Test 1 Training

Reading and Use of English Part 1

Task information

- In Part 1 you choose from words A, B, C or D to fill in each gap in a text. Options A, B, C and D are always the same kind of word (e.g. verbs).
- Part 1 mainly tests vocabulary but you may also need to understand grammatical links between words, or the text as a whole.

Useful language: collocations

1. Match each noun in the box with the verbs below. (Some nouns go with more than one verb.) Then think of more nouns to add to each column.

<table>
<thead>
<tr>
<th>a break</th>
<th>a job</th>
<th>a mistake</th>
<th>a noise</th>
<th>a party</th>
<th>a photo</th>
<th>a shower</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends</td>
<td>fun</td>
<td>notes</td>
<td>progress</td>
<td>riding</td>
<td>shopping</td>
<td>skiing</td>
</tr>
<tr>
<td>some homework</td>
<td>sports</td>
<td>swimming</td>
<td>the bus</td>
<td>the dishes</td>
<td>time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>make</th>
<th>have</th>
<th>go</th>
<th>take</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>a mistake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Note down as many nouns as you can that often go with each of these verbs.

beat | catch | earn | hold | keep | lose | miss | pass | play | save | spend | win
3 Correct one mistake in sentences 1–10 written by First candidates, using verbs from Exercises 1 and 2.

1 We could go to the cinema and we could also make shopping.
2 It’s a great honour for our company to earn a prize like this.
3 The other students are interesting and I think I’ll spend a nice time with them.
4 I would like to travel during the school holidays, in order not to lose any classes.
5 I hope you will pass a good time at the wedding next month.
6 You can catch a taxi to come to our office.
7 I enjoyed watching a match on TV. The team in blue won the team in yellow.
8 We would be pleased to make business with your company.
9 In modern society, cars take a large part in our lives.
10 The old person next door lives all alone. Please have an eye on her while I am away.

4 Write each of these adjectives and verbs on the correct line or lines. Then think of more words for each line.

<table>
<thead>
<tr>
<th>afraid</th>
<th>agree</th>
<th>apply</th>
<th>aware</th>
<th>belong</th>
<th>bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td>depend</td>
<td>familiar</td>
<td>famous</td>
<td>interested</td>
<td>involved</td>
</tr>
<tr>
<td>jealous</td>
<td>keen</td>
<td>object</td>
<td>pleased</td>
<td>rely</td>
<td>succeed</td>
</tr>
</tbody>
</table>

1 apply, care, famous for 4 ........................................ in
2 .................................................. of 5 ........................................ to
3 ................................................... on 6 ........................................ with

5 For each of sentences 1–10, choose the correct word, A, B, C or D.

1 The office manager doesn’t … of staff wearing jeans to work.
   A admire B approve C respect D appreciate
2 Witnesses say the lorry driver was … for the accident.
   A likely B guilty C responsible D probable
3 The Australian city of Sydney is … for its bridge and opera house.
   A proud B famous C impressive D outstanding
4 Sadly, there are always a few who are … of other people’s achievements.
   A jealous B angry C greedy D dissatisfied
5 Nathan is an engineer, … in solar energy systems.
   A focusing B dedicating C specialising D concentrating
6 After three attempts, Nigel finally … in passing his driving test.
   A fulfilled B managed C achieved D succeeded
7 Clara’s younger sister … on going with her to the party.
   A insisted B requested C required D demanded
8 The events shown in this film are … on a true story.
   A fixed B based C set D rested
9 Isabel isn’t a greedy person. She’s … with what she already has.
   A positive B glad C cheerful D satisfied
10 A good friend is someone you can always … on to help you.
   A believe B trust C rely D bargain
Test 1 Exam practice Reading and Use of English Part 1

Action plan

1. Look at the title and the example.
2. Without filling in any gaps, quickly read the text to get an idea of what it’s about.
3. For each gap, decide what kind of word (e.g., nouns, adverbs) the four options are.
4. Study the words either side of the gap, underlining any possible collocations.
5. Try each answer in the gap, checking whether it fits grammatically.
6. Check that the word you choose fits the overall meaning of the sentence.
7. Read through the completed sentence, checking that everything makes sense.

Follow the exam instructions, using the advice to help you.

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

Example:

0  A well  B much  C lots  D far

Advice

1. Which means ‘outside’?
2. Which completes a fixed phrase with ‘as’?
3. Look at the two prepositions in this part of the sentence.
4. Only one of these goes with ‘speed’.
5. Which has the correct meaning and fits the verb form?
6. Which adverb can go with ‘increased’?
7. Which goes with ‘agreement’ and the preposition ‘on’.
8. Which three-part verb means ‘think of’?

If you’re not sure of an answer, cross out any you know are wrong and choose from those remaining.

Tip! Write the example answer into gap (0). It will help you understand the beginning of the text.

Tip!
Space junk

The Space Age began (0) over half a century ago, and ever since then the area just (1) the Earth’s atmosphere has been filling up with all kinds of man-made objects that have become (2) as ‘space junk’. The items up there (3) from old satellites and parts of rockets to hundreds of thousands of pieces smaller than one centimetre, all of them travelling at extremely (4) speed. Over the last five years, the number of such objects in space is (5) to have risen by 50 per cent, and this has (6) increased the risk of damage to working satellites or space vehicles with crews on board.

International agreement has therefore now been (7) on limiting the amount of new space junk. Scientists have also (8) some interesting suggestions for tidying up space. These include using laser beams, giant nets and even an enormous umbrella-like device to collect tiny bits of junk.

Tip! Fill in your answers on the question paper in pencil. This will help you check the completed text when you finish.
Test 1 Training

Reading and Use of English Part 2

Task information

- In Part 2 there is a text with eight gaps. There are no sets of words from which to choose.
- Part 2 mainly tests ‘grammar words’ like articles (e.g. the, an), auxiliary verbs (e.g. will, has), pronouns (e.g. they, who), prepositions (e.g. on, during), linking expressions (e.g. despite) and verb forms (e.g. would do), as well as words in phrasal verbs (e.g. set off) and fixed phrases (e.g. in favour of).
- You must only use one word in each gap and your spelling must be correct.

Useful language: relative pronouns and linking expressions

1 Questions in Part 2 sometimes focus on relative pronouns like which.

Complete these rules with the words in the box.

that (x3) when where which who whose

Rules

In any kind of relative clause, we can use (1) __________ for people, (2) __________ for things, (3) __________ for possession, (4) __________ for time and (5) __________ for places. In a defining relative clause, we can also use (6) __________ for people or things, e.g. the girl (7) __________ sang really well; the tree (8) __________ grew so tall.

2 Tick ✓ the sentences which are correct and replace the relative pronoun in those that are wrong. Sometimes more than one answer is possible.

1 Do you remember Simon, whose used to teach us?
2 I think that the best time to come is in early August, which we have the celebrations.
3 They invited me to a pop concert which took place in Rio last month.
4 I’m writing in reply to the advertisement who asks for people to help in a summer camp.
5 I met some people there which became my good friends.
6 It was a period of my life that I had many problems.
7 It was not until I was seventeen that I started writing down all what happened to me every day.
8 Instead of going to a nursery, I went to a school which children learnt by playing.
9 There are some people whose aim in life is to earn as much money as possible.
10 The Park Hotel, that I found in the guide, is now closed so I stayed at the Central.

3 Complete the text using relative pronouns.

Melanie Johnson, (1) __________ house is opposite mine, is my favourite neighbour. She’s a warm and friendly person (2) __________, always likes to help other people.

In the afternoon, (3) __________ I come home, she often waves and smiles to me from her front garden, (4) __________ she spends a lot of time in spring and summer. It has some lovely flowers, (5) __________ she planted herself, and last week she gave some to my mother, (6) __________ birthday was on Friday. She’s always been generous like that. I remember years ago, (7) __________ I was about ten, she painted a picture for me (8) __________ was so lovely that I put it on my bedroom wall. It’s still there.

Tip! You always have to fill in the gap in Part 2. The missing word can never be left out of the sentence.
4. Some questions in Part 2 test linking expressions like although or unless. Put the words and expressions in the box under the correct heading below.

<table>
<thead>
<tr>
<th>although</th>
<th>and</th>
<th>as long as</th>
<th>as well as</th>
<th>because</th>
<th>because of</th>
</tr>
</thead>
<tbody>
<tr>
<td>besides</td>
<td>but</td>
<td>however</td>
<td>if</td>
<td>in addition to</td>
<td>in case</td>
</tr>
<tr>
<td>even so</td>
<td>even though</td>
<td>in spite of</td>
<td>due to (the fact that)</td>
<td>in order that</td>
<td>provided (that)</td>
</tr>
<tr>
<td>in order that</td>
<td>in order to</td>
<td>so</td>
<td>on account of</td>
<td>weighing</td>
<td>unless</td>
</tr>
<tr>
<td>so as to</td>
<td>since</td>
<td>despite (the fact that)</td>
<td>though</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whereas</td>
<td>while</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>addition</th>
<th>conditional</th>
<th>contrast</th>
<th>purpose</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>if</td>
<td>but</td>
<td>to</td>
<td>because</td>
</tr>
</tbody>
</table>

5. In these sentences written by First candidates, circle the correct alternative in italics.

1. The boat trip along the river was cancelled because / because of the bad weather.
2. We will have to consider joining another club unless / besides you make the improvements.
3. I am enclosing a telephone card in case / if your mobile phone doesn’t work in Italy.
4. The visit should be longer so / so as to give people the chance to see the whole city.
5. The dates of the exam need to change in order / in order that all students can take it.
6. We had to move out of the city centre owing to / because the rise in prices.
7. Even though / Even so we are irritated by commercials, they can give us useful information.
8. We must replace the loudspeakers as long as / since the current ones aren’t satisfactory.
9. You can ask the teacher for help if / in case you need further guidance.
10. Although / In spite of the fact the accommodation is cheap, it is very comfortable.

6. Complete the text with words from Exercise 4. Sometimes more than one answer is possible.

It was getting late by the time Sam and Marco approached the summit, on (1) account of the terrible weather on their way up. In (2) high winds that nearly swept them right off the mountain, they faced freezing temperatures and heavy snowfalls. And (3) neither of them had any thoughts of giving up. In (4) of the awful conditions they were determined to keep climbing even (5) every step was now a huge effort, (6) to the fact they were so high up and the air was so thin. As (7) as that, Marco was feeling quite ill, probably (8) of the height and a lack of food. But they knew that (9) reach the top they couldn’t stop for anything, even meals. They also knew that (10) they got there this time, they would probably never have another chance to try. And Sam was sure that as (11) as they could begin going down by three o’clock, they would make it safely back to base camp that night – (12) they would both be very, very tired.

Tip! Answers are never hyphenated words such as long-term.
Test 1 Exam practice  

Reading and Use of English Part 2

Action plan

1. Look at the title and the example.
2. Without trying to fill in any answers, quickly read the text to see what it’s about.
3. For each gap, look at the context and decide what kind of word (e.g. relative pronoun) is needed.
4. Study the words either side of the gap for more clues.
5. Think of words that might fit and try each one.
6. When you have filled in all the gaps, read your text to check it makes sense.

1. Quickly read the text. Which paragraph is about attitudes to chewing gum? Which is about the history of chewing gum?
2. Follow the exam instructions, using the advice to help you.

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example: 0 T O __________ __________ __________ __________ __________ __________ __________ __________ __________ __________ __________ __________

Chewing gum

We still tend (0) __________, think chewing gum is a fairly recent invention, even (9) __________, there is evidence it was used 5,000 years ago in Finland. The Ancient Greeks also chewed gum, as (10) __________, the Aztecs in Mexico during the sixteenth century. As far as we know, however, it wasn’t (11) __________ 1869 that chewing gum became popular in its present form, (12) __________, a New York inventor called Thomas Adams first had the idea of adding flavour to it.

Nowadays, of course, it is chewed around the world, (13) __________, the fact that it continues to be regarded by some (14) __________ an unpleasant habit. Unfortunately, far too many people drop used gum onto the pavement, (15) __________, it remains for some time because it is extremely difficult to remove once it has stuck to the surface. On the other hand, those (16) __________ favour of chewing gum claim it helps them relax, improves their concentration, and helps keep their teeth clean.

Advice

9 You need a word that completes a contrast link.
10 Find a way to avoid repeating the verb.
11 Think of a suitable time link.
12 Which relative pronoun is used for time?
13 Think of a word that completes a contrast link.
14 Which preposition often follows ‘regarded’?
15 Which relative pronoun is used for a place?
16 Think of a preposition that goes with ‘favour of’.

Tip! Never write contracted forms like she’s or wouldn’t as they count as two words.
Test 1 Training  Reading and Use of English  Part 3

Task information

- In Part 3 you read a text containing eight gaps. At the end of some lines there is a word in capital letters for you to form one appropriate word to fill each gap.
- Part 3 mainly tests your ability to form new words and different parts of speech.
- For example, need to form adverbs by adding -ly to adjectives, make nouns plural by adding -s or -es, change verb/adjective forms by adding -ed or -ing, or form comparative/superlative forms by adding -er or -est.
- You may also have to make spelling changes (e.g. long to length). You must always get the spelling correct to get a point!

Useful language: word formation

1. To do Part 3 successfully, you need to know which affixes are often used for different parts of speech. Match the prefixes and suffixes a–d with 1–4. Write an example for each.

   a. un- in- im- dis- ir-

   b. -er -ee -ist -ant -or

   c. -tion -ment -ness -ity

   d. -ful -less -able -ous

2a. Complete the table, using your dictionary if you need to. Use affixes from Exercise 1 and follow these spelling rules:

   - For adjectives ending in -y, change the y to an i (e.g. easy/easily).
   - With suffixes beginning with a vowel, drop the final e (e.g. prepare/preparation).
   - For some words, you need to make other spelling changes (e.g. high/height, freeze/frozen, little/least).

<table>
<thead>
<tr>
<th>verb</th>
<th>noun(s)</th>
<th>adjective(s)</th>
<th>adverb(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfort</td>
<td>comfort(s), discomfort(s)</td>
<td>(un)comfortable</td>
<td>(un)comfortably</td>
</tr>
<tr>
<td>employ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noise(s), noisiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lose</td>
<td>science(s), scientist(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>succeed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Where more than one word is possible, explain the difference, e.g. comfort – pleasant, discomfort – unpleasant.
3 Complete the sentences using the word in capitals. Use words from the table in Exercise 2.

1 Our neighbours are friendly so we have a good relationship with them.
2 Most people agree that sea levels will continue to rise in the coming years.
3 The huge waterfall was so noisy that I couldn’t hear a word anyone said.
4 In an area of such high employment, we must provide new jobs for local people.
5 Our situation on the island seemed hopeless as we had no water or food left.
6 The 800-kilometre journey in an old bus with hard seats was very uncomfortable.
7 Our plan to save the trees was successful, and sadly they have all now been cut down.
8 The loss of so much rainforest will have a terrible effect on the climate.

4 These sentences written by First candidates each contain word formation errors. Correct the mistakes. Which of 1–10:

- use the wrong affix?
- have a spelling mistake?
- confuse singular and plural?

1 The paramedics gave him first aid and, without losing a second, put him in the ambulance.
2 More and more people in my country are out of work and unemployment is getting worse.
3 I think the fact that only 60 per cent of the money will go to the hospital is unacceptable.
4 The gang must have been very careful, because the police could find no evidence at all.
5 You can develop a good relationship with your pet over time.
6 They work with scientific institutions to study the environment in the area.
7 I think that this is a good way to solve the disagreement between Pat and his friend.
8 I am hopeful that I will be able to do this job in the future.
9 I had to work for 100 hours a week and ate at irregularly times.
10 Employees should provide insurance for all of their staff.
Test 1 Exam practice

Reading and Use of English Part 3

Action plan

1. Quickly read the title and the text. What's it about?
2. Look at each word in CAPITALS and the words before and after the gap. Is the missing word likely to be a noun, a verb, or another part of speech?
3. If it's a noun, is it countable or uncountable?
4. If it's an adjective, is it positive or negative?
5. Does the word in CAPITALS need more than one change?
6. Check the word you have chosen fits the context and is spelt correctly.

1. Look at the example (0). What kind of word comes after the?
   What suffix must you add to embarrass to form this kind of word?

2. Follow the exam instructions, using the advice to help you.

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 gap 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 M B A R R A S S M E N T |

Remembering people's names

Most of us have suffered the (0) _______________ of forgetting someone’s name. Often we fail to pay attention when (17) __________________ are made, but later on in the conversation we don’t want to appear (18) _______________ by asking them what they’re called.

Fortunately, there are some simple ways you can (19) _______________ this problem. One is to improve your powers of (20) _______________. Practise studying faces in public places, making a mental note of physical (21) _______________ such as high foreheads or narrow eyebrows. You’ll be surprised what a wide (22) _______________ of shapes and sizes people’s features have. Then, when you first meet someone, remember them as ‘Laura with the small nose’, for example.

With surnames, make (23) _______________ associations. For instance, imagine people called Cook, Ford or King making a meal, driving a car or wearing a crown, respectively. Finally, ending with the person’s name, as in ‘See you later, Max.’ is a good way of (24) _______________ that you don’t forget it.

Advice

17 Be careful with the ‘e’.
18 Does the missing word have a positive or negative meaning?
19 Think of a compound word that means ‘solve’ here.
20 Take care with the final ‘e’.
21 Is a singular or plural word needed?
22 What needs to happen to the ‘y’?
23 You need to change three letters.
24 Which verb form is needed after ‘of’?

Tip! Remember you always have to change the word given, and that sometimes you will need a prefix and a suffix.

3. For each of the words in capitals in the exam task, find other words from it and keep a record, with example sentences.