

**B2**  
FIRST

# FORMULA

ALSO SUITABLE FOR THE **CAMBRIDGE B2 FIRST FOR SCHOOLS** EXAM

**FORMULA** is the flexible, unique and enjoyable route to Cambridge exam success. Using Pearson's trusted exam know-how, **FORMULA B2 FIRST** takes a **fresh approach** to topics, units and components to create an effective exam-focused package whatever your teaching and learning scenario. Its **truly flexible components** are designed to work independently for short and intensive preparation or in combination for longer exam courses. Adaptable for the classroom, independent study and blended to fully digital learning environments – **create your own FORMULA for exam success.**

**FORMULA B2 FIRST Exam Trainer and Interactive eBook** are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a **Test, Teach, Test** approach to exam preparation for each part of the exam. An **introductory practice task** tests learners to see what they already know and allows reflection on current performance. A teach section provides practice of **strategies and skills** to improve learner performance and allow them to approach the exam with confidence. The final **exam-compliant exam task** tests how well they can apply the strategies and skills they have practised.

#### FORMULA B2 FIRST Exam Trainer *without key* provides:

- **Easy-to-use** preparation in the order of the exam from Reading and Use of English Part 1 to Speaking Part 4.
- A **Test, Teach, Test, approach** for each part of each paper.
- **About the exam** sections give comprehensive information about each exam part.
- **How did you do?** sections help students identify where they are in their learning.
- Detailed **Strategies and skills** input and activities to boost exam performance Part-by-Part.
- **Speaking boost** tasks provide extra practice for the Speaking paper.
- **Tips from exam experts** on how to approach the exam.
- **Smart answer key\*** for all exam task exercises.
- A **complete digital package** including fully Interactive eBook, Digital Resources and App containing course audio, exam videos and grammar practice activities.

\* with key only

#### For teachers

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  - Photocopiable activities
  - Grammar presentations
  - Guides on dyslexia, classroom management and mindfulness for exams

#### For students

- Coursebook and Interactive eBook\*, Digital Resources and App
- Exam Trainer and Interactive eBook\*, Digital Resources and App
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\* available *with* and *without key*



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B2 FIRST

FORMULA

EXAM TRAINER and Interactive eBook

without key

Sheila Dignen & Jacky Newbrook

**B2**  
FIRST

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FOR EXAM SUCCESS

**EXAM TRAINER**

*without key*

and **Interactive eBook**



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**B2**  
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The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides key information about this exam task and its key testing aims.

The first TEST section starts with a mini exam PRACTICE TASK, which is a reduced version of what you will find in the actual B2 First exam.

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

## READING AND USE OF ENGLISH - Part 3 Word formation

### ABOUT THE TASK

- In Reading and Use of English Part 3, you read a short text with eight gaps. The missing words are shown in capital letters at the end of the sentence containing the gap, but are in the base form. You have to change the form of the word so that it fits correctly into each gap.
- You can change the form by adding a prefix or suffix, for example by changing **art** to **artist**, or by changing **able** to **unable**.
- Sometimes you need to make more significant changes to the word, for example by changing **deep** to **depth** or by changing **choose** to **choice**.
- You might have to make a compound word, for example by changing **note** to **notebook**.
- It may be necessary to make a noun plural after you have changed it.
- Each question is worth one mark.

### TEST

#### Practice task

- Read the first paragraph of a text about beauty. 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).

## SIMPLE BEAUTY

The (0) **MANUFACTURERS** of beauty products would like us to believe that we can only look good if we spend money on expensive creams, gels and lotions. However, (1) \_\_\_\_\_ research provides some much simpler solutions. Experiments suggest that diet, exercise and sleep can have a huge effect on our (2) \_\_\_\_\_. In one experiment, people who had slept well the previous week were judged as more attractive than those whose sleep was limited. Other studies have shown that people who eat (3) \_\_\_\_\_ get higher scores for attractiveness than those who don't. Of course, these findings are (4) \_\_\_\_\_ to prove conclusively. But following a healthy lifestyle is certainly a cheaper way to look good!

**MANUFACTURE**

**SCIENCE**

**APPEAR**

**HEALTHY**

**POSSIBLE**



#### How did you do?

- Check your answers.
- Look at the four answers again.
  - In which answer do you need to form an adjective from a noun?
  - In which answer do you need to form an adverb from an adjective?
  - In which answer do you need to form a noun from a verb?
  - In which answer do you need to add a prefix to give a negative meaning?



## READING AND USE OF ENGLISH - Part 3 Word formation

### TEACH

#### Strategies and skills

##### Negative prefixes

Sometimes the word in capitals is an adjective, and you have to add a prefix to give an opposite meaning.

- Make negative adjectives from the words in the box and add them to the table.

accurate certain formal legal  
organised patient pleasant precise  
regular relevant satisfied

un-	in-	im-	ir-	il-	dis-
-----	-----	-----	-----	-----	------

##### SPEAKING BOOST

Discuss or answer.

- What kinds of health and beauty products or services are worth spending money on? Why?
- 'Beauty is in the eye of the beholder.' What does this mean? Do you think it's true?

##### Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.

- Form nouns from the words in the box by adding the correct suffix and add them to the table. Can you add any more nouns?

**TIP:** Remember, sometimes other spelling changes may be necessary.

agree appear assist collect decide  
destroy employ encourage explain  
happy ill improve independent  
kind nervous perform popular safe  
similar vary

-ance/ -ence	-ment	-ness	-ion	-y/-ity
-----------------	-------	-------	------	---------

- Write the nouns for people from these words. What suffixes can you use to form nouns for people?

1 music _____ musician _____	5 economy _____	8 science _____
2 assist _____	6 employ _____	9 politics _____
3 consume _____	7 instruct _____	10 tour _____

- Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

**TIP:** There is no rule for these nouns - you need to learn them!

1 choose	6 deep	a depth	f pride
2 high	7 please	b success	g weight
3 short	8 lose	c choice	h loss
4 weigh	9 proud	d pleasure	i shortage
5 grow	10 succeed	e height	j growth

- Read the text about the Silver Snipers. Complete it with nouns formed from the words given in capitals at the end of some of the lines.

**TIP:** When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

We tend to associate computer games with young people, and it is true the majority of (0) \_\_\_\_\_ **GAMERS** are young. However, a group from Sweden is showing that reaching the age of (1) \_\_\_\_\_ doesn't mean that you stop having fun. With an average age over 60, the Silver Snipers are the oldest team to take part in professional gaming (2) \_\_\_\_\_. And don't be put off by their elderly (3) \_\_\_\_\_. They take their playing very seriously! Although they don't enjoy much (4) \_\_\_\_\_ in terms of winning trophies, they get enormous (5) \_\_\_\_\_ from taking part. They have a website, and many loyal (6) \_\_\_\_\_ who cheer them on. They even have a professional coach to help improve their (7) \_\_\_\_\_. But their main (8) \_\_\_\_\_ is to show that gaming is for everyone, old and young!

**GAME**

**RETIRE**

**COMPETE**  
**APPEAR**

**SUCCEED**  
**SATISFY**  
**SUPPORT**

**PERFORM**  
**AMBITIOUS**



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

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

READING AND USE OF ENGLISH - Part 3 Word formation

Adjective suffixes 1

We often use suffixes to form adjectives from nouns and verbs.

6 Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

TIP: Think about the spelling carefully. Sometimes you need to make small spelling changes. Your answer is only correct if you have spelled the word correctly.

ambition care create danger dare effect  
embarrass excite help impress nature  
stress success tradition wonder

-al	-ful	-ing	-ive	-less	-ous
-----	------	------	------	-------	------

We form some adjectives with less common suffixes. With some other adjectives, we need to change the form of the word slightly when we add a suffix.

7 Complete the sentences with adjectives formed from the word in capitals.

- 1 She came from a very \_\_\_\_\_ family. ART
- 2 There is no \_\_\_\_\_ proof for this. SCIENCE
- 3 The product became a huge \_\_\_\_\_ success. COMMERCE
- 4 I'm an \_\_\_\_\_ football supporter. ENTHUSIASM
- 5 The fireworks were really \_\_\_\_\_. SPECTACLE
- 6 He was one of the most famous athletes of the \_\_\_\_\_ century. TWENTY

Sometimes, you need to decide whether to use an adjective ending in -ed or -ing.

8 Complete the sentences with the correct -ed or -ing adjectives formed from the word in capitals.

TIP: An -ed adjective describes how you feel; an -ing adjective describes a thing that gives you this feeling.

- 1 It was a \_\_\_\_\_ exhibition. FASCINATE
- 2 I was \_\_\_\_\_ to be accepted onto the course. DELIGHT
- 3 We were \_\_\_\_\_ at his speed. AMAZE
- 4 The show was lively and \_\_\_\_\_. ENTERTAIN
- 5 We were \_\_\_\_\_ by the score. DISAPPOINT
- 6 The first few exercises were very \_\_\_\_\_. CHALLENGE
- 7 The children were \_\_\_\_\_ to see their cousins after so long. EXCITE
- 8 The book was not as \_\_\_\_\_ as I expected it to be. INTEREST
- 9 I no longer feel \_\_\_\_\_ about the same kinds of things as when I was a teenager. EMBARRASS
- 10 The article about the actor was extremely \_\_\_\_\_. REVEAL

SPEAKING BOOST

Discuss or answer.

- 1 If you could go to any major sports event, which would it be?
- 2 Are you a competitive person? In what ways?

Adjective suffixes 2

Adjectives can be formed in a variety of ways using suffixes. It's important that you remember the different suffixes and the rules you need to apply when you use them.

9 Form adjectives from the words in the box and add them to the table. Can you add any more adjectives for each suffix?

TIP: Remember to think about whether you need to make any spelling changes.

comfort confidence employ health  
noise patience please profit rely taste

-able/-ible	-ant/-ent	-y
-------------	-----------	----

10 Complete the sentences with the correct positive or negative adjectives formed from the word in capitals.

TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

- 1 I enjoyed the film, despite the \_\_\_\_\_ seat. COMFORT
- 2 The trip didn't go as planned, and there were some \_\_\_\_\_ difficulties. EXPECT
- 3 It was \_\_\_\_\_ that the train was a few minutes late, so we managed to catch it. FORTUNE
- 4 I try not to eat \_\_\_\_\_ foods like cakes and chocolate. HEALTH
- 5 Emojis are not an \_\_\_\_\_ way to communicate how we feel. EFFECT
- 6 We were very \_\_\_\_\_ that we didn't win the game. LUCK

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

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

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

The final TEST section is a full-length exam task. This provides an opportunity to put the strategies and skills you have studied into practice. You should apply the strategies and skills that you have practised when you do the task to perform well. Completing the full exam task also gives you valuable experience of the kind of task you can expect to find in the Cambridge B2 First exam.

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

All audioscripts are printed in the back of the book.

READING AND USE OF ENGLISH - Part 3 Word formation

Adverbs

Some gaps require an adverb. You may have to form an adverb from an adjective, or you may have to form it from a noun or verb.

11 Complete the table with the adjectives and adverbs formed from each noun or verb.

TIP: When you have to form an adverb from a noun or a verb, it can help to think about the adjective first, then make this into an adverb.

noun or verb	adjective	adverb
1 increase		
2 comfort		
3 despair		
4 occasion		
5 tradition		
6 accident		
7 origin		
8 person		
9 success		
10 imagine		

Verb suffixes and prefixes

Most gaps in Reading and Use of English Part 3 tasks are nouns, adjectives or adverbs. But sometimes the missing word is a verb.

13 Complete the sentences with verbs formed from the word in capitals.

TIP: Where the gap is a verb, remember to think about the correct form and tense.

- 1 They decided to \_\_\_\_\_ the event online, to encourage more people to come. ADVERT
- 2 I knew they were just trying to \_\_\_\_\_ us. FRIGHT
- 3 No one enjoys being \_\_\_\_\_ when they are doing their best. CRITICISM
- 4 The financial support they received \_\_\_\_\_ them to continue with the research. ABLE
- 5 We soon \_\_\_\_\_ that we had made a mistake. REAL
- 6 The handle was a bit loose, so we had to \_\_\_\_\_ it. TIGHT

EXAM TASK

Read the text about coral reefs. 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).

CORAL REEFS

We are all familiar with images of coral reefs, with their colourful rock (0) FORMATIONS created from the shells of sea creatures. Maya Beach in Thailand became famous after it was used as the (1) \_\_\_\_\_ for the Hollywood movie *The Beach*. Its (2) \_\_\_\_\_ as a tourist destination increased dramatically and, as a result, the coral began to suffer (3) \_\_\_\_\_ amounts of damage. The Thai authorities responded by closing the beach. (4) \_\_\_\_\_ now think they have found a solution. They have found it is possible to collect up broken pieces of reef and (5) \_\_\_\_\_ fix them back in place, using normal household glue! Specialist (6) \_\_\_\_\_ swim down to carry out the repairs. The technique has so far proved extremely (7) \_\_\_\_\_, and the coral has started to regrow. It is hoped that the beach will be reopened one day, but the number of visitors will be (8) \_\_\_\_\_ controlled to protect the coral.

- FORM
- LOCATE POPULAR
- SUBSTANCE
- SCIENCE
- CARE DIVE
- EFFECT
- STRICT

TEST



### What is *Formula*?

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

Comprehensive practice of these skills and strategies for each exam task type is systematically provided through engaging, contemporary topics.

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

Both course components are suitable for the standard and 'For Schools' versions of the Cambridge English exams.

### What is the *Formula B2 First Exam Trainer*?

The *Formula B2 First Exam Trainer* is a book specially designed to maximise your chances of success in the Cambridge B2 First or B2 First for Schools examinations.

It can work either as a standalone component or in combination with the *Formula B2 First Coursebook*.

Its structure follows the Cambridge B2 First exam, working systematically through each Paper and Part, from Reading and Use of English Part 1 to Speaking Part 4. Each Paper is introduced with a detailed overview of the exam task format, followed by a 'Test, Teach, Test' approach, to improve understanding and performance.

### The Test, Teach, Test approach

**TEST:** A mini 'practice task' that reflects the Cambridge B2 First exam task for that Part, with a 'How did you do?' reflection activity. This helps learners familiarise themselves with the task type and quickly highlights any obvious focus for improving performance.

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

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

At the back of the Exam Trainer there is also a full, authentic-style Cambridge B2 First exam, with accompanying audio. We advise that this exam is taken under exam conditions when the training phase is complete.

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

### How can I use the *Formula B2 First Exam Trainer*?

The *Formula B2 First Exam Trainer* is a flexible component and can be used effectively in a number of different learning environments. Here are some typical situations:

#### **You are studying for the Cambridge B2 First exam with other students in a classroom scenario, probably over an academic year.**

You are using the *Formula B2 First Coursebook* in class. Sometimes you will also do the related exercises or even a whole exam part from the *Formula B2 First Exam Trainer* in class, though your teacher will ask you to do exercises from it at home as well. You will use the entire **Exam Trainer** or you will use it selectively, depending on your needs and the time available.

#### **You have already completed a Cambridge B2 First exam course or a general B2-level English course. You are enrolled on an intensive exam preparation course with other students to do targeted exam practice.**

You may have already worked through the *Formula B2 First Coursebook* or perhaps another Cambridge B2 First coursebook. You will use the *Formula B2 First Exam Trainer* in class to give you a concentrated and highly focused short exam course. This will provide systematic, teacher-led exam training paper by paper, with Speaking boosts for communicative activities in class. You may focus on the exam sections in class, and the skills and strategies at home, or the reverse. There is also a full, authentic-style Practice Exam included in the title, which you can sit under exam conditions prior to taking the exam.

#### **You only have a short time available to prepare for the Cambridge B2 First exam and are not enrolled in an exam preparation course.**

You have been attending general English classes and your level of English is already nearing Cambridge B2 First exam standard. You now need targeted exam skills practice. You will use the *Formula B2 First Exam Trainer* independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

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

Maybe you are not attending English classes at present but wish to take the Cambridge B2 First exam and prepare for it independently. You will use the *Formula B2 First Exam Trainer* independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

ABOUT THE TASK

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

TEST

Practice task

- 1 Read the first paragraph of a text about micro homes and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

# Micro homes

Most people (0) \_\_\_\_\_ B \_\_\_\_\_ of owning their own home, but for many young people this is not a realistic possibility. House prices are (1) \_\_\_\_\_, and renting is also expensive, which (2) \_\_\_\_\_ that saving enough money for a deposit is often out of reach. In recent years, (3) \_\_\_\_\_, the micro house movement has started to grow. Micro homes are small, compact homes that are cheap to build and need very little space. If the idea (4) \_\_\_\_\_ off, it could offer an alternative to more traditional homes.



- 0 A hope B dream C intend D wish  
 1 A great B big C severe D high  
 2 A causes B demands C means D allows  
 3 A although B however C despite D instead  
 4 A takes B gets C puts D makes

How did you do?

- 2 Check your answers.
- 3 Look at the four answers again.
- 1 Which answer needs you to use linking words correctly?
  - 2 Which answer needs you to understand typical collocations?
  - 3 Which answer needs you to know the meaning of a phrasal verb?
  - 4 Which answer needs you to understand differences in meaning between words with similar meanings?
- 4 Look at the four sets of words from the options (1-4) in Ex 1 in context. What do you notice about how each one is used? Then look at the gaps in the Ex 1 text again. Can you see why the answers are correct?
- 1 The film was a **great success**.  
The new TV arrived in a **big box**.  
We were delayed by the **severe weather**.  
They charge very **high prices**.
  - 2 Pollution in cities **causes** a lot of health problems.  
Working with children **demands** a lot of patience.  
He has no job, and this **means** that he has very little money.  
Living in a micro home would **allow** us to save more money.
  - 3 **Although** he's only young, he's a brilliant player. / He's a brilliant player, **although** he's only young.  
Her sister, **however**, isn't interested in sport at all. / **However**, her sister isn't interested in sport at all.  
**Despite** her young age, she is determined to go to the USA.  
You should study more **instead of** chatting to friends online.
  - 4 I'm sure the idea will **take off**.  
I can't **get the lid off**.  
You can't **put off** the decision any longer.  
A thief **made off** with the money.



## Strategies and skills

### Phrases with prepositions

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

- 1a** Read the sentences and look at the highlighted prepositions. Choose the word that is followed by each preposition and fits the context.
- I'm very **interested / curious / keen / attracted in** music.
  - I wasn't sure how to **arrive / find / reach / get to** the restaurant.
  - I'm not **informed / interested / familiar / knowledgeable with** his books.
  - James is still **mending / recovering / improving / gaining from** his operation.
  - I felt very **pleased / satisfied / proud / content of** myself.
  - It wasn't clear whether she **approved / liked / agreed / accepted of** what we had done.
  - The wet weather had a very damaging **result / solution / effect / end on** tourism.
  - I hadn't **recognised / noticed / realised / heard of** this artist before.
- 1b** What prepositions are the other words followed by? Which words are not usually followed by a preposition?

Prepositions are also used before nouns, in fixed phrases or collocations. It is important to learn and recognise these. Sometimes the preposition may be the gap.

- 2** Look at the prepositions and nouns (A-D) carefully. Then choose the ones which form fixed phrases or collocations to complete the sentences.
- It was really exciting to finally meet her in \_\_\_\_\_.  
A end    B life    C person    D face
  - She was a doctor by \_\_\_\_\_.  
A job    B profession    C work    D employment
  - We soon found that we had a lot \_\_\_\_\_ common.  
A as    B for    C between    D in
  - \_\_\_\_\_ my surprise, they offered me the job as a photographer.  
A For    B In    C To    D Against
  - The police soon arrived on the \_\_\_\_\_.  
A location    B place    C situation    D scene
  - He could play the whole piece of music by \_\_\_\_\_.  
A memory    B mind    C heart    D feeling

### SPEAKING BOOST

Discuss or answer.

- Describe your perfect home.
- What are the challenges when you move to a new home/location?

### Phrasal verbs

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

**TIP:** Make sure you learn as many phrasal verbs as you can. It's important to remember which need an object, which can be separated and which have three rather than two parts.

- 3** Choose the correct words or phrases to complete the sentences.
- The book was popular and quickly sold **in / off / out / after**.
  - There were fears that robots would **take / give / get / make** over our lives.
  - Other members of the group **made up for / got through to / went over to / came up with** some good ideas.
  - I decided to **take / get / make / put** up his offer of a job with the company.
  - I hoped I might pick **off / up / out / over** some useful tips.
  - I always **shut down / put off / take off / shut up** my computer before I go home from work.
- 4** Choose the correct verb (A-D) to complete the sentences.
- We've decided to \_\_\_\_\_ ahead with our plans for a new office.  
A take    B go    C put    D bring
  - They've \_\_\_\_\_ the meeting off until next week.  
A got    B stopped    C put    D taken
  - Food prices have \_\_\_\_\_ up a lot recently.  
A changed    B got    C taken    D gone
  - Do you think we should \_\_\_\_\_ together for a meeting?  
A get    B bring    C take    D make
  - All the lights suddenly \_\_\_\_\_ off.  
A moved    B got    C put    D went
  - I was ill last week, so I \_\_\_\_\_ a bit behind with my work.  
A went    B came    C got    D turned
  - We don't like the temporary office location but we will have to \_\_\_\_\_ up with it until June.  
A live    B put    C take    D turn
  - Everyone says I \_\_\_\_\_ after my father because we look alike and both love jazz.  
A look    B go    C take    D do

**Verb patterns**

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

**5** Choose the correct verb pattern to complete the sentences.

- Finally, I managed **reserving / to reserve** a table at the popular new bistro.
- It was very hard to accept **to lose / that we had lost** the game.
- I had never considered **moving / that I move** to another country before.
- I urged **Sam to be / Sam that he should be** careful.
- Some of my friends agreed **helping / to help** us.
- I couldn't imagine **working / me to work** in a busy restaurant kitchen all day.

**6** Choose the correct verbs (A-D) to complete the sentences.

- We \_\_\_\_\_ to go ahead with the event despite the concerns.  
A considered B thought C decided D insisted
- I had always \_\_\_\_\_ studying very difficult.  
A found B experienced C believed D realised
- Our manager \_\_\_\_\_ that we should postpone the show for a few weeks.  
A urged B suggested C told D persuaded
- Natalie \_\_\_\_\_ to think of herself as an artist.  
A insists B imagines C likes D stresses
- I really \_\_\_\_\_ what everyone did for me.  
A benefited B approved C agreed D appreciated
- Some friends \_\_\_\_\_ me to apply to a TV baking show.  
A suggested B proposed C said D encouraged

**SPEAKING BOOST**

Discuss or answer.

- Talk about what drinks you have in a typical day and where you have them.
- What do you think of fair trade products?



**Easily confused words**

Some words have very similar meanings and are easy to confuse. Think carefully about the particular meaning each word has, and also think about the prepositions, collocations and patterns each word is used with.

**7** Choose the correct words (A-D) to complete the sentences.

- I've always taken loads of photos and \_\_\_\_\_ them online.  
A sent B posted C mailed D delivered
- She \_\_\_\_\_ her first album in 2016.  
A brought B displayed C released D presented
- The pack \_\_\_\_\_ posters and leaflets for the environmental campaign.  
A contains B combines C composes D consists
- You can see the \_\_\_\_\_ of the sun reflected on the solar panels.  
A bars B rays C lights D flashes
- Prague is an extremely popular \_\_\_\_\_ for tourists.  
A visit B intention C aim D destination
- From the hill, you can get a wonderful \_\_\_\_\_ of the whole city.  
A scene B sight C view D glance

**Verb collocations**

A lot of common verbs such as *get, have, make, put, take, etc.* are used in collocations or fixed phrases. It is important to learn as many of these as you can.

**8** Complete the sentences with the verbs from the box.

come do go get have keep  
make play spend take

- I knew I needed to \_\_\_\_\_ this secret from everyone.
- I wondered how I could \_\_\_\_\_ advantage of the situation.
- A bit of string should \_\_\_\_\_ the job and hold everything together.
- What he said didn't \_\_\_\_\_ sense to me.
- I took Ewa to one side to \_\_\_\_\_ a quiet word with her.
- I hope your dreams will \_\_\_\_\_ true.
- I don't \_\_\_\_\_ a lot of time watching TV.
- We decided to \_\_\_\_\_ a trick on Jack.
- You should \_\_\_\_\_ rid of those old trainers - they are disgusting!
- I don't think anything will \_\_\_\_\_ wrong because you have prepared so carefully.

Linking words

Some questions test your knowledge of linking words and phrases.

9 Look at the bold linking words in the sentences (1-6). Match them to the synonyms (a-f).

- 1 We had the party at home **rather than** hiring a hall.
- 2 We'll go ahead, **as long as** you're happy with that.
- 3 The plane was late **owing to** the bad weather.
- 4 Everyone was early, **apart from** Leon.
- 5 He is still a formidable opponent, **despite** his age.
- 6 I turned the music down **so as to** hear him better.

- a because of, due to, thanks to
- b in spite of
- c instead of
- d in order to
- e except
- f if, provided that

10 Choose the correct linking words (A-D) to complete the sentences.

**TIP:** Make sure the word you choose fits with the words that come after the gap as well as those that come before.

- 1 We decided to take our own picnic, \_\_\_\_\_ than eating out.  
A instead                      B whereas  
C rather                        D by contrast
- 2 We needed to hurry up, \_\_\_\_\_ we would be late.  
A otherwise                  B however  
C although                     D except
- 3 The product was a success \_\_\_\_\_ its problems.  
A except                        B in spite of  
C however                      D although
- 4 I won't call you \_\_\_\_\_ there's a problem.  
A unless                        B provided that  
C except                        D owing to
- 5 The shop sold cards and magazines \_\_\_\_\_ books.  
A in addition                B in particular  
C as well as                    D what's more
- 6 \_\_\_\_\_ the first experiments failed, she never thought about giving up.  
A However                      B Nevertheless  
C In spite of                    D Although

EXAM TASK

Read the text about preparing for a possible emergency and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Preparing for the worst

We all depend on supermarkets for food and we (0) \_\_\_\_\_ D \_\_\_\_\_ it for granted that the shelves will always be full. But some people believe it's best to be prepared (1) \_\_\_\_\_ there's an emergency and normal life is disrupted for a while. They say there is a risk from extreme weather or an outbreak of flu, (2) \_\_\_\_\_ more serious natural disasters. People who prepare in this way are informally (3) \_\_\_\_\_ as 'preppers', and more and more people are now listening to their (4) \_\_\_\_\_. Alison Jones from Cambridge, UK, is a typical example. She keeps a month's (5) \_\_\_\_\_ of food in a cupboard, along with bottled water and medicines that her family needs. She is aware that some people would (6) \_\_\_\_\_ her to be slightly odd, but says that, for her, it makes perfect (7) \_\_\_\_\_ to be prepared. 'We keep just enough to see us through a few weeks, so we can then (8) \_\_\_\_\_ our normal lives. Why would anyone not do that?'



- 0 A get                          B have                        C make                        D take
- 1 A even if                      B in case                    C provided that            D whereas
- 2 A although                  B as well as                C in spite of                D in contrast
- 3 A known                      B called                     C named                     D entitled
- 4 A views                        B wishes                    C requests                  D decisions
- 5 A donation                  B number                    C supply                     D delivery
- 6 A decide                      B accept                     C realise                    D consider
- 7 A sense                        B reason                    C idea                        D judgement
- 8 A go through                B put up with              C get on with                D get away with



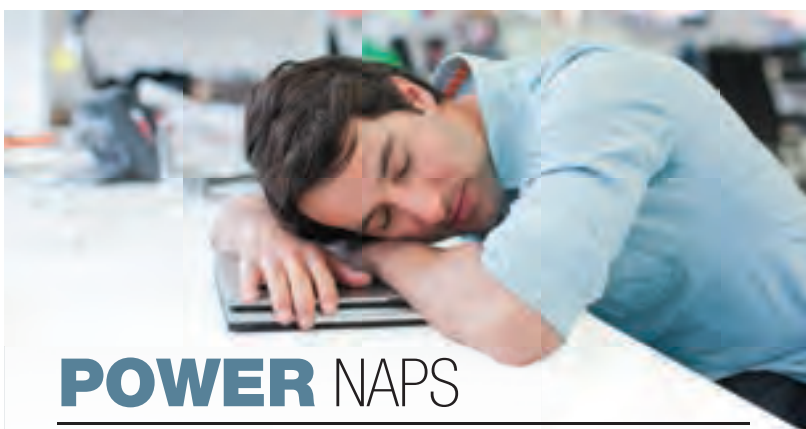
ABOUT THE TASK

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

TEST

Practice task

- 1 Read the first paragraph of a text about power naps. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

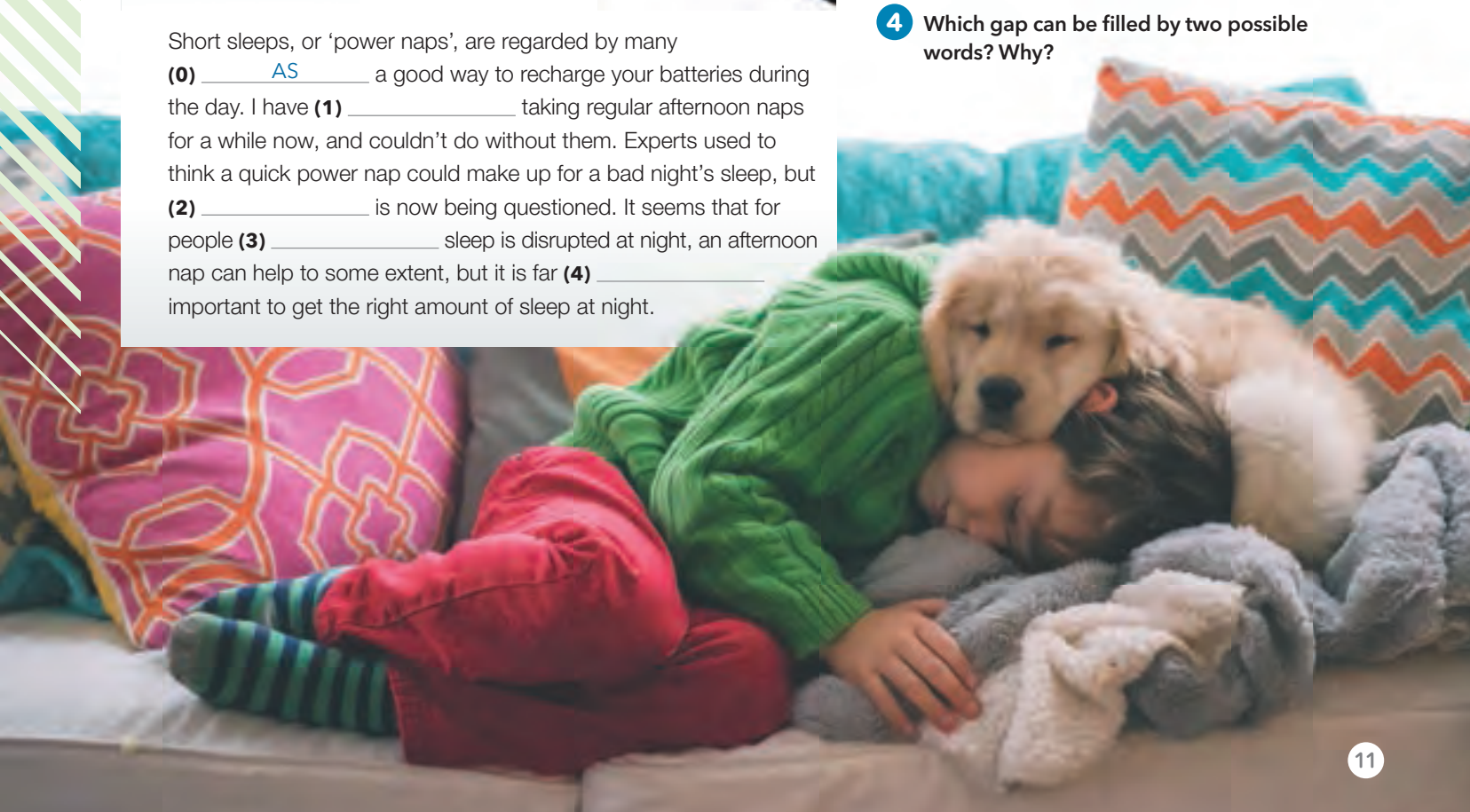


**POWER NAPS**

Short sleeps, or 'power naps', are regarded by many (0) AS a good way to recharge your batteries during the day. I have (1) \_\_\_\_\_ taking regular afternoon naps for a while now, and couldn't do without them. Experts used to think a quick power nap could make up for a bad night's sleep, but (2) \_\_\_\_\_ is now being questioned. It seems that for people (3) \_\_\_\_\_ sleep is disrupted at night, an afternoon nap can help to some extent, but it is far (4) \_\_\_\_\_ important to get the right amount of sleep at night.

How did you do?

- 2 Check your answers.
- 3 Look at the answers to the four questions in Ex 1 again.
  - 1 Which answer is part of a verb tense? Which tense is it? Why is this tense correct here?
  - 2 Which answer is a relative pronoun? What noun does it refer back to? Why is this pronoun correct here?
  - 3 Which answer is part of a comparative structure? Which word before the gap helps you decide it should be a comparative structure? Why is *less* not correct?
  - 4 Which answer is a reference word, which refers to an earlier idea? What idea does it refer back to? Why is *these* not correct here?
- 4 Which gap can be filled by two possible words? Why?



## Strategies and skills

### Present tenses

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

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

- I have \_\_\_\_\_ training for a marathon recently.
- Nowadays, a good diet \_\_\_\_\_ believed to be extremely important for health.
- These days, people \_\_\_\_\_ beginning to realise that we need to take climate change seriously.
- Some people think that cooking is a chore, but I \_\_\_\_\_ not agree.
- The competition \_\_\_\_\_ been held in the town for the last 15 years.
- It's now six o'clock in the morning and the sun \_\_\_\_\_ just come up.

### SPEAKING BOOST

Discuss or answer.

- Where's the funniest place you have fallen asleep?
- Describe a dream that you had recently.

### Future forms

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

**2** Choose the correct words to complete the future forms in the sentences.

- My knee is nearly better, so I hope I **be able / will be able** to go on my walking holiday.
- Next week's World Cup Final will **watch / be watched** by millions of people all over the world.
- Hurry up, or the train **will have left / will have been leaving** by the time we get to the station!
- In June we **will be travelling / going to travel** around India.
- It will be too far to walk, so you **have to / will have to** get a taxi.
- By next summer I will **have been living / be living** in Cádiz for five years.

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

- Tomorrow I will \_\_\_\_\_ flying to New York for my gap year.
- The festival will \_\_\_\_\_ started by the time we get back from our trip to Tuscany.
- I hope you will \_\_\_\_\_ able to join us for the meal.
- We will be tired when we get home because we will have \_\_\_\_\_ walking for ten days.
- The new sports centre will \_\_\_\_\_ opened by a TV celebrity next month.
- I think we will \_\_\_\_\_ to work harder if we want to get everything finished.

### Conditional forms

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

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

- The holiday would have been more fun if the weather \_\_\_\_\_ been better.  
A had            B was            C would
- If I had more free time, I \_\_\_\_\_ love to join a choir.  
A will            B would            C can
- We'll meet for lunch next week if I \_\_\_\_\_ not too busy at work.  
A am            B will            C was
- I usually travel by tram if I \_\_\_\_\_ the choice.  
A had            B have            C got
- I knew that I wouldn't have any chance of winning \_\_\_\_\_ I could improve significantly.  
A if            B because            C unless
- It was getting late now, and I was starting to wish that we \_\_\_\_\_ caught an earlier train.  
A would            B have            C had
- It is worth upgrading to a first-class ticket \_\_\_\_\_ you want to be certain of getting a seat.  
A if            B although            C unless
- I wish my brother \_\_\_\_\_ let me borrow his car!  
A will            B would            C can

### SPEAKING BOOST

Discuss or answer.

- What changes will there be in the car industry over the next 20 years?
- What's the oldest thing you own? Why do you still have it?







### Relative clauses

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

**TIP:** Remember, we use **when** for places, **where** for times and **whose** for possession. Remember also that we use **which** (not **that**) in non-defining relative clauses.

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

- 1 Istanbul is a city \_\_\_\_\_ East and West come together.
- 2 I have always thought of myself as someone \_\_\_\_\_ loves a challenge.
- 3 Hans was looking forward to the day \_\_\_\_\_ he could finally set off on his travels.
- 4 I decided to talk to Ana, \_\_\_\_\_ job involved a lot of contact with different kinds of art projects.
- 5 The show had already started when we arrived, \_\_\_\_\_ was a bit disappointing.
- 6 The creative writing course \_\_\_\_\_ I had originally intended to do was already full.

**6** Complete the sentences in Ex 5 with one word.

### Comparative forms

Gaps sometimes test your knowledge of comparative forms. As well as basic comparatives and superlatives, make sure you know how to use *so*, *such* and *how*. Try to learn phrases with comparatives and superlatives, too.

**7** Match the beginning of each comparative or superlative sentence (1-6) to its ending (a-f).

- 1 Sara commented on how
  - 2 When I got home, I was so
  - 3 It was by far
  - 4 The dinosaur skeleton was far
  - 5 I didn't expect her to be such
  - 6 The bigger the challenge, the
- a the most terrifying experience of my life.
  - b a good actor.
  - c bigger than I thought it would be.
  - d tired that I went straight to bed.
  - e more determined he was to succeed.
  - f delicious the food was.

**8** Complete the sentences with the words from the box.

by how more most so such

- 1 I'm sure he would be far \_\_\_\_\_ successful if he put in a bit more effort.
- 2 I didn't realise it would be \_\_\_\_\_ a big event.
- 3 She is now one of the nation's \_\_\_\_\_ respected chefs.
- 4 I was surprised at \_\_\_\_\_ keen he was to join us.
- 5 I knew she was \_\_\_\_\_ stubborn that it would be hard to change her mind.
- 6 It was \_\_\_\_\_ far the biggest cake I had ever seen!

### Reference words and impersonal structures

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

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

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

- 1 There is no doubt **that / what / there** online shopping is now the first option for many people.
- 2 I opened the email. Most of her emails had been quite friendly, but **these / it / this** one had a different tone.
- 3 **There / It / This** is difficult to convey quite how important this decision was.
- 4 I have read the report and **what / that / there** it seems to show is that pollution is definitely getting worse.
- 5 Paul and Johanna looked troubled, and I could see that **it / there / that** was definitely something going on.
- 6 Marta had failed to answer her phone, and **that / there / what** was worrying.

### Quantifiers

The gap may be a quantifier, for example *many*, *much*, *few*, etc. Make sure you know the difference between *much/many* and *little/few*, and try to learn phrases that express quantity, for example *plenty of*, *very few*, *a great deal of*, *well over*, etc.

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

- 1 After a \_\_\_\_\_ hours of delay, it became clear that there was a problem with the plane.
- 2 I realised that I didn't have \_\_\_\_\_ choice in the matter, and I would have to accept.
- 3 They don't have regular jobs, and they seem to survive on very \_\_\_\_\_ money.
- 4 I hoped to find a biscuit in the tin, but there were \_\_\_\_\_ left.
- 5 There must have been well \_\_\_\_\_ a hundred people in the room.
- 6 Don't worry, we've got plenty \_\_\_\_\_ time.

**Linking words and expressions**

Some gaps are linking words. For these, you will need to think carefully about the meaning.

**TIP:** Think about the linking words you know that fit the meaning, then see which one also fits the grammar in the sentence.

**11 Look at the gaps in the sentences (1-6). Answer the questions (a-c).**

- a Which ones need a word to express contrast?
- b Which ones need a word to introduce a similar idea?
- c Which one needs a time expression?

- 1 \_\_\_\_\_ travelling by bus in Peru is sometimes slow, it can also be an interesting experience.
- 2 I wasn't keen to go to the festival as it was such a long way away. \_\_\_\_\_, I couldn't really afford it.
- 3 The visit to the museum was rewarding \_\_\_\_\_ the crowds.
- 4 The winter months are characterised by cold nights and heavy rainfall. \_\_\_\_\_, the summer months are gloriously hot and sunny.
- 5 There are lots of different kinds of food on offer at the market, and there are often cookery demonstrations, \_\_\_\_\_.
- 6 He continued to work on his painting \_\_\_\_\_ we were chatting.

**12 Choose the correct linking words (A-C) to complete the sentences (1-6) in Ex 11.**

- |   |            |           |           |
|---|------------|-----------|-----------|
| 1 | A Although | B But     | C However |
| 2 | A But      | B Besides | C Too     |
| 3 | A however  | B whereas | C despite |
| 4 | A Whereas  | B However | C Also    |
| 5 | A too      | B plus    | C however |
| 6 | A while    | B whereas | C but     |

There are also a lot of common linking expressions that are made up of more than one word.

**13 Complete the linking expressions in the sentences with one word in each gap.**

- 1 She had suffered from pains in her legs ever \_\_\_\_\_ the accident.
- 2 I felt relaxed and happy even \_\_\_\_\_ we hadn't managed to reach the summit.
- 3 I knew the championship was within my grasp if \_\_\_\_\_ I could keep myself motivated.
- 4 There were monkeys in the trees, as \_\_\_\_\_ as many kinds of brightly coloured birds.
- 5 He continued to work in \_\_\_\_\_ of his poor health.
- 6 We decided to travel by train \_\_\_\_\_ than flying.
- 7 Everyone was happy \_\_\_\_\_ from George, who continued to complain.
- 8 Our boat trip was cancelled \_\_\_\_\_ to the severe weather.
- 9 I took my phone with me in \_\_\_\_\_ anyone tried to call me.
- 10 The islands are closed to visitors during the breeding season in \_\_\_\_\_ to protect the birds.

**EXAM TASK**

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).

**Fix it with friends**



We have all got used (0) TO buying new things, using them for a while and then throwing them away. But it (1) \_\_\_\_\_ become clear in recent years that this is not sustainable, as we are generating huge amounts of waste. (2) \_\_\_\_\_ response to this, many people are setting up informal cafés (3) \_\_\_\_\_ people can bring broken items for repair. The cafés provide tools, help from volunteers and plenty (4) \_\_\_\_\_ friendly chat. Dan, twenty-two, works at a repair café in Bristol. 'Many modern devices are difficult to repair (5) \_\_\_\_\_ you have the correct tools and a bit of knowledge,' he says. 'I don't have any qualifications, so I've just picked things (6) \_\_\_\_\_ as I've gone along.' The emphasis is on teaching people. 'We don't repair things for people,' Dan says. 'What we do (7) \_\_\_\_\_ help them to repair things themselves.' So, the next time you have something that's broken, why not look out (8) \_\_\_\_\_ a repair event near you?



ABOUT THE TASK

- In Reading and Use of English Part 3, you read a short text with eight gaps. The missing words are shown in capital letters at the end of the sentence containing the gap, but are in the base form. You have to change the form of the word so that it fits correctly into each gap.
- You can change the form by adding a prefix or suffix, for example by changing **art** to **artist**, or by changing **able** to **unable**.
- Sometimes you need to make more significant changes to the word, for example by changing **deep** to **depth** or by changing **choose** to **choice**.
- You might have to make a compound word, for example by changing **note** to **notebook**.
- It may be necessary to make a noun plural after you have changed it.
- Each question is worth one mark.

TEST

Practice task

- 1 Read the first paragraph of a text about beauty. 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).

# SIMPLE BEAUTY

The (0) MANUFACTURERS of beauty products would like us to believe that we can only look good if we spend money on expensive creams, gels and lotions. However, (1) \_\_\_\_\_ research provides some much simpler solutions. Experiments suggest that diet, exercise and sleep can have a huge effect on our (2) \_\_\_\_\_. In one experiment, people who had slept well the previous week were judged as more attractive than those whose sleep was limited. Other studies have shown that people who eat (3) \_\_\_\_\_ get higher scores for attractiveness than those who don't. Of course, these findings are (4) \_\_\_\_\_ to prove conclusively. But following a healthy lifestyle is certainly a cheaper way to look good!

MANUFACTURE

SCIENCE

APPEAR

HEALTHY

POSSIBLE



How did you do?

- 2 Check your answers.
- 3 Look at the four answers again.
  - 1 In which answer do you need to form an adjective from a noun?
  - 2 In which answer do you need to form an adverb from an adjective?
  - 3 In which answer do you need to form a noun from a verb?
  - 4 In which answer do you need to add a prefix to give a negative meaning?





## Strategies and skills

### Negative prefixes

Sometimes the word in capitals is an adjective, and you have to add a prefix to give an opposite meaning.

1 Make negative adjectives from the words in the box and add them to the table.

accurate certain formal legal  
organised patient pleasant precise  
regular relevant satisfied

un-	in-	im-	ir-	il-	dis-

### SPEAKING BOOST

Discuss or answer.

- 1 What kinds of health and beauty products or services are worth spending money on? Why?
- 2 'Beauty is in the eye of the beholder.' What does this mean? Do you think it's true?

### Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.

2 Form nouns from the words in the box by adding the correct suffix and add them to the table. Can you add any more nouns?

TIP: Remember, sometimes other spelling changes may be necessary.

agree appear assist collect decide  
destroy employ encourage explain  
happy ill improve independent  
kind nervous perform popular safe  
similar vary

-ance/ -ence	-ment	-ness	-ion	-y/-ity

3 Write the nouns for people from these words. What suffixes can we use to form nouns for people?

- |                                 |                     |                     |
|---------------------------------|---------------------|---------------------|
| 1 music<br>_____ musician _____ | 5 economy<br>_____  | 8 science<br>_____  |
| 2 assist<br>_____               | 6 employ<br>_____   | 9 politics<br>_____ |
| 3 consume<br>_____              | 7 instruct<br>_____ | 10 tour<br>_____    |
| 4 comedy<br>_____               |                     |                     |

4 Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

TIP: There is no rule for these nouns - you need to learn them!

- |          |            |
|----------|------------|
| 1 choose | 6 deep     |
| 2 high   | 7 please   |
| 3 short  | 8 lose     |
| 4 weigh  | 9 proud    |
| 5 grow   | 10 succeed |

- |            |            |
|------------|------------|
| a depth    | f pride    |
| b success  | g weight   |
| c choice   | h loss     |
| d pleasure | i shortage |
| e height   | j growth   |

5 Read the text about the Silver Snipers. Complete it with nouns formed from the words given in capitals at the end of some of the lines.

TIP: When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

We tend to associate computer games with young people, and it is true the majority of (0) gamers are young. However, a group from Sweden is showing that reaching the age of (1) \_\_\_\_\_ doesn't mean that you stop having fun. With an average age over 60, the Silver Snipers are the oldest team to take part in professional gaming (2) \_\_\_\_\_. And don't be put off by their elderly (3) \_\_\_\_\_. They take their playing very seriously! Although they don't enjoy much (4) \_\_\_\_\_ in terms of winning trophies, they get enormous (5) \_\_\_\_\_ from taking part. They have a website, and many loyal (6) \_\_\_\_\_ who cheer them on. They even have a professional coach to help improve their (7) \_\_\_\_\_. But their main (8) \_\_\_\_\_ is to show that gaming is for everyone, old and young!

- GAME
- RETIRE
- COMPETE
- APPEAR
- SUCCEED
- SATISFY
- SUPPORT
- PERFORM
- AMBITIOUS



### Adjective suffixes 1

We often use suffixes to form adjectives from nouns and verbs.

- 6** Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

**TIP:** Think about the spelling carefully. Sometimes you need to make small spelling changes. Your answer is only correct if you have spelled the word correctly.

ambition care create danger dare effect  
embarrass excite help impress nature  
stress success tradition wonder

-al	-ful	-ing	-ive	-less	-ous
-----	------	------	------	-------	------

We form some adjectives with less common suffixes. With some other adjectives, we need to change the form of the word slightly when we add a suffix.

- 7** Complete the sentences with adjectives formed from the word in capitals.

- She came from a very \_\_\_\_\_ family. **ART**
- There is no \_\_\_\_\_ proof for this. **SCIENCE**
- The product became a huge \_\_\_\_\_ success. **COMMERCE**
- I'm an \_\_\_\_\_ football supporter. **ENTHUSIASM**
- The fireworks were really \_\_\_\_\_. **SPECTACLE**
- He was one of the most famous athletes of the \_\_\_\_\_ century. **TWENTY**

Sometimes, you need to decide whether to use an adjective ending in *-ed* or *-ing*.

- 8** Complete the sentences with the correct *-ed* or *-ing* adjectives formed from the word in capitals.

**TIP:** An *-ed* adjective describes how you feel; an *-ing* adjective describes a thing that gives you this feeling.

- It was a \_\_\_\_\_ exhibition. **FASCINATE**
- I was \_\_\_\_\_ to be accepted onto the course. **DELIGHT**
- We were \_\_\_\_\_ at his speed. **AMAZE**
- The show was lively and \_\_\_\_\_. **ENTERTAIN**
- We were \_\_\_\_\_ by the score. **DISAPPOINT**
- The first few exercises were very \_\_\_\_\_. **CHALLENGE**
- The children were \_\_\_\_\_ to see their cousins after so long. **EXCITE**
- The book was not as \_\_\_\_\_ as I expected it to be. **INTEREST**
- I no longer feel \_\_\_\_\_ about the same kinds of things as when I was a teenager. **EMBARRASS**
- The article about the actor was extremely \_\_\_\_\_. **REVEAL**

### SPEAKING BOOST

Discuss or answer.

- If you could go to any major sports event, which would it be?
- Are you a competitive person? In what ways?

### Adjective suffixes 2

Adjectives can be formed in a variety of ways using suffixes. It's important that you remember the different suffixes and the rules you need to apply when you use them.

- 9** Form adjectives from the words in the box and add them to the table. Can you add any more adjectives for each suffix?

**TIP:** Remember to think about whether you need to make any spelling changes.

comfort confidence employ health  
noise patience please profit rely taste

-able/-ible	-ant/-ent	-y
-------------	-----------	----

- 10** Complete the sentences with the correct positive or negative adjectives formed from the word in capitals.

**TIP:** Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

- I enjoyed the film, despite the \_\_\_\_\_ seat. **COMFORT**
- The trip didn't go as planned, and there were some \_\_\_\_\_ difficulties. **EXPECT**
- It was \_\_\_\_\_ that the train was a few minutes late, so we managed to catch it. **FORTUNE**
- I try not to eat \_\_\_\_\_ foods like cakes and chocolate. **HEALTH**
- Emojis are not an \_\_\_\_\_ way to communicate how we feel. **EFFECT**
- We were very \_\_\_\_\_ that we didn't win the game. **LUCK**
- He's so \_\_\_\_\_ I'm surprised he can find anything! **ORGANISE**
- My application was \_\_\_\_\_ so I don't have an interview for the job. **SUCCESS**



### Adverbs

Some gaps require an adverb. You may have to form an adverb from an adjective, or you may have to form it from a noun or verb.

**11** Complete the table with the adjectives and adverbs formed from each noun or verb.

**TIP:** When you have to form an adverb from a noun or a verb, it can help to think about the adjective first, then make this into an adverb.

noun or verb	adjective	adverb
1 increase	_____	_____
2 comfort	_____	_____
3 despair	_____	_____
4 occasion	_____	_____
5 tradition	_____	_____
6 accident	_____	_____
7 origin	_____	_____
8 person	_____	_____
9 success	_____	_____
10 imagine	_____	_____

**12** Complete the sentences with adjectives or adverbs formed from the word in capitals.

- Only a few people held him \_\_\_\_\_ responsible for the accident. **PERSON**
- The \_\_\_\_\_ documents no longer exist. **ORIGIN**
- Very few people have \_\_\_\_\_ completed this challenge. **SUCCESS**
- I realised that I had \_\_\_\_\_ deleted the file on my computer. **ACCIDENT**
- There was a \_\_\_\_\_ end to the race. **DRAMA**
- These sweets are \_\_\_\_\_ eaten at special occasions. **TRADITION**
- Online shops such as this one are becoming \_\_\_\_\_ popular. **INCREASE**
- She was praised for her \_\_\_\_\_ designs. **IMAGINE**

### Verb suffixes and prefixes

Most gaps in Reading and Use of English Part 3 tasks are nouns, adjectives or adverbs. But sometimes the missing word is a verb.

**13** Complete the sentences with verbs formed from the word in capitals.

**TIP:** Where the gap is a verb, remember to think about the correct form and tense.

- They decided to \_\_\_\_\_ the event online, to encourage more people to come. **ADVERT**
- I knew they were just trying to \_\_\_\_\_ us. **FRIGHT**
- No one enjoys being \_\_\_\_\_ when they are doing their best. **CRITICISM**
- The financial support they received \_\_\_\_\_ them to continue with the research. **ABLE**
- We soon \_\_\_\_\_ that we had made a mistake. **REAL**
- The handle was a bit loose, so we had to \_\_\_\_\_ it. **TIGHT**

### EXAM TASK

Read the text about coral reefs. 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).

## CORAL REEFS

We are all familiar with images of coral reefs, with their colourful rock (0) FORMATIONS created from the shells of sea creatures. Maya Beach in Thailand became famous after it was used as the (1) \_\_\_\_\_ for the Hollywood movie *The Beach*. Its (2) \_\_\_\_\_ as a tourist destination increased dramatically and, as a result, the coral began to suffer (3) \_\_\_\_\_ amounts of damage. The Thai authorities responded by closing the beach. (4) \_\_\_\_\_ now think they have found a solution. They have found it is possible to collect up broken pieces of reef and (5) \_\_\_\_\_ fix them back in place, using normal household glue! Specialist (6) \_\_\_\_\_ swim down to carry out the repairs. The technique has so far proved extremely (7) \_\_\_\_\_, and the coral has started to regrow. It is hoped that the beach will be reopened one day, but the number of visitors will be (8) \_\_\_\_\_ controlled to protect the coral.

FORM

LOCATE  
POPULAR

SUBSTANCE

SCIENCE

CARE  
DIVE

EFFECT

STRICT

TEST