

# Ready for CAE

coursebook

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Updated for  
the revised  
CAE exam



# 2



# Times change



## Listening 1:

CAE Part 2

## Sentence completion

- 1  These photographs were all taken over 50 years ago.  
How has life changed since then? If the same photographs were taken now, which features would be the same and which would be different?
- 2  1.4 You will hear part of a talk on the subject of time capsules. What do you think a time capsule might be?
- 3 For questions 1–8 complete the sentences.

## What to expect in the exam

- There is always a pause before you hear the listening. Use this to read through the questions and predict the type of answer required. eg *Question 1: To fit in grammatically with the beginning of the sentence, we'd probably need to write an adjective to describe time capsules, or a past participle which tells us what is done to them.*
- You can normally write the actual words you hear in the recording.
- Answers can be numbers, single words or short phrases (usually of no more than three words).
- Check your answers; incorrect spelling and grammar may lose marks.
- Part 2 is always a monologue. As with all recordings in Paper 4 Listening, it is played twice.

- 4 Before you do the task, read all the questions and try to predict the type of information you might hear for each one.

For reasons of security, time capsules are usually  1 .

People have been putting things in time capsules for  2 .

The main reason for time capsules going missing has been the failure to  3 .

The exact location of a capsule containing  and  4 from a popular TV programme is unknown.

The capsule is somewhere in an area that used to be a  5 .

Dr Thornwell Jacobs was unable to find sufficient information on  6 .

His 'Crypt of Civilization' is situated in the  7 of Hearst Hall.

To avoid possible theft Dr Jacobs did not include  8 .




## Speaking:

CAE Part 3

## What to expect in the exam

The examiner's instructions for Part 3 tasks also appear as written questions above the pictures.

## Collaborative task

 You belong to a group of friends who have decided to bury a time capsule, to be opened in 100 years' time. The pictures below show some of the aspects of life which can be represented by items in the capsule.

Talk with your partner about the different aspects, saying which items could be included as most representative of our lives today, and then decide which **two** items would be of most interest to future generations.

As with Dr Jacobs and his 'Crypt of Civilization', your time capsule may contain original items and/or models, pictures, films and sound recordings as well as computer software.

- Which items could be included as most representative of our lives today?
- Which two items would be of most interest to future generations?



Entertainment



Technology



House &amp; Home



Travel &amp; Transport



Fashion



Politics

## How to go about it

- Evaluate the different items you talk about, giving reasons for your choices.  
eg *An atlas would be an ideal way to illustrate how the world is divided up politically. Maps are constantly being rewritten and people in 100 years' time would be curious to see how international boundaries have shifted since our time.*
- Aim to demonstrate your linguistic ability and use a wide range of vocabulary and structures.
- Address all parts of the instructions, even if you do not reach a final agreement within the four minutes you are allowed for this part.

## Useful language

Complete each of the gaps with one of the phrases in the box. There is an example at the beginning (0).

are unlikely to be using  
be intrigued to see  
would not be complete without  
~~is a distinct possibility that~~  
might conceivably be obsolete  
would demonstrate very clearly  
is a part of everyday life

- 0 There is a distinct possibility that people won't ever have seen a pound coin.
- 1 The time capsule \_\_\_\_\_ one or two items of fashion clothing.
- 2 Fast food \_\_\_\_\_, so something representing that would be of interest.
- 3 Future generations would \_\_\_\_\_ a model of our underground system.
- 4 The mobile phone \_\_\_\_\_ how we communicate with each other.
- 5 DVDs \_\_\_\_\_ by the time the capsule's opened.
- 6 People \_\_\_\_\_ ovens in 100 years' time.

## Use of English:

CAE Part 2

## Open cloze

## What to expect in the exam

- The open cloze is a short text with 15 gaps, each of which has to be filled with one word.
- The main focus is on grammatical words, eg prepositions, auxiliary verbs and articles.

- 1 Read the following text, ignoring the gaps for the moment. Which famous toy is being described?

## THE IMPOSSIBLY CURVY DOLL


More than one billion (0) have been sold in 150 different countries (1) \_\_\_\_\_ her first appearance at the New York Toy Fair in 1959. Created (2) \_\_\_\_\_ Ruth Handler, the daughter of Polish immigrants, and originally known (3) \_\_\_\_\_ the 'Teenage Fashion Model', she was a perky blue-eyed blonde, with a pony tail and a black-and-white swimsuit.

It was while she was watching her daughter Barbara playing with cut-outs of adult women (4) \_\_\_\_\_ Handler came up (5) \_\_\_\_\_ the idea. (6) \_\_\_\_\_ the time, dolls in America always took the form of babies. When she first proposed a prototype to executives at the toy company, Mattel, she was turned (7) \_\_\_\_\_. Later, (8) \_\_\_\_\_, Handler won over the all-male

management, and the first toy doll in the USA with breasts went (9) \_\_\_\_\_ production.


By the late Sixties, she was enjoying the same type of fame (10) \_\_\_\_\_ the *Beatles*. As her world expanded, so (11) \_\_\_\_\_ the profits, and she was making well over \$100 million a year for Mattel. She took on numerous different identities, (12) \_\_\_\_\_ as astronaut, vet or surgeon and she acquired many friends, notably Ken, (13) \_\_\_\_\_ name came from Handler's son.

She was (14) \_\_\_\_\_ without her critics. Her shapely figure was essentially unattainable and feminists attacked Handler for presenting young girls with (15) \_\_\_\_\_ image of adult beauty they could never achieve. Handler was not bothered by this. 'My whole philosophy was that through the doll, the little girl could be anything she wanted to become,' she later wrote.

- 2 Read the text again and think of the word which best fits each space. Make sure you read the example. When you have finished, justify your answers to your partner, with particular reference to words and sentences before and after the gaps.
- 3  Whose opinion do you agree with in the final paragraph? Handler's or the feminists'?

## Language focus 1: Talking about the past

### A Review

 Complete each of the spaces with an appropriate form of the verb in brackets. Choose from the past, past perfect or present perfect, in either the simple or progressive form. There may be more than one possible answer. If so, explain any differences in meaning.

- I \_\_\_\_\_ (never/kiss) anyone until I \_\_\_\_\_ (meet) you.
- That's the third time I \_\_\_\_\_ (have) to tell you to stop shouting!
- It looks as if he \_\_\_\_\_ (cry) again. His eyes are all red and puffy.

- I used to get so annoyed with him. He \_\_\_\_\_ (always/lose) things.
- She \_\_\_\_\_ (eat) a particularly large bar of chocolate and she suddenly started to feel sick.
- Marjorie \_\_\_\_\_ (leave) when Paul \_\_\_\_\_ (arrive).
- You know that book you \_\_\_\_\_ (tell) me about last week? Well, I \_\_\_\_\_ (buy) it. Look.
- I hated that school. If I \_\_\_\_\_ (not do) my homework, they used to punish me. If I \_\_\_\_\_ (do) it, they'd tell me to do it again.

### B Further ways of talking about the past

- 1 Underline the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.

- 1 **When I was a teenager** I *used to know/would know/knew* the words to all the *Beatles* songs.
- 2 **It's years since** I've *ridden/I haven't ridden/I rode* a bike. I'm not sure if I could do it now.
- 3 **I'd like to have travelled/have liked to travel/have liked to have travelled** **more when I was younger**.
- 4 **I remember** that concert. **It was the first time** I've *seen/I'd seen/I was seeing* the band play live.
- 5 **I'd rather my parents** *didn't make/wouldn't have made/hadn't made* me go to piano lessons **when I was little**.

- 6 She was *going to work/thinking to work/to have worked* in her mother's business, but decided instead to continue her studies.
- 7 *After he'd done/Having done/Being done* it once, he wanted to do it again.
- 8 It has not rained since *he's been here/he got here/his arrival*.



Check your answers by reading the Grammar reference on pages 216 and 217.



- 2 Rewrite sentences 1–5 so that they are true for you. Use the words in **bold** together with an appropriate verb in the correct form. Compare your sentences with those of your partner.

### Writing:

CAE Part 1

### Formal letter

- 1 Read the following advertisement. Does this type of entertainment appeal to you?

## BLACK KNIGHT MEDIEVAL SOCIETY

Our aim is to bring history alive with the very best in open-air medieval entertainment. We offer spectacular jousting tournaments and archery displays, cookery and craft demonstrations, exhibitions of medieval weapons, music and dancing performances and much, much more. A guaranteed fun day out for all the family.



- 2 Read the following Part 1 task and the sample answer on page 22. Would the letter achieve the desired effect?

You help out on the committee of a Medieval Society which recently organized a Medieval Fair. Read the newspaper report on which you have made some notes and the emails received by the committee, and write a letter to the newspaper, giving the Society's version of events and asking them to print another article.

## MIDDLE AGE CRISIS

there was  
nowhere for  
people to park

not what our  
emails say!

Brampton's annual Medieval Fair last Sunday failed to attract the same interest as in previous years and the few people who did turn up were critical of the event. The archery display was rather tedious and visitors were unimpressed by the medieval dancing display. Many also commented on the small number of demonstrations of traditional cookery and craft skills. Given the poor response to the event, it seems unlikely that

kids loved it

not enough  
space

A great day! Loved the music and dancing – very professional.

The car park was full when we got there so we missed it all – the kids were really upset.

I didn't realize medieval cooking was so good! The clothes making was fascinating.

Write your **letter**. You do not need to include postal addresses.

### Sample answer

Dear Sir,

I help out on the committee of a Medieval Society and we're really fed up with the way you reported the annual Medieval Fair last Sunday.

You said that not many people turned up and they were critical of the event. But that's not fair! Many people did turn up, but there was nowhere for them to park when they got there so they missed it all.


Also, you said that visitors were also unimpressed by the medieval dancing display. That's not true! Lots of people said they thought the dancing was good – we've got emails to prove it. One said, 'A great day! Loved the music and dancing – very professional.' And about the archery: how on earth can you say that it was tedious? The kids loved it.

To sum up, it was really successful and we are absolutely disgusted by your report and if you don't print another article we will have no alternative but to resort to further measures, like get in touch with a lawyer.

Yours faithfully

Anna Wojdylo



- 3  Read the letter again and answer the following questions with your partner, giving examples.

**Content:** Has the writer answered the task fully? Has she expanded on any of the points in the input material?

**Organization:** Is the letter organized into suitable paragraphs?

**Vocabulary/Structures:** Is there a wide range of language? Has the writer used her own words? Is the letter accurate?

**Register:** Is the register consistently appropriate?

- 4 In 1–4 below, complete the second sentence so that it has a similar meaning to the first sentence, using the noun given in capital letters. In each case, the second sentence is a more formal version of the first.

- 0 I'm going to write and complain to the council.

**COMPLAINT**

I intend to make a written complaint to the council.

- 1 There was nowhere for people to park.

**LACK**

There was \_\_\_\_\_.

- 2 It was really successful.

**SUCCESS**

It was \_\_\_\_\_.

- 3 You said that not many people turned up.

**ATTENDANCE**

You suggested that \_\_\_\_\_.

- 4 Lots of people said they thought the dancing was good.

**STANDARD**

Many commented on \_\_\_\_\_.

- 5 Now write your own answer to the task in **180–220** words. To help you, refer to the Useful language on page 195 as well as the sentences you wrote in exercise 4.

**Don't forget!**

- Expand on one or two of the points in the input material, adding relevant information of your own.
- Your letter should be consistently formal throughout, with polite but firm language.

**Reading:**

CAE Part 4

**Multiple matching**



- 1 Which walls are shown in the pictures above? What do you know about any of them?

- 2 For questions 1–15, choose from the four texts about walls (A–D). The texts may be chosen more than once.

### How to go about it

- Skim through all four texts quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read text A, then look again at the questions, answering any that you can.
- Do the same for the other three texts.
- If there are any questions you have not answered, scan the texts again, looking for the specific information you need.
- To help you, parts of text A have been underlined. Match these parts to the appropriate questions. As you answer the other questions, underline the relevant parts of texts B–D in the same way.

### According to the information given in the texts, which wall ...

- |   |    |       |
|---|----|-------|
| can be seen from a great distance?                                | 1  | _____ |
| is susceptible to damage?   | 2  | _____ |
| had additional fortifications running alongside it?               | 3  | _____ |
| was considered a threat to health?                                | 4  | _____ |
| quickly fell into disrepair?                                      | 5  | _____ |
| is no longer very much in evidence?                               | 6  | _____ |
| is a series of different walls which were connected?              | 7  | _____ |
| required certain people to pay money when passing through?        | 8  | _____ |
| was built with the help of prisoners?                             | 9  | _____ |
| is compared favourably with other ancient monuments?              | 10 | _____ |
| became unnecessary as a result of events elsewhere?               | 11 | _____ |
| was partly demolished by the authorities?                         | 12 | _____ |
| proved to be an ideal site for commercial activity?               | 13 | _____ |
| did not always achieve its purpose?                               | 14 | _____ |
| offers visitors an insight into the lives of the original guards? | 15 | _____ |

## A GUIDE TO GREAT WALLS

Whether for keeping people in or keeping people out, all great walls have a story to tell. Trish Walsh investigates.

**A**

Erected in 1961 to prevent East German citizens crossing to the West, the Berlin Wall initially consisted mainly of barbed wire and armed guards. Within months a concrete wall began to appear, to be replaced on three separate occasions by ever more sophisticated versions, increasingly resistant to breakthroughs. On the east side of the wall, tank traps and ditches were built as protection against attack, and as a further deterrent to would-be escapees.

Although over 170 people lost their lives in Berlin trying to flee to the West, human will and ingenuity often prevailed, with a number of successful escape attempts via tunnels and, on one occasion, in a home-made hot air balloon. The 107-kilometre-long structure lost its relevance in 1989, when Hungary allowed East Germans to pass through their country on their way to Austria and West Germany, and after travel restrictions were lifted, people began to demolish whole sections of the wall. Now very little of it remains and the land has been used for housing and other property development.

**B**

Stretching for several thousand kilometres from the east coast of the country to the Gobi Desert, the Great Wall of China is said to be the only man-made structure visible from outer space. The oldest section was begun in 221 BC, using soldiers and local people, as well as intellectuals who had been sentenced to forced labour under the repressive Qin dynasty. Not surprisingly, the layers of compacted earth used to construct the wall soon began to crumble, and it was left to the later Han dynasty to restore and add to it.

By now the wall had evolved from a mere defence system for keeping out marauding tribes into a safe haven where trade could flourish, and bustling market towns sprang up at the many busy gates. But the ornate and imposing structure with which we are familiar from photographs was not added until the fourteenth century by Ming, using advanced brick-building technology. It was he who joined the three separate walls to create this truly impressive feat of construction.



**C** Situated in the north of England at one of the narrowest parts of the country, Hadrian's Wall is arguably the most important monument built by the Romans in Britain. Construction of the wall began in 120 AD on the orders of Emperor Hadrian, who wanted to mark the northernmost boundary of his Empire. The 117-kilometre wall was manned by thousands of troops, who kept watch from numerous turrets and milecastles, and who lived in a series of forts situated at strategic locations.

In the centuries following its abandonment around 400 AD, its stones were used by local people to build houses, walls and even churches. Nevertheless, spectacular stretches of the wall remain and a number of forts and museums along its length can be visited, providing a fascinating glimpse into the lives of the Roman soldiers who patrolled it. Although built of stone, the wall itself is vulnerable to erosion and visitors are discouraged from walking on it. Designated a Unesco World Heritage Site in 1987, Hadrian's Wall ranks alongside some of the more famous architectural treasures in the world.


**D** Originally known as *Eboracum*, York served as a military base for the Romans, who were the first to build a set of defences on the site. However, most of the 3.5 kilometres of wall – the longest town walls in England – date from the Middle Ages. Throughout their length one can still see a number of medieval gateways, or 'bars', which acted as control points. Non-residents and those who were not members of a guild were charged a toll on items brought into the city.

As York's status as England's second city dwindled in the nineteenth century, York Corporation began dismantling sections of the walls, blaming their decision on the high cost of maintenance. They also argued that the walls were of no historical value and that they caused disease by preventing the free circulation of air. Local people protested vehemently and the York Footpath Association set about restoring parts of the wall, confident that their work would help to attract tourists. The city and its walls now receive a million visitors every year.

### Reacting to the text

Tell your partner about a walled city you have visited. Give your impressions of the place, as well as any historical information you know.

## Language focus 2: Nouns in formal English

**1**  Look at the following pairs of sentences. In each case the first sentence is an alternative way of expressing the second sentence, which appeared in the reading text above. What differences do you notice between each pair of sentences? Comment on the use of nouns and verbs.

- 1 a The Emperor Hadrian ordered his men to begin building the wall in 120 AD.  
b *Construction of the wall began in 120 AD on the orders of the Emperor Hadrian...*
  - 2 a They built tank traps and ditches in order to stop anyone from attacking the wall.  
b *...tank traps and ditches were built as protection against attack...*
  - 3 a ...explaining that they had decided to do so because the walls were very expensive to maintain.  
b *...blaming their decision on the high cost of maintenance.*
- 2** Nouns help to convey information clearly and concisely, and are far more frequent in formal written English than in conversation. For questions 1–4 below, use the information in **a**, which is more conversational, to complete the gaps in **b**, which is more formal.

#### Example:


- a *I thought the painting was very simple and different to anything else I'd seen before. I was very impressed.*  
b *I was most impressed by the simplicity and originality of the painting.*

- 1 a He applied for the job and he was clearly a bit disappointed when he heard they'd turned him down.  
b He was unable to hide his \_\_\_\_\_ at their rejection of his \_\_\_\_\_.
  - 2 a The employees said they thought it would be a good idea if the company reduced the working day by just a little, but management said they didn't approve of the idea at all.  
b Management voiced their strong \_\_\_\_\_ of the employees' \_\_\_\_\_ for a slight \_\_\_\_\_ in the working day.
  - 3 a I have to tell you that I'm not satisfied with the service you offer. I often have to wait a long time for things to get here, even though you say that you send them sooner than 24 hours after you receive an order.  
b I must express my \_\_\_\_\_ with the standard of your service. Delivery of goods is often subject to \_\_\_\_\_, despite your \_\_\_\_\_ that orders are dispatched within 24 hours.
  - 4 a People fail to understand how important it is to recycle waste, and I think it's because they don't know anything about the environment and they don't get taught enough about it at school.  
b People's \_\_\_\_\_ to understand the \_\_\_\_\_ of recycling waste is the \_\_\_\_\_ of a lack of environmental \_\_\_\_\_ and insufficient \_\_\_\_\_ on the subject.
- 3** In 1–4 above, there are more verbs in **a** than in **b**, and more nouns in **b** than in **a**. What other differences do you notice between the language used in informal and formal registers?

## Listening 2:

CAE Part 4

## Multiple matching

- 1  1.5–1.9 You will hear five short extracts in which people are talking about changes in their lives. **While you listen you must complete both tasks.**
- 2 To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.

## What to expect in the exam

- Part 4 consists of a multiple-matching format in which there are five short monologues on the same theme.
- There are two connected tasks. For each task, you must choose five correct answers from a list of eight options.
- In the exam you will have 45 seconds to read through the tasks.
- You hear all the extracts once, then the whole sequence is played again.

### TASK ONE

For questions 1–5, choose from the list A–F what led to the change in the life of the speaker.


A the desire to avoid unwanted attention	Speaker 1	<input type="text"/>	1
B the desire to travel	Speaker 2	<input type="text"/>	2
C the desire to maintain a positive relationship	Speaker 3	<input type="text"/>	3
D the desire to be challenged	Speaker 4	<input type="text"/>	4
E the desire to show other people were wrong	Speaker 4	<input type="text"/>	4
F the desire to fulfil an ambition	Speaker 5	<input type="text"/>	5

### TASK TWO

For questions 6–10, choose from the list A–F how the speaker feels about this change.

A excited	Speaker 1	<input type="text"/>	6
B regretful	Speaker 2	<input type="text"/>	7
C ashamed	Speaker 3	<input type="text"/>	8
D scared	Speaker 4	<input type="text"/>	9
E grateful	Speaker 4	<input type="text"/>	9
F proud	Speaker 5	<input type="text"/>	10



- 3  Talk to your partner about a time in your life when something changed. Mention the following in relation to the change:
  - the reasons for it
  - how easy or difficult it was
  - your feelings before and afterwards
  - other people's attitudes
  - the consequences of the change

## Vocabulary: Changes

### A Verb + noun collocations



When or why might you change each of the items in the box?

#### Example:

*You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.*

your doctor	your name	your mind	your tune
gear	the subject	sides	places
		a tyre	your ways

### B Adjective + noun collocations

- 1 The following adjectives can all be used with the noun *change*.

Complete each of the sentences **1–4** with a suitable group of adjectives **a–d**. All of the adjectives in each group must be appropriate for the sentence you choose.

- a economic/political/social
- b dramatic/sudden/considerable
- c pleasant/refreshing/welcome
- d far-reaching/significant/sweeping

- 1 It **made a/an** \_\_\_\_\_ **change to** see Alex in a suit. He looked very smart for once.
- 2 The Government has announced plans **to make** \_\_\_\_\_ **changes to** the tax system next year.
- 3 The **pace of** \_\_\_\_\_ **change** has been rather slow in this country recently.
- 4 The lottery win **brought about a/an** \_\_\_\_\_ **change** in her circumstances, which she is finding it difficult to cope with.

- 2 Rewrite sentences **1–4** so that they are true for you/your country/the world in general. Use the words in bold, together with an appropriate adjective. Compare your sentences with those of other students in your class.

### C Other verbs of change

For questions **1–5** decide which word, **A**, **B**, **C** or **D** best fits each space. The verb you choose must be appropriate for the gaps in both sentences. The words in bold are typical collocates of the verb.

- 1 a It took him a while to \_\_\_\_\_ **to being a parent**.  
b You can \_\_\_\_\_ **the height of the chair** by pulling this lever here.  
A switch      B alter      C vary      D adjust
- 2 a The old windmill has been \_\_\_\_\_ **into a small** guest house.  
b Graham Greene \_\_\_\_\_ **to Catholicism** at the age of 21.  
A transferred      B transformed      C converted      D adapted
- 3 a **Prices** \_\_\_\_\_ **according to** the time of year you decide to travel.  
b We were advised to \_\_\_\_\_ **the children's diet** as much as possible.  
A adapt      B shift      C vary      D modify
- 4 a Members of the rock group were asked to \_\_\_\_\_ **their behaviour** or else leave the hotel.  
b We had to \_\_\_\_\_ **the design** of the car to take account of the rough terrain.  
A modify      B amend      C transfer      D convert
- 5 a Twelve European countries \_\_\_\_\_ **over to the euro** on January 1<sup>st</sup> 2002.  
b I \_\_\_\_\_ **shifts with** Brian so I could go to my sister's wedding.  
A shifted      B switched      C transformed      D altered



# 2

## Review

### Language focus: Talking about the past


In 1–8 below, write one of the auxiliary verbs from the box in the first space and an appropriate verb in the correct form in the second space. Use each auxiliary verb once only. There is an example at the beginning (0).

have	has	having	had	would
was	<del>were</del>	been	did	

- 0 The phone rang just as we were leaving the house.  
 1 It was the first time I \_\_\_\_\_ abroad.

- 2 \_\_\_\_\_ his ambition, he promised to spend more time with his family.  
 3 Since I've known him he \_\_\_\_\_ that suit twice.  
 4 He was to \_\_\_\_\_ in the final, but he was injured in a league match.  
 5 It's years since I \_\_\_\_\_ out to dinner by my partner.  
 6 When we were little, my dad \_\_\_\_\_ often \_\_\_\_\_ us a story at bedtime.  
 7 I'd have liked to have \_\_\_\_\_ a second chance, but it wasn't possible.  
 8 I wasn't allowed to see the film, but they \_\_\_\_\_ me read the book.

### Vocabulary: Changes

- 1  For 1–8, decide whether the meaning of the two items of vocabulary is more or less the same or different. Explain any differences in meaning.

**Example:**

- 0 transfer money/convert money

*Different. When you transfer money, you move it from one place to another, eg from one account to another. When you convert money, you change it from one currency to another.*

- 1 adjust to university life/adapt to university life  
 2 adjust a piece of clothing/alter a piece of clothing  
 3 convert a farm into a hotel/transform a farm into a hotel  
 4 change your ways/modify your behaviour  
 5 change your ways/change your tune  
 6 vary the menu/adapt the menu  
 7 change sides/switch sides  
 8 switch to the euro/convert into euros

- 2 Match each of the verbs in the box with the group of words which collocate with it. The first one has been done for you.

adjust	convert	modify	switch	<del>vary</del>
--------	---------	--------	--------	-----------------

- 1 vary the menu/your routine/in size  
 2 \_\_\_\_\_ to Islam/dollars into euros/the loft into a bedroom  
 3 \_\_\_\_\_ your belt/the straps on a bag/the brakes on a car  
 4 \_\_\_\_\_ TV channels/university courses/from dictatorship to democracy  
 5 \_\_\_\_\_ your language/your views/a piece of equipment

## Use of English:

CAE Part 1

## Multiple-choice cloze

- 1 Read the following text quickly, ignoring the gaps for the moment. Is the writer of the text generally positive or negative about the experience of the first immigrant workers in Britain?
- 2 For questions 1–12, read the text again and then decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

## CHANGING COUNTRIES

(0) \_\_\_\_ a new life and hoping for a significant (1) \_\_\_\_ in their standard of living, foreign workers began flocking into Western Europe during the 1950s. In Britain, some of the first immigrants arriving from the West Indies and the Indian subcontinent were welcomed by brass bands, but the dream of a new life soon (2) \_\_\_\_ sour for many.

Attracted by the promise to earn good money and learn new skills, the reality they found was often one of low wages and, in many (3) \_\_\_\_, unemployment. Some did not adapt (4) \_\_\_\_ to life in a country of cold weather, cold welcomes and discrimination. The (5) \_\_\_\_ of West Indian immigrants (6) \_\_\_\_ into the inner cities, areas that were already fraught with social tensions caused by poverty and (7) \_\_\_\_ housing. There were cases of open hostility towards the newcomers; in 1958, riots (8) \_\_\_\_ out in Notting Hill, West London, when gangs of white youths began taunting immigrants.

Yet despite the (9) \_\_\_\_ difficulties they encountered, many foreign workers did manage to (10) \_\_\_\_ to their new conditions, settling in their new adopted country and prospering. Their contribution had the effect not only of speeding up the (11) \_\_\_\_ of economic change in the postwar period, it also (12) \_\_\_\_ Western Europe into a multiracial society.



- |                  |               |                  |             |
|------------------|---------------|------------------|-------------|
| 0 A Searching    | B Wishing     | C <u>Seeking</u> | D Leading   |
| 1 A switch       | B change      | C modification   | D variation |
| 2 A turned       | B converted   | C switched       | D changed   |
| 3 A occasions    | B examples    | C ways           | D cases     |
| 4 A closely      | B greatly     | C easily         | D normally  |
| 5 A most         | B percentage  | C majority       | D number    |
| 6 A changed      | B lived       | C arrived        | D moved     |
| 7 A poor         | B low         | C few            | D weak      |
| 8 A broke        | B carried     | C came           | D started   |
| 9 A several      | B high        | C numerous       | D heavy     |
| 10 A amend       | B adjust      | C turn           | D alter     |
| 11 A growth      | B motion      | C pace           | D step      |
| 12 A transformed | B transferred | C modified       | D shifted   |