. You can return to these for careful reading later.

Question 31: Use cue words/concepts to help locate information needed, e.g. scanning for researchers locates the answer. Use careful reading to check answer. Sometimes, questions are paraphrased so well cue words are not enough. Then use cue concepts (related words and phrases), e.g. examining and prove (both related to research) also show where the answer is.

Question 32: Scan for hard-to-change cue words, e.g. Henderson's = proper noun. Scanning for Henderson or related pronouns helps quickly locate where you can use careful reading to find the answer.

Question 33: Parasite = cue word. But be careful! Often, as here, distractor answers have a very similar meaning to the information in the text.

Question 34: If you don't understand every word, infer meaning from context. The answer is found here: The technology ... for now. Key ideas like *until it catches up* and *concept* help find the answer.

Questions 35 and 36: Both require a gist understanding; Q35 of the final paragraph, and Q36 of the entire text. Q36 (the last question) will often test overall understanding of the main idea, the writer's feelings, opinions or attitude, etc.



You are going to read an article about spiders. Seven parts 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.

### EIGHT-LEGGED SUPERHEROES

Spiders, some of us tolerate them; others find them downright irritating; and many of us are actually terrified of them. After all, there is definitely something creepy about those threatening fangs and hairy legs. Yet, in actuality, spiders ought to be afforded near superhero status. We totally underappreciate these helpful little arachnids.

Let's start with the obvious ... What do spiders eat? Insects, and vast quantities of them, in fact. So much so that spiders are our primary controllers of insects. Without them, we would have plagues of the critters overrunning our crops and living up to their alternative name by pestering us constantly.

37 H

What is patently obvious is that crop yields would definitely suffer to some extent. Whether what would result would be of the magnitude of an insect apocalypse or somewhat lesser than that is, to a point, irrelevant. We ought to recognise it would create a very unpleasant situation indeed.

Arguably, we could use pesticides to fill the gap left by a lack of natural predation if spiders disappeared. However, that solution comes with its own problems and chemical control of our food produce is controversial to say the least, given the negative impact research suggests that it may have on our health.

38 B

However, the issue isn't solely crop protection. Spiders are also a relatively untapped resource because of a lack of research into the properties of their venom.

39 C

Indeed, the more spiders are researched, the longer the list of possible uses we are finding for their venom. One university in Buffalo recently identified the venom of a South American spider for its usefulness in helping muscular dystrophy patients. And this revelation could be but the tip of the iceberg if further investigations were carried out.

Scorpions – close relatives of spiders – were also found to have a possible use in medicine, where their venom is concerned. It seems it could be effective in helping doctors to identify brain tumours.

Clearly, given that what little research already exists into the beneficial properties of spider venom

points to its huge potential, more research urgently needs to be carried out – and not just on spiders but on their aforementioned and equally unpopular cousins, too.

40 A

Now, returning to the discussion about spider venom, consider that around 45,000 different species of spider have been identified and named, and scientists recognise there are probably the same number more which have yet to be discovered. Given the potential shown in the few venoms which have been researched, think of the possibilities if all types of spider venom were similarly investigated.

41 G

Vanish they may, however, as the threats to spiders today are multiple. Some species, for example, have been captured to near-extinction by hobbyists. Why do we still allow this to happen? Were the hobbyists amassing elephants, for instance, we would all be up in arms; the protestations would be uproarious.

The greatest threat to spiders, though, comes from another form of destructive human behaviour; it is habitat destruction in the main which is a constant threat to species.

42 D

Indeed, to exemplify how little we yet know about spiders generally, an expedition led by a Californian institute recently uncovered a great number of heretofore undiscovered species in just 42 days exploring Luzon Island in the Philippines. The level of our ignorance is truly humbling.

43 F

So there may well be more romantic and attention-grabbing causes than that of the humble spider, but before we turn our back on it altogether, we would do well to remember the possible consequences of our neglect. If we continue to destruct spider habitat at present rates, it is something akin to adjusting the rail tracks just as a high-speed train approaches; the consequences are likely to be very dire.

Worse still, if we cause the train to derail, we may never fully be able to explore the path down which we may have been led had it been allowed to continue happily on its journey along the tracks.





- A** Putting the discussion on the chemical properties of their venom aside for a moment, spiders are also famed for producing silk. Incredibly – nature never ceases to amaze – spider silk has a higher strength-to-weight ratio than steel. This means that it could one day be put to commercial use in a diverse range of products from bulletproof vests to prostheses to surgical threads. The potential for exploitation is huge.
- B** As for organic farming, which relies heavily on natural predation, or biological rather than chemical pest control, this would be severely affected. Indeed, the practice could even become unviable and cease completely, leaving us with no chemical-free option for consumption.
- C** For instance, some recently carried out research at Yale points to a future potential use for funnel-web spider venom in the area of pain relief. Given the addictive qualities of some pain killers presently on the market and, arguably, far too readily available to consumers, this natural alternative would be very attractive indeed if the further research required revealed that it truly had genuine practical and commercial potential for exploitation in this way.
- D** Estimates as to precisely how many are lost due to this kind of activity are hazy at best, and indeed, most scientists shy away from even attempting to posit a figure. However, the number, if it were calculable and accurately known, would almost certainly be shock– if not gag–inducing.
- E** However, interest in the subject is now building momentum, so we are likely to know far more before long about their venom’s potential. Funding, once so lacking in this area, is now being made available. And it is not before its time, for continued habitat destruction has put some species on the critically endangered list. But that, habitat destruction, is a conversation for another day.
- F** There is no telling, then, the extent of uncapped potential benefits we would forfeit were habitat destruction to recklessly continue and untold numbers of species to be lost. Never mind the already highlighted potentially dire consequences for crop yields and other cascade effects.
- G** Of course, these are unknown, and, until the research takes place, we can only really speculate about the spider’s untapped potential, but what’s to say that we couldn’t uncover the cure for epilepsy or some form of cancer, for example. What a missed opportunity that would be if a species with such a potent and useful venom were to disappear.
- H** Would famine follow? It’s hard to say exactly as the precise manifestation of a spiderless world is unclear. We will only know if it happens, but let’s hope for all our sakes it never does.



You are going to read extracts from an article about snowflakes. For questions 44-53, choose from the sections (A-E). The extracts may be chosen more than once.

---

In which extract ...

- ... is a point of contention amongst scientists over the effects of something highlighted? 44 | A
- ... does the writer give an insight into their personal outlook on life? 45 | E
- ... is the difficulty in proving something likened to searching for an everyday object? 46 | B
- ... does the writer examine the different ways likeness can be interpreted? 47 | D
- ... does the writer hint at the inconveniences snowflakes can cause in everyday life? 48 | E
- ... is the composition of young snow crystals differentiated in some detail? 49 | B
- ... are the range of possible forms flakes can take defined as almost never-ending? 50 | C
- ... does the writer first explain that two developed snowflakes can rarely be the same? 51 | C
- ... does the writer suggest the closer something is inspected, the less likely an outcome is? 52 | D
- ... does the writer suggest that simplification can have a positive impact on the world? 53 | E



**A** It is often claimed that no two snowflakes are alike, but what exactly is the veracity of this statement? Well, although you wouldn't think it to glance at them, snow crystals are rather intricate. For that reason, the answer is by no means clear-cut. For instance, scientists remain unsure as to how temperature and humidity affect growth. Indeed, moving somewhat tangentially for a moment, nor are they yet certain of the wider climactic effect flakes have. For example, they know that clouds of snow crystals reflect sunlight during the day, producing a cooling affect; although at night they sort of blanket the planet, absorbing the heat it gives off, doing the reverse. So whether such clouds contribute to global warming or not is up for debate on account of these competing effects.

**B** As for snow crystals themselves, they undergo various stages of formation before they become fully developed snowflakes. In the developmental stages, they are more simple structures, then they later branch out and become complex. To start with, they resemble fairly plain and uniform six-sided prisms that are hard to distinguish from one another. Such underdeveloped crystals do often fall to the ground prematurely as precipitation. In this case, the probability of close likeness amongst different ones is quite high in relative terms. So, hypothetically, it's quite possible to find two more or less the same, but, in practice, this would be like looking for a needle in a haystack – two, actually, so good luck trying to prove it.

**C** However, snowfall is typically comprised of crystals at a more advanced stage of development – true snowflakes, if you will – and here the odds change considerably with the likelihood of very close resemblance dramatically reduced. This is because the ways in which fully developed crystals can arrange themselves are almost infinite. Once crystals have branched out to form large flakes, then, the chances of finding identical twins are, therefore, extremely remote.

**D** Another problem with this question is how you define 'alike'. After all, to the naked eye, most flakes look more or less indistinguishable, irrespective of size or shape. Indeed, even under a microscope, more simple crystal formations are strikingly similar to one another, though the unique characteristics of fully formed snowflakes will be revealed. However, an understanding of the science of physics confirms the extreme rarity of identical twins even amongst superficially similar flakes. In other words, at a molecular level, likeness is a near impossibility, so the more closely we examine a flake and the more strictly we define the notion of likeness, the less probable it becomes to ever identify two crystals which are truly alike.

**E** It is, in a way, somewhat reassuring, though, that something as seemingly simple as a snowflake which is in actuality incredibly complex, can still be uniformly beautiful in another purer, more innocent sense. For, once the flakes have made landfall and begun to amass, snow is, to a degree, just snow, and it takes on that kind of magical, fairy-tale quality that only it can evoke in so many people, but particularly the young, who have less need to worry about the logistical implications of it amassing in ever greater quantities, and, indeed, who usually welcome the closure of facilities, particularly academic ones, that is normally commensurate with such accumulations. For it is the way of the universe as a whole, is it not? Order springs from chaos, beauty is born from the most unlikely, disordered and chance set of circumstances. Indeed, as a self-proclaimed glass-half-full person, I like to think that we, human beings, are not all that dissimilar to snowflakes, actually. After all, each one of us is, on some level, utterly unique, and yet, remove all the complexities of life and the over-analysis, and, on another, we are all precisely the same; hopeful, flawed, loving, caring, jealous and imperfect; perfectly so. The sooner we understand that, the better for both our species and the wider world we inhabit, snow-covered or otherwise.



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.

1

**Sport and Personal Development**

There is a social aspect to participation in sport, which is invaluable as we develop during our youth; indeed, the intrinsic element of learning linked to this teaches us life skills, such as how to interact successfully with other people, and to develop bonds of camaraderie and friendship. However, we also learn about ourselves in a more profound way; how we cope with adversity and the manner in which we celebrate triumph. Pointedly, our sporting experiences can even help us redefine these concepts in a less conventional way. Of course, in this age of obesity, we ought not to overlook the importance of participation for health reasons either.

**Competitive Sport**

Youth is a trying time. In principal, sport participation is an excellent outlet for stress release and enjoyment. In practice, however, all too often, it is simply yet another source of anxiety. Young people feel under scrutiny and the expectation to perform on the field of play, which sucks the pleasure out of participation. Instead, we allow ourselves to be defined by success or failure in sport in much the same way as in other aspects of life. Additionally, parents, sometimes unintentionally, heap further pressure on their children and try to re-live life or lost years through their child's successes, or failures as the case may be.

Write your essay.

**TIP BOX!**

- ✓ There are two short texts related to the same topic. Carefully read each one in order to identify key points.
- ✓ Highlight these key points as you read.
- ✓ Include all key points in your answer in a structured way – separating out contrasting and complementary views.
- ✓ Avoid lifting large sections of the input material. Paraphrase the key points in your own words. Remember: marks are awarded for range of vocabulary and grammar.
- ✓ Use examples and further detail to expand on and evaluate the key points, and give and support your own view(s) on the topic.
- ✓ Practise your timings in advance. Make sure you leave enough time to complete Part 2.
- ✓ Marks are awarded for organisation, so be sure to use paragraphs and have a clear structure and logical flow to your ideas.
- ✓ Planning can help you achieve a better structure to your essay. Always spend a few minutes organising the ideas you want to discuss into a clear paragraph plan before you start to write your answer.
- ✓ Don't waste time counting words in the exam. Familiarise yourself with what 240-280 words looks like in your own handwriting beforehand. You won't be heavily penalised for going slightly over the word limit.
- ✓ Pay close attention to spelling and punctuation because marks will be lost if either is unclear. Allow yourself a few minutes to read over your essay at the end for the purposes of error correction, checking your grammar as well.



Write an answer to one of the questions 2-5 in this part. Write your answer in **280-320** words in an appropriate style.

2

An international travel magazine has asked readers to send in articles on the theme 'Best kept local secrets'. You decide to write an article in which you describe a little-known place, building, service or facility with touristic value in your area, explaining why it is not already better-known, what is impressive about it and its touristic appeal, and what type of traveller would find it most interesting.

Write your **article**.

3

You belong to an English language reading group which recently watched a film based on a previously read novel. You have agreed to write a review of the film for the group's website. In your review, you should give your opinion of the film and how it compares with the book, and say whether you are generally in favour of film adaptations of novels.

Write your **review**.

4

A popular English language magazine has invited readers to send in letters sharing their recent experience of a stressful situation. You decide to send in a letter in which you briefly describe a stressful situation you were in, explaining what you did to cope and how your behaviour might alter in the future in light of this experience.

Write your **letter**.

5

Set text questions. Write **5(a)** and **5(b)** at the beginning of your answer.

### TIP BOX!

- ✓ Quickly read the input material for each question. Remember: you must answer ONE question only.
- ✓ Choose the topic you are most familiar with to write about.
- ✓ Pay close attention to the text type (e.g. article or review) and target reader, and remember to write your answer in an appropriate register (e.g. informal, neutral or formal).
- ✓ Highlight/underline the key words and phrases in the input material. Make sure you cover all parts of the task in your answer.
- ✓ As Part 2 relies mainly on your own ideas, pay very close attention to planning, and structure your ideas clearly and logically into paragraphs.
- ✓ Show what you know! Use a wide range of grammar and vocabulary in your answer.



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 will hear an education expert called John talking on the radio about fake news.

- (1) What does John find most worrying about the new education initiative?
- A it shows how little trust society has in young people
  - B it shows how serious a problem fake news has suddenly become
  - C it highlights how little common sense young people have
- (2) Why does John use the example of an alien invasion?
- A to show how serious the fake news problem is
  - B to show how quickly fake news can spread
  - C to show how worry over fake news is exaggerated

### Extract Two

You will hear a woman called Alexandra talking on the radio about poverty.

- (3) How did Alexandra react to the children begging for money?
- A she felt sorry for them
  - B she felt they were harassing her
  - C she felt they were trying to trick her
- (4) Why does Alexandra refer to 'a change of tack' in relation to fundraising?
- A to suggest what villagers should start to do
  - B to highlight how better methods are being used
  - C to criticise tourists for how they react to villagers

#### TIP BOX!

- ✓ Remember: you hear each extract twice before the next one is played.



**Extract Three**

You will hear two lawyers, Emma and Keiran, discussing the outcome of a recent case.

- (5) Who does Keiran suggest was to blame for the incident?
- A the government
  - B the claimant
  - C nobody
- (6) What does Keiran mean when he suggests the judge was 'caught between a rock and a hard place'?
- A the judge made the correct decision
  - B neither option was ideal
  - C the judge made a bad decision



## Listening | Part 2

### Test 1

You will hear a radio presenter called Tania Parades discussing the subject of whale beaching along an area of the New Zealand coastline. For questions 7-15, complete the sentences with a word or short phrase.

Tania wants to discuss the beaching reported this week not because whale beachings are unusual in New Zealand, but because they have become (7) an annual event in the Golden Bay area.

Tania describes the mass stranding that occurred earlier in the week, as (8) a (very) significant event on account of the sheer number of pilot whales that beached. / very significant

In spite of a rescue attempt by a large number of people, (9) only a handful of the whales made it to the safety of deep water.

Tania believes that for once, it is the depth of water in the bay rather than (10) human interference that is mainly to blame for the beachings.

The plentiful amount of (11) soft sand in the bay, combined with the gradual reduction in depth of the water, is thought to disrupt the whales' echo-location methods.

The whales' navigation problems are compounded by the fact that the tide rapidly (12) moves in and out of the bay.

However, the conditions in the bay do not explain why so many whales can all make an identical (13) navigational error at the same time.

Scientists speculate that mass beachings may be linked to the fact that whales tend to maintain (14) strong social bonds within their communities.

In this sense, a mass stranding could be explained as a failed (15) rescue effort on the part of the other whales in the pod.

#### TIP BOX!

- ✓ Correct spelling is essential in this part.
- ✓ Answers will be single words or short phrases.
- ✓ You have 45 seconds before the monologue plays to read over the questions. Use this time wisely to highlight/underline key words/phrases/concepts to listen out for.
- ✓ Use these key words/phrases/concepts as cues to help you follow the recording.
- ✓ Remember that the questions are in the order the answers will be heard in the recording. This is particularly helpful if you lose track of where you are while the recording is playing.
- ✓ Think about what kind of information fits in each gap (e.g. noun/noun-phrase, verb, adjective, etc.). Make sure that what you write in each gap makes grammatical sense.
- ✓ If all else fails, have a guess!



You will hear a radio programme in which two people, James Reese and Yordanka Hellmans, are discussing a planning decision by the local council. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

- (16) James feels that the rezoning decision
- A can still be reversed if campaigners fight hard.
  - B should lead to resignations in the council.
  - C** does not spell the end of his campaign.
  - D means planning laws are now on his side.
- (17) Yordanka suggests that Buttersdale Park
- A has been zoned for industrial purposes for a long time.
  - B** is now largely protected from being built on.
  - C will be further industrialised in the future.
  - D covers a relatively small and insignificant area.
- (18) Yordanka wants to ensure businesses set up in the new zone
- A have a lot of profit potential.
  - B are supported and welcomed by the townspeople.
  - C** bring considerable benefits to the local area.
  - D are owned and run by local people.
- (19) James and Yordanka are in agreement that
- A only a small portion of the park will be affected.
  - B** applicant businesses should be carefully assessed.
  - C only locally owned businesses should be approved.
  - D the area boasts a very skilled workforce.
- (20) James claims that an environmental report
- A** suggests the entire park will be negatively impacted.
  - B proves more of the park has been rezoned than Yordanka claims.
  - C suggests the size of the rezoned area is very relevant.
  - D should be commissioned to assess the impact on the park.



## Listening | Part 4

### Test 1

You will hear five short extracts in which students discuss a social studies class project.

#### TASK ONE

For questions 21-25, choose from the list (A-H) what each speaker says about their decision.

While you listen you must complete both tasks.

- |  |           |   |    |
|--|-----------|---|----|
| A it was based on a film plot                        | Speaker 1 | H | 21 |
| B they discounted the obvious answer                 | Speaker 2 | G | 22 |
| C they picked the most intelligent answer they could | Speaker 3 | D | 23 |
| D it came to them immediately                        | Speaker 4 | E | 24 |
| E it was the expected or most common answer          | Speaker 5 | F | 25 |
| F they had recently contemplated a similar question  |           |   |    |
| G they had an answer previously prepared             |           |   |    |
| H it took a lot of deliberation to reach             |           |   |    |

#### TASK TWO

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

While you listen you must complete both tasks.

- |  |           |   |    |
|--|-----------|---|----|
| A a return to a more naïve state would create a perfect world  | Speaker 1 | A | 26 |
| B there should be a mass extinction of one type of animal      | Speaker 2 | E | 27 |
| C their answer should have a condition attached to it          | Speaker 3 | C | 28 |
| D the world should be guided by young children                 | Speaker 4 | G | 29 |
| E the world is a better place without humans                   | Speaker 5 | H | 30 |
| F poverty and crime must be tackled first                      |           |   |    |
| G if this occurred all other problems would resolve themselves |           |   |    |
| H we should reinvent the world guided by one emotion           |           |   |    |



## Part 1 | 2 minutes for pairs (3 minutes for groups of 3)

**Interlocutor** Good morning/afternoon/evening. My name is ... and this is my colleague ... . And your names are ... ? Could I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

Where are you from, *Candidate A*? And you, *Candidate B*?

*Candidate A*, are you working or studying at the moment? And you, *Candidate B*?

[Next, Interlocutor asks a series of personal questions, alternating between candidates.]

- You mentioned you're from *place name*. What's it like living there?
- How interested are you in *place name's* history?
- What role, if any, do you think English will play in your personal or professional life in the future?
- What would your dream job be?
- How much interest do you take in current affairs, locally and globally?
- Do you tend to use technology much in the course of your work or studies?
- What do you like to do to relax and do you find it difficult to unwind?

**Candidates** .....

**Interlocutor** Thank you.

### TIP BOX!

- ✓ You will always be asked where you come from and whether you are working or studying at the moment.
- ✓ You will be asked one more question about your everyday life, work, study, interests, or similar.
- ✓ Practise answering the example questions in this book. Don't learn answers off by heart. Try to sound relaxed, fluid and natural.

## Part 2 | 4 minutes for pairs (6 minutes for groups of 3)

**Interlocutor** Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

[Interlocutor places the pictures on the desk and indicates two pictures for candidates to initially focus on.]

First, I'd like you to look at pictures 1A and 1B and talk together about the different aspects of urban living they show.

You have about 1 minute for this, so don't worry if I interrupt you.

[2 minutes for groups of three.]

**Candidates** .....

**Interlocutor** Thank you. Now look at all the pictures.



# Speaking

## Test 1

I'd like you to imagine that some students are going to have a discussion on the advantages and disadvantages of urban living. These pictures will be used as the basis for the discussion.

Talk together about the advantages and disadvantages of urban living. Then suggest one other theme to include in the discussion.

You have about 3 minutes to talk about this. [4 minutes for groups of three.]

Candidates .....

Interlocutor Thank you. [Interlocutor retrieves picture sheet.]

### Part 3 | 10 minutes approx.

Interlocutor Now, in this part of the test, you're each going to talk on your own for about 2 minutes. You need to listen while your partner is speaking, though, because you'll be asked to comment afterwards.

So, Candidate A, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

A

All right? Here is your card.

Task 1a

<p>Is it better to work in a group or on your own?</p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• ideas</li> <li>• different types of work</li> </ul>	<p>Prompt card for Candidate A</p>
--	------------------------------------

Remember, Candidate A, you have about 2 minutes to talk before we join in.

[Interlocutor allows candidate up to 10 seconds, if necessary, to get composed.]

Would you like to begin now?

Candidate A [Candidate A discusses the question for 2 minutes.]

Interlocutor Thank you.

[Interlocutor now asks Candidate B one of the following questions.]

- Why do some people prefer to work alone?
- Do some jobs require more cooperation than others?
- Is it more important to encourage children to be kind to others or to think about their own needs?

[Interlocutor invites Candidate A to re-join the discussion with one of the following prompts.]

- What do you think?
- Do you agree?
- How about you?

Candidates [The discussion lasts around 1 minute.]

Thank you. [Interlocutor retrieves cards.]

**TIP BOX!**

- ✓ Familiarise yourself with the format of and timings for the Speaking in advance.
- ✓ On exam day, if you don't understand an instruction, you can ask for clarification before the task begins.





Now, *Candidate B*, it's your turn to be given a question. Here is your card.

Task 1b

What are the most important factors in job satisfaction?

- financial rewards
- opportunities
- work environment

Prompt card for  
Candidate B

B

Remember, *Candidate B*, you have about 2 minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

*[Interlocutor allows candidate up to 10 seconds, if necessary, to get composed.]*

All right? Would you like to begin now?

**Candidate B** *[Candidate B discusses the question for 2 minutes.]*

**Interlocutor** Thank you.

*[Interlocutor now asks Candidate A one of the following questions.]*

- Do you prefer a lively or quiet working(/learning) environment?
- Is it more important to have opportunities for training or promotion in your job role?
- Apart from salary, what other kinds of benefits do or would you value in a job?

*[Interlocutor invites Candidate B to re-join the discussion with one of the following prompts.]*

- What do you think?
- Do you agree?
- How about you?

**Candidates** *[The discussion lasts around 1 minute.]*

Thank you. *[Interlocutor retrieves cards.]*

**Interlocutor** Now, to finish the test, we're going to talk about work and relationships in general.

*[Interlocutor addresses some of the following questions to both candidates.]*

- Some people say the only person you can really depend on is yourself. What do you think?
- Nowadays, a lot of offices are *open plan* *[Interviewer might need to define this term]*. Why do you think this is?
- Thanks to social networks, we now have huge numbers of online friends. How meaningful do you think these relationships are?
- How do companies benefit from having a diverse range of characters in their employment?
- A lot of people move from company to company today, not working in any one place for very long. Do you think this is wise?
- In today's world, it is often difficult for small companies to attract the best staff. Why do you think this is?
- In what ways do people need to cooperate with one another when they live in the same neighbourhood or community?

**Candidates** *[Up to 4 minutes is allowed for the discussion.]*

Thank you. That is the end of the test.

Ahead with

# CPE

**Ahead with CPE** includes:

- 8 complete practice tests for the Cambridge Proficiency exam according to latest exam specifications
- information about the CPE with detailed description of each section of the exam
- tips-strategies for exam preparation
- downloadable Alphabetised glossary available on [www.aheadbooks.com](http://www.aheadbooks.com)
- sample answers for writing paper
- sample answers for speaking paper
- Skills Builder for writing and speaking with teacher's book available online
- full listening tapescripts

## Components

**Student's Book** with Audio CD

ISBN: 978-88-98433-67-4

**Skills Builder** for writing and speaking

ISBN: 978-88-98433-70-4

*(Teacher's Book available online)*

**Teacher's Book** (overprinted version)

with Audio CD

ISBN: 978-88-98433-69-8

**AHEAD**  
BOOKS

[www.aheadbooks.com](http://www.aheadbooks.com)

Teacher's Book + Audio CD

ISBN: 978-88-98433-69-8



9 788898 433698

