

Test 1 Training Reading and Use of English Part 1

Task information

- Part 1 tests your knowledge of vocabulary and how words are used together to create a specific meaning.
- In Part 1, there is one short text with eight gaps.
- For each gap 1–8, you choose the correct word or phrase (A, B, C or D) to complete it.
- Most gaps are single words which combine with other words in the sentence to create the writer’s intended meaning.
- The word you choose to fill a gap may be part of a collocation, a fixed phrase or a phrasal verb.
- The word you choose may depend on grammatical words (e.g. articles and prepositions) coming immediately before or after the gap.
- Sometimes, the word you choose may depend on the meaning of the whole text and the argument the writer is developing, e.g. words that link ideas between sentences.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Choosing the correct word in context

Read the text and choose the correct word. Think about why the incorrect word is wrong.

Breaking rules

Would you conform to a rule, even if nobody would actually know if you broke it? A series of experiments **(1) found / decided** that 25% of people do exactly that: they obey rules unconditionally, even in the **(2) absence / lack** of any kind of social pressure.

The findings of this research challenge traditional economic theories, which assume that **(3) staying / sticking** to the rules is what people do in order to gain some kind of benefit – whether that’s financial or in terms of being **(4) regarded / considered** as a responsible member of society.

The researchers found that a surprisingly large number of people will follow rules, even if they can’t see the **(5) reason / purpose** of them, and continue to do so, even if it is inconvenient and others seem to be ignoring those same rules. In only a relatively small number of cases did observing others breaking a rule have the **(6) impact / effect** of nudging people to do the same. The research has already **(7) generated / composed** a lot of interest amongst sociologists and others who study human behaviour.

2 Useful language Collocations

2a Choose the correct word to complete the common collocation in each sentence.

- 1 After months of negotiation, the two sides finally *reached / achieved / succeeded* an agreement.
- 2 After the race, the athlete was taken aback to hear that she’d actually *set / fixed / given* a new world record.
- 3 When you work together on a project, a *close / strict / narrow* bond forms amongst members of the team.
- 4 Going for a pizza rather than a burger made for a *welcome / happy / great* change to our normal routine.
- 5 The experience of climbing the mountain made a *perpetual / ceaseless / lasting* impression on Kirsty.

Tip! A collocation is two or more words that are often used together to create a particular meaning, e.g. *make a promise, keep a promise, break a promise*. When words collocate, they sound natural together and convey clear meaning. Some collocations are very commonly used and become set phrases, e.g. *environmentally friendly*.



Learners often make mistakes with collocations: ~~do~~ **make** a mistake
~~make~~ **have** experiences ~~take~~ **make** a decision

2b Choose an adverb from the box for each gap to form a common collocation. There are two extra adverbs.

deeply greatly highly narrowly strongly wholly widely wildly

- 1 Melanie was encouraged to hear that she wasn't alone in wanting to question some of the speaker's assumptions.
- 2 Ralph comes across as a very motivated person who would do his best in any situation.
- 3 Although he thought he'd made himself clear, the politician's words were misinterpreted by the general public.
- 4 Della was upset by some of the unkind remarks made to her.
- 5 We advise customers to book early for what promises to be a very popular concert.
- 6 Benji escaped injury when he came off his bike near the end of the race.

2c Read the sentences and choose the option (A, B or C) that forms the correct collocation.

- 1 Finding that she'd been allocated a seat in the front row at the event came as a surprise to Katrina.
A downright B sheer C total
- 2 Being asked to chair the meeting was an honour for Radha.
A unexpected B unpredicted C unforetold
- 3 Failing to complete the competition came as a disappointment to Aisling.
A sour B bitter C heavy
- 4 It was Leo's lifelong to play at the national stadium.
A strategy B ambition C target
- 5 There is a awareness of the need to reduce water consumption.
A raising B growing C spiralling
- 6 Replacement power cables for this device are available in all good stores.
A widely B broadly C narrowly

Tip!

There are several different types of collocation, e.g. verb + noun, noun + verb, adjective + noun, adverb + adjective, etc. Any of these could be the focus of a question in a Part 1 task.

Tip!

When you're practising Part 1 tasks, keep a note of any new collocations that you learn and the context in which they occurred, so that you remember exactly what they mean.

Test 1 Exam practice

Reading and Use of English Part 1

Questions 1–8

For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

The high-school prom

The prom has long been a key feature of the final-year calendar for US high-school students, and the idea is **1** popularity elsewhere too. The prom is essentially a big party for those leaving school and embarking on a new chapter in life. It represents the **2** opportunity for teens to dress up in glamorous outfits and arrive in style. The parallel with red-carpet celebrity events isn't **3** on anyone.

Although it's easy to **4** this adolescent ritual off as a frivolous event, that would be to underestimate its significance. If teens themselves have a hand in organising the event, this can provide **5** for developing life skills. Group decisions have to be made regarding dates, venues, etc. within the **6** of a budget, and this can represent a steep learning curve for those involved.

Even for teens who **7** attend the event, however, the prom can mark a rite of passage. It's an opportunity for them to present a new self-image, using the occasion as a **8** to convey who they'd like to be in future.

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic.



Tip! Read the sentence around each gap carefully and think about what type of information is missing. What can the words before and after the gap tell you? Now read the four options for that question. Which option seems to fit best? Think about why it might be correct and why the other options seem wrong.

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.

- | | | | | |
|---|----------------|---------------|--------------|--------------|
| 1 | A becoming | B gaining | C getting | D proving |
| 2 | A excellent | B golden | C perfect | D great |
| 3 | A lost | B missed | C left | D escaped |
| 4 | A write | B pass | C check | D see |
| 5 | A content | B place | C chance | D scope |
| 6 | A deadlines | B constraints | C boundaries | D conditions |
| 7 | A scarcely | B hardly | C simply | D barely |
| 8 | A presentation | B showcase | C stage | D display |

Advice

- 1 Only one of these verbs collocates with the noun *popularity* – the others would be used with the adjective *popular*.
- 2 All of these adjectives collocate with the word *opportunity*, but only one is used after the definite article *the*.
- 3 Only one of these words can be used in this fixed phrase, which means ‘everyone knows that it’s true’.
- 4 The correct option is part of a phrasal verb, but the preposition that completes it appears later in the sentence.
- 5 The correct option means ‘having the potential for something to happen’. Only one of these options can be used in this abstract sense without an article.
- 6 This noun means ‘limitations’ – only one of these options commonly collocates with *budget* to create this meaning.
- 7 This adverb is making a contrast with the students in the previous paragraph who are more involved, but the writer goes on to make a positive point. Which of these options has a positive connotation?
- 8 These nouns all express the idea of putting something on show, but only one can be used in this abstract sense followed by *to convey*.

Test 1 Training Reading and Use of English Part 2

Task information

- Part 2 tests your knowledge of grammatical forms, as well as the words and expressions used to structure a text. The answers are generally grammatical words, e.g. prepositions, pronouns, linkers, etc., but may also be verbs or other words that form part of common expressions.
- In Part 2, there is one short text with eight gaps.
- You have to complete each gap using one word only. Remember not to use contractions, as these count as two words (e.g. *isn't* = two words: *is* + *not*).
- Sometimes, there may be different words that could fit the gap (e.g. *if/when*), but you should only write one of them. Either answer will be marked as correct.
- The words you write must be spelled correctly, but both American and British English spellings are allowed.

1 Useful language Prepositions

1a Complete each gap in the text below with a preposition from the box. You can use each preposition more than once.

behind by down from in into of off on through to up with without

Careers in space exploration

Space exploration isn't just about the astronauts who end 1 going 2 space. 3 the contrary, it's very much the culmination 4 a collective effort. 5 any successful mission, countless people are working away 6 the scenes, and 7 their input, the spaceship would literally never get 8 the ground. In recent years, companies involved 9 the industry have pointed 10 a skills gap in their workforces, 11 software engineers especially being 12 short supply, as well as anyone capable 13 utilising machine learning. But even if you don't fall 14 that category, there could still be something that would suit you 15 to the ground. 16 visiting the Space Careers website, you can gain a real insight 17 the variety of jobs 18 offer, as there is a wide selection of job profiles to browse 19 – everything 20 space lawyers to finance officers and data analysts.



1b Read the text in Exercise 1a again and find an example of:

- 1 a phrasal verb
- 2 a linking expression introducing a contrast
- 3 a verb with a dependent preposition
- 4 a preposition and noun combination
- 5 an adjective and preposition combination
- 6 a fixed phrase made up of preposition (+ adjective) + noun

 Learners often confuse prepositions, for example using *on* or *of* instead of *in*, and *to* instead of *for*.



Learners sometimes use the wrong pronoun with the verb *be*: *We find it is easier to accept other people's ideas if we think ~~it is~~ **they are** wise and given by people we admire.*

2 Useful language Choosing the correct relative pronoun

Complete the sentences with one word in each gap.

- 1 The first runner crosses the finishing line isn't necessarily the overall winner of the race.
- 2 Several people applied for the job, none of had the necessary breadth of experience.
- 3 I received several emails in response to my advertisement, none of resulted in a sale.
- 4 The person with you need to speak isn't in the office today, I'm afraid.
- 5 Davy was keen to visit Ireland, was his grandmother's birthplace.
- 6 It was the play in the famous actor gave her debut performance.
- 7 That is the man face appears in the well-known advertisement.
- 8 I will call again next week, by time you may have more news for me.
- 9 At the end of the trek, the group returned to the point from they had set off three months before.
- 10 This is the town the first World Cup competition was held in the 19th century.



Learners often omit object pronouns: *The increased means available may even allow **us** to recruit more developers from abroad.*

3 Useful language Common expressions

3a Complete the common expressions in bold with one word in each gap.

- 1 I would like to settle the issue **and for all**.
- 2 The question of whether the new road is necessary or not is **to debate**.
- 3 The investigation could **shed light** what caused the mechanical breakdown.
- 4 The new design passed its feasibility test **flying colours**.
- 5 The scientists couldn't **account** some of the results they were seeing.
- 6 **With the benefit** **hindsight**, I can see I was mistaken.
- 7 It's important to **bear in** that not everyone shares your interest in sport.
- 8 After **picking our** **through** the article, we uncovered a number of factual errors.
- 9 **In** **probability**, the report will be available early next year.
- 10 **When all is said and** , it's the relationships we build that truly define our success.
- 11 I **no issue with** the idea that space travel should be restricted to those who can pay for it.
- 12 **Far from** angry at the outcome of the discussion, John was rather pleased.

3b Match the common expressions in bold in Exercise 3a (1–12) with the idea (a–l) that it is expressing.

- | | |
|-------------------------|--|
| a explain why | g looking in detail |
| b highly likely | h not opposed to |
| c finally | i remember |
| d hasn't been decided | j very successfully |
| e in retrospect | k the opposite of what might be expected |
| f in the final analysis | l reveal |

Test 1 Exam practice

Reading and Use of English Part 2

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Clever cockatoos

Many bird species are very much more intelligent than was previously thought. Take the sulphur-crested cockatoo, for example.

9 time ago, members of the species living in Sydney, Australia figured 10 how to open waste bins to get at leftover food inside. This 11 to a battle of wits with the local human population, who tried to keep one step 12 of the cockatoos by coming up with ever more ingenious ways to keep their bins closed.

Further evidence of the birds’ intelligence is their use of public drinking fountains. 13 the birds discovered is that the fountains are a reliable source of water, 14 being fitted with an intricate device that, supposedly, only human hands can operate.

To 15 the water flow, the birds have to co-ordinate their body movements in quite a complex way, keeping one foot on the fountain itself as they twist and hold down a handle with the other. 16 a single cockatoo had cracked the problem, however, it wasn’t long before they’d all picked up the knack.



Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read the text carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. What can the words before and after the gap tell you?

Tip! When you’ve answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense. Check that you’ve spelled all the words correctly.

Advice

- 9 This gap can be filled with a word that completes a common expression.
- 10 You need the preposition that completes the phrasal verb.
- 11 The word you need combines with *to* to indicate the sequence of events.
- 12 Which preposition is needed to complete the common expression?
- 13 The word here is a determiner that connects with *is* later in the sentence.
- 14 You need a linking word here that refers back to the fountain and is followed by *being*.
- 15 You need a verb here that connects with the object and infinitive without *to* to create meaning.
- 16 You need a time marker here that connects with the past perfect to give the sequence of ideas.

Test 1 Training Reading and Use of English Part 3

Task information

- Part 3 tests your knowledge of vocabulary and the way words are built up by affixation, compounding and other changes to create different meanings.
- In Part 3, there is one short text with eight gaps.
- For each gap, you use the base word which appears in capitals in the list to the right of the text to form a new word that fits in the gap grammatically.
- Often you need to add a prefix or a suffix, or both, to the base word. In the C2 Proficiency exam, you usually have to make more than one change to the word.
- The gaps are single words, but you can expect to see a variety of word types in each task.
- The word you create to fill a gap may be part of a collocation or a fixed phrase.
- You need to read carefully to decide exactly what form of the word is needed in the gap. For example, nouns may be singular or plural, depending on the context, and prefixes and suffixes may be positive or negative.
- Sometimes you may have to form a compound word, e.g. *workshop*, where two nouns are put together to form one new word.
- The word you choose may depend on grammatical words (e.g. articles) coming immediately before or after the gap.
- The words you write must be spelled correctly, but both US and UK spellings are allowed.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Adjectives and nouns

 Learners can make errors by using an adjective when a noun is needed: *Having discussed these issues, it will at least be **logic** **logical** to say that the leisure and fitness centre is the facility most commonly used.*

Form adjectives and nouns to complete the tables.

Adjective	Noun
able	1
abrupt	2
3	academia
accessible	4
5	affection
anonymous	6
assertive	7
committed	8
9	compulsion
10	contradiction

Adjective	Noun
dedicated	11
flexible	12
13	humiliation
ignorant	14
immature	15
negligent	16
17	obligation
persistent	18
practical	19
20	sympathy

2 Practising word formation

2a Change the word in bold capitals so that it completes the sentence.

- 1 The students were very by the paintings in the exhibition and wished they'd spent their money on something else.

2 The aim was to give youngsters from the inner city a chance to have a holiday.

3 The auditor found a number of suspicious in the company's accounts.

4 The speaker put forward a number of very arguments.

5 The tennis player made a number of errors that cost her the match.

6 The charity thanked its supporters for their continuing

7 The woman looked on in as the taxi drove off without her.

8 Despite its many plus points, there are some clear to the plan.

9 I was fascinated to see whether the two experiments would have similar

10 The power of winter storms shouldn't be underestimated.
- IMPRESS

PRIVILEGE

CONSISTENT

PERSUADE

FORCE

GENEROUS

BELIEVE

DRAW

COME

DESTROY

2b Read the text and decide what type of word is needed to fill each gap: noun, verb, adjective or adverb.

The Youth Hostels Association

The Youth Hostels Association (YHA) has its roots in the economic 1 that affected the UK and many other countries in the 1920s and 1930s. The association bought up a number of large country houses whose owners had fallen on hard times and could no longer meet the rising costs involved in the 2 of domestic staff, not to mention the ongoing 3 of the buildings themselves.



4 , many houses came onto the market at very 5 prices. The YHA snapped them up and 6 them into places where ordinary people could go and stay for short-break holidays. The YHA set out to provide young working people with an 7 opportunity to escape the industrial cities and have access to the 8 effects of fresh air and country living. Although the accommodation provided for them was by no means 9 , they could enjoy some aspects of a 10 previously reserved for the wealthiest members of society.

Tip! Remember, you always need to make changes to the base word – the correct answer is never ‘no change’ or simply adding a plural s.

Tip! Remember, the word may need to change to a negative form to fit the context of the sentence.

2c Change each of the words in the box to complete the text in Exercise 2b. Remember to think about singular and plural, positive and negative ideas, as well as the part of speech.

afford benefit consequence depress employ form luxury maintain precedent style

Test 1 Exam practice

Reading and Use of English Part 3

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap.
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Human imagination

As children grow into teenagers and approach adulthood, what happens to their powers of imagination? Psychologists have different ideas about this.

Some suggest that the process of 17 involves a gradual reduction in creative thought, making it 18 uncommon for people to look for novel solutions to problems they need to 19

One psychologist, Paul Harris, finds himself in 20 with this view, however. He has argued that imagination improves with experience. He found that young children’s pretend play 21 features everyday events; only later do they start imagining dramatic alternative 22 In particular, Harris points to a noticeable shift around the age of four, when children develop the ability to imagine two completely different possible 23 for a future event. Alison Gopnik’s research, however, suggests that young children may actually be more open-minded than adults, simply because they know less about the world and have no strong expectations in any given situation. This means there’s a much greater 24 of them exploring a number of different ideas.

Advice

17 You need to add a suffix (note that both UK and US spellings are allowed for this word).

18 You need to make two changes to this word to make an adverb.

19 Add a prefix to this word to make a verb that collocates with *problems*.

20 Is a positive or a negative noun needed here? You need to read on to be sure.

21 You need to create an adverb that’s used to describe things that always seem to happen. This involves using both a prefix and a suffix.

22 You need to add a suffix to this word, but will the new word be singular or plural?

23 You need to create a compound noun here.

24 How do you make this word into a noun? Be careful, you will need make a spelling change to the base word.

Keyword List

- 17 AGE
- 18 INCREASE
- 19 FRONT
- 20 AGREE
- 21 VARY
- 22 SCENE
- 23 COME
- 24 LIKELY

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read it carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. Make changes to the word in capitals at the end of the line so that it fits the gap.

Tip! When you’ve answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.