

Exam Practice Test 1

Reading and Use of English Part 1

ACTION PLAN

- 1 Look at the title and think about what the subject of the text will be.
- 2 Read the whole text quickly to get a general idea of the topic.
- 3 Look carefully at the words before and after each gap. Is there a word you can think of that would fit the gap?
- 4 Look carefully at the options for each question and eliminate those you know are incorrect.
- 5 The options have similar meanings, so you need to choose the word that combines with the words on either side of the gap.
- 6 Sometimes only one option is correct grammatically, so look closely at words such as prepositions before or after the gap.
- 7 If you get stuck on one question, move on to the next one. You may have a better idea if you go back to it after you have completed the whole text.
- 8 When you have chosen an answer for every gap, read through the text again and make sure that each word makes sense in the context of the text as a whole.

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

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).

Mark your answers on the separate answer sheet.

Example:

- 0 A suppose B picture C conceive D presume

0	A	B	C	D

Would you rather win a silver or bronze medal?

Try to (0) yourself as an athlete in an Olympic event. We can (1) assume you'd want to win, and, if that wasn't possible, you'd prefer to (2) up second rather than third. However, research (3) that the reality may be different.

In one study, volunteers assessed athletes' faces as they waited for their medals. In particular, they looked out for athletes with a 'Duchenne smile', which is thought to show happiness and is (4) by a raising of the mouth and a crinkling round the eyes. Gold medal winners were rated as happiest, but those in second place seemed less happy than bronze medallists. Researchers also found that the (5) by which a medal was won or lost appeared important: silver medallists who (6) lost out on gold were significantly less happy than those who only just beat the third-placed athlete.

Do silver medallists (7) on how they might have won gold, whereas bronze medallists just feel lucky to win something? We can't be sure, but researchers think comparative performance may greatly affect the (8) of happiness.

- | | | | |
|-------------------|--------------|---------------|-------------|
| 1 A soundly | B steadily | C safely | D strongly |
| 2 A take | B come | C make | D end |
| 3 A exposes | B suggests | C notifies | D admits |
| 4 A characterised | B featured | C constituted | D specified |
| 5 A distance | B area | C size | D limit |
| 6 A tightly | B finely | C closely | D narrowly |
| 7 A wonder | B reflect | C consider | D evaluate |
| 8 A impact | B conclusion | C feeling | D search |

Advice

- 1 Only one of these adverbs collocates with 'assume'. It might help to think of the adjectives that these adverbs are formed from - then see which one seems to fit best in this phrase: 'It is to assume that ...'.
- 2 One of these phrasal verbs means 'eventually finish'.
- 3 Only one of these verbs is a normal collocation with 'research'.
- 4 Think about the meaning here. The correct word with 'by' means 'has the following typical qualities'.
- 5 One of these words is often used in connection with races.
- 6 Only one of these adverbs collocates with 'lose'.
- 7 Only one of these verbs fits with the preposition 'on'.
- 8 Think about the meaning here. Which of these nouns would you normally think of in connection with the words that come after the gap?

FOLLOW-UP

Is there anything that you would add to or change in the Action plan?

ACTION PLAN

- 1

Look at the title and read the whole text quickly to get a general idea of the topic.
- 2

Look carefully at the words before and after each gap and decide what type of word each gap needs.
- 3

Write one word only in each gap. Don't write contractions, as these count as two words.
- 4

Read the sentences before and after the gapped phrase to check your answer makes sense.
- 5

Sometimes more than one answer is possible (e.g. *although, though*).
- 6

Make sure you spell the words correctly.
- 7

If you get stuck on one question, move on to the next one. You may have a better idea if you go back to it when you have completed the whole text.
- 8

When you have chosen an answer for every gap, read the text again and check that each word makes sense in the context of the whole text.

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).

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

Example: 0 A T

Blue diamonds

Blue diamonds are the world's most expensive diamonds, with some valued (0) over 350 million US dollars. However, no one knew (9) recently precisely where these rare stones came from.

Most diamonds are formed from pure carbon under extreme heat 150 to 200 kilometres underground, and (10) is thought that volcanic eruptions bring them to the earth's surface. Research by scientists has revealed, however, that blue diamonds were probably formed somewhere (11) 600 and 800 kilometres down, in a part of the earth's interior known (12) the lower mantle.

These researchers analysed 46 blue diamonds, all of (13) contained minerals only found in the lower mantle. (14) only were these stones formed four times nearer the earth's core (15) normal diamonds, but they also contain an element called boron that is mostly found on the earth's surface. What seems to have happened, (16) to the researchers, is that billions of years ago, rocks containing boron were carried down into the lower mantle by movements of the earth's tectonic plates, and were eventually returned to the surface by volcanic action.

FOLLOW-UP

Did you follow all the steps in the Action plan?

Advice

- 9

Read the whole sentence and think about what word can collocate with 'recently'.
- 10

This is part of a passive structure. There's no mention of who thinks this about diamonds.
- 11

The word you need combines with 'and' two words later.
- 12

Here you need a preposition to go with 'known'.
- 13

The word here refers back to '46 blue diamonds'.
- 14

Read the whole of the sentence. The word needed here is part of a structure which holds together the two parts of the sentence.
- 15

Look at the first half of this sentence, from (14) to 'diamonds'.
- 16

The word you need here is part of a fixed phrase. You may not think of it as grammar.

TASK INFORMATION

- In Part 3, you read a text which has eight gaps (plus one example).
- You have to complete each gap correctly, using one word only. This word must be formed from a root word, which you will see in capital letters at the end of the line with the gap (e.g. **ENJOY** → *enjoyment*).
- Part 3 tests your ability to form words using prefixes (e.g. **LIKE** → *dislike*), suffixes (e.g. **FRIEND** → *friendship*), and combinations of words to make compound words (e.g. **FEED** → *feedback*).
- When you read the text, you need to decide what type of word is needed in each gap. It could be a verb, noun, adjective or adverb (e.g. *enjoy, enjoyment, enjoyable, enjoyably*).
- You might also need to decide if the word is positive or negative (e.g. *active or inactive; agreement or disagreement*).
- If the missing word is a noun, you need to decide if it should be singular or plural (e.g. *scientist or scientists*).
- You should also decide on the form of a verb (e.g. *replacing or replaced*).
- The spelling must be correct. Both UK and US spellings are allowed.

USEFUL LANGUAGE: IDENTIFYING TYPES OF WORDS

- 1 Read the following text and decide what type of word is needed in each gap – a verb, noun, adjective or adverb. How do you know?

My uncle was a (1) footballer when he was younger. (2), he had to retire from the game when he was only 28 years old because of a serious knee injury. He says he can see many (3) between his life as a player nearly 30 years ago and the lives of players today. For one thing, the players' (4) levels today are much higher than they were when he was playing. That, together with a good diet and expert medical care, (5) modern footballers to have longer careers. My uncle says he's quite (6) of modern players in this respect, as he is of the money they earn. However, he is glad he never had to deal with social media, which he thinks is one of the (7) of being a well-known player today.

- 2 Use the words from the box below and form new words to fill the gaps in Exercise 1. Remember that you can add prefixes, suffixes or compound words.

able fit envy fortunate profession draw different

TIP

Try to learn 'word families' – e.g. *fortune, misfortune, fortunately, unfortunately*.

TIP

Look at the words before and after the gap to help you decide what type of word you need. For example, a gap between a verb and a noun needs an adjective – *it was an enjoyable day*. A word at the very beginning of a sentence followed by a comma is usually an adverb – *Suddenly, there was a loud noise*.

Exam Practice Test 1

Reading and Use of English Part 3

ACTION PLAN

- 1 Look at the title and read the whole text quickly to get a general idea of the subject.
- 2 Look carefully at the words before and after each gap and decide what type of word each one needs.
- 3 Sometimes you will need to read a sentence or a longer section to know what type of word is needed.
- 4 Look at the word in capital letters to the right of the gap and decide whether to add a prefix or suffix or make some other kind of change.
- 5 You will sometimes need to make more than one change.
- 6 For nouns, check whether they should be singular or plural.
- 7 For an adjective or adverb, check whether it should have a positive or negative meaning.
- 8 Make sure you spell the words correctly.

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 H I S T O R I C A L L Y

Araucaria trees in South America

Large areas of Chile, Argentina and Brazil have (0) been covered by forests of Araucaria, or monkey puzzle trees as they are often called. A valuable source of timber, fuel, resin and nuts for eating, the Araucaria has played a key role in the cultural and (17) development of local communities. However, many of the forests are now (18) by logging and modern farming, and 5 out of the 19 species of Araucaria are (19)

The fact is that some forests owe their (20) to humans. A recent study in the region found there had been two major forest (21) The first, 4,500 to 3,200 years ago, was due to climatic changes and higher levels of (22) The second, between 1,400 and 900 years ago, coincided with the development of (23) complex societies in the region. Through excavations and soil (24), the researchers found that local populations had modified the land, protected seedlings and even planted trees to help the forests grow. The researchers hope their findings will help efforts to conserve the ancient, partly man-made Araucaria forests.

HISTORY

ECONOMY THREAT

DANGER

EXIST

EXPAND MOIST

INCREASE ANALYSE

Advice

- 17 What type of word is often needed before a noun?
- 18 Think about the passive construction in the sentence and what is the appropriate form needed for the word.
- 19 This word is an adjective and will need a prefix and a suffix.
- 20 What type of word will follow 'their'?
- 21 Is a singular or plural word needed here?
- 22 Do you need a verb or a noun here?
- 23 The word after the gap is an adjective, so what type of word is needed here? How many changes will you need to make?
- 24 Here you need a noun that means 'the process of examining something'.

FOLLOW-UP

Did you read through the text at the end to make sure your answers made sense?

Training Test 1

Reading and Use of English Part 4

TASK INFORMATION

- Part 4 tests your ability to be flexible in your use of English by expressing a message in a different way. At the same time, it tests your ability to use grammatical structures and vocabulary accurately.
- In Part 4, there are six questions (plus one example).
- Each question has an initial stimulus sentence, a key word and a second sentence with a gap in it.
- Your task is to complete the gap, using the key word given, so that the second sentence has the same meaning as the stimulus sentence.
- You must not change the key word at all.
- You will need to write between three and six words, including the key word, to complete the gap. Contractions (e.g. *don't*) count as two words.
- The mark scheme divides your answer into two parts and one mark is given for each part that is answered correctly.
- The spelling must be correct, but both UK and US spellings are allowed.

HOW TO APPROACH PART 4

Read the two sentences and then work through the questions below in order.

Because of the heavy rain, it was decided at the last minute to cancel the match.

MADE

Because of the heavy rain, a last-minute off the match.

- a How are the words before the gap in the second sentence different from the words in the stimulus sentence?
- b How are the words after the gap in the second sentence different from the words in the stimulus sentence?
- c Which words and information in the stimulus sentence are missing from the second sentence?
- d Which part of the stimulus sentence does the key word relate to: the first part or the second part?
- e Can you complete the gap now?

APPLYING THE APPROACH TO PART 4

- 1 Use questions a – e above to help you complete the sentences. Part of the answer is given.

- 1 The last time Janet saw her cousin was three years ago.

SEEN

Janet *hasn't* for three years.

- 2 Juan was sorry that he didn't tell Maria where he was staying.

LET

Juan wished Maria *know* where he was staying.

- 3 I know it was wrong of me to ignore what Mrs Robertson was saying this morning.

ATTENTION

I know I should to what Mrs Robertson was saying this morning.

TIP

After you have written your answer, read it again to check that it has the same meaning as the stimulus sentence. Does it have all the same ideas?

TIP

After you have written your answer, check that it is at least three words and no more than six words long.

2 Read the advice and complete the sentences below.

- 1 Finding a place to park the car was harder than I thought it would be.

AS

It wasn't a place to park the car as I thought it would be.

- 2 Max didn't accept the job because the company wouldn't offer him a better salary than his current one.

TURNED

Max the job if the company had offered him a better salary than his current one.

- 3 Maggie was quite happy to look after her neighbour's children for a couple of hours.

EYE

Maggie didn't mind her neighbour's children for a couple of hours.

Advice

Which phrase with AS means 'it was harder'?

Advice

'If the company had offered' is part of a conditional structure. Which conditional is it? What should the verb form be in the first part of the sentence? And which phrasal verb means 'refuse / don't accept' a job?

Advice

Which idiom with EYE means 'look after'?

MAKING SURE SENTENCES HAVE THE SAME MEANING

Choose the sentence, A or B, that has the same meaning as the stimulus sentence.

- 1 It's very unusual for Peter to go to bed late.

EVER

A Peter hardly ever stays up late.

B Peter hardly ever gets up late.

- 2 Whatever I do to it, my laptop just doesn't work.

GET

A I can't get my laptop to work, no matter what I do to it.

B I can't get a laptop that works, no matter what I do to it.

- 3 The beach was much less crowded than it had been the previous year.

NEARLY

A The beach was nearly as crowded as it had been the previous year.

B The beach wasn't nearly as crowded as it had been the previous year.

- 4 Apparently, Carol was a really good singer when she was younger.

SUPPOSED

A Carol is supposed to have been a really good singer when she was younger.

B Carol was supposed to become a really good singer when she was younger.

- 5 We'll miss the start of the lecture if we don't walk faster.

TIME

A Unless we walk faster, the lecture will start some time after we get there.

B Unless we walk faster, the lecture will have started by the time we get there.

Exam Practice Test 1

Reading and Use of English Part 4

ACTION PLAN

- For each question, read both sentences carefully.
- Look carefully at the words before and after the gap.
- You will need to make various changes, e.g. negative to positive, active to passive, verb to noun.
- Include the given word completely unchanged.
- Make sure you write three to six words.
- You can use contractions (e.g. I'm or don't), but remember that these count as two words.
- Check your spelling carefully.
- Check that you haven't missed out any ideas from the first sentence or added any new ones.

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

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 **three** and **six** words, including the word given. Here is an example (0).

Example:

- 0 'I'm sorry I got to the party so late,' Joanna said to her friend.

HAVING

Joanna apologised to her friend up so late at the party.

The gap can be filled with the words 'for having turned', so you write:

Example: 0 FOR HAVING TURNED

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

- 25 Visiting Tortuga Beach is easier than it used to be.

AS

Tortuga Beach isn't it used to be.

- 26 I'm not in contact with any of my primary school friends.

TOUCH

I've my primary school friends.

- 27 I was surprised when my brother was suddenly promoted.

CAME

My brother's sudden to me.

- 28 I'm sure customers will complain about the new shop layout.

BOUND

There from customers about the new shop layout.

- 29 Kerry only started playing badminton because you suggested it.

NEVER

Kerry up badminton if you hadn't suggested it.

- 30 Everyone I talk to thinks cars should be banned from the city centre.

FAVOUR

Everyone I talk to is cars from the city centre.

Advice

25 Use a comparative structure beginning with 'not' which means the same as 'easier than'.

26 Which phrase with 'touch' means 'not stay in contact with'?

27 You need an expression with 'came' meaning 'it was surprising'.

28 Which idea in the first sentence does the adjective 'bound' relate to? And what verb form follows 'bound'?

29 Which phrasal verb with 'up' means 'start playing (a sport)'?

30 Which prepositions come before and after the noun 'favour' when it's part of a phrase meaning 'support an idea'?

FOLLOW-UP

For each question, did you make sure that the second sentence has the same meaning as the first?