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## Training Test 1

## Reading and Use of English Part 1

### 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.

## Exam Practice Test 1 Reading and Use of English Part 1

### ACTION PLAN

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

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

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C**, or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

#### Example:

**0** A suppose      B picture      C conceive      D presume

<b>0</b>	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?

## Training Test 1

## Reading and Use of English Part 2

### 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

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

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.

## Exam Practice Test 1 Reading and Use of English Part 2

### 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:

### 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?

## Training Test 1

## Reading and Use of English Part 3

### TASK INFORMATION

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

### USEFUL LANGUAGE: IDENTIFYING TYPES OF WORDS

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

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

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

able   fit   envy   fortunate   profession   draw   different

**TIP**

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

**TIP**

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

### 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.

**TIP**

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.

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

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

**USEFUL LANGUAGE: ADJECTIVES AND ADVERBS**

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

Noun	Adjective	Adverb
<i>tradition</i>	<i>traditional</i>	<i>traditionally</i>
<i>energy</i>	<i>energetic</i>	<i>energetically</i>
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.                            | <b>EMOTION</b>     |
| 2 Grace spoke .....                             | about her experience of travelling in Asia.                   | <b>ENTHUSIASM</b>  |
| 3 In .....                                      | terms, this isn't the best thing to eat, but it's very tasty. | <b>NUTRITION</b>   |
| 4 The information in the study was mostly ..... |   | <b>ANECDOTE</b>    |
| 5 .....   | Jenkins was not selected for the national team.               | <b>CONTROVERSY</b> |
| 6 Sven has a tendency to sound rather .....     | when he speaks.   | <b>SARCASM</b>     |