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The recordings which accompany this book were made at dsound, London.

# Introduction

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

The CPE examination is part of a suite of general English examinations produced by Cambridge ESOL. This suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, CPE is at Level C2 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 3 in the National Qualifications Framework. CPE is recognised by universities, employers, governments and other organisations around the world as proof of the ability to use English to function at the highest levels of academic and professional life.

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

## 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 ESOL at the address below or from the website at: [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

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### **The structure of CPE: an overview**

The CPE examination consists of four papers:

#### **Reading and Use of English 1 hour 30 minutes**

This paper consists of seven parts with 53 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains 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 240 and 280 words. The task requires candidates to summarise and evaluate the key ideas contained in two texts of approximately 100 words each.

In Part 2, there are five questions from which candidates must choose one to write about. The range of tasks from which questions may be drawn includes an article, a letter, a report, a review, and an essay (set text questions only). The last question (Question 5) is based on the set texts. These set texts remain on the list for two years. Look on the website, or contact the Cambridge ESOL Centre Exams Manager in your area for the up-to-date list of set texts. Question 5 has two options from which candidates choose one to write about. In this part, candidates write between 280 and 320 words.

Assessment is based on the Assessment Scales, comprising four subscales: Content, Communicative Achievement, Organisation, and Language.

#### **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 16 minutes**

The Speaking test consists of three parts. The standard test format is two candidates and two examiners. One examiner acts as interlocutor 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, a collaborative task involving both candidates and an individual long turn followed by a three-way discussion.

#### **Grading**

The overall CPE grade is based on the total score gained in all four papers. All candidates receive a Statement of Results which includes a graphical profile of their performance in all four skills and Use of English. Certificates are given to

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candidates who pass the examination with grade A, B or C. Candidates whose performance is below C2 level, but falls within Level C1, receive a Cambridge English certificate stating they have demonstrated ability at C1 level. Candidates whose performance falls below Level C1 do not receive a certificate.

For further information on grading and results, go to the website (see page 5).

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.

Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

0      A radically      B centrally      C sweepingly      D rationally

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

The changing role of librarians

A combination of new technology and shifting student expectations is (0) ..... altering the job of a college or university librarian. Many librarians now regard themselves as information brokers who (1) ..... and manage access to the information resources needed for learning, teaching and research. They agree that the pace of change has (2) ..... and much more content is delivered electronically.

As a result of this, a librarian’s responsibilities include information technology, knowledge management and institutional portals, in addition to being excellent managers and interpreters of services which may be provided from a growing (3) ..... of global resources. Despite tremendous changes within library environments, these (4) ..... are regarded as stimulating. Librarians respond by being flexible and adaptable in establishing a strong customer (5) ....., requiring the expansion of their skills to providing (6) ..... to internet users and delivering e-services. (7) ....., most librarians say that many traditional library skills are still (8) ..... in the digital world.

*Reading and Use of English*

- |                   |                |                |             |
|-------------------|----------------|----------------|-------------|
| 1 A enable        | B facilitate   | C incorporate  | D render    |
| 2 A accelerated   | B gathered     | C raced        | D hastened  |
| 3 A accumulation  | B extent       | C series       | D range     |
| 4 A goals         | B challenges   | C achievements | D strengths |
| 5 A point         | B attention    | C focus        | D contact   |
| 6 A encouragement | B approval     | C support      | D supplies  |
| 7 A Moreover      | B Nevertheless | C Similarly    | D Therefore |
| 8 A applicable    | B expedient    | C preferable   | D parallel  |

Test 1

Part 2

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 N O T H I N G

Why climb mountains?

There's (0) NOTHING more likely to irritate a mountaineer or explorer than to ask them why they do it, or why they are so willing to put (9) ..... with danger and discomfort. In 1924 when George Mallory was asked why he wanted to climb Mount Everest, he replied: 'Because it's there.' It may be that, having been asked the same question several hundred times, Mallory just didn't care any more and this was the first phrase to (10) ..... into his head. Then again, for (11) ..... we know, it was simply his way of saying, 'Why not?'

This might seem self-evident (12) ..... someone like Mallory. You climb Everest because you can. One way to look at people like mountaineers or explorers, or successful ones at any rate, is to see them (13) ..... people who have realised what they are good at. When you read their books, more often than (14) ..... they will come across as people who are (15) ..... ease with their environment, (16) ..... alien it might seem to an outsider.