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Next

Test Your English Vocabulary

in Use

Pre-intermediate & Intermediate

Vocabulary reference and practice

With answers

B1 English Profile

Third Edition

Stuart Redman
Ruth Gains

UNIT 1

1. Grammar Times

- 1 1. is he leaving, is playing
2. have been thinking
3. don't really expect, wants
4. have been trying
5. are you feeling, think
6. have you been doing
7. have known, don't really believe
8. appears
9. looks, is
10. had been studying, is writing
11. are always leaving
- 2 1. has gone to
2. has been at
- 3 1. writes
2. writes
3. is supervising
4. produces
5. is employing
6. thinks
- 4 1. has just explained
2. have been producing
3. have recently started
4. has suggested
5. has managed
6. have discussed/been discussing
7. have commenced/coming
8. had also introduced
9. has gathered
- 5 1. B
2. B
3. C
- 6 1. give
2. will leave
3. will have been working
4. happen
5. seems
6. are going
7. will be able
8. is not
9. will never make
10. will be
- 7 1. is going to
2. are going to
3. won't
4. will
5. will
6. will
7. are not going to
8. are going to
- 8 1. had been walking
2. did not expect, will
3. were sleeping, was trying
4. had, were studying
5. were still building
6. walked, weren't, wasn't
7. afterwards/when/afterwards, were planning
8. had already finished/finished
9. got, had already done

- 9 1. B
2. D
3. A
4. C

- 10 1. would never have
2. hadn't met
3. was
4. happened
5. had planned
6. had not received
7. had
8. finished
9. met
10. did not know
11. had happened
12. approached
13. introduced

- 11 1. B
2. A
3. C
4. D
5. B
6. D
7. C
8. A
9. B
10. B

- 12 1. ... been in/has any contact with/has had ...
2. ... the last time he's ever had ...
3. ... was on the point of/had to ...
4. ... had the first time he has gone on ...
5. ... a long time since/hasn't met a girl ...
6. ... is bound to make it up ...
7. ... sometimes/was aware that something serious had happened ...

- 13 1. A
2. B
3. C
4. D
5. B
6. C
7. D
8. B

- 14 1. ... has a feeling that she may be/should be ...
2. ... been a member of the cricket club for ...
3. ... put forward a proposal ...
4. ... elections are scheduled to be held next ...
5. ... my estimation of someone's value is ...
6. ... could possibly/should have got a correct answer to ...
7. ... started/comparing music to ...
8. ... there is no doubt there will be offered ...
9. ... nearly two years since he started writing ...

2. English in Use

- 15 1. there
2. what
3. when
4. which
5. the
6. those
7. so
8. that
9. when
10. why
11. what
12. why
13. why
14. what
15. so
- 16 1. beneath
2. beneath
3. in for
4. about with
5. off
6. up
7. up
8. out of
9. up
10. back
11. out
12. out
- 17 1. on
2. in
3. to
4. up
5. up
6. for
7. down
8. back
9. with

UNIVERSITY OF CAMBRIDGE
Examinations

SAMPLE

Centre Name: _____
Candidate Name: _____
Candidate Number: _____
Examination Date: _____
Centre: _____

KEY Paper 2 Listening Candidate Answer Sheet

Write answers in the spaces provided.
Use a pencil (B or HB).
Write clearly and use only one answer for each question.
For Parts 1, 2 and 3, write the letter of the correct answer.
For Part 4, write the number of the correct answer.
For Part 5, write the number of the correct answer.

Part 1	Part 2	Part 3
1. A B C D	1. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	1. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
2. A B C D	2. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	2. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
3. A B C D	3. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	3. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
4. A B C D	4. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	4. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
5. A B C D	5. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	5. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

For Parts 4 and 5, write your answers in the spaces provided in the answer sheet on page 25 of this book.

Part 4	Part 5
16. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____
21. _____	21. _____

3 In her presentation the woman intends to A B C 4 The woman suggests that some of the best doctors A B C 17 point out that certain myths have no basis in fact. make a particular clear distinction. use particular examples to which your public will relate. find distrust about physiology. seem underestimate physiology. prescribe physiotherapy. prescribe physiotherapy too easily. PROFICIENCY OBJECTIVE SECOND EDITION "THIS PAGE CAN BE PHOTOCOPIED practice Test A © CAMBRIDGE UNIVERSITY PRESS 2013 Excerpt Three You hear a football expert talk about the manager of a team called AJF. 5 What is the expert's opinion about the AJF manager? A B C 6 The expert thinks the manager will consider leaving if A B C 18 is a victim of his own success. It doesn't stand out when it's under pressure. He should not be held responsible for the failure of his team. the fans do not want him to stay. his best players are no longer behind him. PROFICIENCY OBJECTIVE SECOND EDITION "THIS PAGE CAN BE PHOTOCOPIED Practice Test A © CAMBRIDGE UNIVERSITY PRESS 2013 Part 2 You'll hear a talk from a woman named Jean who visited some traditional North American events, a cowboy rodeo and a powwow Native American. For questions 7&215, fill in sentences with a word or short phrase. At the opening ceremony of the rodeo the organizers expressed their gratitude to the (7) During a break in the middle of the event, an (8) entertained the spectators. Spectators near Jean used the term (9) to refer to the helper horsemen. Jean learned that the "roping" technique was originally used when cattle needed (10) or needed to be tagged for identification purposes. Jean realized that the powwow was more of a social event, the available (11) were much less than in the rodeo. Jean heard the host group provide the music for the Song that marked the end of the Powwow. The type of building used for the Powwow that Jean visited was a (13) Jean enjoyed the sound made by the metal (14) in the dresses of Jingle's dancers. Jean came to the conclusion that some (15) 19. Acts of an artificial material must have been added to a competitor's suit. Objective Proficiency SECOND EDITION N «This pr. can be photocopied Practice Test A © Cambridge University Press 2013 Part 3 You will hear part of a program in which two racing pilots, Eddie Kiwitz and Jenny Pelaw, argue about his profession . For questions 16-20, choose the answer (A, B, C or D) that best suits what you hear. 16 What does Eddie tell Jenny about being the number one of the world? A B C D 17 What do we learn from Jenny's critic by a featured journalist? A B C D 18 is likely that the influence of it increases with the passage of time. They are useful for drivers working in the technique. They are not a substitute for natural ability. His attempt to provide fitness is poorly conceived. In the program as a whole Eddie gives the impression of A B C D 20 there is now less camaraderie among the pilots. The pilots are now more likely to doubt themselves. The races have become substantially safer. What opinion shares Eddie and Jenny about the simulators? A B C D 20 led Eddie to jump to Jenny's defense. He was widely seen as unnecessarily hard. He did not bother Jenny as much as people thought. He gave Jenny the motivation she needed. When talking about the differences between their respective things, Eddie and Jenny agree that at B C D 19 she will have to adapt quickly to her new status. She needs to recognize that no one is invincible. She must convince yourself that she is worthy of the title. She must continue reminding himself that she still can improve, more well bouncing some of the things she did, being she quite indifferent to enthusiasm Jenny, wanting to avoid the public gaze whenever possible. possible. The world of races when he was pilot. Objective Proficiency SECOND EDITION N «This p&A Gina can be photocopied practicen test A © Cambridge University Press 2013 21 Objective Proficiency SECOND EDITION A « This p&A Gina can be photocopied A. © Cambridge University Press 2013 are good at Detecting opportunities have a positive attitude towards failure EF love your work are DH nonconformists are resent of wasting money C are not academically intelligent academy have a persuasive form BG is not diverted to 23 Speaker 2& A € œt 3&A € f Speaker 5& A € œ f& 25 24 22 Speaker 1& A € œ f& Speaker 4& A € œ A € œ 21 TIRANIC EGO GUV arrogant and distrustful setty sets impossibly df difficile from getting to know how to exaggerately react to the little ones œ AS things BC intolerant to the same & A € œ A € œ A € œ Speaker 4& A € œ A € œ Speaker 3& A € œ A € œ A € œ f& 30 29 26 26 26 For questions 26& A € œ), choose from the list (A& A €) H) What real or potential problems with millionaires I mention OA each speaker. For questions 27& A œ 25, choose from the list (A&A- H) by which each speaker thinks that the millionaires have success. While listening, you must complete both tasks. Task Two Task One heard five brief extracts in which different people speak of very rich people known as «millionaires." Part 4 Paper 4 Speaking (16 minutes) There are two examiners. One (the interlocutor) carries out the test, providing the necessary materials and explaining what he has to do. The other examiner (the evaluator) will be presented to you, but then it does not take more part in the interaction. Part 1 (2 minutes) The interlocutor first makes you and your partner a few questions that focus on information about yourself and personal opinions. Part 2 (4 minutes) In this part of the test you and your partner are asked to talk together. The interlocutor places a set of photos on the table in front of you. There may only be a photo in all or up to seven. This stimulus provides the basis for a debate. First, the interlocutor asks an introductory question that focuses on two of the photographs (or, in the case of a single photograph, on aspects of the photograph). After about a minute, the interlocutor gives both of them a decision-making task based on the same set of images. The photos of Part 2 are on page 39. Part 3 (10 minutes) Everyone has the opportunity to speak for two minutes, comment after your partner has spoken, and engage in a more general discussion. The caller gives you a card with a question written on it and asks you to talk about it for two minutes. After you have spoken, your partner is first asked to comment and then the interlocutor asks both of you another question related to the subject on the card. This procedure is repeated so that your partner receives a card and speaks for two minutes, is given the opportunity to comment, and is asked a follow-up question. Finally, the interlocutor asked some supplementary questions, which led to a discussion on a general theme related to the topics already covered in Part 3. The chips of Part 3 are on page 40. 22 PROFICIENCIA OBJECTIVA SECOND EDITION "THIS POGINA CAN BE PHOTOCOPIED practice test A © CAMBRIDGE UNIVERSITY PRESS 2013 Answer Key and Screensplays PAPER 1 READING AND USE OF ENGLISH Part 1 Part 2 3 1 B 9 in 17 laboriously 2 A 10 enough 18 affirmative 3 D 11 out 19 exceptionally 4 C 12 is 20 solidarity 5 C 13 Rather 21 alternative 6 A 14 to 22 insecurity/insecurities 7 B 15 be / get 23 tendency 8 D 16 Another 24 faced 28 crossed by my mind Part 5 Part 4 25 paid post to any 26 not to wake up (above) / (a) to wake up / disturb OR to prevent (that) to wake up / not wake up (above) / (a) to wake up / disturb OR to prevent awakening (above) (a) wake up / supermarket 29 would shorten our vacation, because airport workers were 30 years old immediately, but I 31 C 32 A 33 D 34 B pod&A No / no pod&A / no pod&A / no / 35 D did did Take 36 c disturbing 27 (any) more than twenty push-ups | Before part 6 part 7 39 C 44 C 38 F 45 B 39 H 48 E 42 to 49 C 43 E 50 D 51 A 52 C 53 B 23 Objective polities SECOND EDITION "THIS PERA Gina can be photocopied practice test © Cambridge University Press 2013 Paper 2 Write Part 1 shows Answer 1 The theme common for both texts is that humans need a risk in their lives. In text 1, the writer notes that the element of risk and danger in life has been greatly reduced in the modern world. To compensate for this, he argues, we actively seek the risk and even invent it when it really is not there. In my opinion, there is something really in this. We live in very aware times of security and our lives are very regulated. So some people look for risks, say, virtual games and extreme sports. But I must linger that this depends a lot about where one lives and there are many countries in the world where the threat of violence and danger is too real. The people of these countries would not take the same opinion, so I think this writer is very insular. The opinion of the writer on risk is not really explicit in the extract, but in the text 2 there is a voice of stronger authorization. The text 2 goes beyond, presenting a very positive vision of risk as something that we all have to try to experiment, as it is beneficial for us. It seems to involve that the embraced risk can lead to a higher life. It also makes the point that some people are adverse to risk, because they do not like to feel out of control. Text 2 is more psychological. It seems that it is urging people to "go" and just see what happens to them in their lives. I'm not sure if this is a truly appropriate advice, but it would be agreed to some extent, because the times when I risked and did something adventurous, have given me confidence in my life and good memories. On Therefore, the text 2 seems more relevant for my own situation. Part 2 shows answers 2 If history is not a particular or strong strong interest For you, it may be that movies can bring it out in a way that attracts your attention. For me this was certainly the case with The King's Speech. My knowledge of British history in the 1940s is scarce: I recognize the names of George VI, Edward VIII and Mrs. Simpson, as well as Winston Churchill; now that I have seen the film, I can tell you something about them. The film tells the story of how the king overcame his stuttering, thanks to the persistence of a highly unorthodox therapist. Their growing friendship is the main interest of the movie, but there is also a lot of interesting story in the background. It is essential that the King lose his stuttering because he has to address the British people in wartime, the first monarch to do so by radio. The movie also made me see how the British people wanted strong leadership from their monarch & I see large crowds cheering him out of the palace. Elsewhere in the movie we see George's father, King George V, in his last year of life. He presents himself as an irritable man unable to express his love for his two children. The eldest son becomes King Edward VIII, and is shown to be a rather unpleasant individual who mocks his brother's stuttering. Shortly afterwards Edward declares his intention to abdicate, as he wants to marry Mrs. Simpson, an American divorced woman. So you need a new king, but you can't speak in public. As one would expect in a movie, there is some exaggeration of character, and the movie has been criticized for a historical fact. Apparently, in real life, Prime Minister Churchill tried to convince King Edward not to abdicate; in the movie he is a critic of Edward. 24 PROFICIENCY OBJECTIVE SECOND EDITION "THIS PAGE CAN BE PHOTOCOPIED Practice Test A © CAMBRIDGE UNIVERSITY PRESS 2013 3 I guess I'm a pretty shy person, and in my first few weeks at college, it became clear that I met joining by CLUBES ERA A ONE Way to meet people. But not only that, it was also a way to ensure that I had another life outside the studio. The obvious thing for me was choir and I went to some practice sessions. However, it was not something you could do casually and the commitment required was quite heavy. I also went to the hockey club rehearsals, but it wasn't selected. By accident, really, I stumbled upon a less competitive activity, badminton and table tennis society is much more of a social thing and two friends of mine introduced me. My own experience, of stumbling upon something so useful, is probably quite typical. From talking to others, I have formed the opinion that there is no shortage of information for new students, but that everything is quite disparate. For example, I got information about the activities of two examiners. One (the interlocutor) carries out the test, providing the necessary materials and explaining what he has to do. The other examiner (the evaluator) will be presented to you, but then it does not take more part in the interaction. Part 1 (2 minutes) The interlocutor first makes you and your partner a few questions that focus on information about your work operation, where all the contact details are in one place. There has been a lot of talk about developing a central website, but just like it is not clear who should perform this time-consuming task. It would also be beneficial if the website gave you some indication of the type of level and commitment required, this would lead to fewer "fixed and mistakes" for students looking for a suitable activity. 4 Dear Mr.Vaysey, I trained with you in the spring on your internal course for travel representatives on the apprentice. The course exceeded my expectations and subsequently proved to be extremely useful for me, so I wanted to take the opportunity to thank you personally. After leaving college, I attended training courses in others and had been very disappointed in them. But this course had been very well thought out. thought out. Presented, and the enthusiasm of the two tutors was infectious. I would request Sue Harper's Sue Harper module for special praise: the part of how to make reports and keep accurate computer records was the first class. As someone who did not have relevant experience, I was quite nervous about the possibility of having to give introductions to new guests. But the tutors reassured me that I could do it and gave me a lot of personal attention to increase my confidence. Being recorded doing this in front of the other students was a great idea and I learned a lot about body language and voice control of seeing and hearing me on the screen. I remember also doing some challenging role-playing games to simulate what can happen with difficult hosts! At the time this seemed a bit like & ~ "ready", but this has also turned out to be very useful. I am happy to say that I have now completed my first full summer working at Travel Med's holiday resort in Lagoa, Portugal and I have had taken me to wait and I found it very nice to be able to help all the guests and answer all their queries. Everything I have learned has been completely helpful, so thank you again for your excellent training program. Sincerely, 25 objective competition Second edition: this page can be photocopied Practice test A © Cambridge University Press 2013 Listening Part 1 Part 2 Part 3 Part 4 1 C 7 Sponsors 16 C 21 C 2 B 8 Magician 17 D 22 H 3 B 9 (Rodeo) Clowns 18 A 23 B 4 B 10 Medical treatment 19 24 E 5 A 11 Awards 20 D 25 F 6 B 12 Retreat 26 F 13 Pavilion 27 C 14 C 28 H 15 T 29 A 30 E 26 Second edition of objective competence: this page can be photocopied Practice test A © Cambridge University Press 2013 Grabaci Recording scripts. I'll give you the instructions. This test. I will present each part of the test and give you time to look at the questions. 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For Questions 1, choose the answer A, B, or C that best suits you according to what you hear. There are two questions for each extract. [tone] [recording repeats.] Remove one. [pause] [pause] Extract two. Interviewer: Nina, your companion has certainly made people sit and think. What's the secret? Man: Is this your presentation? "The value of physiotherapy in the treatment of injuries and other ailments." "Nina: When you take one of our products, at no time should you have a sharp working at Travel Med's holiday resort in Lagoa, Portugal and I have had taken me to wait and I found it very nice to be able to help all the guests and answer all their queries. Everything I have learned has been completely helpful, so thank you again for your excellent training program. 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