

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

CERTIFICATE OF PROFICIENCY IN ENGLISH

PAPER 3 Use of English

**SAMPLE PAPER**

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

**Write your name, Centre number and candidate number on your answer sheets if they are not already there.**

There are forty-four questions in this paper.

Answer **all** questions.

Write your answers on the separate answer sheets. Use a pencil.

At the end of the test, hand in both the question paper and the answer sheets.

**INFORMATION FOR CANDIDATES**

Questions **1-25** carry one mark.

Questions **26-43** carry two marks.

Question **44** carries fourteen marks.

## Part 1

For questions **1-15**, 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)**

W	H	O	S	E												
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

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### Food for a Future

Jon Wynne-Tyson was an original thinker **(0)** WHOSE best-known book 'Food for a Future' was published in 1975. In this classic work, a case was **(1)**..... forward for **(2)**..... can only be described as a more responsible and humane attitude towards the world's food resources. It had gradually **(3)**..... clear to Wynne-Tyson that the economics and ecology of meat production did not **(4)**..... sense. What justification was **(5)**..... , he argued, for using seven tonnes of cereal to produce one tonne of meat?

Even today, the book's succinct style makes it compulsively readable. **(6)**..... his approach is basically an emotional one, Wynne-Tyson goes to great lengths to back **(7)**..... every statement with considerable supporting evidence and statistical data. Thus, even **(8)**..... of us who are widely read **(9)**..... the subject of vegetarianism will gain fresh insights from this book. It is generally agreed that his most skilful achievement is the slow revelation of his main thesis **(10)**..... the arguments unfold. The book concludes that a move away from an animal-based diet to **(11)**..... which is based on plant sources is inevitable in the long-term, in **(12)**..... of the fact that there is no sound nutritional, medical or social justification for meat eating. **(13)**..... of whether you agree with **(14)**..... a conclusion or not, the book certainly makes **(15)**..... fascinating read.

## Part 2

For questions **16-25**, 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 on the separate answer sheet**.

Example: 0 E X I S T E N C E

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### The Desire to Know

Curiosity goes back to the dawn of human **(0)** EXISTENCE . This irrepressible desire to know is not a **(16)**..... of inanimate objects. Nor does it seem to be attributable to some forms of living organism which, for that very reason, we can scarcely bring ourselves to consider alive. A tree, for example, does not display **(17)**..... curiosity, nor does a sponge or even an oyster. If chance events bring them poison, predators or parasites, they die as **(18)**..... as they lived.

EXIST

CHARACTER

RECOGNISE

CEREMONIOUS

Early in the scheme of life, **(19)**..... motion was developed by some organisms. It meant an **(20)**..... advance in their control of the environment. A moving organism no longer waited in stolid **(21)**..... for food to come its way, but went out after it. The individual that hesitated in the **(22)**..... search for food, or that was overly **(23)**..... in its investigation, starved.

DEPEND

ORDINARY

RIGID

ZEAL

CONSERVE

As organisms grew more complex, more messages of greater variety were received from and about the **(24)**..... environment. At the same time, the nervous system, the living instrument that interprets and stores the data collected by the sense organs, became **(25)**..... complex.

ROUND

INCREASE

### Part 3

For questions **26-31**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (**0**).

**Example:**

**0** Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think they have a very ..... case.

There's no point in trying to wade across the river, the current is far too .....

If you're asking me which of the candidates should get the job, I'm afraid I don't have any ..... views either way.

**Example:**

0	S	T	R	O	N	G											
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Write **only** the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

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**26** When he was in his nineties, the famous writer's health began to .....

If the potato crop were to ....., it would create many problems for the local people.

Please do not ..... to check the safety precautions for this device.

**27** In the ..... term, this new proposal could mean a property tax with substantial rebates for the poor.

Running up the stairs left her ..... of breath.

The kids made ..... work of the cakes and ice-cream at the party.

**28** Sven was the star ..... in the school revue with his impersonations of all the teachers.

It'll be my ..... to cook a meal for us both next weekend.

Don't drive too fast as you approach the next ..... because there's a sharp embankment.

- 29** When you take into ..... the difficulties they faced, you must admit the team did well to come second.

After he had visited the theme park, Trevor gave us a detailed ..... of the attractions.

Clara asked the shop assistant to charge the jacket to her .....

- 30** I thought I had a good solution to the problem, but my plan was ..... by the director, who said it would be too expensive.

In many parts of the country, black clouds completely ..... out the sun, and whole towns were cast into semi-darkness.

Enrico had to take a different route home because the main road was ..... by a lorry which had overturned.

- 31** When I hesitated over the price, the salesman came up with a special .....

There is a great ..... of rubbish at the bottom of the garden.

It's a nice little car, and I think Ira has got a good .....

## Part 4

For questions **32-39**, 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 watch you while you paint?

**objection**

Do you ..... you while you paint?

<b>0</b>	<i>have any objection to my watching</i>
----------	--

Write **only** the missing words **on the separate answer sheet**.

---

- 32** Selena really has no idea of the difficulty of finding a parking place.

**how**

Little does ..... find a parking place.

- 33** The first candidate impressed the interviewers immediately.

**made**

The first candidate ..... the interviewers.

- 34** I felt relaxed at Gita's house because her parents greeted me so warmly.

**ease**

Gita's parents ..... the warmth of their greeting.

- 35** The area was completely devoid of vegetation.

**whatsoever**

There ..... the area.

**36** No matter what happens, we will never do business with that firm again.

**ever**

Under ..... with that firm again.

**37** John concluded that he should take the job.

**came**

John ..... he should take the job.

**38** Oskar didn't feel like going out last night.

**mood**

Oskar ..... last night.

**39** The news that the Prime Minister had resigned came as a great shock to everyone.

**aback**

Everyone ..... Prime Minister's resignation.

## Part 5

For questions **40-44**, read the following texts on motoring. For questions **40-43**, write a word or short phrase. You do not need to write complete sentences. For question **44**, write a summary according to the instructions given.

Write your answers to questions **40-44** on the separate answer sheet.

How noisy do you like a car to be? For me, the quieter the better, but evidently not everyone feels as I do. Recent research in the US and Europe has shown that 80% of motorists like to hear some noises – especially from the engine – as they drive.

Approximately 60% welcomed the blinking of indicators which provide audible as well as visible confirmation that these are working. Other noise sources – among them the horn and the sound of braking – were rated relatively unimportant, as indeed was tyre rumble, which I for one find very surprising. Cars have become so quiet mechanically, and far less prone to create wind noise, that the boom and roar made by tyres running on coarsely-textured road surfaces is now firmly at the top of my list of motoring dislikes.

line 6

In the aforementioned research, participants were asked to listen to sound samples obtained from a variety of engines running under different conditions. The researchers wanted to know which engine-produced sounds pleased drivers most. The results clearly showed that scientifically measured and subjectively perceived sound qualities are not the same thing. The difficulty facing car designers must be in deciding just how such customer tastes vary according to the kinds of cars they have in mind. The buyer of a top-of-the-range sports car would, they conclude, feel cheated if the powerful engine did not sing like an operatic tenor at moderate speeds, and bellow like a wild animal when the needle neared the red line. Such noises might, I suppose, be anathema to the driver of a luxury saloon car, however.

line 13

- 40** In your own words, explain why the writer is annoyed by what he calls 'tyre rumble'. (line 6)

.....

- 41** Explain why 'scientifically measured and subjectively perceived sound qualities are not the same thing'. (line 13)

.....

A recent poll set out to discover the top ten driving tunes favoured by motorists. The winner was *Bohemian Rhapsody* by the rock band Queen, which heads a list of similarly rousing numbers from the era of heavy rock music. Such ear-punching anthems have psychologists shaking their heads – not in time to the beat, but in dismay. For this sort of music, they warn, can cause aggressive driving. Armies used to play martial drum beats to stir their troops into battle, and the effect works in traffic too. If you hear pounding music that makes you want to drive forward when all you can see is the back bumper of the car in front, it's quite likely to raise both your blood pressure and your frustration levels.

line 5

On the open road, fast music is going to make you want to drive faster. It's also going to make you more aggressive, and that's probably going to mean that you're tempted to take more risks. These arguments are supported by earlier research which examined the performance of young people aged between 17 and 25. The report concluded that unsafe drivers in this age group are more likely to go for up-tempo music with a heavy bass.

But that wasn't all. There was also evidence that loud music played in a confined space, such as a car, could have the effect of blanking out that part of the brain that performs logical reasoning.

- 42 Which word from the text best sums up the scientists' attitude towards the results of the recent poll?

.....

- 43 Which word, used earlier in this text, anticipates the idea which is introduced by the verb 'to stir' in line 5?

.....

- 44 In a paragraph of **50-70** words, summarise **in your own words as far as possible** the various ways in which, according to the research described in **both** texts, different types of sound affect drivers. Write your summary **on the separate answer sheet**.

[illegible]

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate No.

Examination Title

### Examination Details

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here ☐

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## CPE Paper 3 Use of English Candidate Answer Sheet 1



Do not write  
below here

## Instructions

Use a PENCIL  
(B or HB).

Rub out any answer you wish to change using an eraser.

For **Parts 1, 2 and 3:**

Write your answer  
clearly in CAPITAL  
LETTERS.  
Write one letter in each  
box.

For example:

0 M A Y

Answer **Parts 4 and 5**  
on Answer Sheet 2.

Write your answer neatly in the spaces provided.

You do not have to write in capital letters for Parts 4 and 5.

1																	<u>1</u>	1	<u>0</u>
2																	<u>1</u>	2	<u>0</u>
3																	<u>1</u>	3	<u>0</u>
4																	<u>1</u>	4	<u>0</u>
5																	<u>1</u>	5	<u>0</u>
6																	<u>1</u>	6	<u>0</u>
7																	<u>1</u>	7	<u>0</u>
8																	<u>1</u>	8	<u>0</u>
9																	<u>1</u>	9	<u>0</u>
10																	<u>1</u>	10	<u>0</u>
11																	<u>1</u>	11	<u>0</u>
12																	<u>1</u>	12	<u>0</u>
13																	<u>1</u>	13	<u>0</u>
14																	<u>1</u>	14	<u>0</u>
15																	<u>1</u>	15	<u>0</u>



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## Part 2

Do not write  
below here

16																		1	16	0
17																		1	17	0
18																		1	18	0
19																		1	19	0
20																		1	20	0
21																		1	21	0
22																		1	22	0
23																		1	23	0
24																		1	24	0
25																		1	25	0

## Part 3

Do not write  
below here

26																		1	26	0
27																		1	27	0
28																		1	28	0
29																		1	29	0
30																		1	30	0
31																		1	31	0

Continue with Parts 4 and 5 on Answer Sheet 2



[illegible]

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

Examination Title

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here 

Centre No.

Candidate No.

### Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## CPE Paper 3 Use of English Candidate Answer Sheet 2

## Part 4

Do not write  
below here

32		32
		<u>2</u> <u>1</u> <u>0</u>
33		33
		<u>2</u> <u>1</u> <u>0</u>
34		34
		<u>2</u> <u>1</u> <u>0</u>
35		35
		<u>2</u> <u>1</u> <u>0</u>
36		36
		<u>2</u> <u>1</u> <u>0</u>
37		37
		<u>2</u> <u>1</u> <u>0</u>
38		38
		<u>2</u> <u>1</u> <u>0</u>
39		39
		<u>2</u> <u>1</u> <u>0</u>

CPE 3-2

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Part 5		Do not write below here
40		40 <u>1</u> <u>0</u>
41		41 <u>1</u> <u>0</u>
42		42 <u>1</u> <u>0</u>
43		43 <u>1</u> <u>0</u>

[illegible]

For Examiner use only

Marks

Content	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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Language	<u>0</u>	<u>1.1</u> <u>1.2</u>	<u>2.1</u> <u>2.2</u>	<u>3.1</u> <u>3.2</u>	<u>4.1</u> <u>4.2</u>	<u>5.1</u> <u>5.2</u>
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Examiner number:  
Team and Position

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>
<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>

# PAPER 3: USE OF ENGLISH

## Answer keys and mark scheme

### PART 1

- 1 put
- 2 what
- 3 become
- 4 make
- 5 there
- 6 Although / Though / While / Whilst
- 7 up
- 8 those
- 9 on
- 10 as
- 11 one
- 12 view
- 13 Irrespective / Regardless
- 14 such
- 15 a

### PART 2

- 16 characteristic
- 17 recognisable / recognizable
- 18 unceremoniously
- 19 independent
- 20 extraordinary
- 21 rigidity / rigidness
- 22 zealous
- 23 conservative
- 24 surrounding
- 25 increasingly

### PART 3

- 26 fail
- 27 short
- 28 turn
- 29 account
- 30 blocked
- 31 deal

### PART 4

- 32 Selena know / realise / suspect | how difficult / hard it will be / is to
- 33 made an immediate | impression on / upon
- 34 put me | at (my) ease with OR made me feel | at ease with
- 35 was no / was not any vegetation | whatsoever in / was nothing | whatsoever growing in / were no plants | whatsoever growing in
- 36 no circumstances | will we ever do business
- 37 came to | the conclusion (that)
- 38 wasn't / was not in the / a mood | for going out / to go out OR was in no mood | for going out
- 39 was taken aback | by the / at (the news of) the

### PART 5 MARK SCHEME FOR QUESTIONS 40-44

- 40 cars are now so quiet that he is aware of it. // ... that rumble is more noticeable.
- 41 *Individuals respond* differently to car noise whereas scientists will produce one *objective* result / *measurement*
- 42 dismay
- 43 rousing
- 44 These points draw on the language used in the texts. Students should be rewarded for effective re-wording in their summaries.
  - i. 'which provide audible as well as visible confirmation that these are working' (example of acceptable paraphrase: they are reassured that things are working properly).
  - ii. 'The buyer of a top-of-the-range sports car would, they conclude, feel cheated if the powerful engine did not sing like an operatic tenor at moderate speeds, and bellow like a wild animal when the needle neared the red line. Such noises might, I suppose, be anathema to the driver of a luxury saloon car, however.' (example of acceptable paraphrase: they feel satisfied that the engine is suitably powerful).
  - iii. 'For this sort of music, they warn, can cause aggressive driving.' (example of acceptable paraphrase: loud music makes people drive aggressively and dangerously).
  - iv. 'loud music played in a confined space, such as a car, could have the effect of blanking out that part of the brain that performs logical reasoning.' (example of acceptable paraphrase: loud music may prevent people thinking clearly).

## PAPER 3: USE OF ENGLISH

### Sample scripts

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#### Sample script with examiner comments

##### Candidate A

*Drivers like blinking indicators because they confirm that car is working. Heavy rock music can cause aggressive driving. Pounding music makes you want drive forward what may be frustrating in a traffic. Fast music makes you drive faster and it is more likely that it will make you feel more aggressive. There is also evidence that loud music played in a car may effect the part of your brain that is responsible for logical reasoning.*

##### Examiner comments

Summary includes 3 content points but not well organised or linked. Poorly reworded.

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#### Sample script with examiner comments

##### Candidate B

*There are sounds produced by in-car entertainment, the effect sound will make on you, depends on what type of driver you are. Those with plenty of cash to spare are only bothered by the sound of the engine. On the other hand, for the average driver sound will affect their judgement and will make them prone to speeding according to the type of music they play in their cars and the conditions they drive under*

##### Examiner comments

Summary includes only one content point. Vague with some irrelevance.

## PAPER 3: USE OF ENGLISH

### Sample scripts

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#### Sample script with examiner comments

##### Candidate C

*sound influences drivers in different ways First of all drivers feel secure when certain sounds confirm their car is working properly. Secondly, sound can please drivers because it fits with the car's image. Additionally, fast and pounding music can lead to aggressive driving, speeding and risk taking. Lastly loud music can prevent drivers from thinking logically.*

##### Examiner comments

Summary includes 4 content points but linking is a little heavy handed.

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#### Sample script with examiner comments

##### Candidate D

*A research has been conducted to find out how different types of sound affect automobile drivers. The first survey aiming to find which engine running sound pleased drivers most, showed that customer tastes vary according to the type of car they want. Another poll the aim of which was to discover top ten driving tunes revealed that the winning tunes were compositions of heavy rock music. Psychologists consider that listening to this type of music can increase aggression among drivers.*

##### Examiner comments

Summary includes 2 content points and is adequately expressed but is not concise.