

C1
ADVANCED

FORMULA

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FORMULA C1 Advanced 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.
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* with key only

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EXAM TRAINER and Interactive eBook

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FOR EXAM SUCCESS

EXAM TRAINER

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and **Interactive eBook**

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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 Cambridge C1 Advanced 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.

LISTENING - Part 1 Multiple choice

ABOUT THE TASK

- In Listening Part 1 you listen to three short dialogues, each with a different topic focus.
- There are two multiple-choice questions on each of the dialogues.
- Each question has three options, and you must choose the correct one based on what you hear.
- The questions can be about the purpose or function of the conversation, the main idea of what the speakers are talking about, or what they agree or disagree about.
- The questions can also be about one or both of the speakers' opinions, attitudes or feelings.
- You will have time to read the questions before you hear the recording, and you will hear each dialogue twice.

TEST

Practice task

- 1 L01 You will hear a conversation between two teachers who are discussing the idea of using rap music in teaching. For each question, choose the best answer (A-C).
- How does the woman feel about using rap music in her own lessons?
 - A convinced of its educational value
 - B cautious about over-using it in class
 - C concerned about students' reaction to it
 - The man mentions an activity he did with students about rap music in order to
 - A make a point about rap music's ability to engage learners.
 - B suggest some learners may benefit more than others.
 - C question the validity of a teaching method.

How did you do?

- Check your answers.
- Read the audioscript for Ex 1 question 1. Match each highlighted part with the topic of one of the options (A-C) in question 1.

... 'but they're generally far more up for new methods of learning than teachers, in my experience. So, there was little chance they'd find it a waste of time. It's too early to tell whether it's as good as other ways of developing their understanding, but I want to avoid a mistake I always make, which is to include a new technique I've learnt in every class. The novelty soon wears off and students get as fed up with it as the old ones.

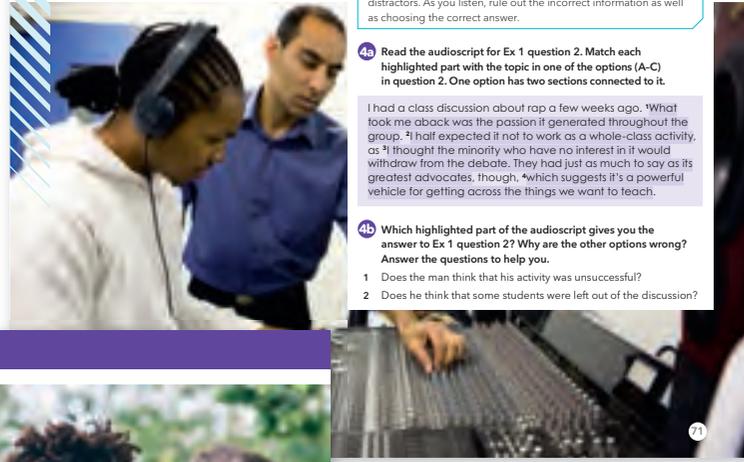
TIP: There will always be incorrect information in the recording that relates to two of the three options. These are known as distractors. As you listen, rule out the incorrect information as well as choosing the correct answer.

- Read the audioscript for Ex 1 question 2. Match each highlighted part with the topic in one of the options (A-C) in question 2. One option has two sections connected to it.

I had a class discussion about rap a few weeks ago. 'What took me aback was the passion it generated throughout the group. I half expected it not to work as a whole-class activity, as I thought the minority who have no interest in it would withdraw from the debate. They had just as much to say as its greatest advocates, though. *which suggests it's a powerful vehicle for getting across the things we want to teach.

- Which highlighted part of the audioscript gives you the answer to Ex 1 question 2? Why are the other options wrong? Answer the questions to help you.

- Does the man think that his activity was unsuccessful?
- Does he think that some students were left out of the discussion?



LISTENING - Part 1 Multiple choice

TEACH

Strategies and skills

Understanding attitude and opinion

Speakers will rarely state that they are going to offer an opinion. You must therefore listen carefully to identify when the opinion is given. In addition, the language used in the options will always be paraphrased in the recording.

TIP: In the exam, you have some time before each conversation to look at the options for each question. Use this time to familiarise yourself with the options and prepare yourself for what you are likely to hear.

- L02 Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). Highlight the section of the audioscript where the correct option is paraphrased.

- The glossy leaflet describing how great it would be was some distance from the reality, I'm afraid. I was seriously hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy. However, the opposite was the case.

What did the man think of the course?

- A It was too long.
- B It lacked depth.
- C It met his expectations.

- In my day, school seemed to reward those who were good at academic theory and didn't address the needs of those who were good at practical applications. I was in the latter group, of course, and although I suppose some staff tried to make the lessons as interesting as they could, I still left with very little to show for it, despite many years of consistent effort.

When talking about her schooldays, the speaker reveals

- A her respect for the teachers.
- B regret at not having worked harder.
- C resentment with the education system.

- In some ways, the majority of modern movies are extremely clever. They contain both visual and verbal in-jokes that appeal in different ways to different age groups. What's turned me away from going to the cinema so often, though, is that the idea of 'good guy is threatened by a powerful bad guy but eventually wins' has become almost universal. I just really crave something that doesn't use that same tired formula.

What does the man think about most new movies?

- A They share a common theme.
- B They lack a moral message.
- C They contain unconvincing dialogue.



- L03 Listen to some speakers (1-3). What is their attitude or opinion? Choose the correct option (A-C). This time, you do not have the audioscript to help you.

TIP: You will hear each speaker twice. Use the second time you listen to check your answers.

- When talking about the new gym she uses, the woman is
 - A impressed by the equipment.
 - B critical of how it's managed.
 - C surprised at the cost.
- What does the man say about his new boss?
 - A She has a lot of relevant experience.
 - B She consults with staff effectively.
 - C She organises her time well.
- In the woman's opinion, travel companies are offering ecotourism
 - A to improve their corporate image.
 - B to broaden their product range.
 - C to increase their profits.

SPEAKING BOOST

Discuss or answer.

- What do you think 'critical thinking' is? How important is it?
- What's the best way to tackle fake news?

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.

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

LISTENING - Part 1 Multiple choice

Identifying purpose and function

- 3 Read what the speakers (1-8) say. What are they doing? Choose the correct option (A, B or C).
- 'They had every intention of paying but if the ticket office was closed and the machine was out of order, what else were they supposed to do?'
A advising B defending C describing
 - 'It might be an idea for you to think about what training you'll need in the next few months and come up with a list.'
A suggesting B requesting C explaining
 - 'If the management devoted as much energy to putting what we recommended into action as they do to writing reports about it, we wouldn't be facing this dilemma.'
A emphasising B recommending C complaining
 - 'Personally, I think that kind of music would be right up your street and, after all, the tickets are only £10.'
A accepting B persuading C highlighting
 - 'As soon as I'd told you I'd be able to finish the work on time, the director asked me to meet some clients and take them out for lunch, so it's going to be a little late, I'm afraid.'
A justifying B offering C reassuring
 - 'So the play's about a woman who was separated from her twin sister at birth. It explores all the ways it has affected her and her determination to find her twin.'
A summarising B identifying C demanding
 - 'I'd seriously think twice about taking the car out in this weather. Even where there isn't snow on the road, there's black ice, which you can't even see.'
A emphasising B warning C agreeing
 - 'That's incredibly kind of you - it's such a privilege to witness two people who are clearly in love getting married. I'm actually going to be away on holiday when that's all happening, though.'
A refusing B praising C enquiring

Identifying feeling

- 4 Listen to some speakers (1-8), and decide how they feel. Choose the correct option (A-C).

TIP: Remember that a word such as 'insecure' can have a slightly different meaning in a different context. As you listen, make sure that you think about the context and not just about the word itself.

- A frustrated B insecure C protective
- A respectful B impatient C astonished
- A content B bitter C self-conscious
- A determined B desperate C dissatisfied
- A eager B irritated C realistic
- A stubborn B arrogant C suspicious
- A sympathetic B unsure C enthusiastic
- A doubtful B concerned C impatient

SPEAKING BOOST

Discuss or answer.

- Do you think we would be more productive if we studied or worked fewer but longer days?
- What's your most productive time of day? Can you think why this might be?



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

LISTENING - Part 1 Multiple choice

Identifying agreement

- 5 Read six short conversations. Do the speakers agree or disagree?
- A: The new system means anywhere that serves food is inspected every year and has to put a sticker in the window saying what their hygiene rating is. It's a great idea.

B: I worry that establishments will make sure everything's perfect when the inspectors are there, though, then do exactly what they want for the rest of the year.
 - A: Gym membership's never what it seems. I thought I'd be able to go whenever I wanted, but there are apparently limitations on the times I can use it in the terms and conditions.

B: Those documents are so long that no one ever bothers to read them, and then everyone gets caught out by some regulation at the bottom of page seven.
 - A: I didn't actually have very high expectations of the course, but have been thoroughly impressed by how it was run and by how much of the content will be useful for work.

B: I've actually put some of the principles we discussed in several of the seminars into practice already and I'm keen to implement others when I have more time.
 - A: The book falls into the trap of many popular psychology titles in that it overgeneralises what people are like, so they end up being put into broad categories.

B: That's a common approach, and one which many readers tend to like. I found that most of the chapters managed to steer clear of doing anything like that, though.
 - A: In my opinion, studying philosophy's as relevant today as it's always been. If anything, given the increasingly volatile world we live in, it could even be made a mandatory school subject.

B: I can certainly see the benefit of getting students to think about things a little more deeply. Forcing it universally onto the curriculum is perhaps going a little too far.
 - A: City living's slowly become more intense, to my mind, but because the changes are relatively gradual, few people living there actually notice.

B: I'm sure residents would say the cities they live in are pretty much the same as ten years ago, apart from a few cosmetic changes, which isn't the case to an objective observer.

EXAM TASK

- LO5 You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.



Extract One

You hear a scientist being interviewed about plastic pollution.

- What is the man doing?
A explaining how the problem can be solved
B identifying who is primarily to blame for the problem
C emphasising that the problem must be addressed
- Why does the man use the examples of plastic bags and bottles?
A to support the main point he's making
B to highlight a popular misconception
C to introduce a new argument

Extract Two

You hear two friends talking about a place where they spent a lot of time as children.

- The woman is reluctant to return there because
A she's worried it will ruin her memories of the area.
B she'd rather not meet some of the people there.
C she's convinced she won't like how it's changed.
- How does the man respond to the woman's concerns?
A He attempts to persuade her to go anyway.
B He suggests they're unlikely to be valid.
C He admits he feels the same way as her.

Extract Three

You hear two scientists talking about food hygiene in restaurants.

- They both think that
A current laws are insufficient.
B more inspections are needed.
C owners don't take the issue seriously.
- How does the woman feel about advising the government on food hygiene issues?
A uncomfortable at how critical she needs to be
B frustrated by the response to her suggestions
C cautious about appearing overenthusiastic

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 C1 Advanced 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.

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

What is the *Formula C1 Advanced Exam Trainer*?

The *Formula C1 Advanced Exam Trainer* is a book specially designed to maximise your chances of success in the Cambridge C1 Advanced examination.

It can work either as a standalone component or in combination with the ***Formula C1 Advanced Coursebook***. Its structure follows the Cambridge C1 Advanced 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 C1 Advanced 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 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 C1 Advanced 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 C1 Advanced Exam Trainer*?

The *Formula C1 Advanced 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 C1 Advanced exam with other students in a classroom scenario, probably over an academic year.

You are using the *Formula C1 Advanced Coursebook* in class. Sometimes you will also do the related exercises or even a whole exam part from the *Formula C1 Advanced 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 C1 Advanced exam course or a general C1-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 C1 Advanced Coursebook* or perhaps another Cambridge C1 Advanced coursebook. You will use the *Formula C1 Advanced 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 C1 Advanced 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 C1 Advanced exam standard. You now need targeted exam skills practice. You will use the *Formula C1 Advanced 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 C1 Advanced exam and prepare for it independently. You will use the *Formula C1 Advanced 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 knowledge of differences in precise meaning between similar words, of collocations, or of words that occur in fixed phrases.
- They may also test your understanding of verb patterns, for example whether a verb is followed by an infinitive or a clause.
- The gaps may also test your understanding of complementation, for example which preposition certain words are followed by.
- Some gaps may 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 an animal called an octopus. Choose the correct answer (A, B, C or D). There is an example at the beginning (0).

THE OCTOPUS:
an extraordinarily talented animal

Octopuses are far from the one-hit wonders of the animal kingdom, having (0) _____ C _____ the world's oceans for the past 300 million years. They are especially well known for their astonishing intelligence and ability to change colour in order to blend in with their surroundings. The (1) _____ majority of species live in surface waters but a small number are found in the ocean depths. They have an amazing ability to squeeze into and through the smallest of holes and spaces, and live a largely (2) _____ existence, only meeting up with others of their species to breed. Octopuses are, for the most (3) _____, predatory animals. Their diet is largely (4) _____ up of small fish, crabs, shellfish and worms.

- | | | | | |
|---|-----------|------------|-------------|--------------|
| 0 | A existed | B resided | C inhabited | D dwelt |
| 1 | A vast | B enormous | C immense | D gigantic |
| 2 | A lone | B solitary | C lonely | D unsociable |
| 3 | A measure | B amount | C share | D part |
| 4 | A made | B taken | C built | D put |



How did you do?

- 2 Check your answers.
- 3 Read the five answers for Ex 1 again, including the example.
 - 1 Which answer tests your knowledge of a phrasal verb?
 - 2 Which answer tests your knowledge of the patterns of words that typically follow a vocabulary item?
 - 3 Which answer tests your knowledge of a fixed phrase?
 - 4 Which answer tests your knowledge of collocation?
 - 5 Which answer tests your knowledge of precise meaning?
- 4 Look at the four sets of words in context. What do you notice about how each one is used? Then look at the gaps in the text in Ex 1 again. Can you see why the answers are correct?
 - 1 The **vast majority** of the population agreed with the government's policy.
An **enormous number** of people came out to watch the fireworks.
The announcement attracted an **immense amount** of publicity.
A **gigantic statue** appeared in the empty square overnight.
 - 2 A **lone** figure appeared on the horizon, slowly moving nearer.
James liked the **solitary** life that living on the island necessitated.
Leanne felt **lonely** once the children had gone.
Fiona felt **unsociable** that evening so decided to stay in.
 - 3 The reviews **serve as a measure of** how good this film is.
No amount of persuasion could convince Martin to change his mind.
We've had our **fair share** of bad weather lately.
Good luck **had a part to play** in the team's success.
 - 4 The team is **made up of** both men and women.
No one has **taken up** my offer of a lift to work.
The new teacher really helped to **build up** her confidence.
A shopping centre is being **put up** where the old factory used to be.

Strategies and skills

Fixed phrases

Gaps in Reading and Use of English Part 1 texts are often filled by words that are found in fixed phrases.

- 1 Use the nouns in the box to complete the fixed phrases in the sentences below.

balance desire hesitation horizons
notice power room things

- All _____ considered, third place in the competition was perhaps a fitting result.
- I don't know why the concert was cancelled at such short _____.
- As an actor, it's not always possible to strike a _____ between work and home life.
- Max had a burning _____ to be famous from a young age.
- Kelly did everything in her _____ to get a deal with a publisher.
- There was definite _____ for improvement in Danny's performance.
- The judges had no _____ in awarding the prize to Olivia Hanrahan.
- Reece decided to expand her _____ by applying for work in other countries.

- 2 Choose the correct option to complete each sentence.

- It was sometimes difficult to **hold / grab / seize / grasp** the complexities of the plot.
- Seven shows in one week really **had / took / put / made** their toll on Gina's health.
- The singer even **broke / smashed / cracked / split** a few jokes between songs.
- What **drove / sent / pressed / steered** her to give up acting remains a mystery.
- I had no idea he **believed / maintained / held / felt** such strong opinions on the issue.
- The newspaper headline really **activated / caught / motivated / encouraged** her attention.
- The test didn't really **present / award / donate / raise** any great difficulties to Diana.
- These technical flaws **create / cause / offer / pose** very real threats to the film's success.

SPEAKING BOOST

Discuss or answer.

- If there's one goal you'd want to achieve, what would it be? What would you do to achieve it?
- What do you think the phrase '15 minutes of fame' means? What's your opinion of celebrity culture?



Collocations

Gaps often test knowledge of collocations: words that naturally go together. Many of the collocations are formed with verbs. It is important to learn as many of these as you can.

- 3 Choose the verb which best completes each sentence.

- She told her daughter to close her eyes and _____ a wish.
A get B make C do D have
- The teacher asked the students to _____ note of the new lesson times.
A take B use C put D write
- Fiona _____ Max making the dinner and went swimming.
A left B allowed C let D sent
- Playing the piano really _____ naturally to some people.
A appears B develops C arrives D comes
- I can't always _____ the difference between a true masterpiece and a fake.
A state B reveal C tell D say
- Appearing on TV allowed Nathan to _____ a lifelong ambition.
A fulfil B complete C conclude D finalise

- 4 Choose the correct word to complete the collocations in the sentences.

- The film is being shot on **site / location / position / set** at the Great Barrier Reef in Australia.
- There's a need for trained mechanics in the country's **work / job / labour / occupation** market.
- There's nowhere **near / close / like / approaching** enough news on TV these days.
- Ecotourism is a real growth **trade / business / industry / corporation** these days.
- He promised me he'd come, so I hope he keeps his **truth / fact / talk / word**.
- The receptionist spoke only **broken / damaged / spoiled / injured** English so I couldn't understand him.

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.

5 Choose the option which best completes each sentence.

- Madeleine _____ into an old school friend while she was visiting the city.
A bounced B knocked C bumped D collided
- After reading the article, Rick decided to _____ red meat from his diet.
A cut out B take away C give up D keep off
- Ruth found it hard to work out what the writer was _____ at in the poem.
A intending B trying C pushing D getting
- It took a while before the effects of the medication started to _____ in.
A shoot B kick C jump D hit
- The management put _____ several proposals for staff to discuss and vote on.
A forward B out C through D over
- Andy's uncertainty about what to do _____ from a lack of experience.
A appeared B approached C created D stemmed

Easily confused words

Sometimes you need to choose between words with similar meanings.

TIP: Think carefully about the particular meaning each word has, and also think about the prepositions, collocations and patterns each word is used with.

6 Choose the correct word to complete the sentences.

- The president condemned the shocking response as an act of **violence / force / aggression / fighting**.
- The **acclaimed / commended / admired / applauded** violinist played some of her most popular pieces.
- Despite being favourites, the team were **systematically / comprehensively / broadly / exhaustively** beaten in the final.
- He was alarmed to discover that \$4,000 had been **subtracted / detached / extracted / withdrawn** from his account without his consent.
- There was a lot of **assumption / speculation / deduction / supposition** about who would be the next party leader.
- Temperatures at the research station **plunged / dived / crashed / collapsed** as soon as night fell.

Prepositions

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

7 Choose the correct option to complete the sentences, paying attention to the preposition in bold that follows. What prepositions are the other words followed by? Which words are not usually followed by a preposition?

- The prices were _____ **to** those on the internet.
A consistent B matching C comparable D alike
- _____ **to** popular belief, bread is not the best food for birds.
A Contrary B Opposing C Contrasting D Distinctive
- The company was fined because its actions were not in _____ **with** the law.
A contract B accordance C duty D assurance
- He decided to write to the manager in _____ **of** the staff member's behaviour.
A concern B regard C connection D respect
- The videos are _____ **for** anyone who wants to learn to play the guitar.
A aimed B intended C directed D focused
- There's no need for you to be _____ **with** the arrangements for the meeting.
A disturbed B troubled C worried D concerned

8 Complete the sentences with the prepositions in the box.

about in of on to with

- I realised I was completely dependent _____ Alice to translate everything for me.
- Professor Atkins had dedicated her life _____ the study of these fascinating creatures.
- Please leave the building by the nearest exit in the event _____ a fire.
- There's certainly no harm _____ applying for the talent show.
- I'm in two minds _____ learning to dive.
- I couldn't keep pace _____ the fastest runner, so ended up coming second.

SPEAKING BOOST

Discuss or answer.

- What is the greatest challenge sport has faced recently in your opinion?
- Apart from physical fitness, what do you think the benefits of exercise are?



Verb patterns

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

- 9 Choose the correct verb pattern to complete each sentence.
- 1 It's anticipated **that prices will rise / prices rising** as a result of the decision.
 - 2 Consumers should beware **to spend / of spending** beyond what they earn.
 - 3 The bank's policy just seems to complicate **matters further / further matters**.
 - 4 He couldn't envision **to make / making** so much money in a single deal.
 - 5 Staff were instructed **to avoid / avoiding** talking to the media about the issue.
 - 6 The director was invited **to give / for giving** a presentation at the event.

Linking words

Some questions test your knowledge of linking words and phrases.

- 10 Complete the sentences with the linking words in the box.

consequently interestingly nonetheless
or owing to whereas

- 1 Healthcare has improved dramatically although, _____, life expectancy has remained about the same.
- 2 The outward journey took three hours _____ the return was more than double this.
- 3 He must have enjoyed the performance _____ he wouldn't have stayed for the whole thing.
- 4 He'd spent all his money by the end of the first week and _____ had nothing left for the rest of the holiday.
- 5 Four extra concert dates have been announced _____ high demand for tickets.
- 6 The water temperature was only 6°C, but she went swimming _____.

EXAM TASK

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

IS THE 10,000 HOUR RULE A MYTH?

For a number of years, there has been a widely-(0) _____ D _____ belief that practising a particular skill for 10,000 hours will turn anyone into a world-class expert. Perhaps unsurprisingly, few have been sufficiently (1) _____ to put this theory to the test. The (2) _____ originally appeared in a popular psychology title, *Outliers*, by Malcolm Gladwell. A key stipulation of the concept was that the practice in (3) _____ had to be 'deliberate' practice. A casual half hour a day strumming a guitar would not (4) _____ this requirement.

However, recent research into deliberate practice has (5) _____ to some intriguing conclusions. The study (6) _____ that even in something as traditionally practice-based as learning a musical instrument, deliberate practice (7) _____ for just 21 percent of the observed improvement. When it comes to professions such as business, in which the skills are (8) _____ less tangible and more difficult to define, the figure falls to a tiny one percent. So, if practice is responsible for such a small proportion of the improvement, what is causing the rest?

- | | | | | |
|---|---------------|---------------|--------------|--------------|
| 0 | A kept | B said | C thought | D held |
| 1 | A disciplined | B controlled | C restricted | D ordered |
| 2 | A deduction | B principle | C value | D regulation |
| 3 | A request | B demand | C subject | D question |
| 4 | A complete | B succeed | C meet | D reach |
| 5 | A pointed | B finished | C decided | D achieved |
| 6 | A uncovers | B reveals | C exposes | D releases |
| 7 | A amounts | B accounts | C generates | D justifies |
| 8 | A cautiously | B uncertainly | C doubtfully | D arguably |

ABOUT THE TASK

- In Reading and Use of English Part 2, you read a short text which has eight gaps in it. 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*.
- The gaps test your understanding of different kinds of grammar, e.g. auxiliary and modal verbs, dependent prepositions, relative pronouns, articles, etc.
- They also test your knowledge of phrasal verbs, linking words and expressions and fixed phrases.
- The answer is always a single word.
- Occasionally, there is more than one possible correct answer.
- Each question is worth one mark.

TEST

Practice task

- 1 Read the first paragraph of a text about a project monitoring animals called humpback whales. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE WHALE TAIL DATABASE

Each human face is unique, making it easy for us to differentiate (0) BETWEEN people we know and those we have never previously met.

When (1) _____ comes to attempting to identify a humpback whale, however, we have to turn (2) _____ an alternative means of recognition.

Research teams worldwide have long used the whales' tails to identify whether individuals they encounter are new to the area or are whales that they are already familiar (3) _____. An increasing number of teams are now contributing to an international database, in (4) _____ the main resource is photos of humpback whales' tails. This is done so (5) _____ to monitor population size, migratory routes and the distribution of individuals in resting, calving and feeding areas around the world.

How did you do?

- 2 Check your answers.
- 3 Read the answers to the five questions in Ex 1 again. Which answer
 - a is a dependent preposition that's used with an adjective?
 - b is a relative pronoun?
 - c is a pronoun in a fixed phrase?
 - d is a phrasal verb particle?
 - e is an adverb used in a fixed expression?

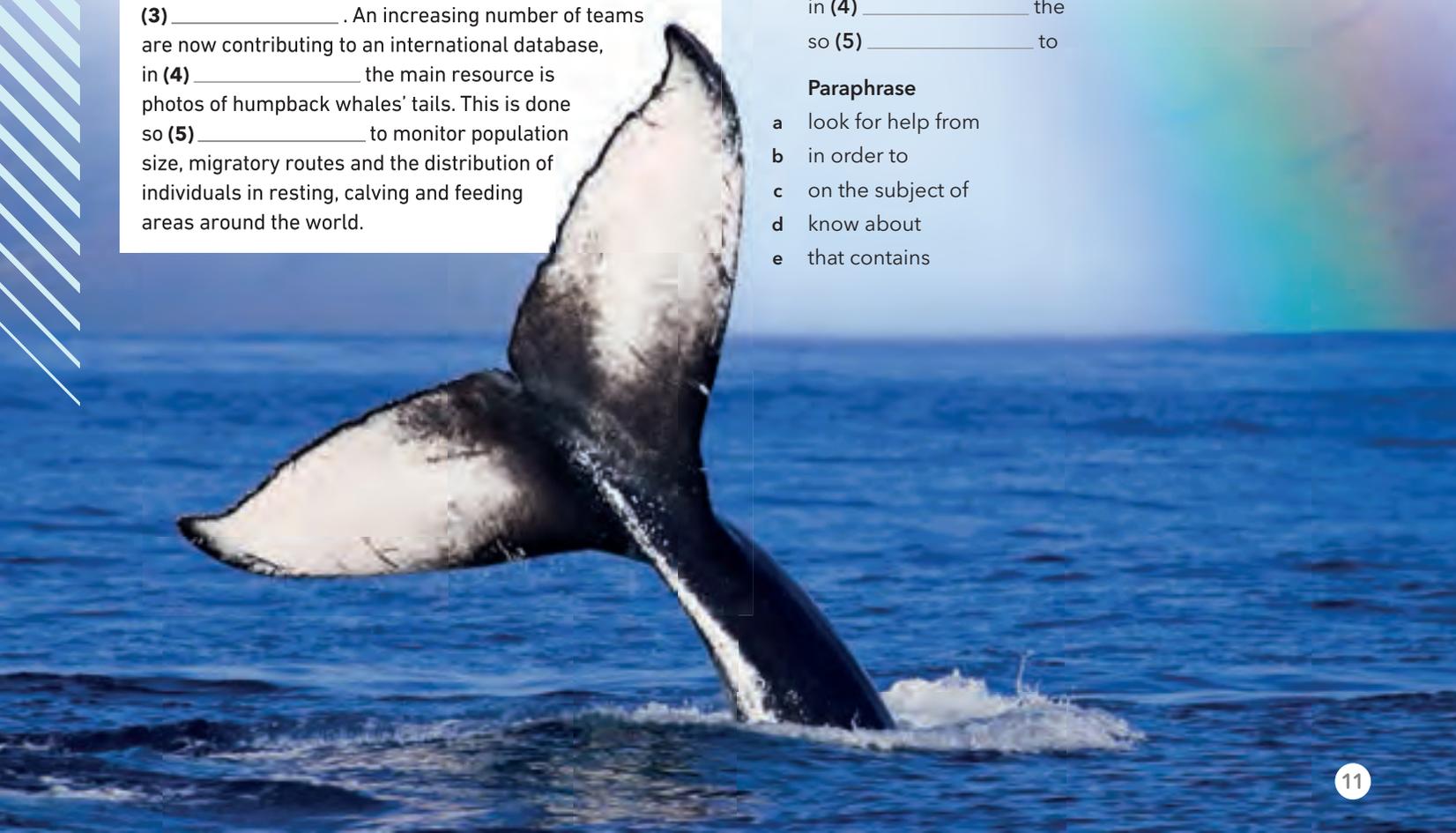
- 4 Match the sections of the text with their paraphrases a-e.

Section of text

When (1) _____ comes to
to turn (2) _____
familiar (3) _____
in (4) _____ the
so (5) _____ to

Paraphrase

- a look for help from
- b in order to
- c on the subject of
- d know about
- e that contains



Strategies and skills

Perfect and continuous tenses

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

1 Complete the sentences with one word in each gap.

- The team has _____ monitoring the group of whales for several years.
- The waters there _____ believed to be where female whales give birth to their young.
- The extent to which the whales' habits _____ been altered by human activity is unclear.
- So what reason _____ researchers give for the whales returning to the area each year?
- After _____ photographed, the whale's tail is uploaded to the database.
- The database _____ been added to by research teams from all around the world.

Conjunctions

Some gaps test your knowledge of linking words.

TIP: Think about what the linking word is doing in the sentence: is it adding similar information or ideas, giving a reason, contrasting ideas, etc.?

2 Look at the gaps in the sentences (1-7) and think about what is missing. Answer the questions (a-d).

- _____ many residents are happy with the standard of maintenance in the complex, others feel it is poor, given the high service charges.
 - _____ from allowing the experience to put him off kite surfing, it actually made him more determined to succeed.
 - Expanding on answers at an interview demonstrates good subject knowledge in _____ to giving the speaker confidence.
 - The participants in the experiment actually put on weight, _____ the fact that they were doing more exercise.
 - The new electric car is expected to go into production soon, _____ that any design faults are rectified quickly.
 - Being able to hold down a demanding full-time job _____ also studying is a combination that few achieve without some difficulty.
 - She did extremely well in her first professional game, especially _____ how nervous she had been beforehand.
- Which ones need a word to express contrast?
 - Which one needs a word to introduce a similar idea or information?
 - Which ones introduce a reason or explanation?
 - Which one needs a time expression?

3 Choose the correct words in the box to complete the sentences (1-7) in Ex 2. Add capital letters where necessary.

addition although considering
despite far provided whilst

SPEAKING BOOST

Discuss or answer.

- Does art imitate life, or life imitate art?
- 'Writing is the most important human invention of all time.' To what extent do you agree with this argument?

Conditional forms

The gaps sometimes test your knowledge of conditionals. Make sure you know the more complex 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.

- If I hadn't gone back to sleep, I _____ be really tired now.
A could B will C would
- You _____ have avoided all the traffic if you'd set off an hour earlier.
A will B should C could
- I might have passed my driving test _____ I not made one silly mistake.
A had B would C if
- I wonder where I would _____ ended up if I'd continued driving along that little road.
A had B have C be
- You'll lose your job _____ you stop browsing the internet at work.
A if B because C unless
- If I _____ the lottery, I would probably give a lot of the money to charity.
A won B win C winning
- You really should set off now _____ you want to be home before 11 p.m.
A unless B although C if
- I would have chosen to go by train if I had _____ the choice.
A got B had C have

Future tenses

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*.

5 Choose the correct phrase to complete the future forms in the sentences.

- This time next week, they **will be sailing / will have been going to sail** across the Atlantic Ocean.
- The traffic will be really bad then, so I **have to / will have to** leave plenty of time to get there.
- By midnight tonight, I **will have been travelling / will be travelling** for 48 hours.
- The car has been repaired so I **would be able / will be able** to pick you up from the station.
- The solar eclipse **will witness / will be witnessed** by millions of people all over the world.
- If we don't leave soon, the film **will have started / will have been starting** by the time we get to the cinema.

6 Complete the sentences with one word in each gap.

- Thankfully, the rocket will _____ repaired in time for the launch.
- The damaged car will be repaired before _____ returned to its owner.
- The match on TV will _____ already finished by the time we get home.
- It's funny to think that in just 24 hours, I will _____ taking part in my first marathon.
- She won't _____ to stay late if she gets all her work done before 5 p.m.
- By the time the birds arrive at the breeding grounds, they will have _____ travelling for several weeks.

SPEAKING BOOST

Discuss or answer.

- How important will sustainability be in 2050?
- What do you think 'There is no planet B' means?

Relative clauses

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

TIP: Think about what the relative pronoun refers to: is it a person, location or thing?

7 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?

- The city in _____ I grew up has changed a lot since I left.
- The captain _____ boat we were sailing in was obviously highly experienced.
- There were ten people on the course, five of _____ had already tried surfing.
- It was the instructor _____ first saw that one of the young climbers had got into difficulties.
- I couldn't find my glasses, without _____ it was impossible for me to read the instructions.
- I've just heard that the school _____ we met has closed down.

8 Complete the sentences in Ex 7 with one word in each gap.

Comparative forms

Gaps sometimes test your knowledge of comparative forms. At this level, these are unlikely to be basic comparatives and superlatives, but other more complex structures.

9 Match the sentence halves. Think about the sentence structures and make sure you understand the meanings. In each case, it's the highlighted word that would be gapped in a Part 2 task.

- At the very **least**,
- There was comparatively **little**
- They still need a great **deal**
- I didn't expect it to take **such**
- He was nowhere **near**
- She is surely one of the world's **most**
 - interest in the book when it first came out.
 - a long time to get here.
 - highly respected politicians.
 - more money to be able to buy the business.
 - you should say sorry to him.
 - as tall as he expected.



10 Complete the sentences with the words in the box.

except far more neither no rather so to

- 1 The project is _____ likely to succeed if there is international cooperation.
- 2 Most drivers prefer to stay within the speed limit _____ than risk getting a fine.
- 3 It was by _____ the largest number of birds that had ever been seen at the lake.
- 4 She couldn't come up with any new ideas and _____ could he.
- 5 No one went out in the freezing cold _____ for the film crew.
- 6 Wrestling is particularly popular in Iran, and _____ is football.
- 7 There's _____ question that it's the biggest celebration of the year in this country.
- 8 The prices were comparable _____ those found on the internet.

Reference words and impersonal structures

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

11 Choose the correct word to complete the sentences.

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

- 1 Whilst **that / what / there** they witnessed was interesting, it wasn't enough to convince them to become involved.
- 2 **There / It / This** was an unusual sound coming from the adjacent room, somewhere between music and speech.
- 3 **There / It / This** is close to impossible to know for sure how many people would attend the event.
- 4 The conclusions drawn in the article are clear: **what / that / there** human activities are responsible for much of the decline in animal populations.
- 5 From the look on the director's face, **it / there / that** was clear that the announcement was not going to be good news.
- 6 The research paper made clear that **those / there / what** were several potential solutions to the problems it was investigating.

Phrasal verbs, prepositions and fixed phrases

Gaps in Part 2 texts are often related to phrasal verbs, dependent prepositions and fixed phrases.

12 Complete the sentences with the phrasal verb particles in the box.

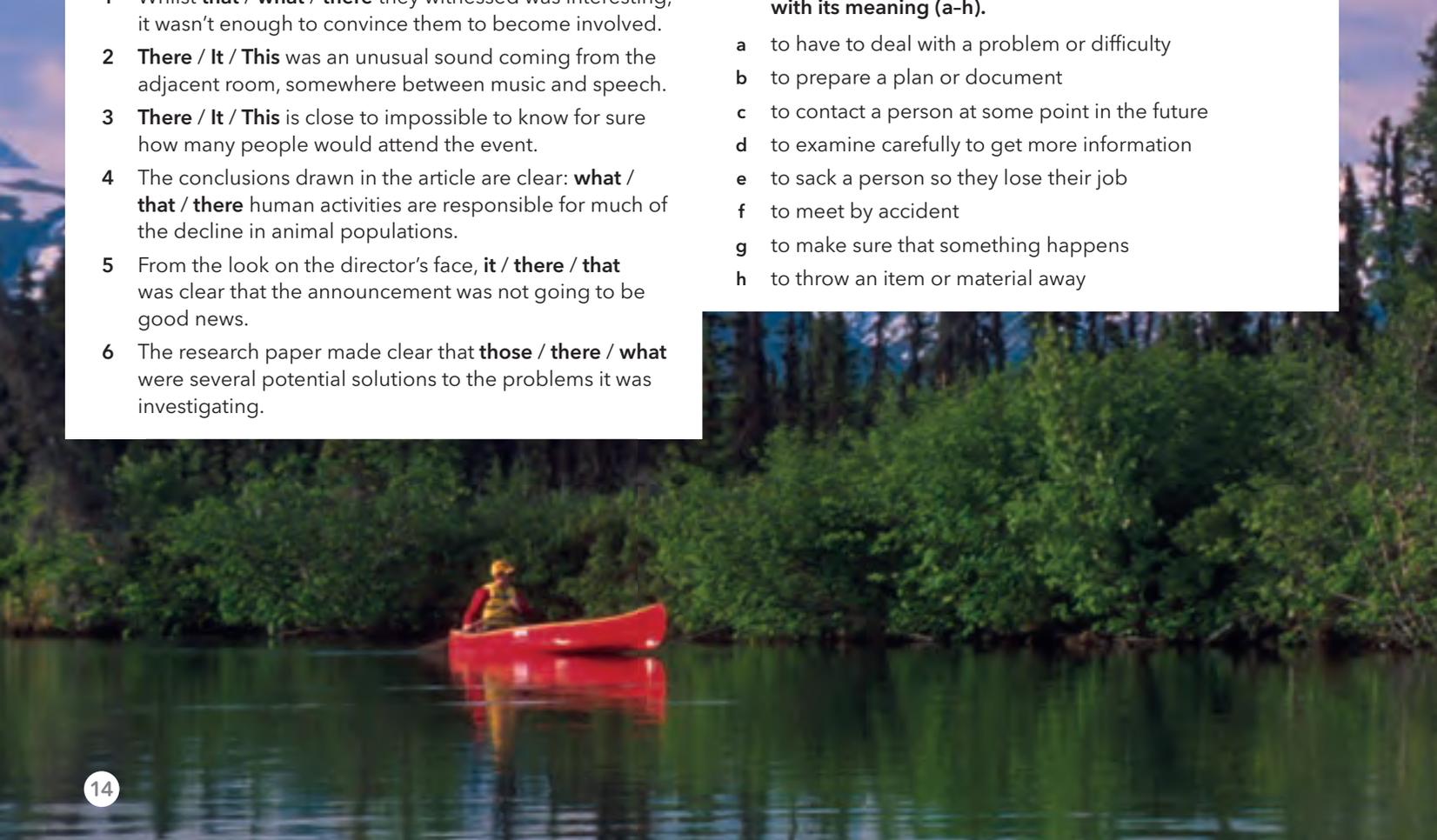
TIP: Try to learn as many phrasal verbs as you can, especially ones with common verbs like **come, get, take**, etc.

against back into of off on out together

- 1 Jimmy had the idea for the business after unexpectedly **bumping** _____ an old friend.
- 2 It's always a good idea to **check** _____ the competition when launching a new product.
- 3 Sarah **came up** _____ a lot of opposition to her plan to modernise the company.
- 4 Tom was careful to investigate environmentally-friendly ways of **disposing** _____ waste products.
- 5 The suppliers said that they would **get** _____ to Abigail as soon as they could with delivery dates.
- 6 Rohan **insisted** _____ being involved with all of the company's major business decisions.
- 7 Unfortunately the enterprise had to **lay** _____ several members of staff due to the recession.
- 8 Asha **put** _____ an impressive business proposal as part of the application for the bank loan.

13 Match each phrasal verb or fixed phrase from Ex 12 with its meaning (a-h).

- a to have to deal with a problem or difficulty
- b to prepare a plan or document
- c to contact a person at some point in the future
- d to examine carefully to get more information
- e to sack a person so they lose their job
- f to meet by accident
- g to make sure that something happens
- h to throw an item or material away



14 Complete the fixed expressions in the sentences with one word in each gap.

- 1 Their success was all down _____ good planning and excellent teamwork.
- 2 They decided to deal with the problem _____ and for all.
- 3 _____ all, it was only her first lesson so she couldn't expect to be perfect.
- 4 Danny knew he would go ahead with his plan _____ or not his parents supported him.
- 5 If you _____ yourself in their shoes, you can see why they might not like the idea.
- 6 It was _____ a doubt the best song she'd ever written.
- 7 For those who had worked closely with Elliot, it came as _____ surprise that he won the competition.
- 8 The headteacher had no other choice _____ to suspend the students for what they'd done.

EXAM TASK

For questions 1-8, 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).

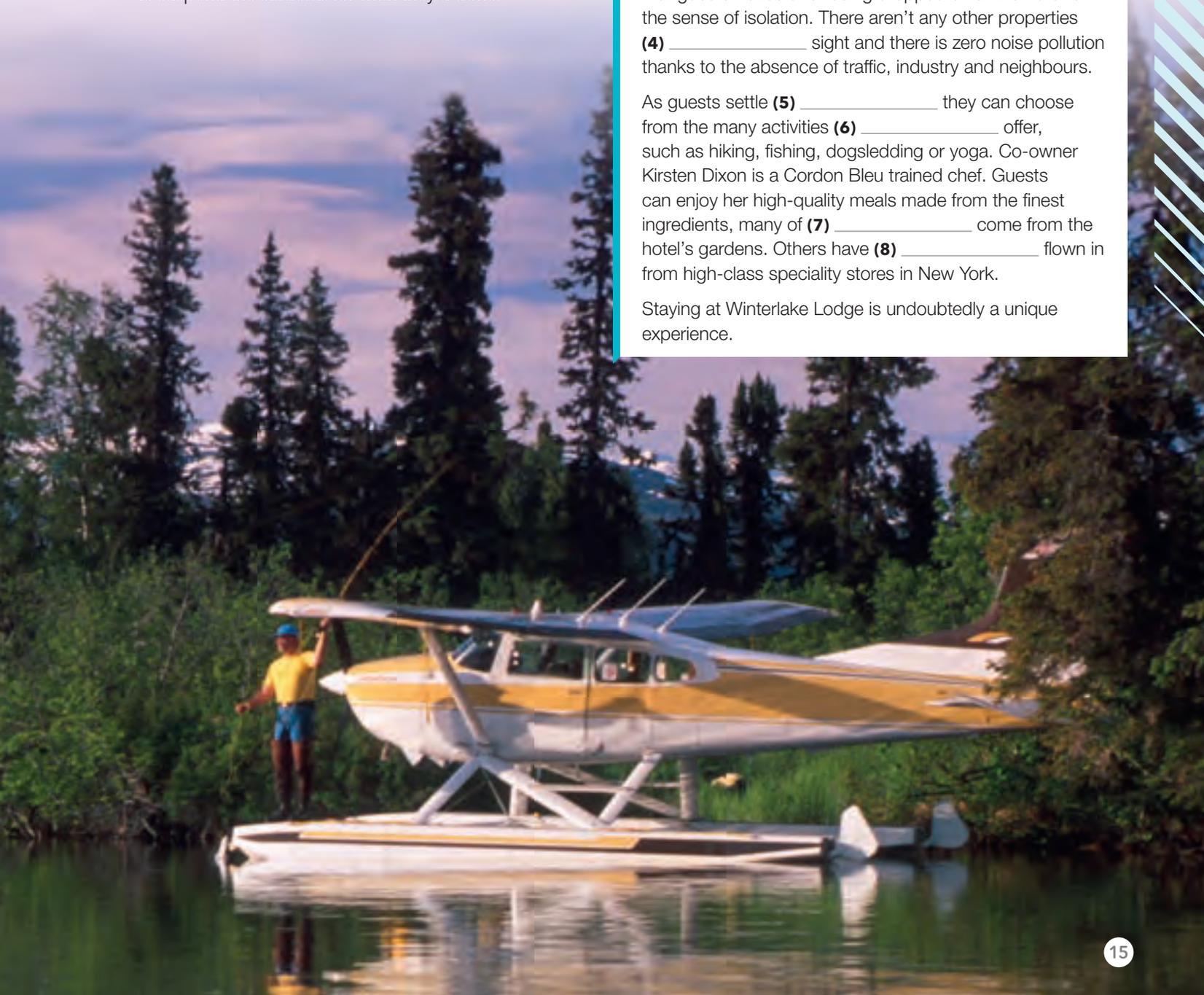
The world's remotest hotel?

Winterlake Lodge lies in excess (0) _____ OF _____ 300 km north west of Anchorage, the largest city in the USA's most sparsely populated state, Alaska.

Getting to the hotel is (1) _____ easy task. Guests are obliged to take a picturesque one-hour light-aircraft ride from Anchorage. The aircraft is equipped (2) _____ floats in summer, allowing it to land on the adjacent lake, and skis in the winter for landing on snow. As (3) _____ rule, the first thing that guests notice after being dropped off at the hotel is the sense of isolation. There aren't any other properties (4) _____ sight and there is zero noise pollution thanks to the absence of traffic, industry and neighbours.

As guests settle (5) _____ they can choose from the many activities (6) _____ offer, such as hiking, fishing, dogsledding or yoga. Co-owner Kirsten Dixon is a Cordon Bleu trained chef. Guests can enjoy her high-quality meals made from the finest ingredients, many of (7) _____ come from the hotel's gardens. Others have (8) _____ flown in from high-class speciality stores in New York.

Staying at Winterlake Lodge is undoubtedly a unique experience.



ABOUT THE TASK

- In Reading and Use of English Part 3, you read a short text with eight gaps.
- At the end of each line with a gap, you will see the base form of the missing word.
- 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, a suffix, or both, e.g. by changing **consider** to **considerable**, by changing **satisfied** to **dissatisfied** or by changing **intend** to **unintentional**.
- Sometimes you need to make more significant internal changes to the word, e.g. by changing **long** to **length** or by changing **receive** to **reception**.
- Occasionally you need to make a compound word, for example by changing **rain** to **rainfall**.
- Sometimes you need to make a noun plural after you have changed it.
- Each question is worth one mark.

TEST

Practice task

- 1 For questions 1-4, 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).

THE SCIENCE OF MEMORY

There's no (0) **STRAIGHTFORWARD** answer to the question: 'in which part of the brain are memories stored?' However, scientists have identified the areas which play a (1) _____ role in allowing us to make, store and retrieve things from our past experience.

Our long-term memories have an (2) _____ capacity to store information. But in order for this to become memories we can access for years, or throughout our whole lives, it first passes through short-term memory. Research (3) _____ have shown that this processing takes place in the highly-developed part of the brain called the pre-frontal cortex.

The (4) _____ from short- to long-term memory takes place in another part of the brain called the hippocampus.

FORWARD

SIGN

ORDINARY

FIND

CONVERT

How did you do?

- 2 Check your answers.
- 3 Look at the five answers again, including the example.

In which answer or answers do you need to

- a add a prefix to change a meaning? _____
- b form an adjective from an adverb? _____
- c form an adjective from a noun? _____
- d form a noun from a verb? _____



Strategies and skills

Prefixes

At least one item in each Part 3 task usually requires a prefix to be added. This does not always change the meaning from positive to negative, although it may.

TIP: Before you start trying to work out the answers to the task, read the text carefully so that you have a good understanding of it as a whole.

1 Complete the gaps in the table. Do any of the words also have a verb form?

noun	adjective	negative adjective
1 _____	normal	2 _____
logic	3 _____	4 _____
5 _____	satisfied	6 _____
7 _____	mature	8 _____
9 _____	relevant	10 _____

2 Add prefixes to the words to give them a similar meaning to the definitions in brackets.

- _____ sequence (result)
- _____ behave (to behave badly)
- _____ confident (having too much confidence)
- _____ biographical (written by the person who it's about)
- _____ active (designed to involve the user in the exchange of information)
- _____ consider (to think about something again)

SPEAKING BOOST

Discuss or answer.

- What's your most vivid memory?
- What do you want the most memorable thing about you to be?

Suffixes

Suffixes are often used to form nouns from verbs and adjectives.

3 Complete the table with nouns formed from the words in the box. Can you add any more nouns for each suffix?

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

allow annoy assign cancel capable competent
consume deficient disapprove innocent jealous
leader nervous receive rude selfish sensitive willing

suffix	nouns	suffix	nouns
1 -ity	_____	6 -ness	_____
2 -ship	_____	7 -tion	_____
3 -ce	_____	8 -ance	_____
4 -y	_____	9 -ment	_____
5 -al	_____	10 -cy	_____

4 The word you need to use in a gap could be a noun to describe people. Write the nouns for people formed from these words.

- archaeology _____
- advice _____
- profession _____
- technical _____
- embassy _____
- consult _____
- fishing _____
- novel _____
- civil service _____
- surgery _____

In Part 3, you will often be asked to use suffixes to form adjectives from nouns and verbs.

5 Complete the sentences using adjectives formed from the words in the box.

TIP: Think about the spelling very carefully. In the exam, your answer is only correct if you have spelled the word correctly.

administration change diplomat eat
exhaust ideal persuade reputation

- Maxine applied for the job immediately because she'd heard it was a highly _____ company.
- The receptionist explained that his account had accidentally been closed because of an _____ error.
- The weather in the region is very _____, and sometimes snow, sun, rain and thunder occur on the same day.
- The president of the company, who was not known for being _____, managed to insult several of the guests.
- Although the fruit didn't look at all appetising, the guide assured us that it was perfectly _____.
- At 128 pages long, the report on the incident was certainly _____ as it went into great detail about every stage of what happened.
- Often, the party leader's _____ aims were dismissed as having very little connection to reality.
- Sally could be extremely _____, which is probably why she was the top sales representative at the company.

Adjectives can be formed from many different suffixes.

- 6 Use the words in the box to create adjectives, then put them in the correct column. There should be two words in each column.

aggression compare confidence construct
convince courage news occasion refresh
respond space statistic substance terror
trust vary

-ive	-ous	-ing	-tial
-worthy	-able	-al	-ible

- 7 Can you think of any other adjectives with these suffixes? Add them to the table. What are their root words?

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.

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 it into an adverb.

- 8 Complete the sentences with an adjective or adverb from the word in capitals.

- He couldn't _____ explain where he had been all night. **SATISFY**
- A horribly long and _____ silence followed Jack's reading of his poem. **COMFORT**
- Henry finally admitted that he had obtained the computers _____. **HONEST**
- The two peace campaigners were _____ awarded the prize. **JOIN**
- The models were so _____ that it was hard to see they were plastic. **REALISE**
- The crowd were _____ quieter after the star player was sent off. **NOTICE**
- The sports centre was _____ opened by the prime minister. **OFFICE**
- The country is far more _____ advanced than any of its neighbours. **TECHNOLOGY**

Most gaps in Part 3 tasks are nouns, adjectives or adverbs, but sometimes the missing word is a verb.

- 9 Complete the sentences with verbs formed from the words in capitals.

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

- He received a letter _____ the receipt of his application. **KNOWLEDGE**
- The twins were so alike that it was extremely hard to _____ between them. **DIFFERENCE**
- Participants are always asked to _____ the effectiveness of the course. **VALUE**
- The criminals were _____ for a period of at least seven years. **PRISON**
- As spring arrived, the days slowly started _____. **LONG**
- The students couldn't understand the text so the teacher _____ it. **SIMPLE**

SPEAKING BOOST

Discuss or answer.

- Who is the luckiest person you know?
- What's the difference between luck and privilege?

Internal word changes

You may need to make internal changes to the spelling of the root word, as well as adding a prefix and/or suffix.

- 10 Read these sentences. Which part of speech is needed in each gap (adjective, verb, adverb, noun, etc.)?

- It is not _____ to eat a great deal of food with a high salt content. **ADVICE**
- Without the atmosphere, the sun's rays would be even more _____. **DESTROY**
- The speaker was asked to _____ her position on global warming. **CLEAR**
- Martin wasn't very _____ so couldn't choose which option to take. **DECIDE**
- Her theories regularly challenged conventional _____ on the subject. **WISE**
- Thankfully, _____ changes were required from the original design. **MINIMUM**

- 11 Complete the sentences in Ex 10 with the correct words formed from the word in capitals.

Some words change internally when a suffix is added.

- 12** Write the correct answer for each language 'sum'.
- 1 His idea wasn't very (**believe + able =**) _____ .
 - 2 He was quite a (**control + ing =**) _____ person.
 - 3 The hotel room was incredibly (**luxury + ous =**) _____ .
 - 4 The whole day was such a (**pleasure + able =**) _____ experience.
 - 5 The decision turned out to be a (**disaster + ous =**) _____ one.
 - 6 The music was terribly (**repeat + itive =**) _____ .

TIP: Learn new vocabulary in word groups (verbs, nouns, adjectives, adverbs and opposites) from the same root word, e.g. **suit**: **suitability, suitable, suitably, unsuitable.**

Compounding

- 13** Match words from each list to create new compound words.

- | | |
|---------|------------|
| 1 eye | a side |
| 2 back | b spread |
| 3 along | c ground |
| 4 water | d natural |
| 5 wide | e catching |
| 6 super | f proof |

- 14** Complete the sentences using the compound words in Ex 13.

- 1 There was _____ support for the president's approach to the crisis.
- 2 Although the car has an _____ design, it proved to be highly unreliable.
- 3 Travis made the mistake of failing to pack a single item of _____ clothing.
- 4 The manager provided Helen with a detailed _____ to the case.
- 5 Steven didn't believe in _____ powers so he knew there was a rational explanation.
- 6 The company director stood _____ her deputy when making the announcement.

- 15** Complete the text with nouns formed from the words given in capitals at the end of some of the lines.

An American tech company held a news conference today to demonstrate a **(1)** _____ new delivery drone it has developed. **GROUND**

Despite numerous **(2)** _____, the team have finally come up with a design that works exactly as required. In tests, this **(3)** _____ device delivered a 5 kg package to an address across the city much more quickly than a traditional delivery driver. **BACK**

The delivery drone needs to **(4)** _____ many more checks before it can be rolled out. In the **(5)** _____, many delivery drivers will be worried about what the future holds for them. No mention **(6)** _____ was made during the news conference of the device's potential impact on jobs. **SAVE**

GO

TIME

WHAT

EXAM TASK

For questions 1-8, 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).

The importance of **krill**

Krill are small, shrimp-like animals that only grow to around 5 cm in **(0)** LENGTH, yet are one of the most important species on the planet. They may appear to be a relatively **(1)** _____ sea creature. However, their position at the bottom of the food chain of hundreds of larger **(2)** _____ has led to them being described as the 'fuel' that runs the engine of marine ecosystems **(3)** _____ . **LONG**

There are 85 known species of krill, amongst the most important of which are Antarctic krill. **(4)** _____, they congregate in such large numbers at certain times of year that they are clearly **(5)** _____ from space. **SIGNIFY**

Krill form a **(6)** _____ part of the diets of many birds, fish and whales, but are themselves mainly herbivorous. They feed on microscopic plants called algae that float near the surface of the ocean. **ORGAN**

Recent scientific studies suggest that krill numbers have fallen **(7)** _____ since the 1970s, perhaps by as much as 80 percent. Should krill populations fall further, then all the animals that are **(8)** _____ on them would also be in serious trouble. **WORLD**

INTRIGUE

VISION

CRITICISE

DRAMA

DEPEND