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WITHOUT ANSWERS

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Excerpt
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Contents

	Introduction	5
Test 1	Reading and Use of English	8
	Writing	22
	Listening	24
	Speaking	29
Test 2	Reading and Use of English	30
	Writing	44
	Listening	46
	Speaking	51
Test 3	Reading and Use of English	52
	Writing	66
	Listening	68
	Speaking	73
Test 4	Reading and Use of English	74
	Writing	88
	Listening	90
	Speaking	95
	Sample answer sheets	96
	Thanks and acknowledgements	103
	Visual materials for the Speaking test	<i>colour section</i>

Introduction

This collection of four complete practice tests comprises papers from the *Cambridge English: Advanced (CAE)* examination; students can practise these tests on their own or with the help of a teacher.

The *Cambridge English: Advanced* examination is part of a suite of general English examinations produced by Cambridge English Language Assessment. This suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, *Cambridge English: Advanced* is at Level C1 in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

It has been accredited by Ofqual, the statutory regulatory authority in England, at Level 2 in the National Qualifications Framework. The *Cambridge English: Advanced* examination is recognised by educational institutions, governmental departments and employers around the world as proof of the ability to follow an academic course of study in English at university level and communicate effectively at a managerial and professional level.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
Cambridge English: Proficiency Certificate of Proficiency in English (CPE)	C2	3
Cambridge English: Advanced Certificate in Advanced English (CAE)	C1	2
Cambridge English: First First Certificate in English (FCE)	B2	1
Cambridge English: Preliminary Preliminary English Test (PET)	B1	Entry 3
Cambridge English: Key Key English Test (KET)	A2	Entry 2

Introduction

The structure of *Cambridge English: Advanced* – an overview

The *Cambridge English: Advanced* examination consists of four papers.

Reading and Use of English 1 hour 30 minutes

This paper consists of **eight** parts, with 56 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 8, the test contains a range of texts and accompanying reading comprehension tasks.

Writing 1 hour 30 minutes

This paper consists of **two** parts which carry equal marks. In Part 1, which is **compulsory**, candidates must write an essay with a discursive focus of between 220 and 260 words. The task requires candidates to write an essay based on two points given in the input text. They need to explain which of the two points is more important and give reasons for their choice.

In Part 2, there are **three** tasks from which candidates **choose one** to write about. The tasks include a letter/email, a proposal, a report and a review. Candidates write between 220 and 260 words in this part.

Listening 40 minutes (approximately)

This paper consists of **four** parts with 30 questions. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Speaking 15 minutes

The Speaking test consists of **four** parts. The standard test format is two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation. The test consists of short exchanges with the interlocutor and with the other candidate, an individual long turn, a collaborative task involving both candidates, and a discussion.

Grading

Candidates will receive a score on the Cambridge English Scale for each of the four skills and Use of English. The average of these five scores gives the candidate's overall Cambridge English Scale score for the exam. This determines what grade and CEFR level they achieve. All candidates receive a Statement of Results and candidates who pass the examination with Grade A, B or C also receive the *Certificate in Advanced English*. Candidates who achieve Grade A receive the *Certificate in Advanced English* stating that they demonstrated ability at Level C2. Candidates who achieve Grade B or C receive the *Certificate in Advanced English* stating that they demonstrated ability at Level C1. Candidates whose performance is below C1 level, but falls within Level B2, receive a *Cambridge English* certificate stating that they have demonstrated ability at Level B2. Candidates whose performance falls below Level B2 do not receive a certificate.

For further information on grading and results, go to the website (see page 7).

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from Cambridge English Language Assessment at the address below or from the website at: www.cambridgeenglish.org

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Test 1

READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

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

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

Example:

0 **A** earns **B** gains **C** wins **D** obtained

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

Time and the rotation of the Earth

As all school children know, there are 60 seconds in a minute. But every so often, our planet **(0)** a second. The addition of what's called a 'leap second' is **(1)** to allow the Earth's rotation, which is gradually **(2)** to catch up with atomic clocks – the world's most accurate time-keepers. This sounds simple, but according to scientists, because they only get six months' **(3)** of the need to add a leap second, it's difficult to insert it into computers without mistakes being made, **(4)** systems to fail temporarily. In 2012, a leap second was added on a weekend but it resulted in over 400 flights in one country being grounded as the check-in system **(5)** down.

Some countries are in favour of abolishing leap seconds while others **(6)** that the technical challenges are **(7)** if everyone adds the second in the same way and at the same time. They say that we have always taken the Earth's rotation as the ultimate reference for timekeeping and we shouldn't break this **(8)** without considering the consequences.

Reading and Use of English

- | | | | | |
|---|---------------------|-----------------------|----------------------|----------------------|
| 1 | A designed | B targeted | C framed | D drafted |
| 2 | A delaying | B lessening | C slowing | D declining |
| 3 | A advice | B notice | C information | D instruction |
| 4 | A compelling | B making | C causing | D influencing |
| 5 | A came | B fell | C ran | D went |
| 6 | A argue | B disagree | C dispute | D question |
| 7 | A governable | B controllable | C manageable | D adaptable |
| 8 | A join | B link | C chain | D union |

Test 1

WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style **on the separate answer sheet**.

- 1 Your class has watched a studio discussion on the role of music in society. You have made the notes below:

The role of music in society:

- enriching people's lives
- uniting social groups
- educating young children

Some opinions expressed in the discussion:

"The purpose of music is to bring beauty to our lives."

"Music can help bring different people together."

"Music lessons at school can improve learning in other subjects."

Write an essay for your tutor discussing **two** of the roles of music in society in your notes. You should **explain which role is more significant, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

*Test 1***LISTENING** (approximately 40 minutes)**Part 1**

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

Extract One

You hear two friends discussing an exhibition they have just visited, featuring a female sculptor called Sue Lin.

- 1** What does the woman think about the way the exhibition was set out?
 - A** It enabled people to appreciate how innovative Sue's work was.
 - B** It reflected Sue's original intentions for her sculptures.
 - C** It placed too much emphasis on Sue's contemporaries.

- 2** The man says the decisions made about what to include in the exhibition have
 - A** helped to increase visitor numbers.
 - B** diminished his opinion of Sue's sculptures.
 - C** disappointed admirers of Sue's talent.

Extract Two

You hear part of a discussion between two psychology students on the subject of laughter.

- 3** What is the man doing?
 - A** describing different kinds of humour
 - B** complaining about his tutor's attitude towards his work
 - C** highlighting how surroundings can influence people

- 4** What do they both think about research into laughter?
 - A** It is an effective way to find out about human behaviour.
 - B** It should focus on the physical processes of the brain.
 - C** It has become a popular field of study.

Extract Three

You hear two friends discussing their experiences of learning to play the piano.

- 5 The woman says that since starting to learn the piano, she's felt
- A more confident about facing challenges in general.
 - B newly convinced of the value of perseverance.
 - C better able to remember factual information.
- 6 Which research findings into playing an instrument does the man question?
- A that it improves abstract reasoning skills
 - B that it fosters creative thinking
 - C that it acts to relieve stress