

In this part you:

- read a text with eight gaps
- choose from four options (A, B, C or D) to fill each gap

Useful language Verbs + prepositions

1 Which prepositions – on, with, in, of or for – can follow the verbs below? Write the correct prepositions in the gaps. Some of the verbs can go with more than one preposition.

- | | | |
|------------------|-------------------|-------------------|
| depend <u>on</u> | result | participate |
| co-operate | approve | rely |
| succeed | apologise | insist |
| consist | concentrate | believe |

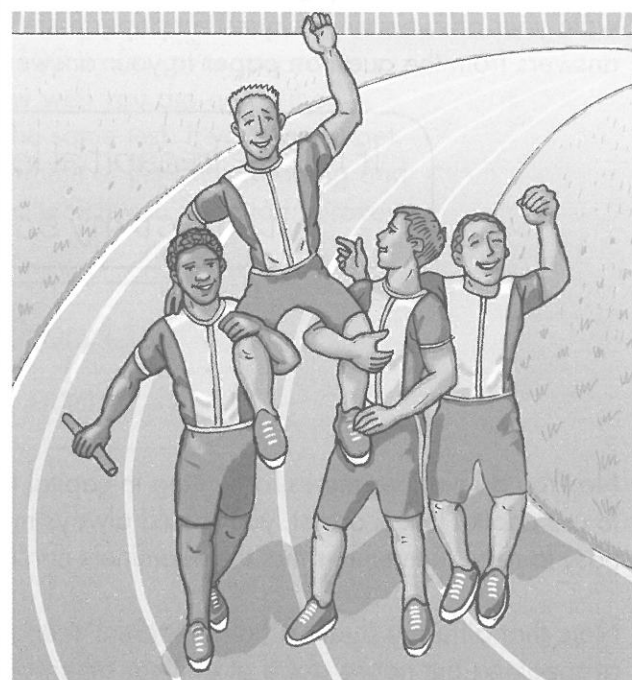
Tip! Use your vocabulary notebook to record any new words you learn in a short phrase, e.g. *have a good time, rely on your friends*. It's easier to remember them that way.

2 Complete the text with the correct form of the verbs from Exercise 1.

I try to (0) participate in as many sports as I can at school, but to be honest I'm pretty hopeless! Anyway, last week I decided I'd try to get onto the school relay team, as they're considered really cool. And amazingly, after some running trials, I actually (1) in getting a place – only as a reserve for competitions, but still! Then I realised that was just the beginning. The other team members didn't exactly object to a newcomer, but I could tell they didn't totally (2) of my being there. As I said, the team (3) of the best sports people in the school, so joining them was a real honour. And any races they were in usually (4) in a win. Anyway, the annual school sports day was coming up, so I thought I'd better start practising.

Finally, sports day came, and I was as well prepared as I could be. And I knew my friends all (5) in me, so that helped a lot. But just then we heard that another team member had been injured, so they'd be (6) on me to help them win. This was my chance. I started (7) as hard as I could on the task ahead.

I was incredibly nervous waiting for the runner behind me to pass me the baton. But suddenly there he was – and I was off! And guess what? I ran faster than any other members of the team – and we won! It was fantastic! But the best part was that after the race, the rest of the team (8) on carrying me round the track on their shoulders. I'll never forget it!



Tip! Remember that the prepositions you need to look at to answer a question are not always after the gap. For example, look at number 7.

Useful language Verb collocations

3 Which phrases go with the following verbs? Write the phrases on the correct lines below. Some phrases can go with more than one verb.

Tip! In Part 1, you need to know common collocations to get the answers to some questions.

your homework	your time	a good time	fun	a difference
friends	a break	sure	a photo	your best
a noise	an exam	a shower	a party	you good
better	a mess	sense	the washing up	some exercise

- do
- make
- have
- take

4 Choose the verbs from the box which go with each group of nouns. Can you add any more nouns to each group? Some groups can go with more than one verb. Use a dictionary if necessary.

pass spend miss go play cross save catch move change run

- | | |
|-----------------------------------|--|
| 1 a cold, a bus | 6 volleyball, the piano |
| 2 money, time | 7 the road |
| 3 the bus, your friends | 8 house |
| 4 shopping, away on holiday | 9 your mind, your clothes |
| 5 an exam | 10 a company, a computer program |

5 Complete the sentences below with the correct forms of the verbs from Exercises 3 and 4.

Example: Whenever I go away on holiday, I really miss my friends at home.

- I need to some money to shopping with my friends at the weekend.
- Luca and Maria the road and ran to the bus stop but they still the bus.
- I'd love to be able to the guitar, but I can't afford lessons.
- We've just house, so I haven't managed to many friends here yet.
- Ben's teacher told him to his time when his maths homework, instead of rushing it.
- Cristina the best she could in the exam, and as a result she !
- Mum asked me to the washing-up before I a shower.
- Elliott a mess of building his new bookcase, because the instructions didn't sense.



Useful language Phrasal verbs

- 6 Use the particles in the box to complete the phrasal verbs, according to the meanings given. Use a dictionary if necessary.

Tip! You will often need to use Phrasal verbs in Part 1 questions.


across away by down into off
out of over through up up-with

Phrasal verb	Meaning
keep <u>up with</u>	understand something that's changing fast
put	discourage
pick	collect
break	stop working
come	find by chance
fall	plans that fail
get	avoid doing something you don't want to
look	investigate, find out more
pull	stop on the side of the road
run	escape
stand	support someone who's in difficulty

- 7 Complete these sentences with the correct form of the phrasal verbs from Exercise 6.

Example: *When Harry had a problem in the sports team, his friends all stood by him.

- The dog slipped off its lead and, but luckily his owner found him.
- Tom was busy, so his mum his new cricket bat for him from the sports shop.
- It was raining so hard that Jack's dad had to on the side of the road for a while.
- Julian managed to helping his mother with the washing-up by saying he had a lot of homework!
- Our car on the way to the match, so we were late getting there.
- Most people are eating this cheese by the smell – it's awful!

- 8  Correct one mistake in each of these sentences written by exam candidates. Underline the wrong word and write the correct word in the space.

- I would agree to the opinion that keeping animals in zoos is cruel.
- When I am reading and the television is on, it bothers me because I am concentrating in reading my book.
- If you decide to come in my country, I would advise you to visit the capital.
- I am always fascinated of your garden.
- This shows that it should be taken to consideration.
- We could finish by some Spanish lessons.

Focus Meanings of words

- 9 For each group of four sentences (a–d), choose the correct word from the box for each gap. Use each word once only. Sometimes capital letters are needed.

support assist co-operate benefit

- Many people in the town the plans for a new supermarket.
- I think I'll really from all the travelling I'm planning to do.
- As part of Tom's summer job, he had to the manager with various tasks in the office.
- Will people with the police to help find the criminal?

surely absolutely totally definitely

- Harjeev said he'd be here to help organise the party.
- Unfortunately, I'd forgotten I'd agreed to meet Gareth in town.
- The cake that Kate made was delicious.
- I'm surprised our friends aren't here yet. they'd have called if there was a problem?

accident confusion error fault

- A lot of people were trying to get on the bus and, in all the, Samantha lost her bag.
- Robert knew he was at and decided to apologise.
- Louis made a basic in his maths homework and it cost him five marks.
- Sasha hadn't intended to delete his homework files. He did it completely by

achieved resulted managed succeeded

- I've tried baking cakes lots of times, but they've usually in failure – no-one wants to eat them!
- I'd be thrilled if I finally in passing my exam!
- Alex to leave the house just in time to catch the school bus.
- Becky's something amazing – she's been accepted for the school relay team!

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

Example:

- 0 A support B assist C co-operate D benefit

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

Dolphins

There have been countless stories of dolphins appearing to (0) with humans. But a recent incident has convinced a group of lifeguards that some dolphins were (1) attempting to help them – by protecting them from a shark!

The lifeguards were on a training exercise in the sea when the dolphins swam towards them at considerable (2), then circled them repeatedly, hitting the surface of the water with their fins. At first, the swimmers were puzzled by the dolphins' (3), but then began to fear they'd swum too close to some baby dolphins by (4), and disturbed them.

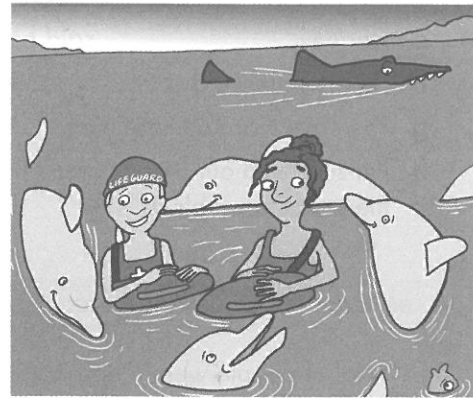
Suddenly, one of the lifeguards spotted a small shark some way off. He realised that the dolphins had been (5) a lot of noise and causing general chaos in order to (6) off the shark. And to his relief, they (7) in doing so, because the shark soon disappeared. However, the dolphins insisted on staying until a colleague's boat safely (8) the swimmers. What an experience!

- | | | | | |
|---|--------------|--------------|-------------|--------------|
| 1 | A surely | B absolutely | C totally | D definitely |
| 2 | A distance | B pace | C time | D speed |
| 3 | A occupation | B behaviour | C situation | D attitude |
| 4 | A accident | B confusion | C error | D fault |
| 5 | A doing | B making | C having | D trying |
| 6 | A call | B set | C put | D take |
| 7 | A managed | B succeeded | C achieved | D resulted |
| 8 | A picked up | B came over | C got away | D caught up |

Tips! Remember to read the example and title before you read through the task.

Look carefully at the words that come before and after each of the gaps.

Tip! If you don't know which option is correct, cross out any you know are wrong. This gives you fewer options to concentrate on.



Advice

0 Only *co-operate* can be followed by *with* in this context.

4 Which of these nouns can follow *by*? Look at the training exercises if you are unsure.

5 This is part of a collocation. Which verb can go with *noise*?

7 Only two of these verbs can be used with *in*. You need to think about the meaning to choose between them.

In this part you:

- read a text with eight gaps
- think of a word that fills each gap correctly

Useful language Relative clauses

1 In relative clauses, which of the words in the box are used to describe the things below?

why which whose where who when

- | | |
|------------------|----------------------|
| 1 a time | 4 a reason |
| 2 a person | 5 a thing |
| 3 a place | 6 a possession |

2 Complete the text with relative pronouns from Exercise 1. One of the gaps can be left blank. Can you see which one?

Anais Marin is a teenager (1) lives on the coast in the south of France, (2) the climate is quite mild and the views spectacular. Yet (3) she and her family go on holiday, they always go to a resort (4) they can find snow!

Anais finds it difficult to explain (5) she and her family choose somewhere that's so different from their home town. 'I know there are lots of tourists (6) absolutely love coming to this town. But it's not the same if you live here – you need a change from time to time!' says Anais.

Anais loves going skiing, and her three brothers, (7) hobbies range from snowboarding to ice skating, start looking forward to their holiday as soon as the summer's over. 'We know (8) the temperature starts to drop slightly here that it's time to prepare our winter sports equipment!' she says. 'And the amount of stuff (9) we take away with us could probably equip the entire resort!'

Which of the gaps could also be filled by the word 'that'?

Tip! This part will test how well you understand the text and your knowledge of grammar, such as tenses, pronouns and prepositions. You may also have to answer questions that test fixed phrases, phrasal verbs and linking expressions.

Tip! When you have finished, read through the text again to check it makes sense.

Remember!

We use *who / which / that* when we are referring to the **subject** of a sentence: *The lesson which / that is after the break is ...*

If we are using *who / which / that* to refer to the **object** of a sentence, it can be left out, e.g. *The lesson I most enjoy is ...*



Useful language Linking expressions

3 Choose a linking expression from the box that has the same meaning as the words in italics in these sentences. There are some expressions you don't need to use.

whereas despite the fact that in order to owing to as long as instead of despite in spite of

- 1 *Even though* it was pouring with rain, Ben still cycled to school.
- 2 Joseph's quite extrovert and sociable, *while* his sister is more reserved.
- 3 The school trip had to be postponed *because of* the train strike.
- 4 Leon and Clara decided to walk into town *rather than* going on the bus, as it was expensive.
- 5 The homework deadline was extended *so as to* give everyone more time to complete it.
- 6 You can come camping with us *provided that* you get your parents' permission.

4 Choose the correct linking expression from the box to complete these sentences about Anais Marin from Exercise 2.

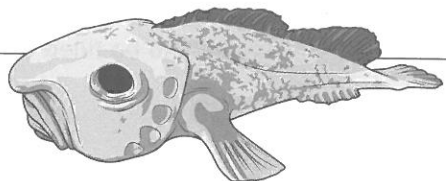
unless in view of in addition so as to yet until

- 1 The Marin family live near the beach, they enjoy taking their holidays somewhere cold.
- 2 They always travel to a ski resort get a complete change of scenery.
- 3 They wait the weather changes before they start preparing their equipment.
- 4 The family's hobbies are probably quite unusual where they live.
- 5 to all the usual winter sports like skiing and skating, her brothers are also good at ice hockey.
- 6 It's quite hard to do lots of winter sports you're reasonably physically fit.

5 Complete the text below about an unusual sea creature. Use relative clauses and linking expressions from Exercises 1-4.

Have you ever heard of a creature called a blobfish? It hit the headlines (0) *when* it was voted 'the world's ugliest animal.' The blobfish, (1) natural habitat is deep in the ocean off Australia, spends its life swimming around in the dark, largely unnoticed. However, various factors have reduced the numbers of blobfish to dangerously low levels and, in (2) of this, conservationists are trying to take action to save it. (3) addition, some conservationists have suggested that previous projects have ignored the blobfish (4) to its ugly appearance, and that people are not keen to protect species (5) they look cute.

Another such creature is the kakapo, (6) is the only species of parrot that can't fly. (7) the fact that there have been many campaigns to save these and other creatures, there are very few left in the wild. So we need to think about creatures such as these, (8) of just focusing on the more attractive-looking ones, such as pandas.



Useful language Articles, quantifiers and determiners

6 Complete the story below with words from the box. You may need to use some words more than once. Sometimes capital letters are needed.

a an both the any many more most some every none one few

(0) *One* day (1) boy called Matt was walking down (2) street when he saw (3) girl's bag lying on (4) pavement by a bus stop. There weren't (5) other people around, so he picked it up and had (6) look inside. To his surprise, he found quite a (7) coins in (8) bag, and even (9) money inside a small purse, (10) of which was in notes. There were also some books, but (11) of them had the name or address of the owner written in them. For a moment, Matt was tempted to keep the bag. But he liked to think he was (12) honest person, so he took it to the police station.

There were very (13) people inside when he arrived, apart from two girls who were (14) looking very worried. As soon as (15) of the girls saw (16) bag, she rushed over to him. 'That's mine!' she said. '(17) time I go out, I leave it behind somewhere! Thanks so much for finding it! You're fantastic!' Matt felt embarrassed, so he mumbled something in reply - then blushed and left.

7 Choose the correct word in italics in these sentences written by exam candidates.

- 1 I'm writing in order to reply to the advertisement in my local paper *who* / *which* asks for people to help in a summer camp.
- 2 This is the moment *that* / *when* we must work fast.
- 3 They will take you to your hotel *which* / *that* is called the Loughborough.
- 4 I'm convinced that zoos, as institutions *that* / *who* take care of animals, can play a good role.
- 5 She wanted to see her husband *which* / *who* she had not seen for over two months.
- 6 We are a private clinic *who* / *which* treats all kinds of illnesses.

Test 1 Exam practice Reading and Use of English • Part 2

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).

Tips! You might find that you can think of several words which could fit a gap. Read the text around the gap very carefully as only *one* word will fit.

Example: 0 M U C H

Water

We all know that water is essential for our health, and that we should drink as (0) of it as possible. Yet in (9) of this, many of us still don't drink enough, so bottled water is a good way of (10) sure we drink clean water while we're on the move.

Unfortunately though, the manufacture of all those plastic bottles can result in a lot of waste, (11) to the amount of oil required. It's actually (12) equivalent of keeping a million cars on the road for a year! Also, if empty bottles are (13) properly disposed of, they can cause a major pollution hazard.

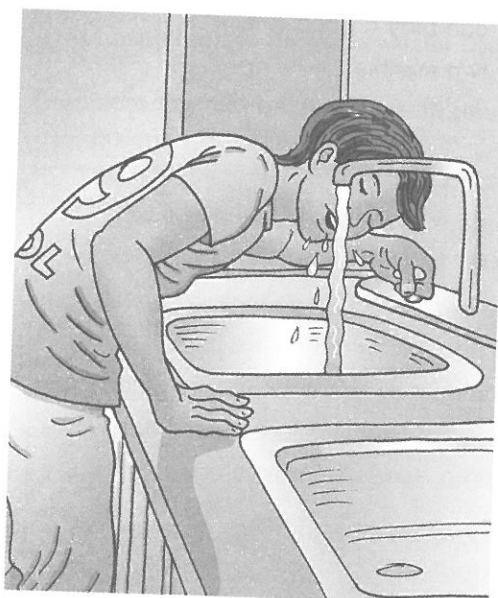
However, there are steps we can take to improve the situation. For example, very (14) of the plastic bottles we use get recycled. So (15) of throwing them in the bin, we should send them to a recycling centre where the plastic can be re-used. And in many countries now, the water (16) comes straight from the tap is perfectly clean and safe to drink so perhaps many of us don't need to buy bottled water at all.

Advice

9 This sentence is **contrasting** with the sentence before it, so it needs a **contrasting link**.

11 This part of the sentence is **giving a reason** for plastic bottles causing waste. What kind of link is suitable?

13 Will this part of the sentence be **positive or negative**? Read on to the second half of the sentence before you decide.



Test 1 Training Reading and Use of English • Part 3

In this part you:

- **read** a text with eight gaps
- **form** an appropriate word for each gap from the word in capital letters at the end of the line

Useful language Suffixes

1a Add suffixes from the box to the words below to make other words. You may need to make some spelling changes.

-ness -ly -ship -ment -ive -ion -ful -er -ish
-hood -al -ation -ance -able -en -less -ing -ed

Example:

impress + ive + ly impressively impress + ion impression

- | | | | |
|-----------|-----------|-------------|-----------|
| 1 child | 4 agree | 7 involve | 10 friend |
| 2 arrive | 5 explore | 8 attract | 11 hope |
| 3 comfort | 6 accept | 9 conscious | 12 threat |

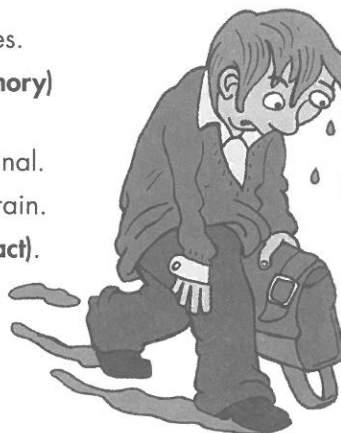
b Now put all the words – the base words and new words – into the table. It is not always possible to complete each column for the base word.

base word	noun	verb	adjective	adverb
impress	impression	impress	impressive	impressively
child	child / childhood	–	childish	childishly
arrive				

2 Complete the sentences with a word formed from the word in brackets and a suffix from Exercise 1.

Example: The sea was **surprisingly** (surprise) warm when we went for a swim.

- Finn's father is a very (success) lawyer.
- My mum wants to play golf at the local club, but (member) is very expensive.
- Conservationists work for the (survive) of endangered species.
- The whole family tried to make Dad's 50th birthday as (memory) as possible.
- Bram's painting attracted a lot of (admire), as it was so original.
- Judging by Max's (appear), he'd walked a long way in the rain.
- Although my grandmother is in her eighties, she's still very (act).
- There's so much traffic going into the city now that the authorities will have to (wide) some main roads.



Remember!

The category of a word can change when we add suffixes to the ends of words, e.g. *lucky* (adj) + *ly* = *luckily* (adv). The spelling sometimes has to change too, e.g. with *lucky* the *y* has to change to an *i* to become *luckily*.

Useful language Opposites

3 Write the opposite of these adjectives using the prefixes in the box.

Example: relevant irrelevant

il- ir- im- in-

- 1 possible 3 experienced 5 polite 7 patient
2 regular 4 legal 6 correct 8 responsible

4 Write the opposites of these words using the prefixes in the box. Use each prefix at least twice.

dis- un- mis-

- 1 satisfaction 3 understanding 5 honesty 7 certain 9 behave
2 satisfactory 4 popular 6 approve 8 happiness 10 organised

Remember!

A prefix is added to the beginning of a word, and can change the meaning of the original word to mean its opposite, e.g. happy + un = unhappy.

Useful language Spelling changes

5 Sometimes you will need to make some spelling changes when you add a suffix to a word. Put each word and suffix together to make a new word.

- | | |
|-------------------|----------------------|
| 1 lucky + -ly | 6 responsible + -ity |
| 2 mystery + -ous | 7 finance + -al |
| 3 active + -ity | 8 sense + -ible |
| 4 continue + -ous | 9 maintain + -ance |
| 5 survive + -or | 10 criticise + -ism |

Remember!

easy + -ly = easily
arrive + -al = arrival
possible + -ity = possibility

Useful language Word families

6a Look at the different words you can make from 'succeed'. Match each word (1-5) with the correct part of speech (a-e).

- | | |
|------------------|-------------------|
| 1 succeed | a adverb |
| 2 success | b negative adverb |
| 3 successful | c adjective |
| 4 successfully | d verb |
| 5 unsuccessfully | e noun |

6b Now build as many words as you can from the base words in the box. Say what type of word each one is. Use a dictionary to help you. N.B. you may not be able to make all the categories above from each base word.

compete courage act friend

Test 1 Exam practice

Reading and Use of English • Part 3

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).

Tips! Don't worry if you can't understand every word of the text. Read the rubric and title carefully first, then read through the text to see what it is about. Read the whole sentence before you put a word in the gap. You have to decide what kind of word fits the gap (noun, verb, adjective or adverb). Read the sentence carefully to check which one is needed.

Write your answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 U N U S U A L

Gliding

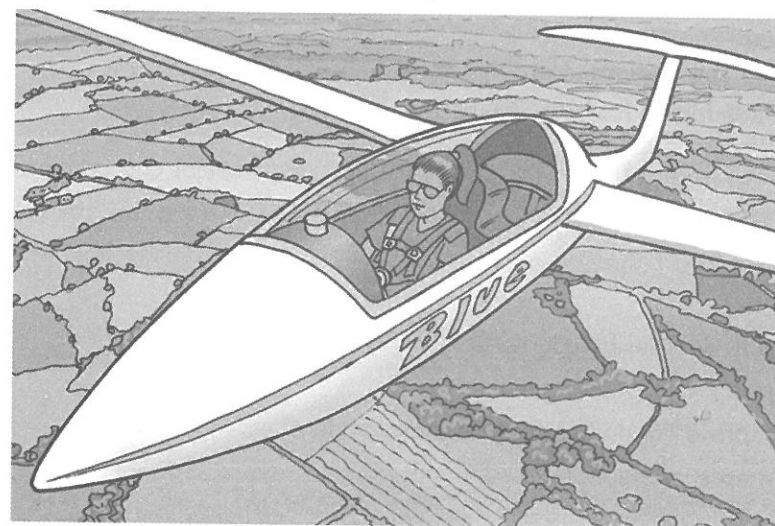
What's the most (0) birthday present you've ever been given? How would you feel if your birthday surprise turned out to be an (17) to gliding? That's exactly what happened to me – when I was only 8 years old!

I'd never experienced anything like it – absolutely (18)! After that I was hooked, so my parents arranged another (19) for me as soon as they could, and then I started taking lessons. It's been the perfect (20) for me – I learn a lot and I'm outside too, which I love.

I don't think my friends really understand my (21), though. They're more into music and fashion. I enjoy those, too, but there's nothing to beat the (22) views I get from inside the glider.

Anyway, I finally flew solo on my 16th birthday, which was the (23) I could possibly do it. And soon I'm due to compete in some national gliding (24) Wish me luck!

- USUAL
INTRODUCE
BELIEVE
FLY
ACTIVE
ENTHUSIASTIC
DRAMA
EARLY
CHAMPION



Advice

- 17 The article before the gap tells you that one of the word categories you looked at (noun, verb, adjective, adverb) is likely to be the answer. Why couldn't a verb, adjective or adverb fit here?
18 Should this word be positive or negative?
23 This is a superlative – what changes will you need to make?

Test 1 Training Reading and Use of English • Part 4

In this part you:

- **read** six sentences
- **rewrite** the sentences using the word in capital letters so that your answers have a similar meaning

Useful language -ing and to + infinitive

1 Some verbs are followed by *-ing* and some are followed by *to + infinitive*. Others can be followed by both *-ing* and *to + infinitive* with no change in meaning. Write these verbs under the correct heading.

Tip! You may have to answer questions that test *-ing* or *to + infinitive* in Part 4.

intend	like	mind	refuse	promise	suggest
finish	pretend	offer	continue	consider	tend
dislike	prefer	avoid	plan	decide	enjoy
deny	risk	fail	start	practise	afford

verbs + <i>-ing</i>	verbs + <i>to + infinitive</i>	verbs + <i>-ing</i> and <i>to + infinitive</i> (no change in meaning)
mind		

2 Some verbs can be followed by either *-ing* or *to + infinitive*, but there is a change in meaning. Look at sentences 1–5 and try to work out the difference in meaning in each pair, a and b.

- a Jack did some homework and then **stopped to watch** his favourite TV programme.

b Jack **stopped watching** his favourite TV programme because he needed to do his homework.
- a Even though Maria's lesson had finished, her teacher **went on talking**.

b Maria's teacher told them all about their new project, and then **went on to talk** about their homework.
- a Why don't you **try taking** lemon and honey for your cough?

b I **tried not to cough** during the film, but it didn't work!
- a I **need to ask** mum to make an appointment at the hairdresser's for a haircut.

b My hair really **needs cutting** – it's too long!
- a I **remembered to take** my project to school with me yesterday.

b I can clearly **remember going** to the seaside for the first time. It was wonderful!



3 Underline the correct alternative in italics in each sentence.

- I look forward *to hear* / *to hearing* from you.
- I can't wait *to meet* / *to meeting* you.
- I am interested *to apply* / *in applying* for the IT web design course.
- Thank you for giving me the chance *to suggest* / *of suggesting* new ideas.
- The money will be used *in improving* / *to improve* our customer services department.
- I am writing this letter *to asking* / *to ask* for more information.

Useful language Comparatives

4 Complete the sentences with the expressions for comparison in the box.

the worst	less interested	a lot more slowly	far better
as expensive as	more difficult	the most	much older
			newer than

Example: Your school bag is *newer than* mine. I bought mine ages ago.

- Callum is than me at history. He gets high scores in all the tests.
- That was film I've ever seen. I wished we hadn't bothered watching it.
- I'm definitely in art than in music – I hate painting and going to galleries.
- My friend cycles than I do, so he's generally late for school.
- This dress wasn't you might think. I bought it in a sale.
- The harder I try to produce a good drawing, the it seems to be.
- That's money I've ever spent on a book. I just hope it's worth it!
- The last house Sam lived in was brand new, but where he lives now is – it was built in the last century!

Useful language Phrasal verbs

5 Match phrasal verbs 1–10 with the correct meaning a–k. Use a dictionary if necessary.

- | | |
|-----------------|---|
| 0 clear up | a manage even though you haven't got something you need |
| 1 cut down on | b end in a successful way |
| 2 take care of | c reach someone ahead who's going faster |
| 3 get round to | d improve, get better |
| 4 leave out | e invent |
| 5 do without | f argue and stop being friends with someone |
| 6 work out | g find the time to do something |
| 7 catch up with | h trust someone |
| 8 fall out | i not include |
| 9 rely on | j look after, keep an eye on |
| 10 make up | k reduce |

6 Complete the sentences using the correct form of phrasal verbs from Exercise 5.

- I hope the weather soon. We want to go to the beach!
- I still haven't doing my homework. I'd better do it tonight!
- Tom was a long way ahead, but Sam ran and him.
- Sasha and Jackie have again. They're not speaking to each other.
- Ned has to stay at home and his younger sister on Wednesday evenings.

Test 1 Exam practice Reading and Use of English • Part 4

For questions 25–30, 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 **two** and **five** words, including the word given. Here is an example (0).

Example:

0 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:

0 LOOKING FORWARD TO GOING

Write **only** the missing words **IN CAPITAL LETTERS** on your answer sheet.

25 The film wasn't nearly as good as the book.

MUCH

The bookthe film.

26 I haven't had time to tidy up my bedroom.

ROUND

I haven't up my bedroom.

27 Jake couldn't carry on cycling along the road until he'd fixed his brakes.

STOP

Jake hadhis brakes before he could carry on cycling along the road.

28 I'd rather watch football than play it.

PREFER

I playing it.

29 'I'm sorry I missed your birthday party,' Ben told Sam.

APOLOGISED

Ben his birthday party.

30 I can only come if Mum says it's OK.

UNLESS

I can't me permission.

Tip! Make sure the second sentence means *exactly* the same as the first – read it carefully.

Advice

26 Think of a phrasal verb that includes the word **round**. What construction might you need after it? *-ing* or *to*?

27 Do you need **stop to do** or **stop doing**? Which has the right meaning for this context?

30 Remember that **unless** often acts as the negative of *if*. You also have to find a verb to go with **permission** that means *it's OK*.

Test 1 Training Reading and Use of English • Part 5

In this part you:

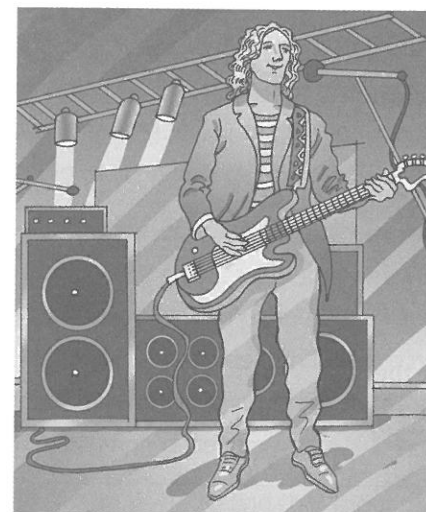
- **read** a long text
- **answer** six multiple-choice questions
- **choose** your answer from four options (A, B, C or D)

1a Read quickly through the section of the text below, and then cover the text and try to tell your partner about it, in your own words.

Tip! Before you answer the questions, read quickly through the text to get a general idea of what it is about.

b Now try to answer the following questions in pairs about the person telling the story to check your understanding.

- 1 Who is Anna, do you think?
- 2 What activity was she planning to do? Who with?
- 3 How were they feeling? Why?
- 4 What were they slightly worried about?
- 5 What were they optimistic about?



Anna's Story

I'd been learning to play the guitar for what seemed like years, without much success. So I'd wanted to go to see rock guitarist Jason perform for ages – and now he was coming to our town. My friends and I were all fans, so 'thrilled' just didn't go far enough to describe how we felt! Our town isn't particularly big or amazing, so we couldn't quite believe he'd included it in his concert tour. But there it was, on the programme. So we spent the weeks before the performance planning what we'd wear and how we'd get there – all the time hoping, of course, that our parents would say we were old enough to go unaccompanied. But then it was an afternoon concert for under-18s, so we reckoned the chances were pretty good!

2a Read this question about the section of text that you have just read.

What was a surprise to the writer about the concert?

Read through the text again and underline the part which gives you the answer.

b Now read the four options below. Which one is the closest to the answer you marked in the text?

- A that a well-known musician would perform just for young people
- B that her parents had given her permission to go
- C that it would be held in such an uninteresting location
- D that the rock guitarist was performing alone

3 Read the next section of the text. Check your understanding by answering the following questions. Work with a partner.

- 1 How did they travel to the concert?
- 2 What were they wearing?
- 3 What was the weather like?
- 4 How did the weather affect them?

The day of the concert finally came, so off we went to catch the bus in our carefully-chosen outfits – only to find halfway to the bus station that we were caught in a sudden downpour of rain, so we didn't look quite as good as we'd hoped. But then we were only an hour or so away from finally seeing our musical hero perform live, so nothing could really dampen our spirits. We carried on nevertheless, finally taking our seats in the concert hall looking slightly wet, but with big smiles on our faces.



4a Find the answer to the following question in the text. Underline the parts of the text which gave you the answer.

What does the writer mean by *nothing could really dampen our spirits*?

Compare your answer with your partner.

b Now look at the four options. Which one is closest in meaning to the answer that you underlined in the text? Why are the other three options wrong?

- A It was impossible to feel any worse than they did already.
- B They were disappointed that the rain had soaked their clothes.
- C Even the weather couldn't spoil the way they felt.
- D They were determined to look happy despite their appearance.

5 Now read the final section of the text. As you read, think about whether the writer is positive or negative about this part of her trip, or whether she has mixed feelings. Which words and expressions reveal how the writer feels?

Finally, the longed-for moment came, our guitar hero walked out on stage – and we were astonished! He looked absolutely nothing like all the pictures we'd collected of him – in fact, we barely recognised him. But determined not to be put off, we just settled back into our seats and focused on the music – and that certainly didn't disappoint. All the hits were there, the skilful playing, and the way he made the instrument sing so effortlessly, in just the way I'd always hoped to – but had always failed miserably. It was amazing, and after he'd left the stage we walked out of the concert without speaking, almost as if words would break the spell of what we'd just seen.

6 Now look at the question and options, and underline in the text where you find the answer. Why are the other options wrong? Compare your answers with your partner. How did the writer feel about the musician during the concert?

- | | |
|--|---|
| A envious of his incredible talent | C disappointed that he played for only a short time |
| B amused by his extraordinary appearance | D surprised that he performed none of his recent compositions |

Test 1 Exam practice Reading and Use of English • Part 5

You are going to read a short story by a boy called Dan, who is talking about going out with a group of friends. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Tip! Make sure you know who is writing and what they are writing about before you begin answering the questions.

Mark your answers on the separate answer sheet.

It all started when my friends and I booked some concert tickets to go and see *Pulse*, who we considered to be one of the coolest bands around, playing exactly our type of music. But before we went, one of our group suggested we should practise a few dance moves, like the ones the band was so famous for. We were pretty sure everyone else in the audience would be doing exactly that, so we were keen to avoid turning up to the concert only to feel totally excluded, and reduced to the status of mere spectators in front of the stage. So, after a few hopeless attempts at home, we decided to try a dance studio in the city centre.

I set off early that morning – well, 11 am, which is something I don't intend to repeat very often! I'd reluctantly got out of bed, got ready and rushed down to the studio where we'd be learning how to dance along to the kind of stuff that bands like *Pulse* are into. But I have to say, I wasn't exactly overflowing with confidence when we arrived – I'd be the first to admit that I have two left feet when it comes to dancing. And, sadly, the friends I was going with were some way ahead of me at dancing, although the really gifted dancer in our group didn't actually show up in the end.

We walked into the dance studio where we'd be learning the moves, and instantly felt as if, instead of participating in a class, we'd somehow signed up to take part in some high-profile pop band's dance video which was to be expected actually. Luckily, our instructor appeared just then and told us we shouldn't stress if we couldn't do the moves. Instead, we should just concentrate on enjoying it. Apparently it would be an amazing form of exercise and far more interesting than just spending hours on end at some boring hi-tech gym.

Anyway, I was relieved to find that most of the other people in our class weren't anywhere near becoming professional dancers either. That became pretty clear during the warm-up, when it was obvious some of them were even more uncoordinated than I was. Even so, that part of the class was a bit of a shock to the system. I'd assumed we'd be doing some simple muscle-warming exercises like I do at football practice, but evidently not. We were straight into some tough dances and exercises performed along to some rap music I hadn't heard before.

Finally we moved on to what we'd really come for – the kind of moves the band would be performing at the concert, strutting across the stage like true stars. And after doing it for only a short time I really line 28 began to imagine I'd got the hang of it and would be looking pretty cool at the concert. Then I suddenly caught sight of myself in the studio mirrors, struggling and straining to keep up with the rest of the class, and saw to my dismay that cool was actually the last thing I'd be looking! But never mind... Anyway, to cut a long story short, by the end of the session I really felt I'd got somewhere. Afterwards, my friends and I stepped out into the street, safe in the knowledge that even if we weren't going to be wowing the concert crowds with our moves, at least we wouldn't be totally left out!

- 31 What motivated Dan and his friends to go to the dance studio?
- A They thought their favourite singer might be there, too.
 B They were keen to impress at an event they were attending.
 C They hoped they might be invited to dance on stage at a concert.
 D They knew the studio taught dance moves to their favourite band's music.
- 32 How did Dan feel when he arrived at the studio?
- A nervous that he might not be able to keep up
 B disappointed that one of his friends hadn't come
 C irritated that he'd had to get up so early
 D tired because of a lack of sleep
- 33 On entering the dance studio, Dan's impression was that
- A they were going to focus more on exercise than dance.
 B the class was going to be more serious than he'd hoped.
 C it resembled a gym rather than a studio.
 D they had accidentally enrolled for the wrong activity.
- 34 Why did Dan describe the warm-up as a *shock to the system*?
- A The other students there were even worse dancers than him.
 B The music they danced to was not at all what he'd expected.
 C The moves were far from the gentle introduction he'd imagined.
 D The session was led by some strict professional dancers.
- 35 What does Dan mean when he says he'd 'got the hang of it' in line 28?
- A He'd progressed as far as he was going to.
 B He'd understood what he was supposed to do.
 C He'd decided he was ready to give up.
 D He'd persuaded himself that he was talented.
- 36 What would be a suitable title for the story?
- A My talented friends
 B An impossible ambition
 C The best concert I've ever been to
 D A way of joining in

Advice

32 What does Dan mean when he says he *wasn't exactly overflowing with confidence* when he arrived?

Test 1 Training Reading and Use of English • Part 6

In this part you:

- read a text with six sentences missing
- choose the correct sentence to fit each gap

1 Work with a partner. Look at the kinds of words that can be useful in Part 6 in the *Remember!* box. Choose the best words and phrases to complete these sentences. Sometimes capital letters are needed.

- 1 Nathan had a problem at football practice yesterday, as he hadn't got his sports kit with him., he'd forgotten to tell his mum he'd be home late.
- 2 If you want to make an omelette, first beat some eggs together. put some oil in a pan and heat it up.
- 3 My sister adores playing computer games. is always first in line at the store whenever a new comes out!
- 4 I was really keen to try some dark chocolate, but I found it tasted far too bitter for me.
- 5 Watching films on TV is great as it's so comfortable. watching them at the cinema lets you see them as the director intended.
- 6 My older brother's a research assistant. He's looking into the effects of certain medicines on different people.
- 7 Theo likes listening to really loud music in his bedroom. seems to be a problem for his sister, as she doesn't share his musical tastes!
- 8 Chloe doesn't usually enjoy classical music, she agreed to go to a concert with me.

Tip! Look for words and phrases that hold the text together, like pronouns and time words. These can give you important clues when deciding which sentences fit the gaps.

Remember!

Pronouns	Time expressions	Adding/contrasting information
he / she / it that this one	after that next currently at first then	however on the other hand what's more besides this although

2 What are the words and phrases doing in Questions 1-8? Which sentences:

- a tell us *what time* the writer is talking about?
 b refer back to something already mentioned?
 c add a *similar* or *contrasting* piece of information?

3a Read the following paragraph and choose the correct sentence (A, B or C) to fit the gap.

People often talk about whether living in a city or in the countryside is better. Of course it rather depends on your lifestyle and the things you enjoy doing. If your favourite activity is shopping, say, then this may well restrict your choice. And that can be quite hard to achieve without good public transport.

- A It means that you're unlikely to be completely happy living miles from anywhere unless you've got easy access to a town.
 B A home out in the countryside, on the other hand, might suit you.
 C What's more, living in a city can bring all sorts of unexpected disadvantages, like noise and pollution.

b Compare your answer with your partner. Why are the other two sentences wrong?