

Test 1 Training Reading and Use of English • Part 1

In this part you:

- **read** a text with eight gaps
- **choose** from four options (A, B, C or D) to fill each gap

Useful language Verbs + prepositions

- 1** Which prepositions – *on, with, in, of or for* – can follow the verbs below? Write the correct prepositions in the gaps. Some of the verbs can go with more than one preposition.

depend <u>on</u>	result	participate
co-operate	approve	rely
succeed	apologise	insist
consist <u>of</u>	concentrate	believe

Tip! Use your vocabulary notebook to record any new words you learn in a short phrase, e.g. *have a good time, rely on your friends*. It's easier to remember them that way.

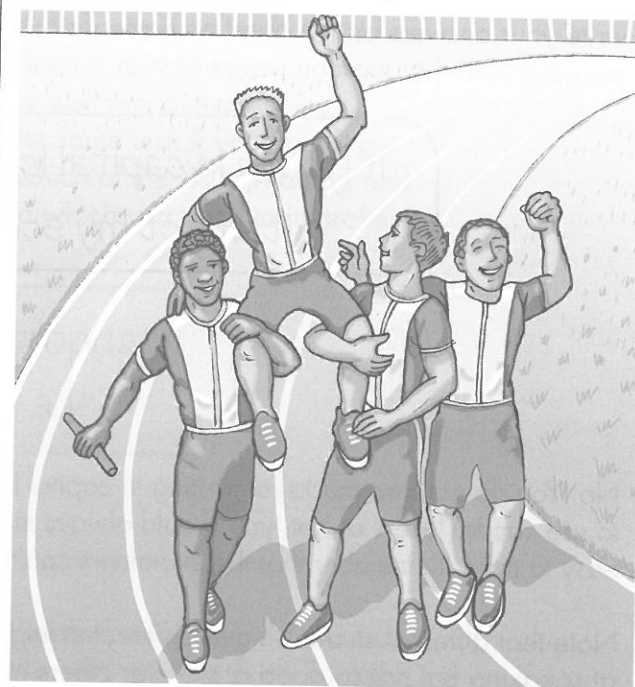
- 2** Complete the text with the correct form of the verbs from Exercise 1.

Tip! Remember that the prepositions you need to look at to answer a question are not always after the gap. For example, look at number 7.

I try to (0) participate in as many sports as I can at school, but to be honest I'm pretty hopeless! Anyway, last week I decided I'd try to get onto the school relay team, as they're considered really cool. And amazingly, after some running trials, I actually (1) in getting a place – only as a reserve for competitions, but still! Then I realised that was just the beginning. The other team members didn't exactly object to a newcomer, but I could tell they didn't totally (2) of my being there. As I said, the team (3) of the best sports people in the school, so joining them was a real honour. And any races they were in usually (4) in a win. Anyway, the annual school sports day was coming up, so I thought I'd better start practising.

Finally, sports day came, and I was as well prepared as I could be. And I knew my friends all (5) in me, so that helped a lot. But just then we heard that another team member had been injured, so they'd be (6) on me to help them win. This was my chance. I started (7) as hard as I could on the task ahead.

I was incredibly nervous waiting for the runner behind me to pass me the baton. But suddenly there he was – and I was off! And guess what? I ran faster than any other members of the team – and we won! It was fantastic! But the best part was that after the race, the rest of the team (8) on carrying me round the track on their shoulders. I'll never forget it!



Useful language Verb collocations

- 3** Which phrases go with the following verbs? Write the phrases on the correct lines below. Some phrases can go with more than one verb.

Tip! In Part 1, you need to know common collocations to get the answers to some questions.

your homework	your time	a good time	fun	a difference
friends	a break	sure	a photo	your best
a noise	an exam	a shower	a party	you good
better	a mess	sense	the washing up	some exercise

do
make
have
take

- 4** Choose the verbs from the box which go with each group of nouns. Can you add any more nouns to each group? Some groups can go with more than one verb. Use a dictionary if necessary.

pass spend miss go play cross save catch move change run

- | | |
|-----------------------------------|--|
| 1 a cold, a bus | 6 volleyball, the piano |
| 2 money, time | 7 the road |
| 3 the bus, your friends | 8 house |
| 4 shopping, away on holiday | 9 your mind, your clothes |
| 5 an exam | 10 a company, a computer program |

- 5** Complete the sentences below with the correct forms of the verbs from Exercises 3 and 4.

Example: Whenever I go away on holiday, I really miss my friends at home.

- I need to some money to shopping with my friends at the weekend.
- Luca and Maria the road and ran to the bus stop but they still the bus.
- I'd love to be able to the guitar, but I can't afford lessons.
- We've just house, so I haven't managed to many friends here yet.
- Ben's teacher told him to his time when his maths homework, instead of rushing it.
- Cristina the best she could in the exam, and as a result she !
- Mum asked me to the washing-up before I a shower.
- Elliott a mess of building his new bookcase, because the instructions didn't sense.



Useful language Phrasal verbs

6 Use the particles in the box to complete the phrasal verbs, according to the meanings given. Use a dictionary if necessary.

Tip! You will often need to use Phrasal verbs in Part 1 questions.

across away by down into off
out of over through up up-with

Phrasal verb	Meaning
keep <u>up with</u>	understand something that's changing fast
put	discourage
pick	collect
break	stop working
come	find by chance
fall	plans that fail
get	avoid doing something you don't want to
look	investigate, find out more
pull	stop on the side of the road
run	escape
stand	support someone who's in difficulty

7 Complete these sentences with the correct form of the phrasal verbs from Exercise 6.

Example: When Harry had a problem in the sports team, his friends all stood by him.

- The dog slipped off its lead and, but luckily his owner found him.
- Tom was busy, so his mum his new cricket bat for him from the sports shop.
- It was raining so hard that Jack's dad had to on the side of the road for a while.
- Julian managed to helping his mother with the washing-up by saying he had a lot of homework!
- Our car on the way to the match, so we were late getting there.
- Most people are eating this cheese by the smell – it's awful!

8  Correct one mistake in each of these sentences written by exam candidates. Underline the wrong word and write the correct word in the space.

- I would agree to the opinion that keeping animals in zoos is cruel.
- When I am reading and the television is on, it bothers me because I am concentrating in reading my book.
- If you decide to come in my country, I would advise you to visit the capital.
- I am always fascinated of your garden.
- This shows that it should be taken to consideration.
- We could finish by some Spanish lessons.

Focus Meanings of words

9 For each group of four sentences (a–d), choose the correct word from the box for each gap. Use each word once only. Sometimes capital letters are needed.

support assist co-operate benefit

- Many people in the town the plans for a new supermarket.
- I think I'll really from all the travelling I'm planning to do.
- As part of Tom's summer job, he had to the manager with various tasks in the office.
- Will people with the police to help find the criminal?

surely absolutely totally definitely

- Harjeev said he'd be here to help organise the party.
- Unfortunately, I'd forgotten I'd agreed to meet Gareth in town.
- The cake that Kate made was delicious.
- I'm surprised our friends aren't here yet. they'd have called if there was a problem?

accident confusion error fault

- A lot of people were trying to get on the bus and, in all the, Samantha lost her bag.
- Robert knew he was at and decided to apologise.
- Louis made a basic in his maths homework and it cost him five marks.
- Sasha hadn't intended to delete his homework files. He did it completely by

achieved resulted managed succeeded

- I've tried baking cakes lots of times, but they've usually in failure – no-one wants to eat them!
- I'd be thrilled if I finally in passing my exam!
- Alex to leave the house just in time to catch the school bus.
- Becky's something amazing – she's been accepted for the school relay team!

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

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

Example:

0 A support B assist C co-operate D benefit

0 ☐ A ☐ B ☒ C ☐ D

Dolphins

There have been countless stories of dolphins appearing to (0) with humans. But a recent incident has convinced a group of lifeguards that some dolphins were (1) attempting to help them – by protecting them from a shark!

The lifeguards were on a training exercise in the sea when the dolphins swam towards them at considerable (2), then circled them repeatedly, hitting the surface of the water with their fins. At first, the swimmers were puzzled by the dolphins' (3), but then began to fear they'd swum too close to some baby dolphins by (4), and disturbed them.

Suddenly, one of the lifeguards spotted a small shark some way off. He realised that the dolphins had been (5) a lot of noise and causing general chaos in order to (6) off the shark. And to his relief, they (7) in doing so, because the shark soon disappeared. However, the dolphins insisted on staying until a colleague's boat safely (8) the swimmers. What an experience!

- | | | | |
|----------------|--------------|-------------|--------------|
| 1 A surely | B absolutely | C totally | D definitely |
| 2 A distance | B pace | C time | D speed |
| 3 A occupation | B behaviour | C situation | D attitude |
| 4 A accident | B confusion | C error | D fault |
| 5 A doing | B making | C having | D trying |
| 6 A call | B set | C put | D take |
| 7 A managed | B succeeded | C achieved | D resulted |
| 8 A picked up | B came over | C got away | D caught up |

Tips! Remember to read the example and title before you read through the task.

Look carefully at the words that come before and after each of the gaps.

Tip! If you don't know which option is correct, cross out any you know are wrong. This gives you fewer options to concentrate on.



Advice

0 Only **co-operate** can be followed by **with** in this context.

4 Which of these nouns can follow **by**? Look at the training exercises if you are unsure.

5 This is part of a collocation. Which verb can go with **noise**?

7 Only two of these verbs can be used with **in**. You need to think about the meaning to choose between them.

Test 1 Training Reading and Use of English • Part 2

In this part you:

- **read** a text with eight gaps
- **think** of a word that fills each gap correctly

Useful language Relative clauses

1 In relative clauses, which of the words in the box are used to describe the things below?

why which whose where who when

- | | |
|------------------|----------------------|
| 1 a time | 4 a reason |
| 2 a person | 5 a thing |
| 3 a place | 6 a possession |

2 Complete the text with relative pronouns from Exercise 1. One of the gaps can be left blank. Can you see which one?

Anais Marin is a teenager (1) lives on the coast in the south of France, (2) the climate is quite mild and the views spectacular. Yet (3) she and her family go on holiday, they always go to a resort (4) they can find snow!

Anais finds it difficult to explain (5) she and her family choose somewhere that's so different from their home town. 'I know there are lots of tourists (6) absolutely love coming to this town. But it's not the same if you live here – you need a change from time to time!' says Anais.

Anais loves going skiing, and her three brothers, (7) hobbies range from snowboarding to ice skating, start looking forward to their holiday as soon as the summer's over. 'We know (8) the temperature starts to drop slightly here that it's time to prepare our winter sports equipment!' she says. 'And the amount of stuff (9) we take away with us could probably equip the entire resort!'

Which of the gaps could also be filled by the word 'that'?

Tip! This part will test how well you understand the text and your knowledge of grammar, such as tenses, pronouns and prepositions. You may also have to answer questions that test fixed phrases, phrasal verbs and linking expressions.

Tip! When you have finished, read through the text again to check it makes sense.

Remember!

We use **who / which / that** when we are referring to the **subject** of a sentence: *The lesson which / that is after the break is ...*

If we are using **who / which / that** to refer to the **object** of a sentence, it can be left out, e.g. *The lesson I most enjoy is ...*



Useful language Linking expressions

- 3 Choose a linking expression from the box that has the same meaning as the words in *italics* in these sentences. There are some expressions you don't need to use.

whereas despite the fact that in order to owing to as long as instead of despite in spite of

- 1 *Even though* it was pouring with rain, Ben still cycled to school.
- 2 Joseph's quite extrovert and sociable, *while* his sister is more reserved.
- 3 The school trip had to be postponed *because of* the train strike.
- 4 Leon and Clara decided to walk into town *rather than* going on the bus, as it was expensive.
- 5 The homework deadline was extended *so as to* give everyone more time to complete it.
- 6 You can come camping with us *provided that* you get your parents' permission.

- 4 Choose the correct linking expression from the box to complete these sentences about Anais Marin, from Exercise 2.

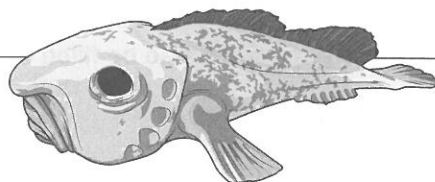
unless in view of in addition so as to yet until

- 1 The Marin family live near the beach, they enjoy taking their holidays somewhere cold.
- 2 They always travel to a ski resort get a complete change of scenery.
- 3 They wait the weather changes before they start preparing their equipment.
- 4 The family's hobbies are probably quite unusual where they live.
- 5 to all the usual winter sports like skiing and skating, her brothers are also good at ice hockey.
- 6 It's quite hard to do lots of winter sports you're reasonably physically fit.

- 5 Complete the text below about an unusual sea creature. Use relative clauses and linking expressions from Exercises 1-4.

Have you ever heard of a creature called a blobfish? It hit the headlines (0) *when* it was voted 'the world's ugliest animal.' The blobfish, (1) natural habitat is deep in the ocean off Australia, spends its life swimming around in the dark, largely unnoticed. However, various factors have reduced the numbers of blobfish to dangerously low levels and, in (2) of this, conservationists are trying to take action to save it. (3) addition, some conservationists have suggested that previous projects have ignored the blobfish (4) to its ugly appearance, and that people are not keen to protect species (5) they look cute.

Another such creature is the kakapo, (6) is the only species of parrot that can't fly. (7) the fact that there have been many campaigns to save these and other creatures, there are very few left in the wild. So we need to think about creatures such as these, (8) of just focusing on the more attractive-looking ones, such as pandas.



Useful language Articles, quantifiers and determiners

- 6 Complete the story below with words from the box. You may need to use some words more than once. Sometimes capital letters are needed.

a an both the any many more most some every none one few

(0) *One* day (1) boy called Matt was walking down (2) street when he saw (3) girl's bag lying on (4) pavement by a bus stop. There weren't (5) other people around, so he picked it up and had (6) look inside. To his surprise, he found quite a (7) coins in (8) bag, and even (9) money inside a small purse, (10) of which was in notes. There were also some books, but (11) of them had the name or address of the owner written in them. For a moment, Matt was tempted to keep the bag. But he liked to think he was (12) honest person, so he took it to the police station.

There were very (13) people inside when he arrived, apart from two girls who were (14) looking very worried. As soon as (15) of the girls saw (16) bag, she rushed over to him. 'That's mine!' she said. '(17) time I go out, I leave it behind somewhere! Thanks so much for finding it! You're fantastic!' Matt felt embarrassed, so he mumbled something in reply - then blushed and left.

- 7 Choose the correct word in *italics* in these sentences written by exam candidates.

- 1 I'm writing in order to reply to the advertisement in my local paper *who* / *which* asks for people to help in a summer camp.
- 2 This is the moment *that* / *when* we must work fast.
- 3 They will take you to your hotel *which* / *that* is called the Loughborough.
- 4 I'm convinced that zoos, as institutions *that* / *who* take care of animals, can play a good role.
- 5 She wanted to see her husband *which* / *who* she had not seen for over two months.
- 6 We are a private clinic *who* / *which* treats all kinds of illnesses.

Test 1 Exam practice

Reading and Use of English • Part 2

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).

Tips! You might find that you can think of several words which could fit a gap. Read the text around the gap very carefully as only *one* word will fit.

Example: 0 M U C H

Water

We all know that water is essential for our health, and that we should drink as (0) of it as possible. Yet in (9) of this, many of us still don't drink enough, so bottled water is a good way of (10) sure we drink clean water while we're on the move.

Unfortunately though, the manufacture of all those plastic bottles can result in a lot of waste, (11) to the amount of oil required. It's actually (12) equivalent of keeping a million cars on the road for a year! Also, if empty bottles are (13) properly disposed of, they can cause a major pollution hazard.

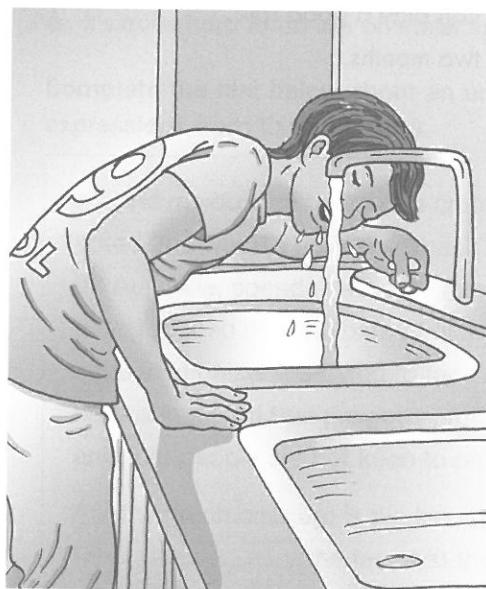
However, there are steps we can take to improve the situation. For example, very (14) of the plastic bottles we use get recycled. So (15) of throwing them in the bin, we should send them to a recycling centre where the plastic can be re-used. And in many countries now, the water (16) comes straight from the tap is perfectly clean and safe to drink so perhaps many of us don't need to buy bottled water at all.

Advice

9 This sentence is **contrasting** with the sentence before it, so it needs a contrasting link.

11 This part of the sentence is giving a **reason** for plastic bottles causing waste. What kind of link is suitable?

13 Will this part of the sentence be positive or negative? Read on to the second half of the sentence before you decide.



Test 1 Training

Reading and Use of English • Part 3

In this part you:

- **read** a text with eight gaps
- **form** an appropriate word for each gap from the word in capital letters at the end of the line

Useful language Suffixes

1a Add suffixes from the box to the words below to make other words. You may need to make some spelling changes.

-ness -ly -ship -ment -ive -ion -ful -er -ish
-hood -al -ation -ance -able -en -less -ing -ed

Example:

impress + ive + ly impressively impress + ion impression

1 child 4 agree 7 involve 10 friend
2 arrive 5 explore 8 attract 11 hope
3 comfort 6 accept 9 conscious 12 threat

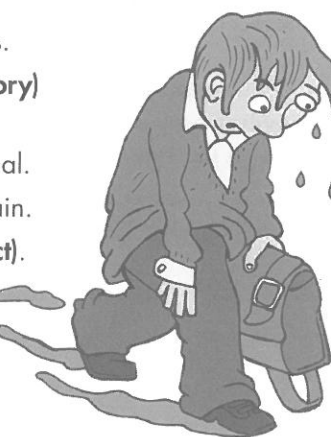
b Now put all the words – the base words and new words – into the table. It is not always possible to complete each column for the base word.

base word	noun	verb	adjective	adverb
impress	impression	impress	impressive	impressively
child	child / childhood	–	childish	childishly
arrive				

2 Complete the sentences with a word formed from the word in brackets and a suffix from Exercise 1.

Example: The sea was **surprisingly** (surprise) warm when we went for a swim.

- Finn's father is a very (success) lawyer.
- My mum wants to play golf at the local club, but (member) is very expensive.
- Conservationists work for the (survive) of endangered species.
- The whole family tried to make Dad's 50th birthday as (memory) as possible.
- Bram's painting attracted a lot of (admire), as it was so original.
- Judging by Max's (appear), he'd walked a long way in the rain.
- Although my grandmother is in her eighties, she's still very (act).
- There's so much traffic going into the city now that the authorities will have to (wide) some main roads.



Remember!

The category of a word can change when we add suffixes to the ends of words, e.g. *lucky* (adj) + *ly* = *luckily* (adv). The spelling sometimes has to change too, e.g. with *lucky* the *y* has to change to an *i* to become *luckily*.

Useful language Opposites

3 Write the opposite of these adjectives using the prefixes in the box.

Example: relevant irrelevant

il- ir- im- in-

- 1 possible 3 experienced 5 polite 7 patient
2 regular 4 legal 6 correct 8 responsible

4 Write the opposites of these words using the prefixes in the box. Use each prefix at least twice.

dis- un- mis-

- 1 satisfaction 3 understanding 5 honesty 7 certain 9 behave
2 satisfactory 4 popular 6 approve 8 happiness 10 organised

Remember!

A prefix is added to the beginning of a word, and can change the meaning of the original word to mean its opposite, e.g. happy + un = unhappy.

Useful language Spelling changes

5 Sometimes you will need to make some spelling changes when you add a suffix to a word. Put each word and suffix together to make a new word.

- 1 lucky + -ly 6 responsible + -ity
2 mystery + -ous 7 finance + -al
3 active + -ity 8 sense + -ible
4 continue + -ous 9 maintain + -ance
5 survive + -or 10 criticise + -ism

Remember!

easy + -ly = easily
arrive + -al = arrival
possible + -ity = possibility

Useful language Word families

6a Look at the different words you can make from 'succeed'. Match each word (1-5) with the correct part of speech (a-e).

- 1 succeed a adverb
2 success b negative adverb
3 successful c adjective
4 successfully d verb
5 unsuccessfully e noun

6b Now build as many words as you can from the base words in the box. Say what type of word each one is. Use a dictionary to help you. N.B. you may not be able to make all the categories above from each base word.

compete courage act friend

Test 1 Exam practice

Reading and Use of English • Part 3

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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 UNUSUAL

Tips! Don't worry if you can't understand every word of the text. Read the rubric and title carefully first, then read through the text to see what it is about.

Read the whole sentence before you put a word in the gap.

You have to decide what kind of word fits the gap (noun, verb, adjective or adverb). Read the sentence carefully to check which one is needed.

Gliding

What's the most (0) birthday present you've ever been given? How would you feel if your birthday surprise turned out to be an (17) to gliding? That's exactly what happened to me – when I was only 8 years old!

I'd never experienced anything like it – absolutely (18)! After that I was hooked, so my parents arranged another (19) for me as soon as they could, and then I started taking lessons. It's been the perfect (20) for me – I learn a lot and I'm outside too, which I love.

I don't think my friends really understand my (21), though. They're more into music and fashion. I enjoy those, too, but there's nothing to beat the (22) views I get from inside the glider.

Anyway, I finally flew solo on my 16th birthday, which was the (23) I could possibly do it. And soon I'm due to compete in some national gliding (24) Wish me luck!

USUAL

INTRODUCE

BELIEVE

FLY

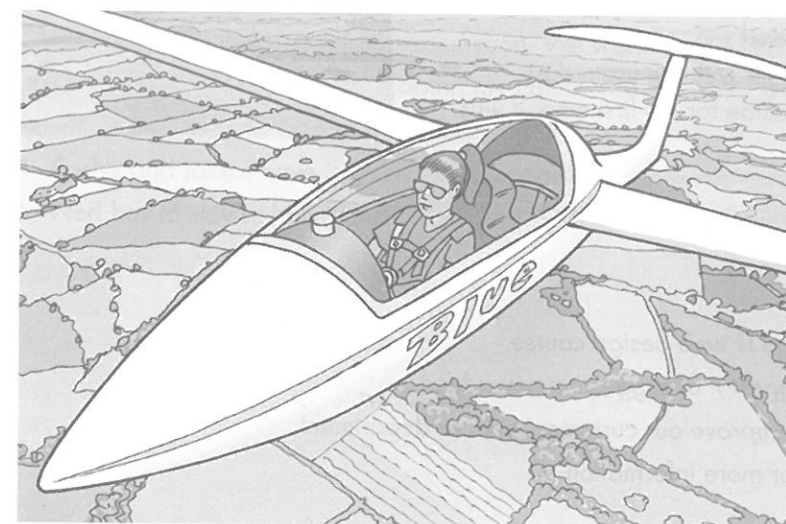
ACTIVE

ENTHUSIASTIC

DRAMA

EARLY

CHAMPION



Advice

17 The article before the gap tells you that one of the word categories you looked at (noun, verb, adjective, adverb) is likely to be the answer. Why couldn't a verb, adjective or adverb fit here?

18 Should this word be positive or negative?

23 This is a superlative – what changes will you need to make?

Test 1 Training

Reading and Use of English • Part 4

In this part you:

- **read** six sentences
- **rewrite** the sentences using the word in capital letters so that your answers have a similar meaning

Useful language *-ing* and *to + infinitive*

- 1 Some verbs are followed by *-ing* and some are followed by *to + infinitive*. Others can be followed by both *-ing* and *to + infinitive* with no change in meaning. Write these verbs under the correct heading.

intend	like	mind	refuse	promise	suggest
finish	pretend	offer	continue	consider	tend
dislike	prefer	avoid	plan	decide	enjoy
deny	risk	fail	start	practise	afford

verbs + <i>-ing</i>	verbs + <i>to + infinitive</i>	verbs + <i>-ing</i> and <i>to + infinitive</i> (no change in meaning)
mind		

Tip! You may have to answer questions that test *-ing* or *to + infinitive* in Part 4.

- 2 Some verbs can be followed by either *-ing* or *to + infinitive*, but there *is* a change in meaning. Look at sentences 1–5 and try to work out the difference in meaning in each pair, a and b.

- a Jack did some homework and then **stopped to watch** his favourite TV programme.

b Jack **stopped watching** his favourite TV programme because he needed to do his homework.
- a Even though Maria's lesson had finished, her teacher **went on talking**.

b Maria's teacher told them all about their new project, and then **went on to talk** about their homework.
- a Why don't you **try taking** lemon and honey for your cough?

b I **tried not to cough** during the film, but it didn't work!
- a I **need to ask** mum to make an appointment at the hairdresser's for a haircut.

b My hair really **needs cutting** – it's too long!
- a I **remembered to take** my project to school with me yesterday.

b I can clearly **remember going** to the seaside for the first time. It was wonderful!



- 3 Underline the correct alternative in *italics* in each sentence.

- I look forward *to hear* / *to hearing* from you.
- I can't wait *to meet* / *to meeting* you.
- I am interested *to apply* / *in applying* for the IT web design course.
- Thank you for giving me the chance *to suggest* / *of suggesting* new ideas.
- The money will be used *in improving* / *to improve* our customer services department.
- I am writing this letter *to asking* / *to ask* for more information.

Useful language Comparatives

- 4 Complete the sentences with the expressions for comparison in the box.

the worst	less interested	a lot more slowly	far better
as expensive as	more difficult	the most	much older
			newer than

Example: Your school bag is newer than mine. I bought mine ages ago.

- Callum is than me at history. He gets high scores in all the tests.
- That was film I've ever seen. I wished we hadn't bothered watching it.
- I'm definitely in art than in music – I hate painting and going to galleries.
- My friend cycles than I do, so he's generally late for school.
- This dress wasn't you might think. I bought it in a sale.
- The harder I try to produce a good drawing, the it seems to be.
- That's money I've ever spent on a book. I just hope it's worth it!
- The last house Sam lived in was brand new, but where he lives now is – it was built in the last century!

Useful language Phrasal verbs

- 5 Match phrasal verbs 1–10 with the correct meaning a–k. Use a dictionary if necessary.

- | | |
|-----------------|---|
| 0 clear up | a manage even though you haven't got something you need |
| 1 cut down on | b end in a successful way |
| 2 take care of | c reach someone ahead who's going faster |
| 3 get round to | d improve, get better |
| 4 leave out | e invent |
| 5 do without | f argue and stop being friends with someone |
| 6 work out | g find the time to do something |
| 7 catch up with | h trust someone |
| 8 fall out | i not include |
| 9 rely on | j look after, keep an eye on |
| 10 make up | k reduce |

- 6 Complete the sentences using the correct form of phrasal verbs from Exercise 5.

- I hope the weather soon. We want to go to the beach!
- I still haven't doing my homework. I'd better do it tonight!
- Tom was a long way ahead, but Sam ran and him.
- Sasha and Jackie have again. They're not speaking to each other.
- Ned has to stay at home and his younger sister on Wednesday evenings.

Test 1 Exam practice Reading and Use of English • Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example: 0 LOOKING FORWARD TO GOING

Write **only** the missing words **IN CAPITAL LETTERS** on your answer sheet.

- 25 The film wasn't nearly as good as the book.

MUCH

The book the film.

- 26 I haven't had time to tidy up my bedroom.

ROUND

I haven't up my bedroom.

- 27 Jake couldn't carry on cycling along the road until he'd fixed his brakes.

STOP

Jake had his brakes before he could carry on cycling along the road.

- 28 I'd rather watch football than play it.

PREFER

I playing it.

- 29 'I'm sorry I missed your birthday party,' Ben told Sam.

APOLOGISED

Ben his birthday party.

- 30 I can only come if Mum says it's OK.

UNLESS

I can't me permission.

Tip! Make sure the second sentence means exactly the same as the first – read it carefully.

Advice

26 Think of a phrasal verb that includes the word **round**. What construction might you need after it? **-ing** or **to**?

27 Do you need **stop to do** or **stop doing**? Which has the right meaning for this context?

30 Remember that **unless** often acts as the negative of **if**. You also have to find a verb to go with **permission** that means **says it's OK**.

Test 1 Training Reading and Use of English • Part 5

In this part you:

- **read** a long text
- **answer** six multiple-choice questions
- **choose** your answer from four options (A, B, C or D)

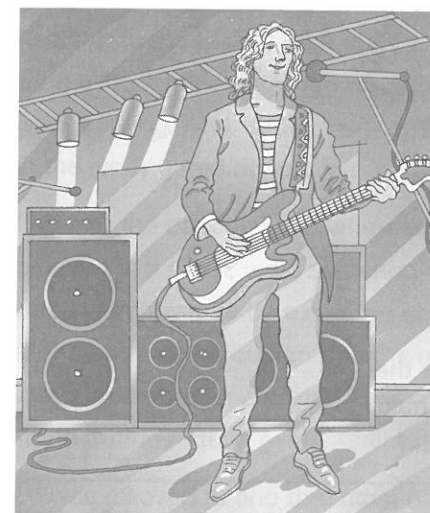
- 1a Read quickly through the section of the text below, and then cover the text and try to tell your partner about it, in your own words.

Tip! Before you answer the questions, read quickly through the text to get a general idea of what it is about.

- b Now try to answer the following questions in pairs about the person telling the story to check your understanding.

- 1 Who is Anna, do you think?
- 2 What activity was she planning to do? Who with?
- 3 How were they feeling? Why?
- 4 What were they slightly worried about?
- 5 What were they optimistic about?

Anna's Story



I'd been learning to play the guitar for what seemed like years, without much success. So I'd wanted to go to see rock guitarist Jason perform for ages – and now he was coming to our town. My friends and I were all fans, so 'thrilled' just didn't go far enough to describe how we felt! Our town isn't particularly big or amazing, so we couldn't quite believe he'd included it in his concert tour. But there it was, on the programme. So we spent the weeks before the performance planning what we'd wear and how we'd get there – all the time hoping, of course, that our parents would say we were old enough to go unaccompanied. But then it was an afternoon concert for under-18s, so we reckoned the chances were pretty good!

- 2a Read this question about the section of text that you have just read.

What was a surprise to the writer about the concert?

Read through the text again and underline the part which gives you the answer.

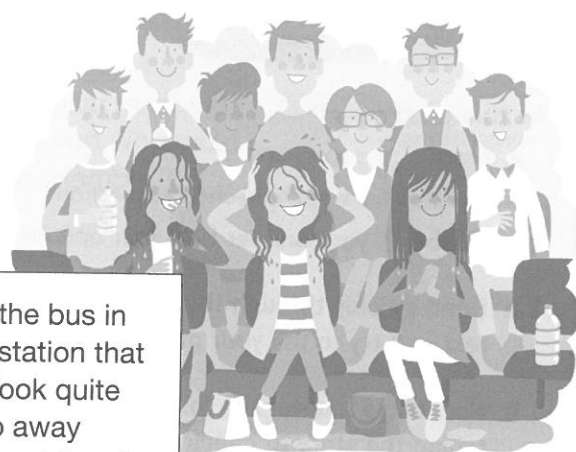
- b Now read the four options below. Which one is the closest to the answer you marked in the text?

- A that a well-known musician would perform just for young people
- B that her parents had given her permission to go
- C that it would be held in such an uninteresting location
- D that the rock guitarist was performing alone

3 Read the next section of the text. Check your understanding by answering the following questions. Work with a partner.

- 1 How did they travel to the concert?
- 2 What were they wearing?
- 3 What was the weather like?
- 4 How did the weather affect them?

The day of the concert finally came, so off we went to catch the bus in our carefully-chosen outfits – only to find halfway to the bus station that we were caught in a sudden downpour of rain, so we didn't look quite as good as we'd hoped. But then we were only an hour or so away from finally seeing our musical hero perform live, so nothing could really dampen our spirits. We carried on nevertheless, finally taking our seats in the concert hall looking slightly wet, but with big smiles on our faces.



4a Find the answer to the following question in the text. Underline the parts of the text which gave you the answer.

What does the writer mean by *nothing could really dampen our spirits*?

Compare your answer with your partner.

b Now look at the four options. Which one is closest in meaning to the answer that you underlined in the text? Why are the other three options wrong?

- A It was impossible to feel any worse than they did already.
- B They were disappointed that the rain had soaked their clothes.
- C Even the weather couldn't spoil the way they felt.
- D They were determined to look happy despite their appearance.

5 Now read the final section of the text. As you read, think about whether the writer is positive or negative about this part of her trip, or whether she has mixed feelings. Which words and expressions reveal how the writer feels?

Finally, the longed-for moment came, our guitar hero walked out on stage – and we were astonished! He looked absolutely nothing like all the pictures we'd collected of him – in fact, we barely recognised him. But determined not to be put off, we just settled back into our seats and focused on the music – and that certainly didn't disappoint. All the hits were there, the skilful playing, and the way he made the instrument sing so effortlessly, in just the way I'd always hoped to – but had always failed miserably. It was amazing, and after he'd left the stage we walked out of the concert without speaking, almost as if words would break the spell of what we'd just seen.

6 Now look at the question and options, and underline in the text where you find the answer. Why are the other options wrong? Compare your answers with your partner. How did the writer feel about the musician during the concert?

- | | |
|--|---|
| A envious of his incredible talent | C disappointed that he played for only a short time |
| B amused by his extraordinary appearance | D surprised that he performed none of his recent compositions |

Test 1 Exam practice Reading and Use of English • Part 5

You are going to read a short story by a boy called Dan, who is talking about going out with a group of friends. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Tip! Make sure you know who is writing and what they are writing about before you begin answering the questions.

Mark your answers on the separate answer sheet.

It all started when my friends and I booked some concert tickets to go and see *Pulse*, who we considered to be one of the coolest bands around, playing exactly our type of music. But before we went, one of our group suggested we should practise a few dance moves, like the ones the band was so famous for. We were pretty sure everyone else in the audience would be doing exactly that, so we were keen to avoid turning up to the concert only to feel totally excluded, and reduced to the status of mere spectators in front of the stage. So, after a few hopeless attempts at home, we decided to try a dance studio in the city centre.

I set off early that morning – well, 11 am, which is something I don't intend to repeat very often! I'd reluctantly got out of bed, got ready and rushed down to the studio where we'd be learning how to dance along to the kind of stuff that bands like *Pulse* are into. But I have to say, I wasn't exactly overflowing with confidence when we arrived – I'd be the first to admit that I have two left feet when it comes to dancing. And, sadly, the friends I was going with were some way ahead of me at dancing, although the really gifted dancer in our group didn't actually show up in the end.

We walked into the dance studio where we'd be learning the moves, and instantly felt as if, instead of participating in a class, we'd somehow signed up to take part in some high-profile pop band's dance video which was to be expected actually. Luckily, our instructor appeared just then and told us we shouldn't stress if we couldn't do the moves. Instead, we should just concentrate on enjoying it. Apparently it would be an amazing form of exercise and far more interesting than just spending hours on end at some boring hi-tech gym.

Anyway, I was relieved to find that most of the other people in our class weren't anywhere near becoming professional dancers either. That became pretty clear during the warm-up, when it was obvious some of them were even more uncoordinated than I was. Even so, that part of the class was a bit of a shock to the system. I'd assumed we'd be doing some simple muscle-warming exercises like I do at football practice, but evidently not. We were straight into some tough dances and exercises performed along to some rap music I hadn't heard before.

Finally we moved on to what we'd really come for – the kind of moves the band would be performing at the concert, strutting across the stage like true stars. And after doing it for only a short time I really began to imagine I'd got the hang of it and would be looking pretty cool at the concert. Then I suddenly caught sight of myself in the studio mirrors, struggling and straining to keep up with the rest of the class, and saw to my dismay that cool was actually the last thing I'd be looking! But never mind... Anyway, to cut a long story short, by the end of the session I really felt I'd got somewhere. Afterwards, my friends and I stepped out into the street, safe in the knowledge that even if we weren't going to be wowing the concert crowds with our moves, at least we wouldn't be totally left out!

- 31 What motivated Dan and his friends to go to the dance studio?
- A They thought their favourite singer might be there, too.
 - B They were keen to impress at an event they were attending.
 - C They hoped they might be invited to dance on stage at a concert.
 - D They knew the studio taught dance moves to their favourite band's music.
- 32 How did Dan feel when he arrived at the studio?
- A nervous that he might not be able to keep up
 - B disappointed that one of his friends hadn't come
 - C irritated that he'd had to get up so early
 - D tired because of a lack of sleep
- 33 On entering the dance studio, Dan's impression was that
- A they were going to focus more on exercise than dance.
 - B the class was going to be more serious than he'd hoped.
 - C it resembled a gym rather than a studio.
 - D they had accidentally enrolled for the wrong activity.
- 34 Why did Dan describe the warm-up as *a shock to the system*?
- A The other students there were even worse dancers than him.
 - B The music they danced to was not at all what he'd expected.
 - C The moves were far from the gentle introduction he'd imagined.
 - D The session was led by some strict professional dancers.
- 35 What does Dan mean when he says he'd 'got the hang of it' in line 28?
- A He'd progressed as far as he was going to.
 - B He'd understood what he was supposed to do.
 - C He'd decided he was ready to give up.
 - D He'd persuaded himself that he was talented.
- 36 What would be a suitable title for the story?
- A My talented friends
 - B An impossible ambition
 - C The best concert I've ever been to
 - D A way of joining in

Advice

32 What does Dan mean when he says he *wasn't exactly overflowing with confidence* when he arrived?

Test 1 Training

Reading and Use of English • Part 6

In this part you:

- **read** a text with six sentences missing
- **choose** the correct sentence to fit each gap

1 Work with a partner. Look at the kinds of words that can be useful in Part 6 in the **Remember!** box. Choose the best words and phrases to complete these sentences. Sometimes capital letters are needed.

- 1 Nathan had a problem at football practice yesterday, as he hadn't got his sports kit with him., he'd forgotten to tell his mum he'd be home late.
- 2 If you want to make an omelette, first beat some eggs together. put some oil in a pan and heat it up.
- 3 My sister adores playing computer games. is always first in line at the store whenever a new comes out!
- 4 I was really keen to try some dark chocolate, but I found it tasted far too bitter for me.
- 5 Watching films on TV is great as it's so comfortable. watching them at the cinema lets you see them as the director intended.
- 6 My older brother's a research assistant. He's looking into the effects of certain medicines on different people.
- 7 Theo likes listening to really loud music in his bedroom. seems to be a problem for his sister, as she doesn't share his musical tastes!
- 8 Chloe doesn't usually enjoy classical music, she agreed to go to a concert with me.

2 What are the words and phrases doing in Questions 1–8? Which sentences:

- a tell us *what time* the writer is talking about?
- b *refer back* to something already mentioned?
- c add a *similar or contrasting* piece of information?

3a Read the following paragraph and choose the correct sentence (A, B or C) to fit the gap.

People often talk about whether living in a city or in the countryside is better. Of course it rather depends on your lifestyle and the things you enjoy doing. If your favourite activity is shopping, say, then this may well restrict your choice. And that can be quite hard to achieve without good public transport.

- A It means that you're unlikely to be completely happy living miles from anywhere unless you've got easy access to a town.
- B A home out in the countryside, on the other hand, might suit you.
- C What's more, living in a city can bring all sorts of unexpected disadvantages, like noise and pollution.

b Compare your answer with your partner. Why are the other two sentences wrong?

Tip! Look for words and phrases that hold the text together, like pronouns and time words. These can give you important clues when deciding which sentences fit the gaps.

Remember!

Pronouns	Time expressions	Adding/contrasting information
he / she / it that this one	after that next currently at first then	however on the other hand what's more besides this although

Test 1 Exam practice Reading and Use of English • Part 6

You are going to read an article about diamonds in space. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

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

DIAMONDS IN THE SKY

We're probably all familiar with the feeling of walking out of the door, only to find the weather is miserable. Grey skies hang overhead, it's chilly and it's pouring down.

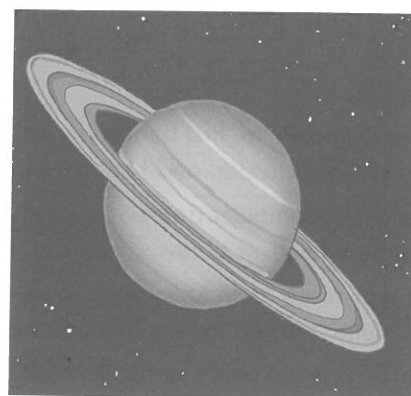
37 And believe it or not, this isn't the start of the latest science fiction story from a fantasy magazine.

Research by scientists indicates that's exactly what could be happening around planets like Jupiter and Saturn. There's evidence to suggest that the atmosphere surrounding these two huge planets could be filled with enormous – and priceless – diamonds. **38**

However, the precious objects would have to be collected before they got too near to the planet's surface, as they might be melted by the temperatures there and the extreme pressure in the planet's atmosphere.

And the diamonds in question could be bigger than anyone has ever seen. Some may be not much more than a few centimetres across, which is still enough to make them very valuable. **39** However, others could have grown to reach a substantial size, which would pose significant problems for anyone trying to collect them.

For anyone interested in chemistry, the science behind the formation of these diamonds is interesting. Apparently, the diamonds may have been formed by storms, in which the flashes of lightning have transformed a gas called methane, present on Jupiter. **40** It is thought the process is due, among other things, to the intense heat of the lightning. The material then hardens into pieces of graphite – used in pencils – which in turn eventually becomes diamond – the hardest substance known to man.



Advice

37 What is this experience like? Pleasant or not so pleasant?

38 The paragraph is talking about collecting the diamonds. Why might scientists want to do that?

For scientists this has come as something of a surprise. It was previously thought that planets such as Uranus and Neptune might well contain precious stones, but it was believed that Jupiter and Saturn did not have suitable atmospheres. However, after more research into conditions on the two planets, scientists have agreed that diamonds could easily be raining down, on Saturn in particular. They are careful to point out, though, that closer to the planet the temperature is so extreme that the diamonds would be unable to remain in their solid form. **41** And because of the size of the planets, the quantity of diamonds there could be considerable.

Of course, no-one has been able to actually travel to either Saturn or Jupiter so far to confirm whether this theory is correct. **42** The same conditions have been recreated, putting liquid methane under intense pressure to observe the result. When intense heat was also applied, diamond dust was formed. Experts agree that such complex chemical reactions may well be taking place on these planets. In the meantime, writers and filmmakers will undoubtedly waste no time in using their imagination to incorporate the findings into fantasy films and books. And who knows – in years to come, scientific advances may mean that these stories no longer appear so fantastic after all!

- | | |
|--|---|
| <p>A This is turned into carbon, which is the element that diamonds are made up of.</p> <p>B There's even the possibility that they could be brought back here to earth one day.</p> <p>C However, scientists have set up their own experiments in labs to replicate what may be happening on these gas giants.</p> <p>D They could certainly be impressive enough to create an eye-catching piece of jewellery.</p> | <p>E It could even be that there's a sea of diamonds on the surface of the planet.</p> <p>F That means the story may actually be less exciting than everyone imagines.</p> <p>G But out in space, this experience might be much less unpleasant – because what would be falling might well be precious stones!</p> |
|--|---|

Test 1 Training Reading and Use of English • Part 7

In this part you:

- **read** through one long text divided into sections, or up to six shorter texts
- **find** information in the text that matches ten short questions

1 Read through what Maisie says about her first family skiing trip. Then find the part of the text in which she talks about:

- 1 how optimistic her dad was about how the family would feel regarding the trip.
- 2 something they did that subsequently proved very useful
- 3 what her dad had overlooked when calculating whether they could afford it
- 4 her family's attitude to going somewhere cold for a holiday.

Tip! Make sure you read the instructions and the title of the text, if there is one. Then read through the questions and underline any key words that may help you find the answer.

I think it was my dad's idea that we should give a skiing holiday a try – despite the fact that, as a family, we've actually never been very keen on chilly weather, snow, and all those other things you have to cope with on trips to places like the average ski resort! But, determined not to be put off, he went ahead and booked it, hoping that our enthusiasm would grow once the departure date drew a bit nearer. Of course, when he was first deciding whether we could pay for it all, he hadn't reckoned on all the extra expense involved – warm clothes, gloves, ski-lift pass. But we were all touched by the fact that he really wanted to give us a special treat, so we put on a brave face, and even went to get in some practice on the dry ski slope near our home before we left – which we were all glad we'd done, in the event.

2a Which one of these sentences matches most closely what Maisie says about the trip?

- A They really appreciated what their dad was trying to do for them.
- B They feared they weren't going to enjoy skiing, however hard they tried.
- C They changed their minds about the trip when they realised skiing wasn't as hard as they'd thought.

b Why are the other two options wrong?

3 Now read what Marko says about his first time out on the ski slopes. Find the part in which he talks about:

- 1 the discomfort he felt while attempting to ski
- 2 what he'd imagined himself achieving
- 3 the sudden change in his level of ability
- 4 his irritation at the lack of warning from others

Of course, nobody had told me what it would really be like to be on skis, had they? They'd somehow carefully avoided mentioning it would be virtually impossible to stand up on skis initially, never mind gliding skilfully down the slope, doing an amazing jump or turn at the bottom, and hearing gasps of admiration from everyone watching. I spent most of the first hour or so down on the ground, ankles burning with the pain of being twisted over my unforgiving boots. But I was determined to keep going, and it wasn't long before something amazing happened and I actually experienced what it felt like to ski a short distance without crashing over. From then on I didn't look back – and by the end of the week, my instructor had actually promoted me out of the beginners' group. Way to go!



4a Which of these sentences most closely matches what Marko says about his skiing experience? Underline the part of the text where he says this.

- A His early attempts made him realise he probably wasn't a natural skier.
- B He refused to be put off by his initial lack of success.
- C After his poor performance, his instructor's response came as a complete surprise.

b Why are the other two options wrong?

Test 1 Exam practice Reading and Use of English • Part 7

You are going to read an article about four young people taking part in swimming races in open water. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip! Read closely when you think you have found the answer to a question. There may be information in more than one paragraph which appears to answer a question, but it won't be completely correct in both. Check carefully!

Which person

made a costly mistake about what strategy to use in the water?

43

found they were handling poor conditions more easily than some other competitors?

44

was lucky to have escaped being injured while swimming?

45

was on the way to victory at an early point in their race?

46

felt confident about producing a good performance prior to the race?

47

remained unaware for some time that others in the race were in difficulty?

48

exceeded their own expectations in the initial stages?

49

missed out on winning due to an unfortunate occurrence?

50

received much-needed support at a critical point?

51

felt they'd learned from the race despite not being successful?

52

Advice

44 Look for a reference to poor conditions. B says the water was **rough**, and D mentions conditions were **dire**. Which one found that other swimmers were not continuing with the race?

49 Which person was surprised to keep up with the leaders early on, as they knew those swimmers were better?

A Angela

As I was about to set off, I just kept thinking about what my coach had told me: 'The ones who are ready are the ones who win.' And I knew I'd done everything I possibly could to prepare, even swimming the course a few days previously, so I felt his words really applied to me. On the day of the race, the water was calm but I couldn't see far ahead, and I'd lost sight of the other competitors, so I hoped I was leaving them behind. Then suddenly I felt a huge bang on my chest and realised other people were actually ahead of me – and one had kicked me hard. She apologised and no damage was done, fortunately, but it was a reminder to try and keep my distance, if possible. Anyway, the incident didn't affect the result – I was so far back by then that I couldn't possibly have won anyway!

B Sam

On race day, I was a bit cautious getting into the water as it was rough. And there were a lot of other people swimming the same route, so my plan was to try and keep up with them, while also avoiding them so that I didn't get kicked, difficult though that might be. Once in the water, I actually began to swim a lot harder than I'd ever done in practice and I suddenly realised I was keeping up with swimmers who were clearly stronger than me in training. However, I soon noticed they'd all switched to a more relaxed breaststroke, presumably to pace themselves and conserve their energy, while I'd made up my mind to maintain the faster overarm crawl, and becoming worn out in the process. Anyway, to cut a long story short, I just decided to put this race down to experience. I found myself further and further behind, and in the end realised I'd never be able to win!

C Krista

There were so many swimmers taking part that I knew I'd have to swim tactically. The only problem was, I didn't really know any tactics! But I decided to up my speed to pass the swimmer ahead of me, and then settle into a rhythm before I passed the next one. That'd always seemed to work OK before, as long as I managed to swim wide around them to avoid getting hit. Anyway, I was soon up among the leaders and in with a good chance. The aim of the race was to swim out around a marker, then back to the beach, and run straight to our coach who'd be timing us. The three fastest times would win. However, as I hadn't got my glasses on, I rushed up to the wrong person, sadly ... and dropped out of the first three places as a result. Oh well!

D Tom

The sea conditions were pretty dire on race day, with big waves rolling towards the shore. I decided I'd just let others go ahead of me and simply aim to finish – that in itself would be an achievement. I resolved to see each wave as a challenge and meet each one head on, then go with the current as much as possible. The trouble was, doing that, I couldn't really see what the other swimmers were up to, so I was amazed when I heard some of them call out that it was too rough and they were giving up! I'd been coping OK, so I ploughed on, although I was getting tired. What really got me through, though, was finding my close friend swimming just nearby, so we made a promise to each other then to keep going now we'd come so far – and we did! That's what I call teamwork – even though we didn't win!

Test 1 Training

Writing • Part 1

In this part you:

- **read** the instructions *and* the main essay question carefully
- **read** the notes that you must include in your essay
- **write** a formal essay that gives your opinion about the main question
- **include** the points you need to cover, and add another point of your own
- **write** between 140 and 190 words

1 Look at the instructions for a Part 1 question below.

In your English class you have been talking about good places to go on class trips together. Now your English teacher has asked you to write an essay for homework.

This part of the question tells you about the *general subject* you are going to write about.

Focus Adjectives

2a Look at the adjectives below. Check any new words in your dictionary.

peaceful	remote	thrilling	picturesque	accessible
urban	interactive	wild	fascinating	outstanding
dramatic	exhausting	impressive	original	coastal
educational	memorable	brehtaking	remarkable	rural

Tip! In Part 1, you will need to give your opinion about something. Some adjectives can be useful in helping you to say what you think about something.

b Match each definition (1–10) with an adjective from the box. Sometimes several answers are possible.

Example a long way from any towns or cities

rural, remote, wild...

- located in a town or city
- makes you tired
- attractive to look at
- an area by the sea
- very quiet
- something good that you will remember for a long time
- a place that you can get to easily
- based on a new idea, hasn't been done before
- designed to help you learn something.
- e.g. computer games and displays that involve the user

3 Work with a partner. Look at the list of places to visit. Have you been to any of these places?

a museum	a zoo	a beach	an art gallery	a cinema	a forest
a climbing centre	a sports centre	a sailing centre	a castle	a farm	a factory

When? Who with? Talk with your partner about one place you visited. What was it like? Use some of the adjectives from Exercise 2 to help you.

- 4 Work with a partner. Which of the places in Exercise 3 are more likely to be in the countryside? Which are more likely to be in a city?

- 5a Look again at the instructions at the beginning of the exam question.

In your English class you have been talking about good places to go on class trips together. Now your English teacher has asked you to write an essay for homework.

- b Now read the next part of the essay question. It tells you exactly what you must write about. Read the essay question and the notes below.

Write your essay using **all** the notes and giving reasons for your point of view.

It is better for teenagers to visit somewhere in the countryside than somewhere in a city.

What do you think?

Notes

Write about:

1. which has more interesting places to visit
2. which is more convenient to visit
3. (your own idea)

- c Look carefully at the two points that you *must* write about. Make notes about the ideas you would like to include. Remember you have to say what you think, and give reasons for why you think so.

- 6 Now read what a girl called Sarah wrote about these two points in her answer. She also included a short introduction at the start of her essay.

Lots of teenagers go on educational trips, to the countryside or the city, and both places offer different attractions. So which one is better for teenagers?

Even though the city has lots of attractive facilities, the countryside could be more interesting. It's fascinating to go on a nature-watching trip to a forest or a coastal area, with breathtaking views. And that's especially true if an expert there can tell you about important sites, say, and the creatures that live there.

Of course, neither of these places is convenient to visit if they're not very accessible from where you live. It depends on whether students live in a rural location or in an urban area.



- 7 Look carefully at how Sarah writes about the first two points. Which does she think is more interesting? Which is more convenient?

- 8 Look at Sarah's own idea that she has added. What is it about?

Tip! It's acceptable *not* to make a choice, but you must give reasons for your answer.

Another point to consider, though, is how enjoyable these places might be. Teenagers enjoy going to theatres and sports centres in the city, but may not enjoy museums and galleries so much. That's why for them the countryside may be better. They can learn a skill at a climbing or sailing centre in a remote area while doing something fun and energetic.

- 9 Look at some other ideas to include in this essay. Write a few notes about each idea and then compare your ideas with a partner.

cost weather equipment age of teenagers

- 10 Sarah has also added a final sentence to finish off her essay. Remember, though, that you must try to keep within the word limit of the task.

Class trips can always teach you something new wherever you go, but I think the countryside offers you the chance to discover more about the planet we live on.

Focus Joining words and expressions

- 11a Look at the words and phrases that Sarah uses to join her points together. Underline them in the text.

even though ...

that's especially true if ...

another point to consider ...

that's why ...

it depends ...

if ...

- b Complete the sentences below with suitable words and and phrases from Exercise 11a.

- 1 Going to an outside activity centre can be fun. And you're a real fan of sports such as climbing.
- 2 The countryside can teach us a lot about our planet. it's important to go there.
- 3 the weather can sometimes be poor, it's important to get out into the fresh air as much as possible.
- 4 you don't enjoy history, then museums may not be good places for you to visit.
- 5 Places in the city can be easy to get to, but of course on where you live.
- 6 about the countryside and the city is that people usually find one more enjoyable than the other.

Test 1 Exam practice

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tip! Make some brief notes about what you are going to include in your answer, especially your own idea that you have to add yourself.

In your English class you have been talking about sport. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Doing sports outside is better than doing sports inside.
What do you think?

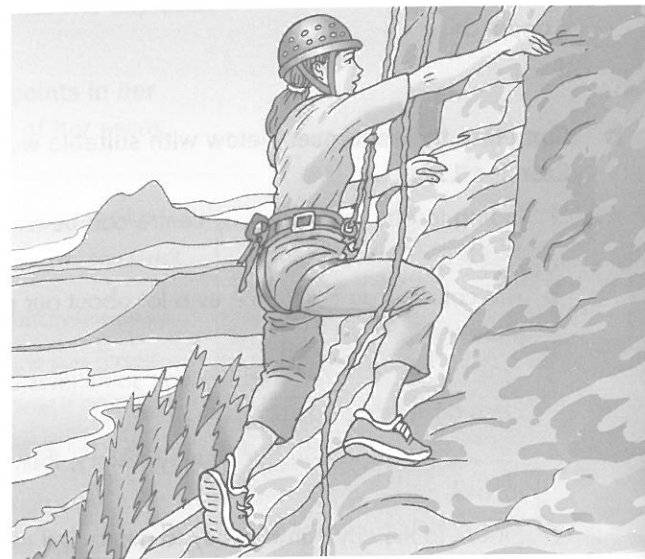
Notes
Write about:

1. which is more enjoyable
2. which is cheaper
3. (your own idea)

Tip! Remember that you can give your own opinion – you don't have to agree with the statement.

Check! Have you:

- ☐ included everything in the notes?
- ☐ written about your own idea?
- ☐ given reasons for your point of view?
- ☐ written 140–190 words?



Test 1 Training

Writing • Part 2 (letter / email)

In Part 2 there may be a question asking you to write a letter or email.

In a letter / email you:

- **need** to open and close your letter in a suitable way
- **may need** to give advice, suggestions, information or opinions, describe something or offer help
- **write** between 140 and 190 words.

1 Work with a partner. Look at the following sentences that can be used in letters and emails. Decide where you would use them – when you open (O) or close (C) a letter.

- | | |
|--|---|
| 1 I hope you're OK ... | 7 I hope what I've written will help ... |
| 2 Bye for now ... | 8 Let me know all your news. |
| 3 Many thanks for your nice letter ... | 9 It was really nice to hear from you ... |
| 4 Take care and write soon ... | 10 I'm looking forward to seeing you / hearing from you ... |
| 5 Drop me another line if you get time ... | 11 I'd love to hear from you again soon ... |
| 6 All the best for now ... | 12 Sorry I haven't been in touch for a while. |

Tip! Don't spend too much time writing a long introduction. The focus of your letter must be about answering the question.

2a Look at the exam task below.

You have just received this letter from Dan, your English-speaking friend.

My best friend has asked me to go away on a camping holiday by the sea with him and his family. It sounds fantastic! The problem is my parents have booked a holiday at the same time, and they want me to go with them and my little sister. What should I do?



Tip! Look carefully at the question to check who it is you are writing to. Make sure you address the points in the exam question. What is the writer of the letter asking you?

Write your **letter**.

b Work with a partner. How would you reply to the letter from Dan? What advice would you give him?

3a Read the letter that a boy called Max wrote to Dan. What functions from the list below has Max included in his letter? Tick (✓) five functions that he has included. Underline examples in the text.

Functions

- | | |
|---------------------------|------------------------|
| 1 apologising | 6 being sympathetic |
| 2 offering an explanation | 7 giving an invitation |
| 3 making arrangements | 8 giving advice |
| 4 saying thanks | 9 agreeing |
| 5 giving a warning | |

Hi Dan,

Thanks for your last letter. It was lovely to hear from you again and sorry I haven't replied sooner.

Going on holiday with your friend and his family sounds fantastic, doesn't it? I'm sure you'd have a really good time. And camping by the sea is great if you've got a friend to do things with. But I'm sorry to hear it's at the same time as your family holiday. That's a bit awkward, isn't it? I guess they'd prefer you to go with them and spend time together – and your little sister will have company, too.

If I were you, I'd talk to them and see what they think. I don't know whether they'll change their minds, but if you explain, they can at least think about it. Or why don't you ask them if you could spend some days with them and a few days with your friend? That might be possible, so you should certainly give it a try.

Hope all this helps, anyway, and that you have a great time on holiday – whatever you do!

Let me know how it goes!

All the best,

Max

b How many paragraphs has Max included in his letter?

4a Look at the way Max uses questions and *should* and *if* sentences in his letter to give advice and make suggestions.

If I were you, I'd talk to them ...

If you explain, they can at least ...

Why don't you ask them if ...?

You should certainly ...

b Give suggestions to a friend about these things.

- | | |
|---|-------------------------------|
| 1 I need a camera to take some good photos. | <i>If you ...</i> |
| 2 I've left my football kit at home! | <i>Why don't you ...</i> |
| 3 I've lost my mobile! | <i>If I were you, I'd ...</i> |
| 4 I'm late – I'm going to miss the bus! | <i>I think you should ...</i> |

5a Look at the way Max uses a question tag to show he agrees with Dan.

Going on holiday with your friend and his family sounds fantastic, doesn't it?

b Add question tags to these sentences.

- 1 You'll have a great time at the party,
- 2 It was busy in town yesterday,
- 3 This maths homework isn't very easy,
- 4 You should probably help your mum in the kitchen,
- 5 We had a great weekend,
- 6 We need to buy a birthday present for Sophie,

6a Indirect questions and statements can be useful in letters. Read this example which Max uses in his letter to Dan.

I don't know whether they'll change their minds ...

b Change these questions into indirect questions or statements.

- 1 Is Mark at home today?
Do you know.....?
- 2 What homework did our teacher give us?
Do you know.....?
- 3 There might be a party tomorrow night, but I'm not sure.
I'm not sure
- 4 This answer is wrong, but I don't know why.
I don't know why
- 5 Do teenagers in your country watch a lot of TV?
Can you tell me.....?
- 6 Are your sisters going on holiday with you?
Do you know

Test 1 Exam practice Writing • Part 2 (letter)

Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tips! Don't forget to open and close your letter in a suitable way – but remember you must start answering the exam question as quickly as possible. Don't spend time on too much general information, such as your recent news.

You have received this letter from Maria, your English-speaking friend.

A school friend of mine has invited me to a party next week. I've got nothing to wear, but my sister has some great clothes I'd really like to borrow. She often borrows my things, but doesn't like it so much when I borrow hers! What should I do?

Tip! You should leave enough time to check through your answer when you have finished writing.

Write your **letter**.

Check! Have you:

- ☐ answered the questions in the letter?
- ☐ given your opinions or advice?
- ☐ opened and closed the letter in a suitable way?
- ☐ written 140–190 words?

Tip! When you have written your answer, check that you have covered everything in the exam question, and that you have used a good range of language.

Test 1 Training

Writing • Part 2 (story)

In Part 2 there may be a question asking you to write a short story.

In a story, you:

- **continue** your story from the prompt sentence you are given
- **include** the words or ideas you are given in the prompts
- **need** to show you can use past tenses – past simple, past continuous and past perfect
- **should** use good describing words – think of suitable adjectives and adverbs
- **write** between 140 and 190 words.

1a Look at the exam task below.

You have seen this announcement in an international magazine for teenagers.

We are looking for stories for our new international magazine for teenagers. Your story must begin with this sentence:
Sam and Henry read the letter and then climbed on their bikes and set off along the country road.

Your story must include:

- a meeting
- a prize



Write your story.

b Read the task carefully. Before you start writing, you need to spend a few moments thinking, and perhaps making brief notes. Think about these things:

- Who are you writing the story for?
- Who are Sam and Henry, do you think? Friends? Brothers? How old are they?
- What is in the letter?
- Where are they going?
- Who will they meet, do you think?
- What will the prize be? For what?

c Now imagine that you have the letter and you are going along the road on your bike. Look at these describing words that you could use to tell your story. Which could they describe – the letter, the road / countryside, the weather or your feelings? Put them in the best categories below, and then compare your answers with a partner. Some words can go in more than one category.

mysterious	nervous	determined	confusing	stormy	rough	picturesque
confident	bitter	bright	uneasy	stunning	astonishing	optimistic
bumpy	muddy	wild	enthusiastic	eager	coastal	unfamiliar
frosty	misty	puzzled	mild	damp	surprising	

the letter	the road / countryside	the weather	your feelings

2 Complete the story below by putting the verbs in brackets into the correct past tenses. More than one answer may be possible.

Tip! It is important to use narrative tenses correctly when you are writing a story.

It (0) was (be) a cold day. All Tim's friends (1) already (arrive) at Victor's house by the time he (2) (get) there. It (3) (rain) hard for most of his journey, so he (4) (be) soaked. As soon as he (5) (walk) through the door, Victor's mum kindly (6) (take) his wet coat from him and (7) (lay) it on a radiator to dry. Then she quickly (8) (go) back into the kitchen, as she (9) (make) their dinner. Tim (10) (wander) into the living room where his friends (11) (sit) and (12) (chat), and (13) (hand) over the computer game he (14) (bring) for them all to play. Tim (15) (get) it as a birthday present last month and (16) (look) forward to showing it off to his friends. They (17) (be) all amazed when they (18) (see) it – it (19) (be) the very latest version! 'Awesome – thanks, Tim!' they all (20) (cry).

3 Look at these time expressions, then use some of them to complete the sentences.

Tip! You may want to use words and expressions to describe time when you are telling your story.

until finally as soon as at first during
while gradually meanwhile by the time

- The film that Mauro and Jess wanted to see was coming to their town!
 - They raced down to the cinema they saw the advert.
 - They waited patiently in the queue the ticket attendant was serving the people in front.
 - The queue in front of them got shorter and shorter at last it was their turn.
 - Unfortunately, they'd waited so long that Mauro got to his seat, he was feeling tired.
 - In the end, Mauro fell asleep the film, and Jess had to tell him what happened!
- 4 You can use descriptive adverbs in your story to show the way people do or say things. Look at these examples.

Rob was waiting impatiently Kerry said suspiciously.

Now complete the sentences with an adverb from the box. Sometimes more than one answer is possible.

jealously excitedly miserably crossly
desperately calmly enthusiastically cheerfully
nervously anxiously peacefully confidently

- 'I've practised hard for this race, so I've got a good chance of winning,' Matt said
- The dog was sleeping in the living room while we were watching the film.
- 'You shouldn't have borrowed my T-shirt without asking!' Jen said to her sister.
- 'I don't suppose I'll ever get a laptop as nice as yours,' said Hugo
- Leo waited outside his teacher's door, as he knew he was in trouble.
- To his mum's surprise, Ralph reacted very when he knew he'd won the competition.

5 Read the story that a girl called Lena has written as an answer to the exam task about Sam and Henry in Exercise 1. As you read, underline some examples of these things:

- descriptive adjectives
- time words
- adverbs that describe the way people said or did things
- verbs in the past simple, past continuous and past perfect tenses

Going for a ride

Sam and Henry read the letter and then climbed on their bikes and set off along the country road. They were slightly puzzled by the contents of the letter that had been delivered to Sam's house that morning, but were eager to get to the bottom of what was going on. The road ahead was rough and bumpy, but they were so determined at first that even the bitter wind that they were heading into didn't put them off – until they had cycled some distance without seeing anyone else at all.

'It can't be much further now, can it?' asked Sam anxiously.

'Don't worry,' replied Henry confidently. 'I've worked out exactly where we're going.'

Almost immediately they came across a house right out in the picturesque countryside – with balloons hanging by the gate and an arrow pointing up the drive.

'Here we are!' announced Henry, as he cycled up to the house. The door opened – to reveal all their classmates inside their friend Miriam's house! 'Happy end-of-term, everyone,' said Miriam. 'And thanks for coming! Now, everyone gets a prize for understanding my directions in the letter and finding the house. And Sam and Henry – you've won a special prize for the most difficult journey. Well done!'

Test 1 Exam practice

Writing • Part 2 (story)

Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tips! Your story *must* continue from the prompt sentence. Look carefully at the *person* in the sentence – will you need to write your story in the first person – *I* – or is it a story about someone else? Check that the people in your story don't change halfway through.

Your teacher has asked you to write a story in English for the school magazine.

Stories wanted

Your story must **begin** with this sentence:

Nicholas was looking through a dictionary from his school library when he found a photo hidden between the pages.

Your story must include:

- a friend
- some money

Write your **story**.

Tip! Your story *must* include the ideas that you are given.

Check! Have you:

- ☐ used a range of past tenses?
- ☐ used descriptive adjectives and adverbs?
- ☐ used a range of time words and expressions?
- ☐ divided your story into paragraphs?
- ☐ written 140–190 words?