Test 1 Exam practice

Reading and Use of English Part 1

Action plan

- 1 Look at the title and the example.
- 2 Without filling in any gaps, quickly read the text to get an idea of what it's about.
- **3** For each gap, decide what kind of word (e.g. nouns, adverbs) the four options are.
- 4 Study the words either side of the gap, underlining any possible collocations.
- 5 Try each answer in the gap, checking whether it fits grammatically.
- 6 Check that the word you choose fits the overall meaning of the sentence.
- 7 Read through the completed sentence, checking that everything makes sense.

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

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

Example:

0 A well B much C lots D far

0 A B C D

Write the example answer into gap (0). It will help you understand the beginning of the text.

If you're not sure of an answer, cross out any you know are wrong and choose from those remaining.

1	A alo	ng B	away	С	out	D	beyond	Advice 1 Which means 'outside'?
2	A refe	erred B	known	C	called	D	named	2 Which completes a fixed phrase with 'as'?
3	A inc	lude B	enclose	C	cover	D	range	3 Look at the two prepositions in this part of the sentence.
4	A hig	h B	rapid	С	light	D	fast	4 Only one of these goes with 'speed'.
5	A ass	sessed B	supposed	С	estimated	D	regarded	5 Which has the correct meaning and fits the verb form?
6	A larg	gely B	greatly	С	importantly	D	absolutely	6 Which adverb can go with 'increased'?
7	A arri	ved B	reached	С	finished	D	closed	7 Which goes with 'agreement' and the preposition 'on'.
8	A cau	ight up with B	put up with	С	come up with	D	kept up with	8 Which three-part verb means 'think of'?

Space junk

The Space Age began (0) over half a century ago, and ever since then the area just (1) the Earth's atmosphere has been filling up with all kinds of man-made objects that have become (2) as 'space junk'. The items up there (3) from old satellites and parts of rockets to hundreds of thousands of pieces smaller than one centimetre, all of



them travelling at extremely (4) speed. Over the last five years, the number of such objects in space is (5) to have risen by 50 per cent, and this has (6) increased the risk of damage to working satellites or space vehicles with crews on board.

International agreement has therefore now been (7) on limiting the amount of new space junk. Scientists have also (8) some interesting suggestions for tidying up space. These include using laser beams, giant nets and even an enormous umbrella-like device to collect tiny bits of junk.

Tip! Fill in your answers on the question paper in pencil. This will help you check the completed text when you finish.

Test 1 Exam practice

Reading and Use of English Part 2

Action plan

- 1 Look at the title and the example.
- 2 Without trying to fill in any answers, quickly read the text to see what it's about.
- 3 For each gap, look at the context and decide what kind of word (e.g. relative pronoun) is needed.
- 4 Study the words either side of the gap for more clues.
- 5 Think of words that might fit and try each one.
- 6 When you have filled in all the gaps, read your text to check it makes sense.
- Quickly read the text. Which paragraph is about attitudes to chewing gum? Which is about the history of chewing gum?
- 2 Follow the exam instructions, using the advice to help you.

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Tip!	Gaps may have more than one
	possible answer, but you must only
	write one

Tip! If you can't answer a particular question, go on to the others and come back to it later when you have completed more of the text.

					-	-		200							
Example:	0	T	0	1-11	11 88	ded	mie :	her;	go i	STOP	e e	12	4	5-5	y is

Chewing gum

We still tend (0) think chewing gum is a fairly recent invention, even (9) there is evidence it was used 5,000 years ago in Finland. The Ancient Greeks also chewed gum, as (10) the Aztecs in Mexico during the sixteenth century. As far as we know, however, it wasn't (11) 1869 that chewing gum became popular in its present form, (12) a New York inventor called Thomas Adams first had the idea of adding flavour to it. Nowadays, of course, it is chewed around the world, (13) the fact that it continues to be regarded by some (14) an unpleasant habit. Unfortunately, far too many people drop used gum onto the pavement, (15)it remains for some time because it is extremely difficult to remove once it has stuck to the surface. On the other hand, those (16) favour of chewing gum claim it helps them relax, improves their concentration, and helps keep their teeth clean.

Advice

- 9 You need a word that completes a contrast link.
- 10 Find a way to avoid repeating the verb.
- 11 Think of a suitable time link.
- 12 Which relative pronoun is used for time?
- 13 Think of a word that completes a contrast link.
- 14 Which preposition often follows 'regarded'?
- 15 Which relative pronoun is used for a place?
- 16 Think of a preposition that goes with 'favour of'.

Tip! Never write contracted forms like she's or wouldn't as they count as two words.

Test 1 Exam practice

Reading and Use of English Part 3

Action plan

- 1 Quickly read the title and the text. What's it about?
- 2 Look at each word in CAPITALS and the words before and after the gap. Is the missing word likely to be a noun, a verb, or another part of speech?
- 3 If it's a noun, is it countable or uncountable?
- 4 If it's an adjective, is it positive or negative?
- **5** Does the word in CAPITALS need more than one change?
- **6** Check the word you have chosen fits the context and is spelt correctly.
- Look at the example (0). What kind of word comes after the?
 What suffix must you add to embarrass to form this kind of word?
- 2 Follow the exam instructions, using the advice to help you.

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:	0	E	М	В	A	R	R	A	S	S	M	£	N	T			
-Adinpie.								-	_	_			* *				

Remembering people's names

Most of us have suffered the (0) of forgetting someone's name. Often we fail to pay attention when (17) are	EMBARRASS INTRODUCE	Advice
made, but later on in the conversation we don't want to appear (18) by asking them what they're called.	POLITE	17 Be careful with the 'e'.18 Does the missing word have a positive or negative
Fortunately, there are some simple ways you can (19)this problem. One is to improve your powers of (20)	OBSERVE	meaning? 19 Think of a compound word that means 'solve'
Practise studying faces in public places, making a mental note of physical (21) such as high foreheads or narrow	CHARACTER	here. 20 Take care with the final 'e'.
eyebrows. You'll be surprised what a wide (22) of shapes and sizes people's features have. Then, when you first meet someone,	VARY	21 is a singular or plural word needed?
remember them as 'Laura with the small nose', for example.	VICION	22 What needs to happen to the 'y'?
With surnames, make (23)associations. For instance, imagine people called Cook, Ford or King making a meal, driving a	VISION	23 You need to change three letters.
car or wearing a crown, respectively. Finally, ending with the person's name, as in 'See you later, Max.' is a good way of (24)	SURE	24 Which verb form is needed after 'of'?

Tip! Remember you always have to change the word given, and that sometimes you will need a prefix and a suffix.

3 For each of the words in capitals in the exam task, find other words from it and keep a record, with example sentences.

that you don't forget it.

During our holidays, we eat out rather than cook at home. 0 INSTEAD During our holidays, we eat out at home. The gap can be filled by the words 'instead of cooking' so you write: INSTEAD OF COOKING Example: Write only the missing words IN CAPITAL LETTERS on the separate answer sheet. 25 Thomas spoke so quickly I had difficulty understanding him. IT Thomas spoke so quickly Ihim. 26 They've postponed the match and it'll be played next weekend. PUT The match until next weekend. 27 I'm never going to speak to Louis again. INTENTION I've got to Louis again. 28 It seems certain that lightning started the forest fire. HAVE The forest fire by lightning. 29 It wasn't worth going to the market because it was closing. POINT The market was closing, so going there. 30 We phoned the restaurant, but they said booking a table wasn't necessary. HAVE We phoned the restaurant, but they said we a table.

You have to change the underlined words.

Change of verb form needed.

1 mark for 'instead of', 1 mark for 'cooking'.

Advice

- 25 What verb often goes before 'it' and an adjective?
- 26 Phrasal verb needed.
- 27 Be careful with the form of the second verb.
- 28 Passive verb form needed.
- 29 Remember that 'point' is a noun here.
- 30 Use the negative form of a modal verb.

Tip! Check that your spelling is correct. You will lose marks for spelling mistakes.