

- How many questions do you have to answer in Part 1?
- How many options do you have to choose from in each question?

Useful language Phrases and collocations

1 Circle the correct word or phrase in each sentence.

Example: We need to raise / rise enough money for the new project.

- 1 From / At first, I thought the test would be easier, but I quickly realised that in fact it wasn't.
- 2 Ben is very kind-hearted, but some people tend to take / get advantage of him.
- 3 Una isn't the sort of person who enjoys receiving / attracting attention to herself.
- 4 Mr James welcomed the three new students on behalf of / from all our class.
- 5 If Noel doesn't like what we're talking about, he just changes the subject / topic.
- 6 You shouldn't go out in the rain without a coat – that's just common / normal sense.
- 7 When you're choosing a career, you need to take / put a lot of things into consideration.
- 8 Our plans for next weekend depend on the weather to a great extent / part.
- 9 I need to keep / hold an eye on the dog while we're walking through the park together.
- 10 I've got / put rid of so much rubbish from my room that there's much more space now!
- 11 It gets / goes without saying that Karl will come top in maths this term!
- 12 Alex's house is noisy as it's on a main road, but on the other / another hand it's close to the town centre.

Tip! Build up your knowledge of set phrases, like these. Sometimes choosing the right option of four choices depends on knowing these kinds of phrases.

Focus Meanings of words in context

2 Complete the sentences below with a suitable word from the box. Use the correct form of the word. Use each word once.

settle establish plant uncover

- 1 George's mum has a lot of flowers in the garden of their new house.
- 2 While the archaeologists were digging in the ruins, they a wonderful mosaic.
- 3 Some artists are planning to a centre for young people's art activities in the city.
- 4 After my sister got married, she in the city centre with her new husband.

tell consider mention say

- 5 I daren't Jack the news for fear of upsetting him.
- 6 Alissa her ideas to her teacher, who thought they were excellent.
- 7 There's a lot to when you're thinking about what career to go in for.
- 8 Andrei goodbye to everyone and left the party.

contact influence link touch

- 9 TV programmes have a lot of on people's behaviour.
- 10 There's a direct between doing some exercise and being fit.
- 11 'I promise I'll keep in!' said Tereza when she moved away from our town.
- 12 Ali's phone is down, so Robert hasn't been able to make with him.

spite view order bear

- 13 Students always have to in mind that academic success means working hard.
- 14 Max had to stay up late in to get everything finished.
- 15 Dan still went off to play football in of having a bad cold.
- 16 In of the forecast for bad weather, the coach thought it best to cancel the match.

Useful language More prepositions

- 3 Prepositions can also occur *before* certain phrases. Look at the phrases below. Which of the prepositions in the box goes with each phrase? Sometimes more than one preposition is possible with the same word or phrase.

at by for in on out of under

..... speed my own chance
..... accident a hurry time
..... nothing control purpose
..... order once a change

- 4 Complete the sentences with a suitable phrase from Exercise 3.

Example: The driver didn't notice the road sign as he was driving at speed.

- 1 If you don't want to come into town with me, I'm quite happy to go
- 2 The train left the station exactly - 5.15 pm!
- 3 Sam hadn't arranged to see Julia last Saturday. They met purely in the street.
- 4 We arrived just to catch the beginning of the film.
- 5 Dan and his friends always eat in burger bars, so yesterday they went to a pizza place
- 6 Oh no! I've deleted all my birthday photos and now I can't get them back.
- 7 That café's got a special offer - you pay for one ice cream, and you get another one
- 8 We'll have to climb the stairs - the lift is again.

Test 2 Exam practice

Reading and Use of English • Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A recommend B suggest C volunteer D submit

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tip! If you don't know the answer to a question, look carefully at the options and cross out the ones that you know are wrong, then make a guess. You should never leave an answer blank – the guess you make may be correct.

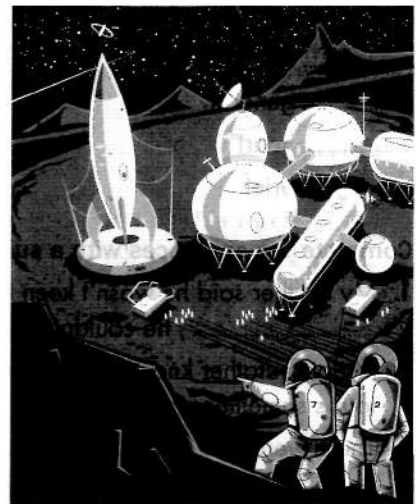
Life on Mars

Are you the kind of person who'd happily (0) to go and live on Mars? In fact, plans were recently revealed to (1) a human base on Mars in 2023, and when an opportunity came up to go and help build it, over 200,000 people (2) their names down. However, money still needs to be raised to fund the project – a cool £3.8 billion!

So what would the job (3)for the astronauts? To begin with, they'd need to have (4) intensive training during the months (5) up to departure. In addition, they'd need to learn how to live in close (6) with other crew members, both during the eight-month journey, and on the surface of Mars. There'd be very few facilities such as showers, not to (7) a diet of freeze-dried and canned food.

So in (8) of everything you'd have to put up with, you may decide a trip to Mars is not really for you after all!

- | | | | | |
|---|-------------|----------------|----------------|----------------|
| 1 | A settle | B establish | C plant | D uncover |
| 2 | A signed | B gave | C put | D noted |
| 3 | A concern | B involve | C consist | D intend |
| 4 | A gradually | B consequently | C increasingly | D additionally |
| 5 | A moving | B running | C going | D leading |
| 6 | A contact | B influence | C link | D touch |
| 7 | A tell | B consider | C mention | D say |
| 8 | A spite | B mind | C order | D view |



Advice

2 This is part of a phrasal verb. Read ahead – which verb will go with **down**?

5 Which of these verbs fit with **up to** to mean the period before something takes place?

- Are you given words to choose from in Part 2 questions?
- Why is it important to read the text very carefully before you start to answer the questions?

Useful language Prepositions

1 Complete the phrase with the correct preposition from the box. Use a dictionary to help if you are not sure.

at to in by out of on

- | | |
|------------------|-------------------|
| according | least |
| turns | due course |
| account of | favour of |
| thanks | petrol |
| risk | far |
| general | all costs |
| heart | other words |
| brief | place of |

Tip! Getting the answer right in Part 2 often depends on knowing which is the correct preposition to use, or which words go with prepositions to complete a phrase.

2 Complete the sentences with a suitable phrase from Exercise 1.

- 1 My brother said he wasn't keen to take the dog for a walk., he couldn't be bothered!
- 2 My grandfather knows lots of poems and he recites them to me sometimes.
- 3 There were a hundred people at the party last night.
- 4 Susie is the best skier in our family. She beats everyone.
- 5 My dad watches the news before he goes out, then reads the full stories later.
- 6 Oscar and his sister had to take it to hold the puppy's lead.
- 7 No-one knows the election result yet, but the country will find out
- 8 Matt, tomorrow's classes are cancelled!
- 9 We're completely bread, so I'll go and buy some.
- 10 We knew we had to win Losing just wasn't an option.

Tip! When you use a set phrase, make sure you have got it *completely* right, and that it is spelt correctly. A small mistake, such as omitting an s, could lose you a mark.



Useful language Passives

3 Turn the following into passive or active sentences.

- 1 Someone cleaned the windows at school yesterday.
The windows at school yesterday.
- 2 You will be told the results as soon as we get them.
We'll the results as soon as we get them.
- 3 The storm has destroyed most of the big trees.
Most of the big trees the storm.
- 4 Someone must have left the door unlocked last night.
The door unlocked last night.
- 5 They're fixing my dad's car at the moment.
My dad's car at the moment.
- 6 The letters are delivered to the office every morning.
Someone the office every morning.
- 7 You mustn't take drinks onto the school bus.
Drinks onto the school bus.
- 8 No-one has seen Class 2A's CD player for ages!
Class 2A's CD player for ages!

4 Cross out the spelling mistake made by candidates in each of these sentences. Then write the word correctly.

- 1 You can choose *wich* film we go and see tonight.
- 2 My new bike isn't much faster *then* my old one.
- 3 Seb had to run home *becouse* he was late for dinner.
- 4 You shouldn't *belive* everything you see on TV.
- 5 My Grandma has lots of *beutiful* flowers growing in her garden.
- 6 This book on science is the most *intresting* I've ever read.

Remember!

We form the passive from the verb *to be* + past participle, e.g. *takes* → *is taken*.

Tip! You may be tested on passive forms in Part 2. Make sure you select the correct *tense* when answering a question.

Test 2 Exam practice

Reading and Use of English • Part 2

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

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

Example:

0 Y O U R

Tip! You may find that a phrase containing more than one word might fit the gap – but remember, you can only write *one* word, so think carefully.

Tip! Don't leave any of the gaps blank. Always try to write something, as your answer may be correct.

Solar-powered cars

Have you heard the car drivers in (0) family complaining every time they have to fill up the car at great expense at the local petrol station? Well, now a solar-powered family car has (9) developed that's producing very promising results.

The new car is what is known as 'energy positive', (10) means that it actually produces more energy than it consumes. Thanks to the large solar panels on its roof, the car can travel up to 250 miles even if (11) is no sunshine. And on a sunny day, when it is fully charged, it can travel a much longer distance (12) that – nearly 420 miles. That's nearly twice (13) distance that an electric car can travel (14) it is out of fuel and needs to be plugged in!

Further models of the solar-powered car are still (15) tested, according to the designers, who are in (16) doubt that solar-powered cars could eventually replace all petrol vehicles!



Advice

9 This is testing passives. What tense is needed here?

12 This is testing a comparison. Which part of the comparative phrase is missing? Make sure you spell it correctly!

- Which kinds of words do you need to form in Part 3?
- Why do you need to read the text around each question carefully before you decide which word to form from the word on the right?

Useful language Suffixes

1a Use the suffixes in the box to form words that can be used to refer to people. Look at the example. Use a dictionary if necessary. You may need to add more letters, take letters away or change letters.

-ant -(e)r -ist -ive -or -(i)an

Example: *music* *musician*

- | | |
|--------------|------------|
| 1 relate | 6 supply |
| 2 assist | 7 inhabit |
| 3 photograph | 8 detect |
| 4 economy | 9 deal |
| 5 politics | 10 compete |

b Complete these sentences using the words in brackets and a suitable suffix from Exercise 1a. You may need to add more letters, take letters away or change letters.

- 1 Jihoo's father is an (**economy**) and works at the university.
- 2 There were more (**compete**) in his race than Felix had expected.
- 3 The (**photograph**) who took these pictures didn't do a very good job.
- 4 Seb's sister is working as a shop (**assist**) during her holidays.
- 5 Tristan's mum is a (**politics**) and often appears on TV.
- 6 We spent the public holiday with all our friends and (**relate**).

2 Complete each sentence using the words in brackets and the correct suffixes from the box. You may need to add more letters, take letters away or change letters.

-ern -ous -less -ly -ese -ic -ence -ism

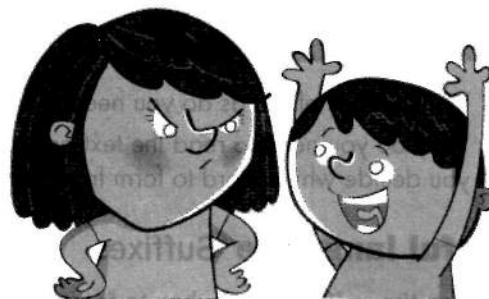
Example: *The maths questions were fairly basic (base) so Tom had no difficulty with them.*

- 1 The story was about a girl who receives a (**mystery**) letter.
- 2 Adam's computer was faulty, and was making a (**continue**) buzzing noise.
- 3 The (**Japan**) food we had for lunch was delicious.
- 4 Justin's always been very (**athlete**) so no-one was surprised when he was chosen for the Olympics.
- 5 The (**south**) part of the country is much greener than other areas.
- 6 Yesterday our geography class looked at which cities were very (**dense**) populated.

Tips! Look carefully at each gap in the sentence. What *kind* of word is needed (noun, verb, adjective, adverb)?

Does the sentence need the word in the gap to be *positive* or *negative*? *Singular* or *plural*?

- 7 There's quite a (**differ**) in age between me and my brother.
- 8 The vase that got broken at the museum was said to be absolutely (**price**).
- 9 (**tour**) is an important source of income in many countries.
- 10 Kim's mum told her that she needed to have a bit more (**patient**) with her younger brother.



Useful language Forming nouns

- 3** Some base words look quite different when they are changed to form nouns. Make nouns from these base words.

Example: *high* *height*


- | | |
|-----------------|-----------------|
| 1 wide | 6 behave |
| 2 strong | 7 anxious |
| 3 long | 8 free |
| 4 hot | 9 divide |
| 5 destroy | 10 admire |

Exam skills Words in context

- 4a** Which kind of word (noun, adjective, verb or adverb) is needed to fill the gap in each of these sentences?

- 1 Swans to countries with warmer temperatures every winter.
- 2 Some in the UK are particularly popular with migrating swans.
- 3 One such centre is always full of swans once winter arrives.
- 4 Many of the swans are so when they first arrive that they sleep for 24 hours.
- 5 Most agree that the swans are an amazing sight.
- 6 It's that swans should attempt to fly so far just for the winter.

- b** Now think of a suitable word for each gap.

- 5**  Correct one spelling error written by exam candidates in each of these sentences.

- 1 My parents still haven't booked any accomodation for our summer holiday.
- 2 There's an advertisment in the local newspaper for a job at the sports centre.
- 3 I suddently saw someone I recognised on the other side of the road.
- 4 We've been studying the enviroment in our science classes this month.
- 5 Karl will definately be back at school tomorrow.
- 6 Sarah was dissappointed that the cake she made wasn't very successful.

- How many sentences do you have to rewrite in Part 4?
- After you have done each question, you should read the first sentence again and the sentence you have just written. What do you need to check?

Tip! Part 4 questions can test both grammar *and* vocabulary. You may need to use phrasal verbs, for example, or know set phrases to answer the questions.

Useful language Wishes and regrets


1 What does each sentence mean? Circle the correct letter, a or b.

- | | |
|--|--|
| <p>1 I wish I didn't feel so tired.</p> | <p>a I feel tired today, which isn't good.
b I felt tired yesterday, which wasn't good.</p> |
| <p>2 If only my best friend would come to the party with me!</p> | <p>a My best friend didn't come to the party with me.
b My best friend probably won't come to the party with me.</p> |
| <p>3 I'd prefer it if you came on Monday evening rather than at the weekend.</p> | <p>a It's better if you come on Monday, not at the weekend.
b You shouldn't have come at the weekend.</p> |
| <p>4 I'd rather we'd gone swimming than come to the cinema!</p> | <p>a I really didn't want to come to the cinema.
b Come to the cinema instead of going swimming!</p> |

Useful language Conditionals and past modals

2 Circle the correct words in each sentence.

- If I *wouldn't have* / *hadn't missed* the bus, I *would be* / *wouldn't be* in my lesson by now.
- Liam's not here yet. He *might have* / *might have been* held up in the traffic.
- I *can't have* / *couldn't have* won the race if I hadn't trained so hard.
- Maisie *wouldn't have gone* / *wouldn't go* there if she had known what it was like.
- We ran to the station but the train was late leaving, so we *needn't have hurried* / *needn't hurry*.
- Josh *can't forget* / *can't have forgotten* about the party. He's got it in the diary on his phone.
- Ryan is never late, so he *must be* / *must have been* on his way here now.
- Otto *should have* / *might have* told his football coach that he couldn't play, but he forgot.
- Andy *wouldn't be able* / *wouldn't have been able* to call me yesterday if he hadn't borrowed a phone.
- Emil *didn't need to* / *needn't* take any money into town as his Dad paid for everything.

3  Choose the correct words in italics in these sentences written by exam candidates.

- If I were you, I *will* / *would* visit the city centre.
- If they had come by car, they *should* / *would* have had to wait for their parents.
- I hope you *will* / *would* not continue like this.
- You'd better buy a car so that you *could* / *can* travel anywhere you want.
- I think we *must* / *should* meet outside the city stadium.
- I was sure that I *will* / *would* pass the exams.

Test 2 Exam practice

Reading and Use of English • Part 4

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

Example:

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

FORWARD

Karen wasn't really to the party.

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

Example:

0	LOOKING FORWARD TO GOING
---	--------------------------

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

25 I ran all the way to the bus stop, but it wasn't necessary as the bus was late.

HAVE

I all the way to the bus stop as the bus was late.

26 If Max isn't interested in what we're talking about, he just starts talking about something else.

SUBJECT

Max just if he's not interested in what we're talking about.

27 I'm sure that Paul has remembered his mum's birthday today.

CAN'T

Paul his mum's birthday today.

28 The strong wind blew down some tall trees during the night.

BY

Some tall trees the strong wind during the night.

29 Ilona took her mobile, so she was able to call her mum.

HAVE

Ilona to call her mum if she hadn't taken her mobile.

30 Please don't stroke the dog, as he's very nervous.

RATHER

I'd stroke the dog, as he's very nervous.

Tip! It is especially important not to leave any answers blank here. Each answer is worth two marks, so even if your answer is not completely correct, you might still get a mark.

Advice

26 Think of a phrase using **subject** that means you are no longer talking about the same topic.

28 This needs a passive construction. What tense do you need? And will the verb be singular or plural?

- How many questions do you have to answer in Part 5?
- What kind of questions are they?
- How many options do you have to choose from?

Tip! As you begin the task, try to get a feel for what the text is about. Read the rubric, look at what sort of text it is, the topic, any title and any artwork. Then think about what you might expect to read in the text.

1a Read through the following text about a boy called Jack. Where might you find a text like this? Compare your answers with a partner.

Jack had never been on a wildlife trip into the countryside before, so when the idea was suggested by his teacher, and welcomed by the rest of the class, he was immediately alarmed. Having spent his whole life in the centre of one of the world's busiest cities, he regarded the countryside with some suspicion, as a place where his parents had once taken him on a camping holiday, when it poured with rain. Apart from that, even though his class had had nature trips into the city parks, Jack was far more into computers and technology.

b Now read the question, and choose the best answer (A, B, C or D).

Why does the writer mention that Jack had spent his whole life in a city?

- A to emphasise what a different experience the proposed trip might be for him
- B to show the contrast between the subject of the trip and Jack's own interests
- C to explain why Jack had had little opportunity to get involved with wildlife
- D to suggest that his teacher's plan might not be a very successful one

Tip! When the questions are in the form of incomplete sentences, remember to read both parts of the sentence together, not just choose your answer from the four options. Information in the incomplete sentence may determine which option you choose, and make the others wrong.

c Compare your answer with a partner. Why do you think the other options are wrong?

2a Read the next section of the text, and decide the most suitable way to complete the sentence below.

Once Jack got to the countryside, he felt...

However, despite his doubts, Jack reluctantly agreed with his parents that he would go on the trip. On the day, the coach driver dropped them at a campsite in the middle of a forest – next to the most enormous stretch of water that Jack had ever seen, apart from on family trips to the beach. Jack couldn't help wandering down to the water's edge, where he immediately spotted a number of tiny fish darting around in the shallows, together with a variety of small wingless insects skittering over the water, making barely a ripple as they touched the surface of the lake with their tiny legs. And in spite of his initial hostility, Jack thought it was one of the most absorbing sights he'd seen – for a while at least ...

b Now look at the four options below. Which one is closest to your answer?

- A determined to prove to his parents that the trip was a mistake.
- B more interested in what he found there than he had originally expected.
- C concerned that the place they were camping in wasn't very suitable.
- D surprised to discover that he would be staying on the coast.

3 There is a word underlined in the text – 'skittering'. Read the section carefully. What do you think the word means? Now look at the question below. Which of the four options matches your idea most closely?

Tip! When meeting unknown words in a text, look carefully at the context to try and work out the meaning.

What does the writer mean when describing the insects as 'skittering' in line 5?

- A They were diving into and out of the water.
- B They were flying close to the surface of the water.
- C They were swimming through the water.
- D They were moving lightly across the water.

You are going to read an article by a girl who has taken a trip across the desert with her family. For questions **31–36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

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

Tip! Read quickly through the text first to see what it is about. Then read each question or incomplete sentence carefully, so that you know what you are looking for in the text. Look carefully for the cues for each question – these will help you to locate information in the text.

DESERT TREK

by Kara Lane

My family and I are from the US, but we're currently living in China. And last year we undertook an incredible trip across the country! My dad's a busy but very successful architect, working in one of the country's biggest cities. However, we were all in need of a break, so he decided we'd do a nature trip into the countryside, which we often did. And for him, because he was always keen to push himself to the limits, this time that had to be a trip to some of the country's remotest areas. He knew we'd look back and remember it as the adventure of a lifetime. But as always, he did check it met with our approval too – which of course it did! After all, who'd turn down the chance of a trip like that?

Dad's dream was a trip across the desert where we could experience its raw wildness, and spot some wild animals such as camels that had become endangered. The dream sounded awesome – but the practical arrangements turned out to be incredibly complicated. In all his enthusiasm, dad hadn't particularly considered the practicalities, even though in his professional life he has to do exactly that all the time. To start with, getting someone to accompany us was a challenge, as few tour companies had the right experience for this kind of trip. So my parents were left trying to find the right team, and sort out the equipment they planned to take. Gathering it all took weeks, and we ended up taking far too much stuff. But finally we were ready.

Personally I couldn't wait for the off, and certainly didn't think twice about going on the trip or what risks might be involved. To me, it was yet another adventure I'd be having with my parents. However, they finally very reluctantly admitted to me that they'd come in for some harsh criticism for taking a teenager along on a challenging and potentially dangerous trip. That was hard for me to hear. But those critics clearly just hadn't taken in the fact that I'd been totally at home with trekking through the toughest of terrains from a young age, and that their interference wasn't needed. Trips like this had become a way of life.

Anyway, off we went into the desert, and before long we'd had some spectacular sightings of amazing wild horses. At first, though, I found it really hard to take in the sheer size and isolation of it all. But I just kept reminding myself we'd got plenty of supplies, and were with an experienced team – who'd hopefully get us out again! No amount of planning or training, though, could have prepared us for what happened one day – a day that brought home to me how powerless we were in the face of the forces of nature. A huge storm suddenly blasted across the area and transformed the desert from a dry wasteland to a winter wonderland. It was a timely reminder not to take anything for granted out there in the wilderness, and to remember our limitations.

Finally we had to start preparing for the long journey home to our busy, bustling city. But then the night before we set off, our guide admitted he'd once got stuck in the desert when a sandstorm swept over everything and his group were unable to travel for days. Luckily they'd all survived, and I guess it demonstrated how skilled a guide he was, and that we were in safe hands. But I remember wishing he hadn't mentioned it until we were back home again. It just reminded me of the dangers we were still facing, and wasn't exactly the kind of story I'd imagined I'd be telling all my friends. Anyway, despite my enthusiasm to get home, I still wasn't completely ready to say farewell to it all, and I knew a small part of me would always remain in the free, open spaces of the desert, with its vast skies and total silences.

- 31 The impression we get of Kara's father in the first paragraph is of someone who
- A wants his family to be high achievers like him.
 - B makes decisions that his family don't always agree with.
 - C puts his family's needs above his own whenever possible.
 - D considers whether his family will benefit when making plans.
- 32 Why does Kara make reference to her father's professional life in the second paragraph?
- A to explain why he paid such careful attention to some aspects of the trip
 - B to emphasise how different the trip would be from his own personal experience
 - C to suggest that his initial approach to preparing for the trip was surprising
 - D to say why he was just the right kind of person to take such a trip
- 33 In Paragraph 3 what does Kara mean when she says she 'didn't think twice about going on the trip'?
- A She knew she didn't have much choice.
 - B It never occurred to her that she shouldn't go.
 - C She tried to put it out of her mind until it was time to leave.
 - D It was better not to think too much about the dangers.
- 34 What was Kara's attitude towards people who criticised her parents?
- A She was irritated because it was unjustified.
 - B She was worried that the critics might be right.
 - C She was sad that her parents were upset by it.
 - D She was grateful that her parents hadn't told her earlier.
- 35 What seems to have particularly made an impression on Kara during her time in the desert?
- A the skills of the team of people travelling with them
 - B the fact that they were able to survive on just the supplies they'd taken
 - C the realisation that they had no control over certain events
 - D the range of rare and unusual wildlife they managed to see
- 36 The night before they were due to return home, Kara felt
- A saddened at having to leave the quiet of the desert.
 - B unprepared to resume her normal life again.
 - C reassured by something she heard from their guide.
 - D excited about all the stories she would be able to tell.

Advice

32 What was her father's professional life that Kara refers to? What kind of skills would he need to use in his job? And how is that different from the way he started preparing for their trip?

35 If something makes an impression on you, is it a good or bad thing? Generally it is something positive that you notice and remember. Go through each option carefully. Can you find evidence to support them? If there's a reference to them, did they make an impression on Kara? Look especially for an event that occurred.

Test 2 Training

Reading and Use of English • Part 6

- What do you have to do in each paragraph of Part 6 texts?
- What are some examples of things to look out for when trying to find sentences that fit the gaps?

1 You are going to read about art. With a partner, check that you know the meaning of the following words. Choose a word and explain the meaning to your partner. Your partner must guess which word you are describing.

exhibition	drawing	image	portrait
landscape	abstract	sculpture	cartoon
illustration	graphics	scene	model

Tip! You may find there is related vocabulary and expressions linking the missing sentence to the rest of the paragraph – but don't just match the same words together. That may not give you the answer.

2 Read the text about a visit to an art gallery. Then read the sentences below. Which sentence fits the gap? Why do the other two *not* fit?

As part of our theme for the term, our art teacher was keen to take us to visit an art gallery in the city. As it happened, there was a major exhibition by an abstract artist, so she thought that would be ideal. And as I hadn't had much experience of seeing abstract paintings in real life, I was quite looking forward to the exhibition – but I also wondered what to expect.

(0) Imagine my surprise, then, when we actually had to queue round the block to get in. But it was worth putting up with the boredom for what we saw in the exhibition rooms. There were so many wonderful images that I didn't know where to look first. And of course, I've been back by myself a few times since!

- A** I'd seen plenty of abstract paintings in art books, but I realised that would be nothing like seeing the real thing.
- B** I knew, though, that the paintings were by one of the most famous abstract artists of the 20th century.
- C** I guess in the back of my mind, I'd thought it wouldn't be very well attended.



You are going to read an article written by an art student. Six sentences have been removed from the article.

Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

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

Tip! Underline any words in sentences A–G which might link the sentence with a particular paragraph, for example pronouns, tenses or linking words. Look carefully to see if any of the sentences are adding a similar or contrasting idea.

Tip! Remember that words in the sentences might refer to something before or after the gap.

Art is good for you – it's official!

Did you know that looking at a painting you really love can be very beneficial for the brain? According to recent experiments by scientists, it can actually increase the blood flow to your brain by as much as 10%! And the more you like the painting you're looking at, the better the effect.

Art has always been my passion, so I was really pleased to read that. And I've always believed that actually doing some art is really beneficial too. It's a great way to express yourself and cheer yourself up when you feel fed up. **37** And that's an important positive effect.

But apart from making you feel better, creating art can also teach you numerous different practical skills. For example, many of the actions involved in making art, such as holding a paintbrush, are essential for building what are called 'fine motor skills' at an early age. So children may well think that their teachers just want them to have fun drawing a circle or painting a face. **38** And talking about shapes and colours helps increase vocabulary by using descriptive words.

What's more, learning how to make art can also help you with problem-solving and critical-thinking skills. Just think, for example, of all the times you've decided on a project you really want to get started on. **39** But making art helps you learn the skills to deal with them. And the experience of making decisions and choices when you're working on a piece of art can carry over into other areas of life. That experience will help you become a thinking, inventive person who'll come up with new ideas and not just follow instructions.

I have to admit, though, I hadn't really appreciated how much the formal study of art, such as art history helps you to interpret what you see. **40** But we also need to be given the opportunity to develop those skills through actually doing some art, too, to help us understand that images have a meaning. Otherwise we might find it hard to operate in the real world, where we're constantly having to respond to graphics and symbols, for example on a computer.

And in addition to all of these benefits, my art tutor also maintains that research has shown there's a link between studying art and doing well in other areas of study. She says that someone who regularly does art is more likely to get really good academic results. **41** And even if not everyone makes it to the top, doing art gives many talented young people the chance to at least shine at something that they're good at.

Finally, I should say something about the sheer beauty that art brings into our lives. **42** Taking time to study paintings – really study them, and not just glance at them as you pass by – is what helps us understand what the artist was trying to say, and to have the chance to look closely at something beautiful. And that's certainly essential to my life.

- A** I had always thought that understanding pictures just came naturally to everyone.
- B** Just imagine how grey the world would be if there weren't works of art to look at.
- C** There's also evidence to suggest it can really help if life becomes hectic.
- D** Then suddenly problems arise that have to be sorted out.
- E** It's easier said than done to produce the kind of work that's needed.
- F** In fact, though, the aim is to develop the coordination needed for writing.
- G** There's a tendency to go on and achieve in all sorts of different fields.

Advice

38 Why might a teacher encourage children to draw or paint? What useful skills might they be learning?

42 The writer mentions **beauty**. Which of the options links best to this?

- What kind of text do you need to read in Part 7?
- How many questions do you need to answer?
- What do you need to do in order to answer the questions?

Tip! Use skimming and scanning techniques – read quickly through the text to get an idea of what it is about, then read in more detail to find the answers you want.

1a Work with a partner. Read quickly through the text, written by a boy called Nathan, to get an idea of what it is about. Then cover the text and talk with your partner about what you can both remember.

For my birthday this year my parents decided to hold a big family barbecue and invite relatives that we hadn't seen for ages and owed a visit to. While I could see that it would be a good idea, and it was really nice of them to go to all that trouble, I couldn't help thinking that my party had somehow been taken over and I wasn't getting a say in what it would be like. But then I felt guilty for being ungrateful and put those feelings to one side. Anyway, on the day of the party, the temperature outside was about 10 degrees lower than it should have been at that time of year, so the barbecue was off. But it didn't matter at all, because what my parents hadn't mentioned to me was that the party was in a hall in our village – and all of my friends were there too! Great surprise!

b Now try answering these questions without looking back at the text. Work with a partner and compare your answers. What do you learn about:

- a what kind of event it was?
- b where the event was held?
- c who was there?
- d what the weather was like?

2 Read the text in more detail. Nathan mentions a lot of different feelings about the party. Which of these options match most closely how Nathan felt about it? Underline where you find the answer in the text.

- A Nathan was relieved that the plans for the barbecue had to be called off.
- B Nathan was hesitating over whether to suggest to his parents that his friends should come too.
- C Nathan was disappointed that he didn't have any control over the party arrangements.

3a Now read quickly through the text below, written by a girl called Sarah, to get an idea of what it's about.

Our annual family beach holidays are always fantastic – once we've finally arrived! The actual preparation, though, is always a complete nightmare. I wouldn't say my parents are disorganised exactly, but they do seem to have an amazing talent for leaving everything until the last minute – a talent which I'm relieved to say I haven't inherited! And I can remember one year we had everything packed, and we had to leave immediately for the airport if we were going to catch the plane. But then Dad suddenly noticed his mobile was missing. We searched everywhere, and then finally rang the number – only to hear the ring tone coming from inside his suitcase ... But I'm pleased to say that after unpacking and then repacking the case, rushing to the airport by taxi and then finally collapsing into our plane seats, we had the most wonderful family holiday ever!

b Now try answering these questions without looking back at the text. What do you learn about:

- a the kind of holidays Sarah's family usually have?
- b the means of transport they've used?
- c what Sarah's parents are like?
- d what Sarah thinks of the holiday preparations?

Test 2 Exam practice

Reading and Use of English • Part 7

You are going to read a magazine article about teenagers' experiences of cooking and eating a special family dish. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip! Try beginning by reading the questions. Then read the texts. The more you can *remember* about each text as you are working, the more quickly you will be able to find the answers.

Which teenager

feels the fact that they have collected the ingredients for the dish makes it very special?

43	
----	--

is proud of the fact that their food is so popular among friends and relations?

44	
----	--

finds the food they make is a useful remedy for the effects of being outside?

45	
----	--

mentions arguing over the right to be in charge of the final stage of preparing a dish?

46	
----	--

enjoyed one way of seeing if the food they were preparing was ready to eat?

47	
----	--

is reminded of a particular season by the dish they make?

48	
----	--

has developed an expertise in using a certain piece of equipment?

49	
----	--

earns special benefits due to their role in producing the food?

50	
----	--

admits that the current version of the dish they make is an improvement on the previous one?

51	
----	--

says there are generally very few leftovers from the dish they help to make?

52	
----	--

Advice

44 Look at which of the four teenagers mentions that the dish was eaten by family and people they know.

52 Which of the four people mentions that the food is eaten very quickly by their family?