

C1 Advanced Trainer

Six Practice Tests without answers

2



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Six practice tests without answers

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Text

Key: T = Test

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Introduction

Who is *C1 Advanced Trainer 2* for?

This book is suitable for anyone who is preparing to take *C1 Advanced*. You can use *C1 Advanced Trainer 2* in class with your teacher or on your own at home.

What is *C1 Advanced Trainer 2*?

C1 Advanced Trainer 2 contains six practice tests for *C1 Advanced*, each covering the Reading and Use of English, Writing, Listening and Speaking papers. The first two tests are 'guided tests', which means that they contain extra training and support to help you with each of the tasks in the exam. Tests 3–6 are purely practice tests. All six tests are at *C1 Advanced* level and match the exam in format and standard.

Test 1 consists of a Training section and an Exam Practice section for each part of each paper. The training sections give information about each part of the exam and provide advice and practice to help you prepare for it. They focus on grammar, vocabulary and functional language directly relevant to particular task types. This is supported by work based on correcting common grammar and vocabulary mistakes made in the exam by *C1 Advanced* candidates, as shown by the **Cambridge Learner Corpus**. (For more information on the Cambridge Learner Corpus, see opposite.) The exam practice sections consist of the test itself accompanied by an action plan, giving step-by-step guidance for each task, with tips on general strategy and advice linked to the specific questions. A follow-up task at the end of the exam practice section invites you to reflect on the task and consider how you could improve your performance.

Test 2 also consists of a Training section and an Exam Practice section for each part of the exam. The training sections are shorter than those in Test 1. They review the information provided in Test 1 and also include further practice for that part of the test. The exam practice sections provide additional tips and advice.

Tests 3–6 are complete practice tests without advice or training. They give you the opportunity to practise the skills you have acquired while working through Tests 1 and 2.

Features of *C1 Advanced Trainer 2*

- Full-colour **visual material** for the Speaking paper in all six tests.
- **Downloadable audio** consisting of the recordings for the six Listening tests can be downloaded from <https://esource.cambridge.org>
- **Photocopiable answer sheets** for the Reading and Use of English and Listening papers. Before you take the exam, you should study these so that you know how to mark or write your answer correctly. In the Writing exam, the question paper will have plenty of lined paper for you to use for your answers.

How to use *C1 Advanced Trainer 2*

Test 1 Training

- For each part of each paper, you should begin by studying the **Task information**, which tells you the facts you need to know, such as what the task type tests and the kinds of question it uses.
- Throughout Test 1, you will see information marked **TIP**. These tips give you practical advice on how to tackle each task type.
- In all papers, training exercises help you develop the skills you need (e.g. working out meaning from context) by working through example items.
- Throughout Test 1, there are **Useful language** sections, which 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 *C1 Advanced* candidates, as shown by the **Cambridge Learner Corpus** (see page 6).
- In **Listening**, you are prompted to use the downloadable audio with the track number clearly identified:
 You will also need a watch or clock to make sure that you keep to the time allowed for each part of the test.
- In **Speaking**, you are sometimes prompted to use the audio recordings and do tasks as you listen. You can practise speaking on your own, with a partner or in a group of three, using what you have learnt in **Useful language** and in **Tips**.

Test 1 Exam Practice

- Look first at the **Action plan**, which gives you clear step-by-step guidance on how to approach each task type.
- Read any further **Tips** for that part of the exam.
- Work through an exam-style task, following the **Action plan** and making use of the **Advice** boxes, which suggest ways of dealing with specific items.
- After doing the exam task, look at the **Follow-up** task and consider how you can do better in this part of the exam in future.

Test 2 Training

- Answer the questions in the **Review** section, as these will remind you about this part of the exam. If you need to, use the cross-reference to the **Task information** in Test 1 to check your answers.
- Look at the **Tips** and work through the exercises, which focus on other useful exam techniques and language to help with this part of the exam.
- There is further work based on mistakes frequently made by *C1 Advanced* candidates, as shown by the Cambridge Learner Corpus.

Test 2 Exam Practice

- Think about the **Action plan** in Test 1 for each part of the exam. Use the cross-reference if you need to.
- Use any **Tips** on strategy and **Advice** relating to specific questions to help you work through the exam task.
- Do the task under exam conditions if possible, i.e. not using a dictionary and spending an appropriate amount of time on the task.

Tests 3–6 Exam Practice

- In Tests 3, 4, 5 and 6, you should apply the skills, techniques and language you have learnt in 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.
- 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 best if you can work with a partner or in a group of three, but if that is not possible, you can follow the instructions and do all four parts on your own.

Audio

For Listening papers, you will always hear the recordings played a second time with full instructions and appropriate pauses, as in the exam.

The Cambridge Learner Corpus (CLC)

The CLC is a large collection of scripts written by candidates taking Cambridge English exams around the world. It currently contains over 55 million words and is growing all the time. The CLC is error coded to show the mistakes students tend to make and also what they tend to do well. It forms part of the Cambridge English Corpus (CEC) and it has been built up by Cambridge University Press and Cambridge Assessment English. The CLC currently contains scripts from:

- over 220,000 students
- 173 different first languages
- over 200 different countries.

Exercises in *C1 Advanced Trainer 2* which are based on the CLC are indicated by this icon:  Find out more about the Cambridge Learner Corpus at www.cambridge.org/corpus.

Level of Cambridge English: Advanced

- *C1 Advanced* is at Level C1 in the Common European Framework of Reference for Languages (CEFR). Achieving this level means that your English is good enough for you to study or work in most situations where English is the main language used.
- A pass mark at *C1 Advanced* is given a grade: A, B or C.
- Achieving a grade A means that your English is considered to be at Level C2 on the CEFR.
- If you do not get enough marks for a grade C in the examination, you may get a certificate stating that your English is at Level B2, provided you have demonstrated that is the case.

Grading

- The overall Cambridge English Scale score that you receive for the exam is the average of the separate scale scores you receive for each of the four skills and Use of English.
- The overall score determines your grade and CEFR level.
- There is no minimum score for each paper, so you don't have to pass all four papers to pass the exam.
- Candidates whose performance is below Level C1 but falls within Level B2 receive a Cambridge English certificate stating that they have demonstrated ability at Level B2.
- Whatever your grade, you will receive a Statement of Results. This includes your overall scale score, your scale score in each of the four skills and Use of English, your CEFR level and your grade.

- For more information on grading and results, go to the Cambridge Assessment English website (see *Further information* on page 9).

Content of C1 Advanced

C1 Advanced has four papers, each with several parts in it. For details on each part, see the page reference under the *Task information* heading in the tables on the following pages.

Reading and Use of English (1 hour 30 minutes)

There are eight parts to this paper and they are always in the same order. Parts 1–4 contain texts with accompanying grammar and vocabulary tasks. Parts 5–8 contain a range of texts and accompanying reading-comprehension tasks.

The texts used are from newspapers, magazines, journals, books, leaflets, brochures, etc.

Part	Task type	No. of questions	Format	Task information
1	Multiple-choice cloze	8	A text with eight gaps, each with four options. This mainly tests vocabulary: idioms, collocations, fixed phrases, etc.	page 10
2	Open cloze	8	A text with eight gaps which must be filled with one word each.	page 14
3	Word formation	8	A text with eight gaps. Each gap corresponds to a word. The stems of the missing words are given and must be changed to form the missing word.	page 17
4	Key word transformation	6	Six questions, each with a gapped sentence which must be completed in three to six words, including a given key word.	page 21
5	Multiple choice	6	A reading text followed by multiple-choice questions.	page 24
6	Cross-text multiple matching	4	Four short texts, followed by multiple-matching questions. You must read across texts to match a prompt to elements in the texts.	page 29
7	Gapped text	6	A text with missing paragraphs. You must choose the correct paragraphs from a list to complete the text.	page 33
8	Multiple matching	10	A text (or several short texts) with multiple-matching questions.	page 38

Writing (1 hour 30 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 to 4. The possible marks for Part 1 and Part 2 are the same. In all tasks, you are told what kind of text you must write, who you are writing to, and why you are writing.

Part	Task type	No. of words	Format	Task information
1	essay	220–260	You have to write an essay based on two points in given information. You need to decide which of the two points is more important, and to explain why.	page 42
2	report review letter or email proposal	220–260	You are given a choice of tasks which specify the type of text you have to write, your purpose for writing, and the person or people you have to write for.	page 46

Listening (approximately 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 read the questions. There is one mark for each question in this paper. At the end of the test, you will have five minutes to copy your answers onto the answer sheet.

If one person is speaking, you might hear an announcement, radio broadcast, speech, talk, lecture or anecdote, for example. If there are two speakers, you might hear a radio interview, discussion or conversation, for example.

Part	Task type	No. of questions	Format	Task information
1	Multiple choice	6	You hear three short extracts and have to answer two multiple-choice questions on each. Each question has three options: A, B and C.	page 51
2	Sentence completion	8	You hear a recording and have to write a word or short phrase to complete sentences.	page 54
3	Multiple choice	6	You hear a recording and have to answer multiple-choice questions, each with four options: A, B, C and D.	page 56
4	Multiple matching	10	You hear five short extracts. There are two matching tasks focusing on the gist and the main points of what is said, the attitude of the speakers and the context in which they are speaking, etc.	page 59

Speaking (15 minutes)

You will probably do the Speaking test with one other candidate, although 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	Format	Task information
1	Short conversations between one of the examiners and each candidate.	The examiner asks you both some questions about yourself and your interests and experiences.	page 61
2	Individual 'long turn' with brief response from partner	You are each given some visual and written prompts; the examiner will ask you to talk about these for about a minute. You are asked to give a short response after your partner has finished their 'long turn'.	page 63
3	Collaborative task	You are given some spoken instructions and written stimuli for a discussion or decision-making task and you discuss these prompts with your partner.	page 65
4	Three-way interaction between candidates and one of the examiners	The examiner asks you and your partner questions relating to topics arising from Part 3.	page 67

Further information

The information about *C1 Advanced* contained in *C1 Advanced Trainer 2* is designed to be an overview of the exam. For a full description, including information about task types, testing focus and preparation for the exam, please use the *C1 Advanced Handbook*, which can be obtained from Cambridge Assessment English at the address below or from the website at www.cambridgeenglish.org.

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TASK INFORMATION

- In Part 1, you read a text which has eight gaps (plus one example).
- For each gap, there is a choice of four words or phrases: (A, B, C or D). You need to choose the correct word or phrase to complete each gap.
- The task tests your understanding of the text and your knowledge of vocabulary.
- The gapped word may be part of a collocation (e.g. *pay attention*), phrasal verb or set phrase.
- Sometimes your choice of a word or words for a gap will depend on the meaning of the whole text or a large section of the text, and not just the words immediately around the gap.
- Sometimes your choice will depend on grammatical words that come immediately before or after the gap, such as prepositions. e.g. *He objected to the comments.*

IDENTIFYING COLLOCATIONS

1 Circle the four correct collocations in the following sets.

- 1 make a difference / sense / some research / an exception / trouble / damage
- 2 do your best / the shopping / some changes / a reservation / someone a favour / harm
- 3 have an experience / an effect / patience / a row / harm / place
- 4 take word with someone / notice / something for granted / pleasure / a choice / turns
- 5 put pressure on someone / something into practice / a mess / foot on something / an end to something / your mind to something
- 6 give a talk / your word / something for granted / credit to someone / use of / someone a chance
- 7 set an example / a record / an alarm / an excuse / a fuss / fire to something
- 8 keep a promise / pity on someone / a diary / a secret / in touch / an impact on something

2 Choose one of the collocations from Exercise 1 to complete each sentence.

- 1 Last year, Amy for the fastest-ever 1500 metres run by a student at her school.
- 2 'Will you that you won't tell anyone else about this?' Sarah asked Philip.
- 3 After Sachiko moved back to Japan from Los Angeles, she with her friend Ana by email.
- 4 Last year, I with my neighbour because his motorbike was blocking my front gate, and we didn't speak to each other again for ages.
- 5 Maria and Pawel to cook the dinner; Maria does it one day and Pawel does it the next.

TIP

A collocation is two or more words that often go together. For example: fast food ✓ and NOT quick food X; make a cup of tea ✓ and NOT do a cup of tea X. When words collocate, they sound natural together. If they don't collocate, they sound unnatural together.

TIP

If you're not sure whether words collocate, you can look them up in learners' dictionaries and in collocation dictionaries.

TIP

When you practise doing Part 1 tasks, keep a record of any collocations that are new to you.

TIP

There are several different types of collocations, e.g. verb + noun (make a mistake); noun + verb (dogs bark); adjective + noun (heavy rain); adverb + adjective (fully aware).

- 6 Whenever Jim really learning something new, he usually succeeds.
- 7 'Robbie, could you, please? Could you help me fix my bike?' asked Michael.
- 8 Kate to get her students to work hard but some of them didn't pay much attention to her.

3  **Choose the correct adverb (A, B, C or D) to complete each gap.**

- 1 Camille was *disappointed* when she only came third in the 800 metre race.
A sharply B bitterly C fiercely D crossly
- 2 Cliff was *moved* by the sad story that his grandmother told him.
A soundly B heavily C widely D deeply
- 3 The decision to build a new bridge across the river was *controversial*.
A solidly B firmly C highly D strongly
- 4 The local newspaper played a *important* role in the campaign against poor air quality.
A vitally B chiefly C completely D principally
- 5 House prices in the capital city are *high*.
A vastly B hugely C extremely D greatly
- 6 Public transport in the region is *subsidised* by the government, so fares are low.
A firmly B heavily C thickly D solidly
- 7 Advice on how to invest your savings is much more *available* than it used to be.
A thoroughly B largely C widely D highly
- 8 Research suggests that regular exercise and a feeling of being happy are *linked*.
A nearly B finely C exactly D closely

UNDERSTANDING THE PRECISE MEANING OF WORDS

Choose the correct option (A, B, C or D) to complete each gap.

- 1 Young people in my region used to feel cut off from other young people, but this changed with the of social media.
A design B issue C arrival D result
- 2 Environmental research shows that much more should be done to certain species in the local area which are regarded as endangered.
A overcome B protect C expose D control
- 3 It's what the key is to achieving success in this type of business. No one seems to know.
A unbelievable B unfair C unclear D undeniable
- 4 I took part in a very interesting psychological experiment. I was one of about 100 of various ages and backgrounds.
A members B participants C players D entrants
- 5 My brother was on the of joining the police force, but then he changed his mind.
A edge B border C line D point

TIP

Part 1 questions often test understanding of the exact meanings of words rather than knowledge of collocations. e.g. *The shop manager is concerned about the way her staff are noticed / impressed / treated by certain customers, many of whom can be very rude.* Staff can be *noticed*, *impressed* and *treated* by customers, so all three words are acceptable collocations. However, *many of whom can be very rude* indicates that the sentence is about the customers' behaviour, so *treated* is the correct option in this sentence.

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
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

TASK INFORMATION

- In Part 2, you read a text which has eight gaps (plus one example).
- You have to complete each gap correctly, using one word only.
- The main focus of the task is on grammar and common words and expressions used to structure a text.
- Sometimes more than one answer to a question is possible (for example, both *if* and *whether* may fit). In this case, either response will be marked as correct.
- You must spell each word correctly, but both UK and US spellings are allowed.
- The answer will always be a single word. Remember not to use contractions, as these count as two words. e.g. *doesn't* = two words.

USEFUL LANGUAGE: RELATIVE PRONOUNS

 Complete each gap in the sentences with an appropriate relative pronoun.

- 1 Pete forgot he had left his keys and he took ages to find them.
- 2 We can't understand the authorities are so unwilling to change their position.
- 3 The most memorable part of Jackie's holiday was she and her family went on a whale-watching boat trip.
- 4 Ahmed had problems with the internet connection, at point he decided to stop working for the day.
- 5 The staff in the finance department are eager to find out is to be appointed as their new manager.
- 6 No one expected Terry to win a race this year, but that is exactly happened last weekend.
- 7 As a child, Alison collected sea shells, many of she still has at home.
- 8 I'm not sure car that is, but it's been parked in the same place for over a week.

TIP

The missing grammatical words could include: prepositions (e.g. *in, with*), articles (*a, an, the*), pronouns (e.g. *she, them*), determiners (e.g. *this, those*), relative pronouns (e.g. *which, who*), parts of verbs (e.g. *be, been*), modal verbs (e.g. *could, will*), particles of phrasal verbs (e.g. *set up/down*), conjunctions (e.g. *and, although*) and parts of phrases (e.g. *in order to*).

USEFUL LANGUAGE: ADJECTIVE + PREPOSITION

 Complete the gaps in the sentences with the correct preposition.

- 1 Helen has always been very good solving problems.
- 2 Historically, the region has always been associated rice-growing.
- 3 Portugal is renowned the quality and beauty of its tiles.
- 4 Eliana's experiences are very typical young people doing internships these days.
- 5 Local businesses were strongly opposed the introduction of a new property tax.
- 6 My father will soon be eligible a pension.
- 7 The band have received some negative reviews, so they're rather wary journalists now.
- 8 We're very grateful all the support we've been given.
- 9 Faiza was exposed lots of different types of music as she was growing up.
- 10 Gavin has doubts about the project and wasn't convinced the latest reports.

USEFUL LANGUAGE: VERB + NOUN + PREPOSITION

 Circle the correct preposition in the following sentences.

- 1 It was very hard to make sense *in / at / of* what the caller to the radio programme was saying.
- 2 Fortunately, Suresh made a speedy recovery *from / of / with* his illness.
- 3 The coaches took great pride *at / in / for* the progress that the team made last year.
- 4 I have to keep an eye *to / for / on* my sister's flat while she's away.
- 5 We feel that the company has lost sight *about / from / of* its original objectives.
- 6 The security staff had to take the blame *for / about / on* the robbery at the shopping mall yesterday.
- 7 Latecomers aren't usually allowed in, but the staff made an exception *from / for / about* several people today because of the traffic problems.
- 8 Olaf has been put in charge *of / for / to* the new advertising campaign.

TIP

In Part 2, gaps often require words that connect different parts of a sentence. e.g. *There were three people helping but it still took several hours to clean the house.*

TIP

After you put a connecting word into a sentence, read the whole sentence again carefully to check that it makes sense.

USEFUL LANGUAGE: CONNECTING WORDS

1  Put the connecting words from the box into suitable groups in the table below.

when	whether ... or not	whereas	either ... or	in case
because	unless	even though	so as not to	whether
before	so as to	neither ... nor ...	in spite of	as ... as

Concession although / though despite	Time after until when	Condition if even if
Comparison than rather than	Reason so that in order to/that	Correlation both ... and ... not only ... but (also)

2  Use words from the table in Exercise 1 to complete the gaps in the sentences.

- 1 It would be nice to go out for a walk but let's wait it stops raining.
- 2 was the software quite original, but it was also very useful.
- 3 resubmit his application for a scholarship, Duncan decided to write a completely new application.
- 4 The football match will start at 8 p.m. the weather is so bad that it has to be delayed.
- 5 having a Scottish name, Sonny's mother lived her whole life in India.
- 6 Matteo found it hard to tell or not the lawyer was genuinely interested in helping him.
- 7 the lake looks beautiful from a distance, once you get close up, you can see it's polluted.

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.

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.

FOLLOW-UP

Did you follow all the steps in the Action plan?

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.

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*.

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



When you come across a new word, it's a good idea to keep a note of other possible forms of the word. Use a dictionary to help you with this.

USEFUL LANGUAGE: USING PREFIXES AND SUFFIXES

Complete this table. The first row has been completed as an example. Sometimes more than one word is possible, and sometimes a particular form of the word does not exist.

Verb	Noun	Adjective	Adverb
create	creation creator creativity	creative uncreative	creatively
intend			
	origin		
		popular	
increase			
please			
		kind	

USEFUL LANGUAGE: UNDERSTANDING SUFFIXES

1 Here are a few suffixes in English. Complete the table where there are dotted lines (.....).

Suffix	Function	Meaning	Examples
-er, -or	to make a noun from a verb	<ul style="list-style-type: none"> person who does something object that does something 	<i>thinker, boxer, operator</i> <i>ruler, projector,</i>
-ist	to make a noun, often from another noun	<ul style="list-style-type: none"> people in certain professions people with certain beliefs some musicians <i>anarchist, theorist</i>
-tion, -sion	to make a noun from a verb	for many different things
.....	to make a noun from an adjective	often for feelings, qualities and states of mind	<i>sadness, kindness, readiness</i>
-ise / -ize	to make a verb from an adjective	cause to have a quality	<i>modernise</i>
-ment	to make a noun from a verb	process or result of doing something	<i>enjoyment</i>
.....	to make a noun from an adjective	quality or state of something	<i>modernity, sensitivity</i>
-ship	to make a noun, often from another noun	status	<i>friendship</i>
-ify	to make a verb from an adjective or noun	cause to have a quality	<i>notify</i>
-ive	to make an adjective from a verb or noun	for many different things	<i>active</i>

2 Complete the sentences by using the suffixes from the table in Exercise 1 to change the words in capital letters.

- | | | |
|--|---|------------------|
| 1 Craig briefly | the discussion that had taken place. | SUMMARY |
| 2 Helen says she learnt Turkish through total | in the language. | IMMERSE |
| 3 I was surprised at how reasonable the | fees at the sports club were. | MEMBER |
| 4 The team's success last year was all down to their | | DETERMINE |
| 5 Yolanda was trained as a classical | | VIOLIN |
| 6 One thing that attracts Rosie to physics is the | of the subject. | COMPLEX |
| 7 The economy is good and | prospects for young adults are improving. | EMPLOY |
| 8 The police are still trying to | the suspect. | IDENTITY |

USEFUL LANGUAGE: ADJECTIVES AND ADVERBS

1 Look at the two examples and then complete the table.

Noun	Adjective	Adverb
tradition	traditional	traditionally
energy	energetic	energetically
function		
drama		
politician		
essence		
sarcasm		
athlete		
emotion		
controversy		
irony		
nutrition		
enthusiasm		
anecdote		

2 Use the word in capital letters to form either an adjective or an adverb to complete the sentence. Look at the table in Exercise 1 to help you.

- | | | |
|---|---|--------------------|
| 1 I always get | when I think about my grandmother. | EMOTION |
| 2 Grace spoke | about her experience of travelling in Asia. | ENTHUSIASM |
| 3 In | terms, this isn't the best thing to eat, but it's very tasty. | NUTRITION |
| 4 The information in the study was mostly | | ANECDOTE |
| 5 | Jenkins was not selected for the national team. | CONTROVERSY |
| 6 Sven has a tendency to sound rather | when he speaks. | SARCASM |

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?

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.

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

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.

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.