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B2 First Trainer

Six Practice Tests with answers
and Teacher's Notes

with digital pack 

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Official
Cambridge
Exam
Preparation

B2 First Trainer

Six Practice Tests without answers



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The answer sheets at the back of this book are designed to be copied and distributed in class.

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Introduction

Who is *B2 First Trainer 3* for?

This book is suitable for anyone who is preparing to take the *B2 First* exam. You can use *B2 First Trainer 3* in class with your teacher or on your own at home.

What is *B2 First Trainer 3*?

B2 First Trainer 3 contains six practice tests for *B2 First*, each covering the Reading and Use of English, Writing, Listening and Speaking papers. Guided Tests 1 and 2 consist of both training and practice for the exam, while Tests 3–6 are entirely practice. All six tests are at exam level and are of *B2 First* standard.

Test 1 contains information about each part of each paper, plus step-by-step guidance to take you through each kind of *B2 First* task, with examples and tips clearly linked to the questions. It also presents and practises grammar, vocabulary and functional language directly relevant to particular task types. This is supported by work on correcting common grammar mistakes made by *B2 First* candidates in the exam, as shown by the **Cambridge Learner Corpus**. The **Keys** tell you the correct answers.



Test 2 also contains training for the exam, in addition to revision from Test 1. Here too there is language input, as well as some step-by-step guidance to task types with further examples, advice and tips. In Writing, there is a full focus on the task types not covered in Test 1.

Tests 3–6 contain a wide range of topics, text types and exam items, enabling you to practise the skills you have developed and the language you have learnt in Tests 1 and 2.

How to use *B2 First Trainer 3*

Test 1 Training

- For each part of each paper, you should begin by studying **Task information**, which tells you the facts you need to know, such as what the task type tests and the kinds of questions it uses.
- Throughout Test 1, you will see information marked **Tip!** These tips give you practical advice on how to tackle each task type.
- **Remember!** boxes also give you quick reminders about grammar or vocabulary points that are useful for the exam.
- In all papers, training exercises help you develop the skills you need by working through example items of a particular task type.
- **Useful language** sections present and practise grammatical structures, vocabulary or functional expressions that are often tested by particular task types.
- Many exercises involve focusing on and correcting common language mistakes made by actual *B2 First* candidates, as shown by the **Cambridge Learner Corpus** (www.cambridge.org/corpus).

- In **Listening**, you are prompted to use the downloadable audio, e.g.  1. If you are working on your own, you will need to be able to access the downloadable audio files.
- In **Writing**, Test 1 covers Part 1 (essay), as well as the article, letter and report tasks in Part 2. You study some **examples** to help you perfect your skills. The **Keys** contain answers to the exercises, plus **sample answers** and **examiner commentaries**. You finish each part by writing your own text, using what you have learnt in **Useful language**.
- In **Speaking**, you are prompted to use one of the downloadable audio files, e.g.  18, and complete tasks while you listen to examples of each part of the paper. You can practise speaking on your own or with a partner, using what you have learnt in **Useful language**.
- You then work through an exam-style task. With the Exam practice tasks, **Advice** boxes suggest ways of dealing with particular exam items.
- Answers to all items are in the **Keys**.

Test 2 Training

- Test 2 contains many of the same features as Test 1, including exercises that focus on exam instructions, texts and tasks, **Tip!** information, **Remember!** boxes, **Advice** for many exam items, **Useful language** and **Keys**.
- There is further work based on mistakes frequently made by *B2 First* candidates, as shown by the **Cambridge Learner Corpus**.
- Test 2 **Writing** covers Part 1 (essay) plus the email and review tasks in Part 2, along with **sample answers** for the tasks.
- You should try to do the exam tasks under exam conditions where possible.

Tests 3–6 Exam practice

- In Tests 3, 4, 5 and 6, you can apply the skills and language you have learnt in guided Tests 1 and 2.
- You can do these tests and the four papers within them in any order, but you should always try to keep to the time recommended for each paper. For the Listening paper, you must **listen to each recording twice only**.
- It will be easier to keep to the exam instructions if you can find somewhere quiet to work and ensure there are no interruptions.
- For the Speaking paper, it is better if you can work with a partner, but if not, you can follow the instructions and do all four parts on your own.

Other features of *B2 First Trainer 3*

- Full-colour **visual materials** for the Speaking paper of all six tests in the Speaking visuals section (pages C1–C22).
- The **teacher's notes** give teachers ideas on how to make the most of *B2 First Trainer 3* in a class setting.
- **Photocopiable sample answer sheets** for the Reading and Use of English, Listening, and Writing are at the back of the book. Before you take the exam, you should study these so that you know how to mark or write your answers correctly, if you are taking the paper-based test.
- The **downloadable audio files** contain recordings for the Listening papers of the six *B2 First* tests plus recordings from different parts of the Speaking paper in Tests 1 and 2 to serve as examples, and sample answers to Parts 1–4 of the Speaking paper in Tests 3–6.

The *B2 First* examination

Level of the *B2 First* examination

B2 First is at Level B2 on the Common European Framework (CEFR). When you reach this level, these are some of the things you should be able to do:

- You can scan written texts for the information you need, and understand detailed instructions or advice.
- You can understand or give a talk on a familiar subject, and keep a conversation going on quite a wide range of subjects.
- You can make notes while someone is talking, and write an essay that presents different opinions.

Grading

- The overall *B2 First* grade that you receive is based on the total score you achieve in all four papers.
- The Writing, Listening and Speaking papers each carry 20% of the possible marks. The Reading and Use of English paper carries 40% of the possible marks, with this being divided into 20% for Reading and 20% for Use of English.
- There is no minimum score for each paper, so you don't have to 'pass' all four in order to pass the exam.
- Candidates who achieve **Grade A** (Cambridge English Scale scores of 180–190) are given the First Certificate in English stating that they demonstrated ability at Level C1. Those who achieve **Grade B** or **Grade C** (Cambridge English Scale scores of 160–179) receive the First Certificate in English at Level B2. If a candidate's performance is below Level B2, but is within Level B1 (Cambridge English Scale scores of 140–159), they will be given a certificate stating that they demonstrated ability at Level B1.
- Whatever your grade, you will receive a Statement of Results. This includes a graphical profile of how well you did in each paper and shows your relative performance in each one.

Content of the *B2 First* examination

The *B2 First* examination has four papers, each consisting of a number of parts. For details on each part, see the page reference under the *Task information* heading in these tables.

Reading and Use of English 1 hour 15 minutes

Parts 1 and 3 mainly test your vocabulary; Part 2 mainly tests your grammar. Part 4 often tests both. There is one mark for each correct answer in Parts 1, 2 and 3.

Answers to Part 4 can be awarded one or two marks. If you are taking the paper-based test, you can write on the question paper, but you must remember to transfer your answers to the separate answer sheet before the end of the test.

The total length of texts in Parts 5–7 is about 1,850 words. They are taken from newspaper and magazine articles, fiction, reports, advertisements, correspondence, messages and informational material such as brochures, guides or manuals. There are two marks for each correct answer in Parts 5 and 6; there is one mark for each correct answer in Part 7.

Part	Task type	No. of questions	Format	Task information
1	Multiple-choice cloze	8	You choose from words A, B, C or D to fill in each gap in a text.	page 10
2	Open cloze	8	You think of the correct word to fill in each gap in a text.	page 15
3	Word formation	8	You think of the correct form of a prompt word to fill in each gap in a text.	page 19
4	Key word transformations	6	You have to complete a sentence using a given key word so that it means the same as another sentence.	page 22
5	Multiple choice	6	You read a text followed by questions with four options: A, B, C or D.	page 25
6	Gapped text	6	You read a text with some missing paragraphs, then fill in the gaps by choosing paragraphs from a jumbled list.	page 29
7	Multiple matching	10	You read a text divided into sections (or several short texts) and match the relevant sections to statements.	page 32

Writing 1 hour 20 minutes

You have to do Part 1 (question 1) plus any **one** of the Part 2 tasks. In Part 2, you can choose one of questions 2–4. The possible marks for Part 1 and Part 2 are the same. In all tasks, you are told who you are writing to and why.

Part	Task type	No. of words	Format	Task information
1	Question 1: essay	140–190	You give your opinion on a topic using the two ideas given, plus an idea of your own.	page 35
2	Questions 2–4 possible tasks: article, email, letter, report or review	140–190	You write one text, from a choice of three text types, based on a situation.	pages 39, 42, 44, 88, 91

Listening about 40 minutes

You will both hear and see the instructions for each task, and you will hear each of the four parts twice. You will hear pauses announced, and you can use this time to look at the task and the questions. At the end of the test, if you are taking the paper-based test, you will have five minutes to copy your answers onto the answer sheet. If you are taking the digital test, you will have two minutes to check your answers. If one person is speaking, you may hear information, news, instructions, a commentary, a documentary, a lecture, a message, a public announcement, a report, a speech, a talk or an advertisement. If two people are talking, you might hear a conversation, a discussion, an interview, part of a radio play, etc.

Part	Task type	No. of questions	Format	Task information
1	Multiple choice	8	You listen to unrelated monologues or conversations between interacting speakers, and you choose from answers A, B or C.	page 46
2	Sentence completion	10	You listen to a monologue lasting about three to four minutes, and you complete the sentences with the missing information.	page 49
3	Multiple matching	5	You listen to five themed monologues of about 30 seconds each, and you choose five correct options from a list of eight possible answers.	page 51
4	Multiple choice	7	You listen to a conversation between two or more speakers, lasting about three to four minutes, and you choose from answers A, B or C.	page 53

Speaking 14 minutes per pair of candidates

You will probably do the Speaking test with one other candidate, though sometimes it is necessary to form groups of three. There will be two examiners, but one of them does not take part in the conversation. The examiner will indicate who you should talk to in each part of the test.

Part	Task type	Minutes	Format	Task information
1	Interview	2	The examiner asks you some questions and you give information about yourself.	page 55
2	Long turn	1 minute per candidate	You talk on your own (for about a minute) about two photographs the examiner gives you. Then the examiner asks the other candidate to comment on the same photographs (for about 30 seconds). The examiner then gives the other candidate a different set of two photographs and the process is repeated.	page 57
3	Collaborative task	3 minutes (a 2-minute discussion followed by a 1-minute decision-making task)	You have a conversation with the other candidate. The examiner gives you some material and a task to complete together.	page 60
4	Discussion	4	You have a discussion with the other candidate, guided by questions from the examiner, about the topics in Part 3.	page 63

Further information

The information about *B2 First* contained in *B2 First Trainer 3* is designed to be an overview of the exam. For a full description of the *B2 First* examination, including information about task types, testing focus and preparation for the exam, please see the *B2 First Handbook*, which can be obtained from

<https://www.cambridgeenglish.org/exams-and-tests/first/preparation>

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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!



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 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"/>

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.

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 |

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.

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



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.
.....





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	B	O	U	T													
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Gaming can bring people together



Some people are concerned **(0)** the impact of computer and video games. It is of course true that some players become addicted to them and once that has happened, it may be hard to know **(9)** to do about it.

There are also many positive aspects of gaming, however. **(10)** many gamers will tell you, it has become a means for many to communicate regularly **(11)** those they care most about. This is true for people of all ages, not just those in **(12)** teens or twenties.

Nowadays, almost **(13)** has a family member or friend living so far away that it is impossible to spend time with them **(14)** person. Gaming is a great way of bringing people together, **(15)** anyone needing to leave their own home.

Gaming provides a chance to catch up on news, exchange gossip and simply relax. Moreover, it costs relatively **(16)** compared to travelling great distances to meet up.

Tip! You must spell your answers correctly.

Advice

9 This is an indirect question, so a question word is needed here.

11 Which preposition is needed here?

13 What is the pronoun that means 'all people'?

15 This means that nobody needs to leave their own home.

16 Gaming doesn't cost much compared to making a long journey.

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?

- 1 The college café is a good place to **SOCIAL**
- 2 That actor is great, she speaks very **NATURAL**
- 3 Those two tennis players win a lot of matches together – they form a great **PARTNER**
- 4 The artist used a combination of colours that was very **EFFECT**
- 5 They were accused of a crime they didn't commit. **WRONG**
- 6 People go there to think because it is such a quiet and place. **PEACE**
- 7 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 | |