

# PRACTICE TEST ANSWER KEY

## Practice Test 1

### Reading and Use of English

#### Part 1 p11

- 0 **B familiar** *Familiar* takes the preposition *with*. *Conscious* and *aware* take *of*. *Knowledgeable* takes the preposition *about*.
- 1 **C played** *To play a part* means to act a role in a film or play. *Perform* and *appear* are used with *a play: to perform (in)/appear in a play*.
- 2 **A interested** *be interested + in something*. The other adjectives are followed by different prepositions: *inspired by; attracted to; enthusiastic about*.
- 3 **D role** *A professional role* means a part in a play for which she was paid. *Task* is a specific skill or job. *Career* is a person's sequence of jobs lasting many years. *Character* is a person in a book, film or play. In this context, the character is Hermione, not Emma Watson.
- 4 **B over** The correct phrase is *all over the world*.
- 5 **C up** *Give up* means to stop doing something. None of the alternatives make any sense followed by *her education: give in + to* means to surrender or agree to something you don't believe in; *give out* means to distribute; *give off* means to produce a smell, heat or light.
- 6 **A leaving** The correct phrase, *to leave school*, means to come to the end of school education. *Abandon* has a more negative meaning of *leave*, for example *to abandon a child/house/sinking ship*, etc.
- 7 **D continued** *Continue* is followed by *to + infinitive*. *Keep* has a similar meaning, but is followed by *-ing* or *on + -ing*.
- 8 **C involved** *Be involved* is followed by *in* and means to *take part in/be part of* (neutral meaning). *Be implicated* is also followed by *in*, but has a more negative meaning. For example, *be implicated in a crime*.

#### Part 2 p13

- 0 **are** The plural verb *are* is needed here as the subject of the relative clause is *which*, referring back to the plural noun phrase *Harlequin shrimps*.
- 9 **from / to** *From* or *to* are the correct prepositions after the adjective *different* (*different + than* is American English).
- 10 **with** *With* is the correct preposition in phrases like these. Other examples: *a shirt with red stripes; a room with blue walls*.
- 11 **both** *Both* here refers to the left and right sides of the shrimp's body.
- 12 **have** *Have* is used with physical characteristics. Other examples: *he has long legs; she has short hair*.
- 13 **which** The relative pronoun *which* refers back to the word *claw* and completes this non-defining relative clause.
- 14 **They** The subject pronoun *They* refers to the topic of the whole text: *harlequin shrimps*.
- 15 **of** The preposition *of* is used to show the relationship between a general category and the thing which is part of this category.

- 16 **because** *Because of* is a prepositional phrase, which introduces a reason and is usually followed by a noun or noun phrase.

#### Part 3 p16

- 0 **photographer** The noun form referring to a person's job is needed following *I'm*.
- 17 **basic** The adjective form is needed to describe a *box camera* (a simple type of camera).
- 18 **simply** An adverb is needed to describe how you pointed the camera.
- 19 **disappointed** An adjective is needed to describe how the writer felt about some of the photos.
- 20 **unclear** An adjective with a negative meaning is needed. The prefix *un-* gives this meaning.
- 21 **comparison** A noun is needed to complete the common phrase: *in comparison with*.
- 22 **effective** An adjective is needed to describe the process.
- 23 **successful** An adjective is needed to describe *ones*, referring to some of the photos.
- 24 **satisfying** An adjective is needed to complete the phrase *as ... as*, describing the experience of taking photos.

#### Part 4 p19

- 0 **can't get used to** The phrase *get used to* means *become accustomed to/adjust to*. The negative form *can't* is needed to convey the meaning of the phrase in the first sentence: *impossible to adjust to*.
- 25 **have not/haven't seen you since** The simple past *saw* in *The last time I saw* becomes the negative form of the present perfect following the word *since* in the second sentence.
- 26 **such a boring film** *So boring* in the first sentence follows the noun it refers to (*film*). When *such* precedes a singular noun, it is followed by the indefinite article *a/an*.
- 27 **wish I had not/hadn't** When referring to a past regret (*regret + -ing*), the verb *wish* is followed by a negative past perfect form of the verb.
- 28 **was unexpectedly cold** The comparative form *colder* in the first sentence is unnecessary in the second sentence because of the adverb *unexpectedly*.
- 29 **advised Ben not to leave/against leaving** The use of *if I were you* in the first sentence indicates that the speaker is giving a piece of advice. The verb *advise* is followed by *someone (not) to do something* or *someone against doing something*.
- 30 **have just been informed (that)** The second sentence is a passive form, starting with *I* (the person referred to as *me* in the first sentence). *Informed* is the past participle, which carries the meaning of *told* in the first sentence.

#### Part 5 p22

- 31 **B Paragraph 1**  
The writer states: *they would rather stay at home and do things indoors than go out and experience real-life adventures*. The phrase *would rather* shows preference, and *at home* is contrasted with *go out*.  
**A** The fact that parents support their choice (*encourage* in the first paragraph) is true, but is additional information.

- C** This answer is too extreme. The text does not say teenagers have no interest.  
**D** This answer may also be true, but is another additional point and only applies to some teenagers (*more than half were actually afraid of trying new experiences*).

#### 32 D Paragraph 2

*Apparently* usually precedes a statement expressing some uncertainty. This may be because you doubt the truth of something or you are passing on information you have not discovered for yourself.

**A** The speaker may be surprised, but the word *apparently* does not convey this.

**B** The word *knows* expresses certainty, whereas *apparently* implies lack of certainty.

**C** *Apparently* indicates that this is not something which the writer believes.

#### 33 A Paragraph 3

The writer states: *To members of older generations, these findings are worrying because it means that young people increasingly rely on virtual reality*. The phrasal verb *rely on* means the same as *dependent on*; *virtual reality* is a synonym for *things that are unreal*.

**B** There is no information given about how the older generations perceive young people enjoying their real-life experiences.

**C** The phrase *increasingly rely on* suggests that interests are changing, but that young people are not only interested in virtual reality.

**D** Rock climbing is just one example of an outdoor activity which some teenagers might enjoy.

#### 34 B Paragraph 4

The writer states: *Forty or fifty years ago, children were expected to spend more of their free time outside – often engaged in activities of which their parents were completely ignorant*. The phrase *completely ignorant* means to not know what someone is doing.

**A** The text says they spent *more of their free time outside*, not *all of their time*.

**C** The text only says *today's teenagers have many more indoor activities*, not that there were no indoor activities in the past.

**D** The existence of new technology does not explain this difference. (*It would be easy to blame technological advances for this development*.)

#### 35 A Paragraph 5

The writer states: *Many of the adults surveyed said they thought today's youth were more protected than they were when they were growing up*. He supports this statement with evidence of parental control.

**B** The writer states that many young people *would be ... prepared to try real experiences if they could watch videos ...* but does not say that videos are the reason why they stay indoors.

**C** The writer states: *It is not clear whether adults believe the world is more dangerous than it used to be*. There is no reference to this being without doubt.

**D** The writer states: *It is not clear ... whether they do not trust today's youngsters to look after themselves*. The phrase *not clear* means that the idea is not necessarily true.

#### 36 B Final paragraph

Dr Aaron Balik states: *There is nothing in the digital world, even virtual reality, that can match the complex and multi-sensory experiences of a real-life situation*.

**A** This is the opposite of what Dr Balik says.

**C** Dr Balik makes no reference to the enjoyment of either digital or real-life experiences.

**D** The phrase *nothing can match*, meaning something doesn't compare to another thing, shows that there is not equal value in the experiences.

#### Part 6 p26

- 37 **G** This sentence expands on the previous sentence in paragraph 2. The following sentence, starting with *Similarly*, adds another point of comparison.
- 38 **C** The first sentence of paragraph 3 focuses on plastic. Sentence C, starting with *However*, points out that it is *not only* plastic – the *chemicals added to most plastics* are also *dangerous*.
- 39 **E** *Most of this* refers back to *packaging of foodstuffs, drinks and other consumer goods* in the previous sentence. The following sentence, *In fact, there are well-publicized solutions, which would go some way towards solving the problem*, continues the idea introduced in sentence E: *we cannot go on indefinitely with this practice*.
- 40 **B** *Good examples of this* refers back to *most plastic packaging* in the previous sentence of the text. In the following sentence of the text, *refunds on returned plastic bottles, and many supermarkets now charge shoppers for plastic bags* refers back to *drinks bottles and plastic shopping bags*.
- 41 **A** *Campaigns to encourage green behaviour* refers back to the work of *Environmental organizations* in the previous sentence. The sentence following the gap says what more needs to happen: *We also need to convince governments and businesses to reduce the production and use of plastics for superficial applications*.
- 42 **F** *Secondly*, shows sequencing of ideas and relates to *Firstly*, in the sentence before the gap.

#### Part 7 p30

- 43 **C** Kadir says: *The course organizers and managers were fantastic – they couldn't have done more to make us feel at home*.
- 44 **D** Bogdana says: *all the lectures and discussion sessions were in English*.
- 45 **A** Ambrosio says: *I didn't get much sleep while I was there – I arrived home very tired!*
- 46 **E** Pirkko says: *I love the outdoor life, so I spent some of my free time swimming in the lake and walking*.
- 47 **D** Bogdana refers to *the charming city with narrow streets and a romantic castle*.
- 48 **A** Ambrosio says: *In addition to the course itself, which consisted of lectures and discussions on politics and economics, there were many optional activities to choose from*.
- 49 **E** Pirkko says: *I would definitely suggest this programme of study would be ideal for other students who have never left their own country before*.
- 50 **C** Kadir says the course enabled him to *discover a new culture*.
- 51 **B** Branca says: *I ... just looked around the city taking in the sights*.
- 52 **B** Branca says: *you make strong friendships that will hopefully last for ever*.

## Writing

### Part 1 p34

The answer should address these points:

**Content** The essay should give reasons to support the viewpoint that young people do not get enough exercise. The essay should consider a variety of reasons for the situation, including those given in the notes.

**Communicative achievement** The answer should be in essay format, using neutral or formal register.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** There should be level-appropriate vocabulary and use of functional language to express opinion, give reasons, make additional points, evaluate, and conclude.

#### Sample answer

In an increasingly busy world, health and fitness is more important than ever, particularly for young people. However, modern lifestyles often make it difficult for them to get as much exercise as they need. The purpose of this essay is to explain why this is the case.

Firstly, there is more pressure on young people today to study. Students spend a significant amount of time sitting down, rather than moving around. Also, academic subjects are often prioritized over physical education.

Another factor is that when young people have free time, they enjoy playing computer games. Not only does this mean that they are mostly sitting down, but it may also make going outside to exercise less appealing.

Finally, many towns and cities lack safe and clean spaces to play games outside. This means that parents may be unwilling to let their teenagers go out alone after school.

To conclude, young people's lifestyles often prevent them from getting enough physical exercise. It is essential that all members of society work together to prioritise health and fitness in young people's lives.

(179 words)

#### Examiner's commentary

**Content** The candidate answers the question very competently, detailing a variety of reasons why young people do not get enough exercise.

The target reader would be fully informed regarding the writer's views and subject matter.

**Communicative achievement** The essay is well written, using the conventions of the task to communicate straightforward ideas clearly. The language remains formal throughout the essay. The topic is addressed directly and in an appropriate way.

**Organization** The candidate uses a variety of linking words and phrases to connect the ideas of the essay and to help it to flow (*however ... firstly ... not only ... but also ... this means that ...*).

**Language** There is a wide range of grammatical phrases and vocabulary used with a good degree of control (e.g. *spend a significant amount of time ... are often prioritized over ... unwilling to let ...*).

### Part 2 p41

#### Question 2

**Content** The story should begin with the sentence provided in the rubric. It should also include a tent and a misunderstanding.

**Communicative achievement** The task should be written in a story format, using neutral language.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Narrative tenses and descriptive language should be used.

#### Sample answer

Peter picked up his heavy backpack and set off towards the forest. He was meeting his friends at four o'clock, and they were going to camp overnight. He waited impatiently at the entrance to the forest. His mobile phone had no signal, and there was no sign of his friends. He was sure they had said to meet here.

It was getting dark and cold. All he can do was try to put up his tent. He'd never put up a tent before, so he tied some rope between two trees, and tried to hang the tent over it.

The wind grew stronger and it started to rain. Meanwhile, Peter was starting to feel fed up. He lay down on the wet ground, and somehow fell asleep.

He woke to bright sunlight and the sound of his friends' voices. 'Peter, what are you doing here? We were calling you all evening!' said Andrew. It turns out that he was suppose to meet them at Andrew's house. In the end, the weather had put them off, and so they had decided to camp out in the living room!

(187 words)

#### Examiner's commentary

**Content** This is a very competent attempt at writing a story. The candidate uses the sentence provided and is able to create a convincing story from it. They have successfully incorporated the elements briefed: a tent and a misunderstanding.

**Communicative achievement** The register is consistent with a story. The target reader's attention would be held throughout.

**Organization** The candidate has organized the story into clear paragraphs and made use of some linking words (*meanwhile ... in the end ...*).

**Language** The candidate has used a range of vocabulary and grammatical structures with good control. There are a couple of non-impeding errors (*all he can do was ... he was suppose to ...*); however, these do not affect communication.

#### Question 3

**Content** The email should respond to the friend's question regarding a place to visit for a day trip. It should give information about what there is to do at the chosen attraction.

**Communicative achievement** The task should be written in email format, with informal language.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Making a suggestion, giving opinions, making recommendations, giving details.

#### Sample answer

Hi Anna,

Thanks for your email. I'm looking forward to seeing you too! There are quite a few good places nearby for your day trip, but the most interesting is the Grand Palace. It's on the edges of the city, and there is a regular bus service there from the centre. You can buy a day ticket which lets you go to the palace as well as the gardens.

The palace is really magnificent! I highly recommend paying for a guided tour, as you learn so much about the history of the

building. When I visited, our guide also pointed out the famous artworks and told us tales of the people who lived there.

After you saw the palace, you must explore the beautiful gardens. If the weather's nice, you should take a picnic and hire a boat on the lake.

If you have time at the end of the day, don't miss the fireworks. The best place to watch them is from the bridge. You can see the display with the palace lit up.

See you soon.

From, (Name)

(180 words)

#### Examiner's commentary

**Content** The candidate follows the instructions and gives the target reader a full description of the recommended day trip. All the content is relevant to the task.

**Communicative achievement** The register is consistently appropriate for an email to a friend. The email would leave a positive impression on the target reader.

**Organization** The email is organized into paragraphs and is coherent. Cohesive devices (*when, if*) are used to link ideas in the email.

**Language** The candidate uses a wide range of vocabulary and grammatical structures with a good degree of control. They also successfully use functional language to make suggestions/recommendations (*You can ... I highly recommend ... you must ...*). There are some errors (*on the edges of the city ... After you saw ...*), but these do not impede communication.

#### Question 4

**Content** The review should begin with a brief description of the film, mentioning information such as the setting, subject and characters. The candidate should then relate the film to an issue affecting young people. It should end with a summary of why the candidate recommends the film to young people.

**Communicative achievement** Neutral or informal style. Target readers are newspaper readers.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Describing, recommending, giving opinions, giving reasons.

#### Sample answer

One of my favourite films is an animation called 'Not Long Ago'. It is the story of a lady in her twenties called Fumi who is working in an office in the city, and is generally dissatisfied with her life. She decides to go to stay with her family in the countryside, who run a farm. Being back in nature and with her relatives reminds her of her childhood. She recalls both happy and sad memories from when she was ten years old, which causes her to think about what is truly important to her. Although the story is quite simple and not very dramatic, it is still a very moving film.

I felt that this film is particularly relevant to young people as it explores the difficulty many of us have in leaving behind our childhood and beginning our adult lives. It also shows the importance of our childhood dreams and how they influence us even when we become adults. For me, it summed up the feeling that me and many of my friends feel as we approach our graduation from school.

(183 words)

#### Examiner's commentary

**Content** The candidate has followed the instructions and fully informed the reader of their film choice and reasoning.

**Communicative achievement** The candidate uses the conventions of the task with considerable flexibility and style. The target reader's attention is held throughout.

**Organization** The text is well organized into paragraphs and is consistently coherent. A range of linking words and cohesive devices is employed (*although, it also ... for me ...*).

**Language** The candidate uses a range of vocabulary effectively and precisely. They use a range of simple and also complex grammatical forms with control and flexibility.

#### Question 5

**Content** The article should be based on the set text that the candidate has studied. It should focus on first impressions of one of the characters in their set text.

**Communicative achievement** The answer should be in article format, using neutral or formal register.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** There should be level-appropriate vocabulary and use of functional language to express opinion, give reasons, make additional points, evaluate and conclude.

#### Sample answer

The issue of first impressions is particularly relevant to the novel *Pride and Prejudice*. One of the main developments in the story is how Elizabeth Bennet's opinion of a rich gentleman, Mr Darcy, changes over time. In this article, I will discuss my impressions of Elizabeth.

When we are first introduced to Elizabeth, it is clear that she is witty and intelligent. She is not afraid to say how she feels, even when it causes others to have a bad opinion of her; for example, she refuses to dance with Mr Darcy. Although she realizes that the Bingley sisters are insulting her and her family, it does not bother her.

As the story continues, Elizabeth's actions in the story only seem to support my initial beliefs about her. The fact that she rejects Mr Collins' offer of marriage demonstrates the strength of her belief that a woman should marry for love. This is even more impressive when we take the customs and traditions of the time into account. I believe it was Jane Austen's aim to give her readers this example of a strong woman.

(185 words)

#### Examiner's commentary

**Content** The candidate has followed the instructions and fully answered the question about the first impressions of one of the characters. The article expands on the ideas, giving examples from the book.

**Communicative achievement** The candidate uses the conventions of the task with considerable flexibility and style. The target reader's attention is held throughout.

**Organization** The text is coherent and is well organized into paragraphs. A range of linking words and cohesive devices is employed (*The fact that ... This ...*).

**Language** The candidate uses a range of vocabulary and grammatical forms with a good degree of control. Functional language to express opinions is employed effectively (*it is clear that ... this is even more impressive ... I believe ...*).

## Listening

## Part 1 p44

- 1 **A** The boy says *I thought the American was faster and more powerful*, and the girl says *That's true*.  
**B** The girl thinks it was bad luck that the player slipped, while the boy disagrees: *I can see why you think that, but it was still a mistake*.  
**C** The boy thinks the American deserved to win, but the girl disagrees.
- 2 **A** The girl says: *Recordings are great*.  
**B** The girl says that the concert she attended was loud, and that *you can turn the volume up at home*. She doesn't make any critical comments about the volume.  
**C** The girl says recordings can be exciting but *can't match the thrill of the real thing*.
- 3 **B** The reporter says *hunting threatens the tiger still more* [than the destruction of their habitat, and explains: *In some places, parts of the tiger are used to make medicines ...*].  
**A** The reporter says *hunting threatens the tiger still more* [than the destruction of their habitat].  
**C** The reporter says that tiger hunting is dangerous. He doesn't mention this as a reason people kill tigers.
- 4 **C** The teacher says *the best way to do that* [to make an essay interesting] *is to note down your ideas before you put pen to paper*.  
**A** The teacher talks about putting events in order, and says this is *the easiest thing*, but recommends changing the order to make the essay more interesting.  
**B** The teacher says *you might begin by describing ... how you felt at the end of the day*, but he doesn't advise doing this. The modal *might* suggests possibility.
- 5 **B** The brother says *I really need eight hours' sleep* and later says *We all need the same amount* [of sleep].  
**A** The boy doesn't mention if he would feel better or not on less sleep.  
**C** It's the boy's sister who says that *girls just don't need as much sleep as boys*. The boy disagrees, saying *That's stupid*.
- 6 **B** The boy says: *but now I think I'd find it boring to lie around on the beach every day*.  
**A** The boy talks enthusiastically about the things he did because of the rain, but does not say he liked the rain itself.  
**C** The boy says that *just ordering a coffee helped me feel more confident*, but not that his French improved a lot.
- 7 **C** The newsreader says: *They could only ask their neighbours to ... tell them if she turned up*. If something turns up, then it is found.  
**A** There is no mention of neighbours looking after the cat.  
**B** The family move to a new home, but the cat didn't go with them. There is no mention of finding the cat a new home.
- 8 **A** The pianist says that his own music teacher was good, *but he tried too hard. Most music teachers do. Better to let the music speak for itself*.  
**B** The pianist thought of playing music as a hobby, and didn't expect to be making money from it.  
**C** The pianist mentions *being forced* to do art, but makes no mention of compulsory music lessons.

## Part 2 p46

- 9 **bread** The sentence requires a noun as its object. Jason says that he *first thought of bread* but he decided it was *just too boring*.
- 10 **alert** The use of the verb *felt* and adverb *less* shows we need an adjective. Jason says that on his way to school, he *wasn't as alert as usual*.
- 11 **dad** The possessive suggests a noun will follow. Jason says: *my dad doesn't sleep well if he drinks it late at night*.
- 12 **milk** The sentence requires an indirect object. Jason says: *The most basic choice we make is between white and black ... I usually prefer white coffee. Usually and most of the time* are synonyms.
- 13 **depression** A noun is required to complete the phrase *the risk of*. Jason says: *some recent studies say that if you drink coffee, you might be less likely to suffer from depression*.
- 14 **physical** As the gap is before a noun, an adjective is required. Jason says: *I'm not sure if coffee increases my physical energy*.
- 15 **Yemen** The name of a country is required. Jason says: *it seems to have been in Yemen ... that people began to roast and brew coffee beans in the way we do today*. The phrase *it seems* means *probably*.
- 16 **monk** The indefinite article indicates that a noun is required. Jason talks of *a monk to whom he* [the farmer] *passed on the news* [about coffee beans], and says: *it was he who first boiled the dried berries to make a drink from them*.
- 17 **1652** A date is required. Jason says: *England's first coffee house opened in 1652*.
- 18 **relax** A verb is required to complete the structure *in order to*, which means for the purpose of doing something. Jason says that King Charles II argued that people went to coffee houses in order to relax.

## Part 3 p48

- 19 **D** The speaker says: *But me, I love visiting new places*. *New places* is a synonym for somewhere you have never been before.
- 20 **A** The speaker says: *as far as I'm concerned, the weather can do what it likes*. If something does what it likes, you are not bothered or concerned by it.
- 21 **C** The speaker says: *I know most people love going away, but I always find more interesting things to do at home*.
- 22 **H** The speaker says: *the best part of the holiday was the return journey*. *The return journey* is a synonym for *on the way home*.
- 23 **F** The speaker says: *I like to see them* [the sights] *through my own eyes, without having a guidebook to tell me what to do*.  
 B, D and G are not used.

## Part 4 p50

- 24 **B** Sophie says: *What got me into it was seeing chess problems in the newspaper*.  
**A** Sophie mentions starting a chess club at school, but says: *that wasn't where I started, either*.  
**C** Sophie talks about learning the rules of chess online.
- 25 **A** Sophie says *My suspicion is that some people, when they're losing, look for help on the computer. There are websites which recommend moves for you*.  
**B** Sophie mentions being overconfident, but she doesn't really think this was the reason she lost.

- C** Sophie mentions that opponents may not have been concentrating at first, but she doesn't really think this was the reason she lost.
- 26 **C** Sophie says: *I lost some of my early* [face-to-face] *games – against people I really should have beaten – because I just wasn't used to it*.  
**A** Sophie mentions the clock making a difference, but not that it distracted her.  
**B** Sophie doesn't comment on what her opponent looked like or whether it distracted her.
- 27 **A** Sophie says: *just as I was on the verge of victory, I made a stupid move, ... the game is drawn*.  
**B** Sophie mentions her opponent being shocked that she was better than him, not that she was amazed.  
**C** Sophie says that her opponent was lucky because she made a poor move, not that he made a lucky move.
- 28 **C** Sophie says that, when she started secondary school, *not many of the students even knew the rules and, at first, there was very little interest*.  
**A** Sophie says *there was very little interest*, meaning nobody was eager to learn the game.  
**B** Sophie says that *our numbers have increased a lot* but this does not refer to when Sophie started secondary school.
- 29 **B** Sophie says: *It's easy to weaken one player slightly in order to make the game more competitive*.  
**A** Sophie says *not many in school would want to play me on equal terms*, but doesn't say that no one will.  
**C** Sophie mentions that she doesn't do it to show off, meaning that she isn't boasting about her ability.
- 30 **A** Sophie says (of becoming a grandmaster): *Of course, that would be very difficult, but I think it could happen*.  
**B** Sophie says: *I'm still way short of the ability of the best in the world*. This means that top players are much better than her.  
**C** Sophie says she is *improving all the time*.

## Practice Test 2

## Reading and Use of English

## Part 1 p59

- 0 **D fact** The correct phrase is *a fact of life*, which means something accepted as true about the world. The other options do not make recognizable phrases.
- 1 **C quality** The collocation *air quality* means how good or bad the air is for breathing. The other options would work with the structure *the ... of the air*.
- 2 **A check** *Check a forecast* means listen to it and think about what it means. *Assess* and *test* make no sense in this context, as they mean to evaluate. *Listen* must be followed by the preposition *to*.
- 3 **D attention** The correct phrase is *pay attention to* meaning to take notice of.
- 4 **B unlikely** If something is *unlikely to happen*, it means it is improbable that it will happen. The other options have similar meanings, but are not followed by infinitives of purpose.
- 5 **C predict** *To predict* something means to say what you think will happen in the future. *Guess* is too informal in this context. *Decide* would suggest the experts cause the pollution.

- 6 **D avoid** In this context, *avoid* means *not do*. *Block* and *escape* have a stronger, often negative meaning. *Prevent* is used about other people, not yourself. *I avoid doing something (myself)*, but *I prevented him from doing something*.
- 7 **A harmful** *A harmful level of something* is the level that causes a physical problem. *Hurtful* and *destructive* are often used with behaviour.
- 8 **B traffic** An uncountable noun is required here after *high volumes of*. *Traffic* means the same as *vehicles*, but the correct phrase would be *number of vehicles*. In English, *circulation* usually relates to blood.

## Part 2 p62

- 0 **the** The name of the planet Earth is normally preceded by the definite article *the*. The uncountable noun *earth* means soil – the substance that plants grow in.
- 9 **been** *Been* completes the present perfect passive form of the verb *visit*.
- 10 **of** The preposition *of* is used to show the relationship between a general category and the thing which is part of this category.
- 11 **a** The indefinite article is needed here. The space inside the International Space Station (ISS) is just one of many restricted living spaces.
- 12 **go** The phrase *to go wrong* means to fail, stop working, break down.
- 13 **is** The singular verb *is* follows the noun *cooperation* earlier in the sentence, and is needed before the adjective.
- 14 **through** The phrase *to go through a process* such as training means to undergo or experience.
- 15 **with** *To cope with something* means to deal with something successfully.
- 16 **where** The relative pronoun *where* introduces the relative clause which finishes the text and refers back to *an isolated room*.

## Part 3 p64

- 0 **famous** The adjective form is needed to describe painters in the superlative phrase, *the most famous painters*.
- 17 **twentieth** The adjective form is needed to describe which century is being referred to.
- 18 **variety** The noun form is needed to follow the adjective *wide*.
- 19 **illness** The noun form is needed as the subject of this sentence.
- 20 **creative** The adjective form is needed to describe *ideas*.
- 21 **original** The adjective form is needed to describe *works of art*.
- 22 **exhibition** The noun form is needed, following the indefinite article *an*.
- 23 **collections** The plural noun form is needed, following the adjectives *public and private*.
- 24 **visitors** The plural noun form is needed, following *half a million* and preceding the relative pronoun *who*.

## Part 4 p67

- 0 **not looking forward to going** If someone is *not looking forward to doing something*, it means they don't want to do it. The phrasal verb: *to look forward to* is followed by the *-ing* form.