

Test 1 Training**Reading and Use of English Part 1****Task information**

- In Part 1, you read a text with gaps and choose the correct word from four options (A, B, C or D) to fill each gap.
- There is one example plus eight gaps.
- Part 1 mainly tests vocabulary.
- Part 1 tests what the words in the options mean, but it also tests which words go together (collocations).
- This part also tests how words are used in sentences. For example, you might need to know if a word is followed by a preposition, or if it is followed by the infinitive or *-ing* form of a verb.
- Part 1 may also test words which connect ideas in the text (linking words).

Useful language Verb–noun collocations**1 Complete the sentences with words from the box.**

account action adjustments advantage appearance
breakthrough chances charge connection emphasis
pressure revenge questions use

Tip! When you learn a new word, find out how the word is used in a sentence. Learn that as well as what the word means.

- Someone needs to take of the situation or there will be chaos.
- I think the machine will work if you make the necessary
- Don't take any on the mountain – be as careful as you can.
- Try not to put too much on Gary – he's having a hard time at the moment.
- The actor made her first in public yesterday, after a three-month break.
- It is important to take of everyone's needs when designing a course.
- Can you make of this equipment or should I have it moved out of the music room?
- The teacher always puts the on the students' successes, rather than their mistakes.
- It wasn't reasonable to make any kind of between the two events.
- We took of all the facilities the hotel provided while we were staying there.
- The problem is getting worse and worse – someone needs to take soon!
- The scientists were delighted to finally make a significant after years of hard work.
- In the film, the hero took on his enemies in an amusing way.
- You can put your to the speaker after the talk.

2 Complete the phrases with *make*, *put* or *take*. Use Exercise 1 to help you.

- | | |
|-----------------------------|--------------------------------|
| 1 advantage of | 8 a breakthrough |
| 2 use of | 9 charge |
| 3 the emphasis on | 10 a question to someone |
| 4 a connection | 11 account of |
| 5 revenge | 12 an appearance |
| 6 an adjustment | 13 a chance |
| 7 pressure on someone | 14 action |

Useful language Adverb collocations**3 Match the adverbs (1–6) with the adjectives (a–f).**

- | | |
|----------------|----------------|
| 1 brightly | a disappointed |
| 2 closely | b populated |
| 3 conveniently | c connected |
| 4 bitterly | d forbidden |
| 5 densely | e coloured |
| 6 strictly | f located |

**4 Complete the sentences with collocations from Exercise 3.**

- My favourite café is very – it's right next to our college!
- This is a part of the city, so it's always quite noisy.
- He always wears clothes which reflect his cheerful nature.
- They felt when they failed to win an award for their film.
- I think the two ideas are very
- Smoking is on all public transport here.

Tip! The options in Part 1 often have similar meanings, but only one option fits in each sentence.


5 Choose the correct word (A, B, C or D) to complete the sentences.

- They enjoyed the show
A significantly B powerfully C tremendously D strongly
- speaking, that isn't quite correct.
A Strictly B Accurately C Precisely D Exactly
- The book was successful, but never became a bestseller.
A rather B roughly C slightly D reasonably
- What are you trying to say?
A correctly B strictly C exactly D accurately
- The film was fantastic!
A completely B absolutely C thoroughly D fully
- Many people here are concerned about the threat to local wildlife.
A completely B totally C entirely D deeply
- Is this information available?
A largely B deeply C widely D highly
- I'd recommend reading this article!
A strongly B completely C powerfully D extremely

Useful language Verbs + prepositions**6** Choose the correct options in *italics* to complete the sentences.

- 1 We will *respond* / *answer* to your queries as soon as possible.
- 2 She has *specialised* / *focused* in the history of science throughout her career.
- 3 Everyone here is *allowed* / *entitled* to some time off in the evenings.
- 4 They eventually *succeeded* / *managed* in contacting me.
- 5 My best friend doesn't *agree* / *approve* of eating meat.
- 6 The teacher *discouraged* / *advised* us from spending more than two hours on our homework.
- 7 I will *provide* / *give* you with as much information as I can.
- 8 They were wrongly *blamed* / *accused* of breaking the window.

Tip! Always read the text before and after the gap very carefully. The option you choose needs to work grammatically with the rest of the sentence.

 Cambridge English: *B2 First* candidates often make mistakes with using verb + preposition combinations in the correct way. Example: *I want you to come in to my town.*

Useful language Adjectives + prepositions**7** For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.**My basketball team**

I play in a wheelchair basketball team and I love it! We train once a week after school and play in matches twice a month. I've always been quite good at sport, but I'm delighted to have discovered one that I'm **(1)** about.

All the team members have become close friends over time, which makes us very **(2)** of one another. We also have a brilliant coach who's never too **(3)** of our performance, even on a bad day because she knows how **(4)** we are to do well! She's very **(5)** at her job, so we've all learnt a great deal from her, including how to handle the challenges **(6)** to basketball.

At matches, our friends and families always come along to support us, and I'm sure that's been partly **(7)** for our winning so many matches. But we players need to take the credit, too. I've become much more **(8)** in myself since I joined the team, so I can say things like that without blushing these days!

- | | | | | |
|---|-------------|-----------------|---------------|---------------|
| 1 | A stubborn | B addicted | C eager | D passionate |
| 2 | A loyal | B understanding | C sympathetic | D helpful |
| 3 | A critical | B negative | C annoyed | D pessimistic |
| 4 | A devoted | B fond | C keen | D emotional |
| 5 | A qualified | B trained | C skilled | D respected |
| 6 | A precise | B specific | C accurate | D exact |
| 7 | A involved | B reliable | C concerned | D responsible |
| 8 | A sure | B confident | C certain | D convinced |



Useful language Verbs with similar meanings**8** For sentences 1–8, decide which answer (A, B, C or D) best fits each gap.

- 1 Everyone in the class of the way in which the teacher dealt with the problem.
A agreed B appreciated C admired D approved
- 2 We all want to our goals in life if we possibly can!
A succeed B obtain C gain D achieve
- 3 Everyone interesting ideas to the discussion.
A contributed B donated C offered D presented
- 4 He was only to have lost his phone!
A imagining B playing C acting D pretending
- 5 We need to find out how many students our proposal for the college garden.
A support B boost C confirm D assist
- 6 As the sun into the sky, the air became warmer.
A raised B lifted C rose D advanced
- 7 This catering business was over 100 years ago!
A settled B established C set D installed
- 8 Let's what this room would be like if we painted and decorated it!
A invent B dream C imagine D believe

Remember!

Think about the meaning of the verb, but also about its 'grammar'. What can come after the verb? For example, is it followed by a noun/*-ing* form or an infinitive with *to*?

Useful language Fixed phrases and idioms

Cambridge English: *B2 First* candidates often make mistakes in using idioms.
Example: *In the other hand* **On the other hand**, your website is not very attractive.

9 Complete the sentences with words from the box. There are four extra words that you do not need to use.

fact far feelings heart mind much pain question sight sign sudden

- 1 I love my little cousins with all my !
- 2 There was no of Dan's ball anywhere in the park.
- 3 That's a terrible thing to say – the idea never crossed my !
- 4 As as I know, tomorrow's band practice is going ahead as usual.
- 5 There's no internet here – it's a real !
- 6 The bird disappeared all of a before I managed to photograph it.
- 7 As a matter of, you're the first person to ever ask me that!

10 Choose the correct options in *italics* to complete the sentences.

- 1 It's difficult to learn the lyrics of several songs by *heart* / *memory* / *brain*.
- 2 Don't ask me about that; it's nothing to *have* / *think* / *do* with you.
- 3 I was under the *idea* / *impression* / *imagination* that she wanted to join the team.
- 4 I'm sorry I'm late – I completely lost *sense* / *track* / *idea* of time!
- 5 When I saw the palace, it *took* / *kept* / *threw* my breath away!
- 6 We will contact you in *next* / *further* / *due* course.
- 7 We have a bit of extra time in this city, so let's *take* / *get* / *make* the most of it!

Test 1 Exam practice**Reading and Use of English Part 1**

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.

Tip! You need to understand the text as a whole in order to do the task. That's why you should always read the text quickly before you answer the questions.

Example:

0 A absolutely B strictly C deeply D entirely

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

Changing the world – one meal at a time

Many people all over the world are (0) concerned about the environment. As a result, they are gradually (1) more environmentally friendly lifestyles. One of the ways in which they are (2) action is by changing the way they eat. Around a billion tonnes of food are thrown away each year and food waste often (3) methane, a harmful greenhouse gas.

No individual is personally (4) for changing the whole world, but many people are altering their diets in order to (5) in a small way. Many try to eat what's (6) available locally rather than a lot of imported food, or eat less meat and more plants, especially beans and greens.

It isn't necessary to become completely vegetarian or vegan all of a (7) Simply having a meat-free day once a week can (8) a difference. Planning meals in advance and using up leftover food also helps to reduce unnecessary waste.

Advice

The example, and questions 1, 2, 3, 6 and 8 all test collocations. Question 7 tests a fixed phrase.



- | | | | | |
|---|-------------|-------------|---------------|-------------|
| 1 | A using | B adopting | C welcoming | D accepting |
| 2 | A doing | B taking | C having | D setting |
| 3 | A generates | B breeds | C results | D leads |
| 4 | A blamed | B obliged | C responsible | D guilty |
| 5 | A donate | B support | C contribute | D add |
| 6 | A highly | B extremely | C strongly | D widely |
| 7 | A sudden | B rush | C flash | D moment |
| 8 | A give | B put | C bring | D make |

Test 1 Training**Reading and Use of English Part 2****Task information**

- In Part 2, you read a text with gaps and write one word in each gap.
- There is one example plus eight gaps.
- Part 2 mainly tests grammar: the missing words are usually auxiliary verbs, articles, pronouns or prepositions.
- Part 2 can also test linking words, phrasal verbs and fixed phrases.

Useful language Articles, quantifiers and determiners

1 Choose the correct options in *italics* to complete the text.

Tip! Sometimes, more than one answer is possible. You must write only one word for each gap.

Brave baby penguins!

(1) *Few* / *Some* baby emperor penguins have been filmed jumping into the sea from (2) *a* / *such* high cliff. (3) *The* / *This* extraordinary thing is that (4) *any* / *these* baby penguins have never actually swum before. They look as if they are trying to fly as they fall. Once they reach (5) *some* / *the* water, they are able to swim immediately. I would not be brave (6) *enough* / *so* to do that, but of course I am not (7) *a* / *the* baby penguin!

2 Choose the correct options in *italics* to complete the sentences.

Sometimes both options are correct.

- 1 They called, but there was *no* / *not* answer.
- 2 *Every* / *Each* seat was taken when we got on the bus.
- 3 Has there been *many* / *much* interest in the new chess club?
- 4 *Any* / *None* of the people could solve the puzzle – it was too hard for all of them.
- 5 *Little* / *Few* is known about the history of this ruined castle.
- 6 We had *lots* / *plenty* of time to get to the station.
- 7 There weren't *many* / *any* clouds in the sky that day.
- 8 That's *one* / *some* of the tallest buildings in the world!
- 9 Luckily, I had brought a *little* / *some* money with me.
- 10 My sister and I are *all* / *both* good swimmers.

Useful language Prepositions

Cambridge English: *B2 First* candidates often use incorrect prepositions.
Example: *By the way, I have a question ~~to~~ for you.*

3 Complete the sentences with *at, in, of, on* or *with*.

- 1 Along her knowledge of her subject, she has great communication skills.
- 2 Only a handful people noticed the famous actor in the crowd.
- 3 Everyone seemed to be a good mood that day.
- 4 Please contact us your earliest convenience.
- 5 Their hard work will be worth it the long run.
- 6 The constant noise was beginning to get his nerves.
- 7 I am writing respect to your complaint about the delay to your flight.
- 8 Most people at the concert were their twenties.

4 Complete each sentence with a preposition.

- 1 They often confuse him his brother because they look so similar.
- 2 Each number corresponds a different colour.
- 3 All the children recovered the illness in a few days.
- 4 The classrooms are all equipped the latest technology.
- 5 The birds are adapting living in a warmer climate.
- 6 The presenter commented the team's poor performance.
- 7 They reacted the announcement with surprise.
- 8 Suddenly, a deer emerged the forest.



Useful language Relative pronouns

5 Choose the correct options in *italics* to complete the sentences. Sometimes more than one option is possible.

- 1 This is the painting *that / what / which* was stolen and then returned to the museum.
- 2 My cousin's car, *who / which / that* is very old, often breaks down.
- 3 The man *whom / whose / which* wallet they found was very grateful.
- 4 My aunt Lucie, *that / who / whom* lives in Paris, has invited me to stay.
- 5 The village I come from, *that / what / which* is very small, is famous for its cheese.
- 6 The friend to *which / whom / whose* I sent the parcel never received it.
- 7 The place *that / where / which* they swam was very quiet.
- 8 Try to find out *what / that / which* your sister would like for her birthday.

6 Rewrite the sentences, correcting the mistakes. Sometimes more than one answer is possible.

- 1 This is the house that I used to live.
.....
- 2 Is that the person whose helped you when you fell off your bike?
.....
- 3 I wonder whom backpack this is.
.....
- 4 The only part of the film what confused me was the ending.
.....
- 5 Paolo's friend Linda, which studies maths, managed to fix his laptop.
.....
- 6 I'm having dinner with Tao, who parents are fantastic cooks.
.....

Tip! Contractions count as two words, so a contraction such as *that's* or *they've* will never be an answer in Part 2.



Test 1 Training**Reading and Use of English Part 3****Task information**

- In Part 3, you read a text with gaps and make a word to fill each gap, using a word given in capital letters at the end of the line.
- There is one example plus eight gaps.
- Part 3 mainly tests vocabulary.
- Part 3 also tests grammar and spelling.
- In Part 3, you need to decide what kind of word goes in each gap (e.g. a noun, an adjective, an adverb or a verb).
- You need to know how to add prefixes and suffixes to change the words in capital letters, and how to make changes inside those words if necessary.

Useful language Suffixes**1 What kind of word (noun, adjective, adverb or verb) do you need to complete each sentence?**

- The college café is a good place to **SOCIAL**
- That actor is great, she speaks very **NATURAL**
- Those two tennis players win a lot of matches together – they form a great **PARTNER**
- The artist used a combination of colours that was very **EFFECT**
- They were accused of a crime they didn't commit. **WRONG**
- People go there to think because it is such a quiet and place. **PEACE**
- They were asked to make the first as soon as possible. **PAY**

Remember!

A prefix comes at the beginning of a word (e.g. **impossible**) and a suffix comes at the end of a word (e.g. **happiness**).

2 Now complete the sentences in Exercise 1 by adding a suffix to the word in capitals.**3 Use the correct form of words 1–8 below the text to complete the gaps.****Remember!**

When you add a suffix, you may have to make some spelling changes.

Bright futures

The careers (1) we received at our school was very helpful. The teacher who provided it was very kind and everyone admired her (2) Not all students (3) took the advice she gave, but the fact that she was so positive and (4) often changed their attitude towards their future goals and persuaded them to aim higher.

As a result, the number of applications for university places increased (5) while I was there.

Thanks to the videos we were shown and the visits that were arranged to different university departments, the whole idea of what being a university student involved became less (6) to us all.

The school principal always gave her (7) for these visits, even when they were during the school day, which was great. So, when we eventually had to make a decision and (8) on the application forms exactly why we wanted to study a particular subject, it wasn't too difficult for anyone.

- | | | |
|-------------|-------------|------------|
| 1 guide | 4 encourage | 7 approve |
| 2 patient | 5 steady | 8 specific |
| 3 necessary | 6 mystery | |