

**C1**

**ADVANCED**

# FORMULA

FOR EXAM SUCCESS

**EXAM TRAINER**

*with key*

and **Interactive eBook**

 **Pearson**

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App 

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C1 ADVANCED PRACTICE EXAM			
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The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides key information about this exam task and its key testing aims.

The first TEST section starts with a mini exam PRACTICE TASK, which is a reduced version of what you will find in the actual Cambridge C1 Advanced exam.

The TEACH section provides detailed practice of the strategies and skills required to perform well in the exam part. You are guided through in a systematic, step-by-step way, building on each skill as you progress.

## LISTENING - Part 1 Multiple choice

### ABOUT THE TASK

- In Listening Part 1 you listen to three short dialogues, each with a different topic focus.
- There are two multiple-choice questions on each of the dialogues.
- Each question has three options, and you must choose the correct one based on what you hear.
- The questions can be about the purpose or function of the conversation, the main idea of what the speakers are talking about, or what they agree or disagree about.
- The questions can also be about one or both of the speakers' opinions, attitudes or feelings.
- You will have time to read the questions before you hear the recording, and you will hear each dialogue twice.

### TEST

#### Practice task

**1** **L01** You will hear a conversation between two teachers who are discussing the idea of using rap music in teaching. For each question, choose the best answer (A-C).

- How does the woman feel about using rap music in her own lessons?
  - convinced of its educational value
  - cautious about over-using it in class
  - concerned about students' reaction to it
- The man mentions an activity he did with students about rap music in order to
  - make a point about rap music's ability to engage learners.
  - suggest some learners may benefit more than others.
  - question the validity of a teaching method.

#### How did you do?

- Check your answers.
- Read the audiocscript for Ex 1 question 1. Match each highlighted part with the topic of one of the options (A-C) in question 1.

... 'but they're generally far more up for new methods of learning than teachers, in my experience. So, there was little chance they'd find it a waste of time.' It's too early to tell whether it's as good as other ways of developing their understanding, but I want to avoid a mistake I always make, which is to include a new technique I've learnt in every class. The novelty soon wears off and students get as fed up with it as the old ones.

**TIP:** There will always be incorrect information in the recording that relates to two of the three options. These are known as distractors. As you listen, rule out the incorrect information as well as choosing the correct answer.

- Read the audiocscript for Ex 1 question 2. Match each highlighted part with the topic in one of the options (A-C) in question 2. One option has two sections connected to it.

I had a class discussion about rap a few weeks ago. What took me aback was the passion it generated throughout the group. I half expected it not to work as a whole-class activity, as I thought the minority who have no interest in it would withdraw from the debate. They had just as much to say as its greatest advocates, though, which suggests it's a powerful vehicle for getting across the things we want to teach.

- Which highlighted part of the audiocscript gives you the answer to Ex 1 question 2? Why are the other options wrong? Answer the questions to help you.

- Does the man think that his activity was unsuccessful?
- Does he think that some students were left out of the discussion?



## LISTENING - Part 1 Multiple choice

### TEACH

#### Strategies and skills

##### Understanding attitude and opinion

Speakers will rarely state that they are going to offer an opinion. You must therefore listen carefully to identify when the opinion is given. In addition, the language used in the options will always be paraphrased in the recording.

**TIP:** In the exam, you have some time before each conversation to look at the options for each question. Use this time to familiarise yourself with the options and prepare yourself for what you are likely to hear.

**1** **L02** Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). Highlight the section of the audiocscript where the correct option is paraphrased.

- The glossy leaflet describing how great it would be was some distance from the reality, I'm afraid. I was seriously hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy. However, the opposite was the case.

What did the man think of the course?

- It was too long.
  - It lacked depth.
  - It met his expectations.
- In my day, school seemed to reward those who were good at academic theory and didn't address the needs of those who were good at practical applications. I was in the latter group, of course, and although I suppose some staff tried to make the lessons as interesting as they could, I still left with very little to show for it, despite many years of consistent effort.

When talking about her schooldays, the speaker reveals

- her respect for the teachers.
  - regret at not having worked harder.
  - resentment with the education system.
- In some ways, the majority of modern movies are extremely clever. They contain both visual and verbal in-jokes that appeal in different ways to different age groups. What's turned me away from going to the cinema so often, though, is that the idea of 'good guy is threatened by a powerful bad guy but eventually wins' has become almost universal. I just really crave something that doesn't use that same tired formula.

What does the man think about most new movies?

- They share a common theme.
- They lack a moral message.
- They contain unconvincing dialogue.



**2** **L03** Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). This time, you do not have the audiocscript to help you.

**TIP:** You will hear each speaker twice. Use the second time you listen to check your answers.

- When talking about the new gym she uses, the woman is
  - impressed by the equipment.
  - critical of how it's managed.
  - surprised at the cost.
- What does the man say about his new boss?
  - She has a lot of relevant experience.
  - She consults with staff effectively.
  - She organises her time well.
- In the woman's opinion, travel companies are offering ecotourism
  - to improve their corporate image.
  - to broaden their product range.
  - to increase their profits.

#### SPEAKING BOOST

Discuss or answer.

- What do you think 'critical thinking' is? How important is it?
- What's the best way to tackle fake news?

The practice task is followed by a series of 'How did you do?' questions that encourage you to reflect on how you performed.

In Reading and Use of English and Listening exam parts, you can find optional Speaking boost tasks. These provide questions to prompt speaking practice in class, or individually at home, to help develop your communicative skills.

There are TIP boxes which give targeted advice on how to approach the particular exam part.

Each strategy, skill or language focus is clearly labelled, and there is a variety of exercise types throughout.

## LISTENING - Part 1 Multiple choice

### Identifying purpose and function

- 3 Read what the speakers (1-8) say. What are they doing? Choose the correct option (A, B or C).
- 'They had every intention of paying but if the ticket office was closed and the machine was out of order, what else were they supposed to do?'  
A advising B defending C describing
  - 'It might be an idea for you to think about what training you'll need in the next few months and come up with a list.'  
A suggesting B requesting C explaining
  - 'If the management devoted as much energy to putting what we recommended into action as they do to writing reports about it, we wouldn't be facing this dilemma.'  
A emphasising B recommending C complaining
  - 'Personally, I think that kind of music would be right up your street and, after all, the tickets are only £10.'  
A accepting B persuading C highlighting
  - 'As soon as I'd told you I'd be able to finish the work on time, the director asked me to meet some clients and take them out for lunch, so it's going to be a little late, I'm afraid.'  
A justifying B offering C reassuring
  - 'So the play's about a woman who was separated from her twin sister at birth. It explores all the ways it has affected her and her determination to find her twin.'  
A summarising B identifying C demanding
  - 'I'd seriously think twice about taking the car out in this weather. Even where there isn't snow on the road, there's black ice, which you can't even see.'  
A emphasising B warning C agreeing
  - 'That's incredibly kind of you - it's such a privilege to witness two people who are clearly in love getting married. I'm actually going to be away on holiday when that's all happening, though.'  
A refusing B praising C enquiring

### Identifying feeling

- 4 L04 Listen to some speakers (1-8). How do they feel? Choose the correct option (A-C).

**TIP:** Remember that a word such as 'insecure' can have a slightly different meaning in a different context. As you listen, make sure that you think about the context and not just about the word itself.

- A frustrated B insecure C protective
- A respectful B impatient C astonished
- A content B bitter C self-conscious
- A determined B desperate C dissatisfied
- A eager B irritated C realistic
- A stubborn B arrogant C suspicious
- A sympathetic B unsure C enthusiastic
- A doubtful B concerned C impatient

### SPEAKING BOOST

#### Discuss or answer.

- Do you think we would be more productive if we studied or worked fewer but longer days?
- What's your most productive time of day? Can you think why this might be?



## LISTENING - Part 1 Multiple choice

### Identifying agreement

- 5 Read six short conversations. Do the speakers agree or disagree?
- A: The new system means anywhere that serves food is inspected every year and has to put a sticker in the window saying what their hygiene rating is. It's a great idea.

B: I worry that establishments will make sure everything's perfect when the inspectors are there, though, then do exactly what they want for the rest of the year.
  - A: Gym membership's never what it seems. I thought I'd be able to go whenever I wanted, but there are apparently limitations on the times I can use it in the terms and conditions.

B: Those documents are so long that no one ever bothers to read them, and then everyone gets caught out by some regulation at the bottom of page seven.
  - A: I didn't actually have very high expectations of the course, but have been thoroughly impressed by how it was run and by how much of the content will be useful for work.

B: I've actually put some of the principles we discussed in several of the seminars into practice already and I'm keen to implement others when I have more time.
  - A: The book falls into the trap of many popular psychology titles in that it overgeneralises what people are like, so they end up being put into broad categories.

B: That's a common approach, and one which many readers tend to like. I found that most of the chapters managed to steer clear of doing anything like that, though.
  - A: In my opinion, studying philosophy's as relevant today as it's always been. If anything, given the increasingly volatile world we live in, it could even be made a mandatory school subject.

B: I can certainly see the benefit of getting students to think about things a little more deeply. Forcing it universally onto the curriculum is perhaps going a little too far.
  - A: City living's slowly become more intense, to my mind, but because the changes are relatively gradual, few people living there actually notice.

B: I'm sure residents would say the cities they live in are pretty much the same as ten years ago, apart from a few cosmetic changes, which isn't the case to an objective observer.

### EXAM TASK

L05 You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.



#### Extract One

You hear a scientist being interviewed about plastic pollution.

- What is the man doing?  
A explaining how the problem can be solved  
B identifying who is primarily to blame for the problem  
C emphasising that the problem must be addressed
- Why does the man use the examples of plastic bags and bottles?  
A to support the main point he's making  
B to highlight a popular misconception  
C to introduce a new argument

#### Extract Two

You hear two friends talking about a place where they spent a lot of time as children.

- The woman is reluctant to return there because  
A she's worried it will ruin her memories of the area.  
B she'd rather not meet some of the people there.  
C she's convinced she won't like how it's changed.
- How does the man respond to the woman's concerns?  
A He attempts to persuade her to go anyway.  
B He suggests they're unlikely to be valid.  
C He admits he feels the same way as her.

#### Extract Three

You hear two scientists talking about food hygiene in restaurants.

- They both think that  
A current laws are insufficient.  
B more inspections are needed.  
C owners don't take the issue seriously.
- How does the woman feel about advising the government on food hygiene issues?  
A uncomfortable at how critical she needs to be  
B frustrated by the response to her suggestions  
C cautious about appearing overenthusiastic

All the full exam tasks are clearly flagged like this in every exam paper and part.

The final TEST section is a full-length exam task. This provides an opportunity to put the strategies and skills you have studied into practice. You should apply the strategies and skills that you have practised when you do the task to perform well. Completing the full exam task also gives you valuable experience of the kind of task you can expect to find in the Cambridge C1 Advanced exam.

An Answer Key for all tasks is provided, either in the back of your book or via the Teacher Resources.

All audioscripts are printed in the back of the book.

### What is *Formula*?

*Formula* is a brand-new exam preparation course that provides teachers and learners with unrivalled flexibility in exam training. The course offers complete and extensive preparation for the Cambridge B1 Preliminary, B2 First and C1 Advanced exams. The core materials provide thorough, step-by-step targeted exam training, helping learners to develop a deeper understanding of the strategies and skills needed to succeed. Comprehensive practice of these skills and strategies for each exam task type is systematically provided through engaging, contemporary topics.

The course comprises two core print components: the **Coursebook** and the **Exam Trainer**. These can be used as stand-alone components, or together, depending on the learning environment.

### What is the *Formula C1 Advanced Exam Trainer*?

The *Formula C1 Advanced Exam Trainer* is a book specially designed to maximise your chances of success in the Cambridge C1 Advanced examination.

It can work either as a standalone component or in combination with the *Formula C1 Advanced Coursebook*. Its structure follows the Cambridge C1 Advanced exam, working systematically through each Paper and Part, from Reading and Use of English Part 1 to Speaking Part 4. Each Paper is introduced with a detailed overview of the exam task format, followed by a 'Test, Teach, Test' approach, to improve understanding and performance.

### The Test, Teach, Test approach

**TEST:** A mini 'practice task' that reflects the Cambridge C1 Advanced exam task for that Part, with a 'How did you do?' reflection activity. This helps learners familiarise themselves with the task type and quickly highlights any obvious focus for improving performance.

**TEACH:** An extensive series of explanations, tips and targeted tasks to practise the strategies and skills for improving performance in the exam. The skills are organised in priority order, so students with little time know which sections to focus on to make the most progress.

**TEST:** A full-length, authentic-style exam task to put the exam training to the test, with a full, 'smart' answer key.

At the back of the Exam Trainer there is also a full, authentic-style Cambridge C1 Advanced exam, with accompanying audio. We advise that this exam is taken under exam conditions when the training phase is complete.

All audio for the Exam Trainer is available via the App and Online Resources. The audio is available for download so you can save it to your device to listen offline.

### How can I use the *Formula C1 Advanced Exam Trainer*?

The *Formula C1 Advanced Exam Trainer* is a flexible component and can be used effectively in a number of different learning environments. Here are some typical situations:

#### **You are studying for the Cambridge C1 Advanced exam with other students in a classroom scenario, probably over an academic year.**

You are using the *Formula C1 Advanced Coursebook* in class. Sometimes you will also do the related exercises or even a whole exam part from the *Formula C1 Advanced Exam Trainer* in class, though your teacher will ask you to do exercises from it at home as well. You will use the entire **Exam Trainer** or you will use it selectively, depending on your needs and the time available.

#### **You have already completed a Cambridge C1 Advanced exam course or a general C1-level English course. You are enrolled on an intensive exam preparation course with other students to do targeted exam practice.**

You may have already worked through the *Formula C1 Advanced Coursebook* or perhaps another Cambridge C1 Advanced coursebook. You will use the *Formula C1 Advanced Exam Trainer* in class to give you a concentrated and highly focused short exam course. This will provide systematic, teacher-led exam training paper by paper, with Speaking boosts for communicative activities in class. You may focus on the exam sections in class, and the skills and strategies at home, or the reverse. There is also a full, authentic-style Practice Exam included in the title, which you can sit under exam conditions prior to taking the exam.

#### **You only have a short time available to prepare for the Cambridge C1 Advanced exam and are not enrolled in an exam preparation course.**

You have been attending general English classes and your level of English is already nearing Cambridge C1 Advanced exam standard. You now need targeted exam skills practice. You will use the *Formula C1 Advanced Exam Trainer* independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

#### **You only have a short time available and are preparing for the exam on your own.**

Maybe you are not attending English classes at present but wish to take the Cambridge C1 Advanced exam and prepare for it independently. You will use the *Formula C1 Advanced Exam Trainer* independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

ABOUT THE TASK

- In Reading and Use of English Part 1, you read a short text with eight gaps.
- There are four multiple-choice options for each gap.
- You choose the word or phrase that best fits each gap.
- The gaps can test your knowledge of differences in precise meaning between similar words, of collocations, or of words that occur in fixed phrases.
- They may also test your understanding of verb patterns, for example whether a verb is followed by an infinitive or a clause.
- The gaps may also test your understanding of complementation, for example which preposition certain words are followed by.
- Some gaps may test your knowledge of phrasal verbs and linking words.
- Each question is worth one mark.

TEST

Practice task

- 1 Read the first paragraph of a text about an animal called an octopus. Choose the correct answer (A, B, C or D). There is an example at the beginning (0).

THE OCTOPUS:  
an extraordinarily talented animal

Octopuses are far from the one-hit wonders of the animal kingdom, having (0) \_\_\_\_\_ C \_\_\_\_\_ the world's oceans for the past 300 million years. They are especially well known for their astonishing intelligence and ability to change colour in order to blend in with their surroundings. The (1) \_\_\_\_\_ majority of species live in surface waters but a small number are found in the ocean depths. They have an amazing ability to squeeze into and through the smallest of holes and spaces, and live a largely (2) \_\_\_\_\_ existence, only meeting up with others of their species to breed. Octopuses are, for the most (3) \_\_\_\_\_, predatory animals. Their diet is largely (4) \_\_\_\_\_ up of small fish, crabs, shellfish and worms.

- |   |           |            |             |              |
|---|-----------|------------|-------------|--------------|
| 0 | A existed | B resided  | C inhabited | D dwelt      |
| 1 | A vast    | B enormous | C immense   | D gigantic   |
| 2 | A lone    | B solitary | C lonely    | D unsociable |
| 3 | A measure | B amount   | C share     | D part       |
| 4 | A made    | B taken    | C built     | D put        |



How did you do?

- 2 Check your answers.
- 3 Read the five answers for Ex 1 again, including the example.
  - 1 Which answer tests your knowledge of a phrasal verb?
  - 2 Which answer tests your knowledge of the patterns of words that typically follow a vocabulary item?
  - 3 Which answer tests your knowledge of a fixed phrase?
  - 4 Which answer tests your knowledge of collocation?
  - 5 Which answer tests your knowledge of precise meaning?
- 4 Look at the four sets of words in context. What do you notice about how each one is used? Then look at the gaps in the text in Ex 1 again. Can you see why the answers are correct?
  - 1 The **vast majority** of the population agreed with the government's policy.  
An **enormous number** of people came out to watch the fireworks.  
The announcement attracted an **immense amount** of publicity.  
A **gigantic statue** appeared in the empty square overnight.
  - 2 A **lone** figure appeared on the horizon, slowly moving nearer.  
James liked the **solitary** life that living on the island necessitated.  
Leanne felt **lonely** once the children had gone.  
Fiona felt **unsociable** that evening so decided to stay in.
  - 3 The reviews **serve as a measure of** how good this film is.  
**No amount of** persuasion could convince Martin to change his mind.  
We've had our **fair share** of bad weather lately.  
Good luck **had a part to play** in the team's success.
  - 4 The team is **made up of** both men and women.  
No one has **taken up** my offer of a lift to work.  
The new teacher really helped to **build up** her confidence.  
A shopping centre is being **put up** where the old factory used to be.

## Strategies and skills

### Fixed phrases

Gaps in Reading and Use of English Part 1 texts are often filled by words that are found in fixed phrases.

1 Use the nouns in the box to complete the fixed phrases in the sentences below.

balance desire hesitation horizons  
notice power room things

- All \_\_\_\_\_ considered, third place in the competition was perhaps a fitting result.
- I don't know why the concert was cancelled at such short \_\_\_\_\_.
- As an actor, it's not always possible to strike a \_\_\_\_\_ between work and home life.
- Max had a burning \_\_\_\_\_ to be famous from a young age.
- Kelly did everything in her \_\_\_\_\_ to get a deal with a publisher.
- There was definite \_\_\_\_\_ for improvement in Danny's performance.
- The judges had no \_\_\_\_\_ in awarding the prize to Olivia Hanrahan.
- Reece decided to expand her \_\_\_\_\_ by applying for work in other countries.

2 Choose the correct option to complete each sentence.

- It was sometimes difficult to **hold / grab / seize / grasp** the complexities of the plot.
- Seven shows in one week really **had / took / put / made** their toll on Gina's health.
- The singer even **broke / smashed / cracked / split** a few jokes between songs.
- What **drove / sent / pressed / steered** her to give up acting remains a mystery.
- I had no idea he **believed / maintained / held / felt** such strong opinions on the issue.
- The newspaper headline really **activated / caught / motivated / encouraged** her attention.
- The test didn't really **present / award / donate / raise** any great difficulties to Diana.
- These technical flaws **create / cause / offer / pose** very real threats to the film's success.



### Collocations

Gaps often test knowledge of collocations: words that naturally go together. Many of the collocations are formed with verbs. It is important to learn as many of these as you can.

3 Choose the verb which best completes each sentence.

- She told her daughter to close her eyes and \_\_\_\_\_ a wish.  
A get      B make      C do      D have
- The teacher asked the students to \_\_\_\_\_ note of the new lesson times.  
A take      B use      C put      D write
- Fiona \_\_\_\_\_ Max making the dinner and went swimming.  
A left      B allowed      C let      D sent
- Playing the piano really \_\_\_\_\_ naturally to some people.  
A appears      B develops      C arrives      D comes
- I can't always \_\_\_\_\_ the difference between a true masterpiece and a fake.  
A state      B reveal      C tell      D say
- Appearing on TV allowed Nathan to \_\_\_\_\_ a lifelong ambition.  
A fulfil      B complete      C conclude      D finalise

4 Choose the correct word to complete the collocations in the sentences.

- The film is being shot on **site / location / position / set** at the Great Barrier Reef in Australia.
- There's a need for trained mechanics in the country's **work / job / labour / occupation** market.
- There's nowhere **near / close / like / approaching** enough news on TV these days.
- Ecotourism is a real growth **trade / business / industry / corporation** these days.
- He promised me he'd come, so I hope he keeps his **truth / fact / talk / word**.
- The receptionist spoke only **broken / damaged / spoiled / injured** English so I couldn't understand him.

### SPEAKING BOOST

Discuss or answer.

- If there's one goal you'd want to achieve, what would it be? What would you do to achieve it?
- What do you think the phrase '15 minutes of fame' means? What's your opinion of celebrity culture?



Phrasal verbs

Some questions test your knowledge of phrasal verbs. Sometimes the whole phrasal verb is missing, or sometimes just the verb or the particle.

**TIP:** Make sure you learn as many phrasal verbs as you can.

5 Choose the option which best completes each sentence.

- Madeleine \_\_\_\_\_ into an old school friend while she was visiting the city.  
A bounced B knocked C bumped D collided
- After reading the article, Rick decided to \_\_\_\_\_ red meat from his diet.  
A cut out B take away C give up D keep off
- Ruth found it hard to work out what the writer was \_\_\_\_\_ at in the poem.  
A intending B trying C pushing D getting
- It took a while before the effects of the medication started to \_\_\_\_\_ in.  
A shoot B kick C jump D hit
- The management put \_\_\_\_\_ several proposals for staff to discuss and vote on.  
A forward B out C through D over
- Andy's uncertainty about what to do \_\_\_\_\_ from a lack of experience.  
A appeared B approached C created D stemmed

Easily confused words

Sometimes you need to choose between words with similar meanings.

**TIP:** Think carefully about the particular meaning each word has, and also think about the prepositions, collocations and patterns each word is used with.

6 Choose the correct word to complete the sentences.

- The president condemned the shocking response as an act of **violence** / **force** / **aggression** / **fighting**.
- The **acclaimed** / **commended** / **admired** / **applauded** violinist played some of her most popular pieces.
- Despite being favourites, the team were **systematically** / **comprehensively** / **broadly** / **exhaustively** beaten in the final.
- He was alarmed to discover that \$4,000 had been **subtracted** / **detached** / **extracted** / **withdrawn** from his account without his consent.
- There was a lot of **assumption** / **speculation** / **deduction** / **supposition** about who would be the next party leader.
- Temperatures at the research station **plunged** / **dived** / **crashed** / **collapsed** as soon as night fell.

Prepositions

The correct choice for a gap sometimes depends on correctly matching the option with the preposition after the gap.

7 Choose the correct option to complete the sentences, paying attention to the preposition in bold that follows. What prepositions are the other words followed by? Which words are not usually followed by a preposition?

- The prices were \_\_\_\_\_ **to** those on the internet.  
A consistent B matching C comparable D alike
- \_\_\_\_\_ **to** popular belief, bread is not the best food for birds.  
A Contrary B Opposing C Contrasting D Distinctive
- The company was fined because its actions were not in \_\_\_\_\_ **with** the law.  
A contract B accordance C duty D assurance
- He decided to write to the manager in \_\_\_\_\_ **of** the staff member's behaviour.  
A concern B regard C connection D respect
- The videos are \_\_\_\_\_ **for** anyone who wants to learn to play the guitar.  
A aimed B intended C directed D focused
- There's no need for you to be \_\_\_\_\_ **with** the arrangements for the meeting.  
A disturbed B troubled C worried D concerned

8 Complete the sentences with the prepositions in the box.

about in of on to with

- I realised I was completely dependent \_\_\_\_\_ Alice to translate everything for me.
- Professor Atkins had dedicated her life \_\_\_\_\_ the study of these fascinating creatures.
- Please leave the building by the nearest exit in the event \_\_\_\_\_ a fire.
- There's certainly no harm \_\_\_\_\_ applying for the talent show.
- I'm in two minds \_\_\_\_\_ learning to dive.
- I couldn't keep pace \_\_\_\_\_ the fastest runner, so ended up coming second.

SPEAKING BOOST

Discuss or answer.

- What is the greatest challenge sport has faced recently in your opinion?
- Apart from physical fitness, what do you think the benefits of exercise are?



### Verb patterns

Sometimes you need to think about what kind of pattern follows a verb, e.g. an infinitive, a noun, an *-ing* form or a *that* clause.

- 9 Choose the correct verb pattern to complete each sentence.
- It's anticipated **that prices will rise / prices rising** as a result of the decision.
  - Consumers should beware **to spend / of spending** beyond what they earn.
  - The bank's policy just seems to complicate **matters further / further matters**.
  - He couldn't envision **to make / making** so much money in a single deal.
  - Staff were instructed **to avoid / avoiding** talking to the media about the issue.
  - The director was invited **to give / for giving** a presentation at the event.

### Linking words

Some questions test your knowledge of linking words and phrases.

- 10 Complete the sentences with the linking words in the box.

consequently interestingly nonetheless  
or owing to whereas

- Healthcare has improved dramatically although, \_\_\_\_\_, life expectancy has remained about the same.
- The outward journey took three hours \_\_\_\_\_ the return was more than double this.
- He must have enjoyed the performance \_\_\_\_\_ he wouldn't have stayed for the whole thing.
- He'd spent all his money by the end of the first week and \_\_\_\_\_ had nothing left for the rest of the holiday.
- Four extra concert dates have been announced \_\_\_\_\_ high demand for tickets.
- The water temperature was only 6°C, but she went swimming \_\_\_\_\_.

### EXAM TASK

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).

## IS THE 10,000 HOUR RULE A MYTH?

For a number of years, there has been a widely-(0) \_\_\_\_\_ D \_\_\_\_\_ belief that practising a particular skill for 10,000 hours will turn anyone into a world-class expert. Perhaps unsurprisingly, few have been sufficiently (1) \_\_\_\_\_ to put this theory to the test. The (2) \_\_\_\_\_ originally appeared in a popular psychology title, *Outliers*, by Malcolm Gladwell. A key stipulation of the concept was that the practice in (3) \_\_\_\_\_ had to be 'deliberate' practice. A casual half hour a day strumming a guitar would not (4) \_\_\_\_\_ this requirement.

However, recent research into deliberate practice has (5) \_\_\_\_\_ to some intriguing conclusions. The study (6) \_\_\_\_\_ that even in something as traditionally practice-based as learning a musical instrument, deliberate practice (7) \_\_\_\_\_ for just 21 percent of the observed improvement. When it comes to professions such as business, in which the skills are (8) \_\_\_\_\_ less tangible and more difficult to define, the figure falls to a tiny one percent. So, if practice is responsible for such a small proportion of the improvement, what is causing the rest?

- |   |               |               |              |              |
|---|---------------|---------------|--------------|--------------|
| 0 | A kept        | B said        | C thought    | D held       |
| 1 | A disciplined | B controlled  | C restricted | D ordered    |
| 2 | A deduction   | B principle   | C value      | D regulation |
| 3 | A request     | B demand      | C subject    | D question   |
| 4 | A complete    | B succeed     | C meet       | D reach      |
| 5 | A pointed     | B finished    | C decided    | D achieved   |
| 6 | A uncovers    | B reveals     | C exposes    | D releases   |
| 7 | A amounts     | B accounts    | C generates  | D justifies  |
| 8 | A cautiously  | B uncertainly | C doubtfully | D arguably   |

ABOUT THE TASK

- In Reading and Use of English Part 2, you read a short text which has eight gaps in it. You have to think of the word that best fits each gap.
- There are no options to choose from.
- You have to think about the structure of the language in the text and the meaning of the text.
- The word you write must be spelled correctly, and must fit the gap grammatically.
- You cannot write contractions such as *don't* or *won't*.
- The gaps test your understanding of different kinds of grammar, e.g. auxiliary and modal verbs, dependent prepositions, relative pronouns, articles, etc.
- They also test your knowledge of phrasal verbs, linking words and expressions and fixed phrases.
- The answer is always a single word.
- Occasionally, there is more than one possible correct answer.
- Each question is worth one mark.

TEST

Practice task

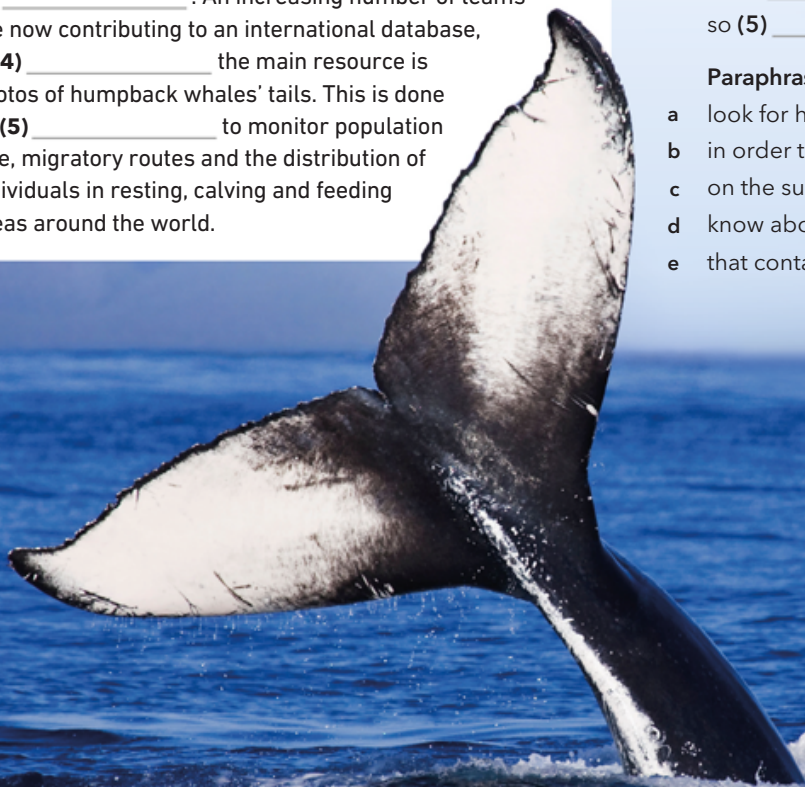
- 1 Read the first paragraph of a text about a project monitoring animals called humpback whales. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE WHALE TAIL DATABASE

Each human face is unique, making it easy for us to differentiate (0) BETWEEN people we know and those we have never previously met.

When (1) \_\_\_\_\_ comes to attempting to identify a humpback whale, however, we have to turn (2) \_\_\_\_\_ an alternative means of recognition.

Research teams worldwide have long used the whales' tails to identify whether individuals they encounter are new to the area or are whales that they are already familiar (3) \_\_\_\_\_. An increasing number of teams are now contributing to an international database, in (4) \_\_\_\_\_ the main resource is photos of humpback whales' tails. This is done so (5) \_\_\_\_\_ to monitor population size, migratory routes and the distribution of individuals in resting, calving and feeding areas around the world.



How did you do?

- 2 Check your answers.
- 3 Read the answers to the five questions in Ex 1 again. Which answer
  - a is a dependent preposition that's used with an adjective?
  - b is a relative pronoun?
  - c is a pronoun in a fixed phrase?
  - d is a phrasal verb particle?
  - e is an adverb used in a fixed expression?

- 4 Match the sections of the text with their paraphrases a-e.

Section of text

When (1) \_\_\_\_\_ comes to  
to turn (2) \_\_\_\_\_  
familiar (3) \_\_\_\_\_  
in (4) \_\_\_\_\_ the  
so (5) \_\_\_\_\_ to

Paraphrase

- a look for help from
- b in order to
- c on the subject of
- d know about
- e that contains

## Strategies and skills

### Perfect and continuous tenses

The gaps sometimes test your knowledge of present verb tenses. The gapped word is often an auxiliary verb, for example a form of the verbs *be*, *do* or *have*. The verb may use the perfect aspect and/or be in the active or passive form.

**1** Complete the sentences with one word in each gap.

- The team has \_\_\_\_\_ monitoring the group of whales for several years.
- The waters there \_\_\_\_\_ believed to be where female whales give birth to their young.
- The extent to which the whales' habits \_\_\_\_\_ been altered by human activity is unclear.
- So what reason \_\_\_\_\_ researchers give for the whales returning to the area each year?
- After \_\_\_\_\_ photographed, the whale's tail is uploaded to the database.
- The database \_\_\_\_\_ been added to by research teams from all around the world.

### Conjunctions

Some gaps test your knowledge of linking words.

**TIP:** Think about what the linking word is doing in the sentence: is it adding similar information or ideas, giving a reason, contrasting ideas, etc.?

**2** Look at the gaps in the sentences (1-7) and think about what is missing. Answer the questions (a-d).

- \_\_\_\_\_ many residents are happy with the standard of maintenance in the complex, others feel it is poor, given the high service charges.
  - \_\_\_\_\_ from allowing the experience to put him off kite surfing, it actually made him more determined to succeed.
  - Expanding on answers at an interview demonstrates good subject knowledge in \_\_\_\_\_ to giving the speaker confidence.
  - The participants in the experiment actually put on weight, \_\_\_\_\_ the fact that they were doing more exercise.
  - The new electric car is expected to go into production soon, \_\_\_\_\_ that any design faults are rectified quickly.
  - Being able to hold down a demanding full-time job \_\_\_\_\_ also studying is a combination that few achieve without some difficulty.
  - She did extremely well in her first professional game, especially \_\_\_\_\_ how nervous she had been beforehand.
- Which ones need a word to express contrast?
  - Which one needs a word to introduce a similar idea or information?
  - Which ones introduce a reason or explanation?
  - Which one needs a time expression?

**3** Choose the correct words in the box to complete the sentences (1-7) in Ex 2. Add capital letters where necessary.

addition although considering  
despite far provided whilst

### SPEAKING BOOST

Discuss or answer.

- Does art imitate life, or life imitate art?
- 'Writing is the most important human invention of all time.' To what extent do you agree with this argument?

### Conditional forms

The gaps sometimes test your knowledge of conditionals. Make sure you know the more complex conditional forms, and learn the difference between *if* and *unless*. The gaps may also test your knowledge of structures with *wish*.

**4** Choose the correct words (A-C) to complete the sentences.

- If I hadn't gone back to sleep, I \_\_\_\_\_ be really tired now.  
A could            B will            C would
- You \_\_\_\_\_ have avoided all the traffic if you'd set off an hour earlier.  
A will            B should            C could
- I might have passed my driving test \_\_\_\_\_ I not made one silly mistake.  
A had            B would            C if
- I wonder where I would \_\_\_\_\_ ended up if I'd continued driving along that little road.  
A had            B have            C be
- You'll lose your job \_\_\_\_\_ you stop sending so many personal emails from work.  
A if            B because            C unless
- If I \_\_\_\_\_ the lottery, I would probably give a lot of the money to charity.  
A won            B win            C winning
- You really should set off now \_\_\_\_\_ you want to be home before 11 p.m.  
A unless            B although            C if
- I would have chosen to go by train if I had \_\_\_\_\_ the choice.  
A got            B had            C have

Future tenses

The gaps sometimes test your knowledge of future forms, such as the future continuous, future perfect and future perfect continuous. The gapped word is usually an auxiliary verb, for example a form of the verbs *be* or *have*. They may also test your knowledge of future forms of *be able to* and *have to*.

5 Choose the correct phrase to complete the future forms in the sentences.

- This time next week, they **will be sailing / will have been going to sail** across the Atlantic Ocean.
- The traffic will be really bad then, so I **have to / will have to** leave plenty of time to get there.
- By midnight tonight, I **will have been travelling / will be travelling** for 48 hours.
- The car has been repaired so I **would be able / will be able** to pick you up from the station.
- The solar eclipse **will witness / will be witnessed** by millions of people all over the world.
- If we don't leave soon, the film **will have started / will have been starting** by the time we get to the cinema.

6 Complete the sentences with one word in each gap.

- Thankfully, the rocket will \_\_\_\_\_ repaired in time for the launch.
- The damaged car will be repaired before \_\_\_\_\_ returned to its owner.
- The match on TV will \_\_\_\_\_ already finished by the time we get home.
- It's funny to think that in just 24 hours, I will \_\_\_\_\_ taking part in my first marathon.
- She won't \_\_\_\_\_ to stay late if she gets all her work done before 5 p.m.
- By the time the birds arrive at the breeding grounds, they will have \_\_\_\_\_ travelling for several weeks.

SPEAKING BOOST

Discuss or answer.

- How important will sustainability be in 2050?
- What do you think 'There is no planet B' means?

Relative clauses

Some gaps test your knowledge of relative pronouns in relative clauses.

**TIP:** Think about what the relative pronoun refers to: is it a person, location or thing?

7 Look at the words before and after the gaps in these sentences. How do you know that a relative pronoun is missing from each gap?

- The city in \_\_\_\_\_ I grew up has changed a lot since I left.
- The captain \_\_\_\_\_ boat we were sailing in was obviously highly experienced.
- There were ten people on the course, five of \_\_\_\_\_ had already tried surfing.
- It was the instructor \_\_\_\_\_ first saw that one of the young climbers had got into difficulties.
- I couldn't find my glasses, without \_\_\_\_\_ it was impossible for me to read the instructions.
- I've just heard that the school \_\_\_\_\_ we met has closed down.

8 Complete the sentences in Ex 7 with one word in each gap.

Comparative forms

Gaps sometimes test your knowledge of comparative forms. At this level, these are unlikely to be basic comparatives and superlatives, but other more complex structures.

9 Match the sentence halves. Think about the sentence structures and make sure you understand the meanings. In each case, it's the highlighted word that would be gapped in a Part 2 task.

- At the very **least**,
- There was comparatively **little**
- They still need a great **deal**
- I didn't expect it to take **such**
- He was nowhere **near**
- She is surely one of the world's **most**
  - interest in the book when it first came out.
  - a long time to get here.
  - highly respected politicians.
  - more money to be able to buy the business.
  - you should say sorry to him.
  - as tall as he expected.



**10** Complete the sentences with the words in the box.

except far more neither no rather so to

- The project is \_\_\_\_\_ likely to succeed if there is international cooperation.
- Most drivers prefer to stay within the speed limit \_\_\_\_\_ than risk getting a fine.
- It was by \_\_\_\_\_ the largest number of birds that had ever been seen at the lake.
- She couldn't come up with any new ideas and \_\_\_\_\_ could he.
- No one went out in the freezing cold \_\_\_\_\_ for the film crew.
- Wrestling is particularly popular in Iran, and \_\_\_\_\_ is football.
- There's \_\_\_\_\_ question that it's the biggest celebration of the year in this country.
- The prices were comparable \_\_\_\_\_ those found on the internet.

**Reference words and impersonal structures**

Gaps sometimes test the use of words such as *this, that, these, those, it, what* and *there*.

**11** Choose the correct word to complete the sentences.

**TIP:** For this kind of gap, you need to read the whole sentence or context so you can understand the meaning.

- Whilst **that / what / there** they witnessed was interesting, it wasn't enough to convince them to become involved.
- There / It / This** was an unusual sound coming from the adjacent room, somewhere between music and speech.
- There / It / This** is close to impossible to know for sure how many people would attend the event.
- The conclusions drawn in the article are clear: **what / that / there** human activities are responsible for much of the decline in animal populations.
- From the look on the director's face, **it / there / that** was clear that the announcement was not going to be good news.
- The research paper made clear that **those / there / what** were several potential solutions to the problems it was investigating.

**Phrasal verbs, prepositions and fixed phrases**

Gaps in Part 2 texts are often related to phrasal verbs, dependent prepositions and fixed phrases.

**12** Complete the sentences with the phrasal verb particles in the box.

**TIP:** Try to learn as many phrasal verbs as you can, especially ones with common verbs like **come, get, take**, etc.

against back into of off on out together

- Jimmy had the idea for the business after unexpectedly **bumping** \_\_\_\_\_ an old friend.
- It's always a good idea to **check** \_\_\_\_\_ the competition when launching a new product.
- Sarah **came up** \_\_\_\_\_ a lot of opposition to her plan to modernise the company.
- Tom was careful to investigate environmentally-friendly ways of **disposing** \_\_\_\_\_ waste products.
- The suppliers said that they would **get** \_\_\_\_\_ to Abigail as soon as they could with delivery dates.
- Rohan **insisted** \_\_\_\_\_ being involved with all of the company's major business decisions.
- Unfortunately the enterprise had to **lay** \_\_\_\_\_ several members of staff due to the recession.
- Asha **put** \_\_\_\_\_ an impressive business proposal as part of the application for the bank loan.

**13** Match each phrasal verb or fixed phrase from Ex 12 with its meaning (a-h).

- a to have to deal with a problem or difficulty
- b to prepare a plan or document
- c to contact a person at some point in the future
- d to examine carefully to get more information
- e to sack a person so they lose their job
- f to meet by accident
- g to make sure that something happens
- h to throw an item or material away



**14** Complete the fixed expressions in the sentences with one word in each gap.

- 1 Their success was all down \_\_\_\_\_ good planning and excellent teamwork.
- 2 They decided to deal with the problem \_\_\_\_\_ and for all.
- 3 \_\_\_\_\_ all, it was only her first lesson so she couldn't expect to be perfect.
- 4 Danny knew he would go ahead with his plan \_\_\_\_\_ or not his parents supported him.
- 5 If you \_\_\_\_\_ yourself in their shoes, you can see why they might not like the idea.
- 6 It was \_\_\_\_\_ a doubt the best song she'd ever written.
- 7 For those who had worked closely with Elliot, it came as \_\_\_\_\_ surprise that he won the competition.
- 8 The headteacher had no other choice \_\_\_\_\_ to suspend the students for what they'd done.

**EXAM TASK**

For questions 1-8, 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).

**The world's remotest hotel?**

Winterlake Lodge lies in excess (0) \_\_\_\_\_ OF 300 km north west of Anchorage, the largest city in the USA's most sparsely populated state, Alaska.

Getting to the hotel is (1) \_\_\_\_\_ easy task. Guests are obliged to take a picturesque one-hour light-aircraft ride from Anchorage. The aircraft is equipped (2) \_\_\_\_\_ floats in summer, allowing it to land on the adjacent lake, and skis in the winter for landing on snow. As (3) \_\_\_\_\_ rule, the first thing that guests notice after being dropped off at the hotel is the sense of isolation. There aren't any other properties (4) \_\_\_\_\_ sight and there is zero noise pollution thanks to the absence of traffic, industry and neighbours.

As guests settle (5) \_\_\_\_\_ they can choose from the many activities (6) \_\_\_\_\_ offer, such as hiking, fishing, dogsledding or yoga. Co-owner Kirsten Dixon is a Cordon Bleu trained chef. Guests can enjoy her high-quality meals made from the finest ingredients, many of (7) \_\_\_\_\_ come from the hotel's gardens. Others have (8) \_\_\_\_\_ flown in from high-class speciality stores in New York.

Staying at Winterlake Lodge is undoubtedly a unique experience.

