

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.
- Words that often go together, called ‘collocations’, are frequently tested and so are words followed by a preposition (e.g. *aware of*).

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.

Tip! Prepare for this task by keeping a record of words that often go together (e.g. *ride a bike, loud noise*).

a break	a job	a mistake	a noise	a party	a photo	a shower
friends	fun	notes	progress	riding	shopping	skiing
some homework	sports	swimming	the bus	the dishes	time	

make	have	go	take	do
<i>a mistake</i>				

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.

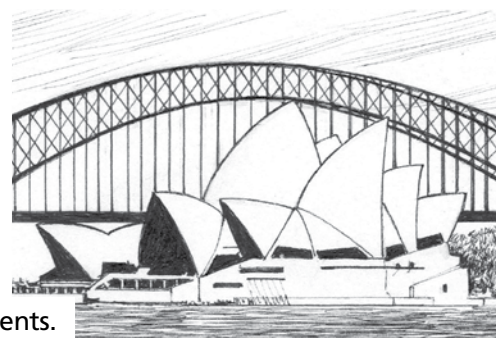
4 Write each of these adjectives and verbs on the correct line or lines. Then think of more words for each line.

afraid	agree	apply	aware	belong	bound
care	depend	familiar	famous	interested	involved
jealous	keen	object	pleased	rely	succeed

- | | |
|--|--------------|
| 1 <u>apply, care, famous</u> 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

0	A	B	C	D
	<u> </u>	<u> </u>	<u> </u>	<u> </u>

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

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

- | | | | | |
|---|------------------|---------------|----------------|----------------|
| 1 | A along | B away | C out | D beyond |
| 2 | A referred | B known | C called | D named |
| 3 | A include | B enclose | C cover | D range |
| 4 | A high | B rapid | C light | D fast |
| 5 | A assessed | B supposed | C estimated | D regarded |
| 6 | A largely | B greatly | C importantly | D absolutely |
| 7 | A arrived | B reached | C finished | D closed |
| 8 | A caught up with | B put up with | C come up with | D kept up with |

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'?

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.

although	and	as long as	as well as	because	because of
besides	but	however	if	in addition to	in case
even so	even though	in spite of	due to (the	owing to	provided (that)
in order that	in order to	so	fact that)	to	unless
so as to	since	despite (the	on account of	(and) yet	
whereas	while	fact that)	though		

addition	conditional	contrast	purpose	reason
<i>and</i>	<i>if</i>	<i>but</i>	<i>to</i>	<i>because</i>

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

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

Tip! Gaps may have more than one possible answer, but you must only write one.

Tip! If you can't answer a particular question, go on to the others and come back to it later when you have completed more of the text.

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.
- You may, 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- | 1 people who do jobs – bus driver, employee, artist, shop assistant, instructor |
| b -er -ee -ist -ant -or | 2 negative prefixes (mainly used for adjectives but also some verbs and nouns) |
| c -tion -ment -ness -ity
-ance -ence -ship | 3 adjective suffixes |
| d -ful -less -able -ous
-ive -itive -y -ible | 4 noun suffixes |

Tip! Keep a record of words with affixes that you see while you are reading in English.

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*).

verb	noun(s)	adjective(s)	adverb(s)
comfort	comfort(s), discomfort(s)	(un)comfortable	(un)comfortably
employ			
hope			
	noise(s), noisiness		
lose			
	science(s), scientist(s)		
relate			
succeed			

Tip! When you learn a word, use a good dictionary to find out which affixes you can add and how these change the meaning. Note these down, with example sentences.

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

RELATION

SCIENCE

NOISE

EMPLOY

HOPE

COMFORT

SUCCESS

LOSE

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 *loosing* a second, put him in the ambulance.
 - 2 More and more people in my country are out of work and *unemployments* is getting worse.
 - 3 I think the fact that only 60 per cent of the money will go to the hospital is *inacceptable*.
 - 4 The gang must have been very careful, because the police could find no *evidences* at all.
 - 5 You can develop a good *relation* with your pet over time.
 - 6 They work with *scientifict* institutions to study the environment in the area.
 - 7 I think that this is a good way to solve the *disagree* between Pat and his friend.
 - 8 I am *hopefull* 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 *unregularly* times.
 - 10 *Employeers* should provide insurance for all of their staff.

Advice

1 The article 'a' and the adjective 'good' mean we need a noun. If people are 'friendly' we probably get on well with them, so we have 'a good relationship'.

2 The verb 'agree' needs a subject, probably a kind of people. It is plural so this noun must be plural, too.

3 The missing word describes 'waterfall' so it's an adjective. If the person 'couldn't hear' it means there was a lot of noise.

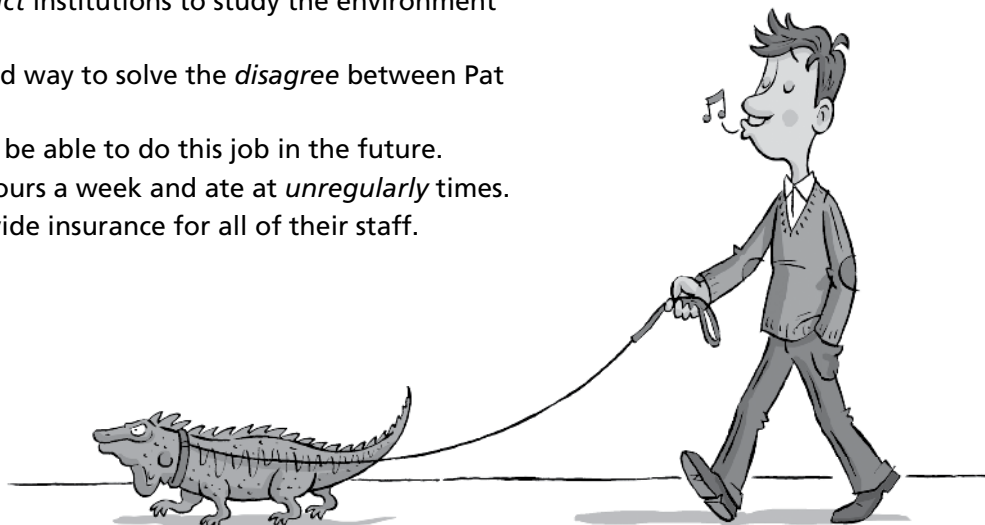
4 After the adjective 'high' we need a noun from 'employ'. If 'new jobs' are required, there can't be enough now, so the meaning will be negative.

5 The missing word describes 'situation' so it must be an adjective. That situation was clearly negative.

6 We need an adjective to describe the 'journey'. We must make 'comfort' negative by adding both a suffix and a negative prefix.

7 The word 'sadly' shows it is a negative idea, so we need an adjective to describe 'plan' with a negative prefix.

8 After the article 'the' we need a noun meaning something lost, but we need to be careful with the spelling.



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.

**EMBARRASS
INTRODUCE**

POLITE

**COME
OBSERVE**

**CHARACTER
VARY**

VISION

SURE

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.