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C2 Proficiency Trainer

**Six Practice Tests with answers
and Teacher's Notes**

with audio 

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C2 Proficiency Trainer

**Six Practice Tests with answers
and Teacher's Notes**

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Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009827850

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First published 2026

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Italy by L.E.G.O S.p.A.

A catalogue record for this publication is available from the British Library.

ISBN 978-1-009-82784-3 Student's Book Edizione Digitale without answers

ISBN 978-1-009-82786-7 Student's Book without answers with audio

ISBN 978-1-009-82785-0 Student's Book with answers with audio

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Acknowledgements

Our highly experienced team of Trainer writers, exam reviewers and editors have worked together to bring you C2 Proficiency Trainer 1. We would like to thank Fiona Aish, Carole Allsop, Heather Daldry, Nick Kenny, Angela McCarthy, Felicity O'Dell, Claire Ross, Ali Sim, Peter Sutherland and Joanne Tomlinson for their time and expertise.

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Key: L= Listening, RUE= Reading and Use of English, S= Speaking, W= Writing.

Text

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Cover: Klaus Vedfelt/DigitalVision/Getty Images.

Audio

Audio production by Leon Chambers.

Typesetting

QBS Learning.

Introduction

Who is this book for?

If you are looking to take the C2 Proficiency exam, formerly known as Cambridge English: Proficiency (CPE), then this book is for you!

Why is this book called 'Trainer'?

This book is called '**Trainer**' because it's full of exercises to help you to get better and better at doing each part of the C2 Proficiency exam.

How do I use this book?

First, do all the practice activities on each **Training** page, and read the tips and advice. Then do an **Exam practice** task and check your answers.

On Training pages you will find:

Cambridge Learner Corpus

These feature typical mistakes made by C2 Proficiency candidates. Reviewing these will help you not to make the same mistakes when you do the C2 Proficiency exam.

Tip! The Training activities for Tests 1 and 2 include 'Tip' boxes, which provide guidance on how to do well in the exam and help you understand a task. For example: *By carefully reading the sentence that establishes the context and the language used in the questions, you can start to speculate about what you will hear in the extract. This will sharpen your focus before the recording starts.*

Remember! These boxes give quick reminders about specific grammar points or vocabulary. For example: *You should begin your essay with a sentence explaining what the over-arching theme of the two texts is.*

Advice The Exam practice tasks include 'Advice' boxes, which prompt you to think critically about how to answer a specific question or understand where you might find the correct answer. For example: *As you listen, pay attention to the time periods that are mentioned.*

Tests 1–2

In Tests 1 and 2, you will find:

- **advice** and **training exercises** to help you with different parts of the exam task
- a C2 Proficiency **exam task** to try and complete.

Tests 3, 4, 5 and 6

When you finish Tests 1 and 2, you will be ready to carry out complete C2 Proficiency practice tests.

Tests 3, 4, 5 and 6 are just like real C2 Proficiency tests with Reading and Use of English, Writing, Listening and Speaking papers. Doing these tests will give you extra help to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test, but you may need to practise other parts more. Make simple tables like this to help record your scores:

Paper 3 Listening

	Part 1	Part 2	Part 3	Part 4
Test 3				
Test 4				
Test 5				
Test 6				

Other features of the C2 Proficiency Trainer

- **Visual material**

In the Speaking test, the examiner will give you a booklet with pictures and photographs in it. The visual material in the colour section from pages C1 to C15 will help you practise and become familiar with the type of tasks you will see in the C2 Proficiency Speaking test.

- **Audio recordings**

You listen to these for your Listening exam practice. There are also audio recordings to help you practise and gain confidence with all parts of the Speaking paper.

- **Teacher notes for Tests 1 and 2 (with answers only)**

Available in the digital pack, these contain step-by-step guidance for the Training exercises and accompanying Exam practice tests, together with extension activities and answer keys.

- **Keys for Tests 3–6 (with answers only)**

Answer keys for all Tests 3 to 6, including extended answer keys for Reading and Use of English and Listening, are available in the digital pack.

- **Sample answer sheets**

Available in the digital pack, sample answer sheets for the Reading and Use of English, Writing and Listening papers of the exams so that you can see what they look like.

The structure of the C2 Proficiency exam

The C2 Proficiency exam has four papers:

Reading and Use of English (1 hour 30 minutes)

This paper consists of seven parts with 53 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading-comprehension tasks.

Writing (1 hour 30 minutes)

This paper consists of two parts, which carry equal marks. In Part 1, which is compulsory, you must write an essay with a discursive focus of between 240 and 280 words. The task requires you to summarise and evaluate the key ideas contained in two texts of approximately 100 words each.

In Part 2, there are three questions from which you must choose one to write about. The range of tasks from which questions may be drawn includes an article, a letter, a report or a review. In this part, you must write between 280 and 320 words. Assessment is based on the Assessment Scales, comprising four subscales: Content, Communicative Achievement, Organisation and Language.

Listening (approximately 40 minutes)

This paper consists of four parts with 30 questions. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Speaking (approximately 16 minutes)

The Speaking test consists of three parts. The standard test format is two candidates and two examiners. One examiner acts as interlocutor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation. The test consists of short exchanges with the interlocutor, a collaborative task involving both candidates and an individual long turn followed by a three-way discussion.

Frequently asked questions:

What level is C2 Proficiency?

The exam is targeted at Level C2 in the Council of Europe's Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). It has been accredited by Ofqual, the statutory regulatory authority in England, at Level 3 in the National Qualifications Framework.

The C2 Proficiency exam is recognised by universities, employers, governments and other organisations around the world as proof of the ability to use English to function at the highest levels of academic and professional life.

At this level you should be able to:

- understand with ease virtually everything you hear or read
- summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- express yourself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

What grade do I need to pass C2 Proficiency?

C2 Proficiency results are reported on the **Cambridge English Scale**.

(<https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>)

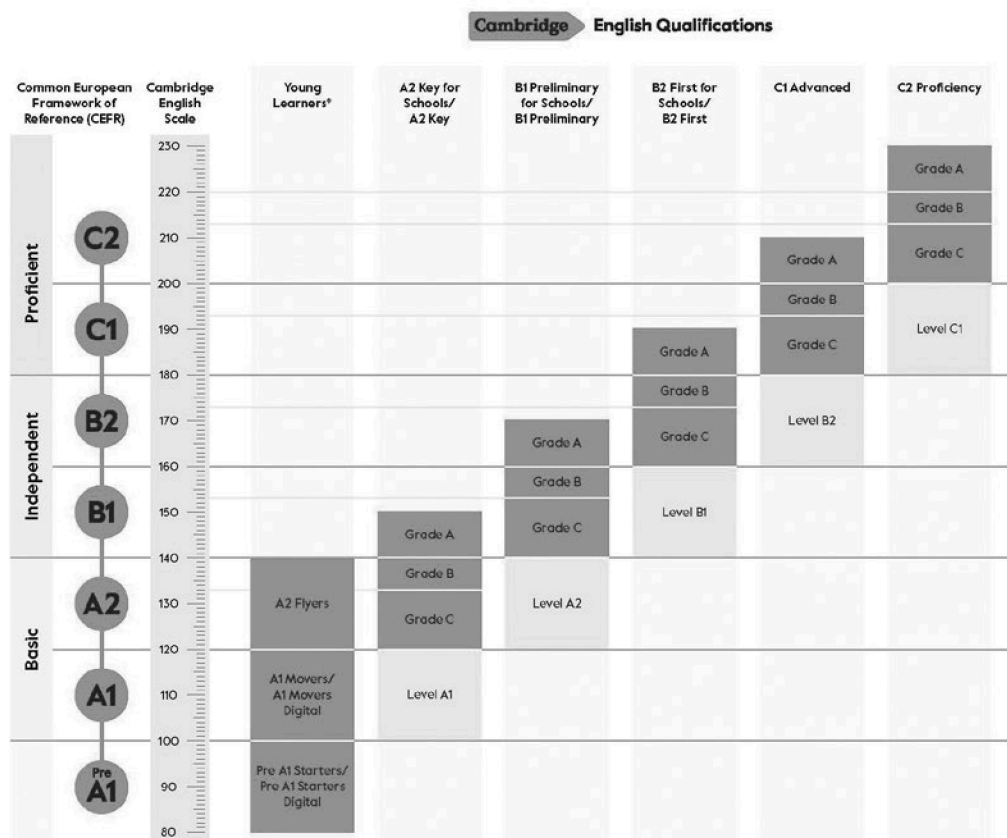
You do not have to get a certain mark to pass each paper in the exam. The final mark for C2 Proficiency is the total number of marks from all four papers. You will receive a Statement of results which gives you your Overall score and Individual scores for each of the skills. You will receive a separate score for each of the four skills (reading, writing, listening and speaking) and Use of English, giving you a clear understanding of your performance.

For C2 Proficiency, the following scores will be used to report results:

Cambridge English Scale Score	Grade	CEFR level
220–230	Grade A	C2
213–219	Grade B	C2
200–212	Grade C	C2
180–199	Grade C1	C1

The examination also provides reliable assessment at the level below C2 (Level C1).

The relationship between the CEFR levels, the Cambridge English Scale and the grades awarded in C2 Proficiency is illustrated below:



Can students of any age take the C2 Proficiency exam?

While some exams are designed with younger learners in mind (e.g. A2 Key for Schools, B1 Preliminary for Schools, B2 First for Schools), C2 Proficiency is open to candidates of any age. It is, however, intended for those who have reached an advanced level of English.

Can I use pens and pencils in a paper-based exam?

You can use pens or pencils in the exam. For written responses, you should use black or dark blue ink (for UK examinations, black ink should be used). Pale blue ink is often illegible. Red or green ink must not be used. Soft pencil (type B or HB) must be used for multiple-choice tests. You are not allowed to use correction fluid, correction tape or erasable pens during any part of your C2 Proficiency exam.

What should I expect if I complete the digital C2 Proficiency exam?

The C2 Proficiency digital exam includes features which allow you to adjust the text size and contrast. All questions have a grey line above the question number. The line will change to black when the question has been answered. The unanswered questions will remain grey. There is a timer at the top of the screen. When there are five minutes remaining, the time switches from showing only full minutes to showing minutes and seconds. When there is one minute remaining, the background colour changes and the text turns red.

In the Writing section, your words will be counted automatically as you are typing.

You can copy and paste, delete and edit what you write at any time during the Writing test. You will be given paper that you can use to plan and make notes for the Writing test. Please make sure to leave all the paper in the exam room once the exam has finished.

In the Listening section, you can change the volume by using the bar in the bottom-right at any time during the test. You cannot pause the audio. You will hear each track twice.

You have two minutes to check your answers before the test ends.

If you want to gain experience of what it is like to take a digital test, then please go to the English Shop to find out more about an Authentic Digital Practice Test (ADPT).

What happens if I don't have enough time to finish writing?

You can only be given marks for what you write on your answer sheet, so if you do not complete this, then the examiner cannot see what you can do and how good your English is. Watch the clock and plan your time carefully. Do not waste time writing your answers on other pieces of paper. However, in the Listening test, it is a good idea to write your answers on the question paper first. You will have time at the end to transfer your answers from the question paper to your answer sheet.

If I write in capital letters, will it affect my score?

No. You don't lose marks for writing in capital letters in C2 Proficiency. Whether you choose to use capital letters or not, you should always make sure that your handwriting is clear and easy to read. Remember that the examiners can't mark a piece of writing that they can't read!

Task information

- Part 1 tests your knowledge of vocabulary and how words are used together to create a specific meaning.
- In Part 1, there is one short text with eight gaps.
- For each gap 1–8, you choose the correct word or phrase (A, B, C or D) to complete it.
- Most gaps are single words which combine with other words in the sentence to create the writer's intended meaning.
- The word you choose to fill a gap may be part of a collocation, a fixed phrase or a phrasal verb.
- The word you choose may depend on grammatical words (e.g. articles and prepositions) coming immediately before or after the gap.
- Sometimes, the word you choose may depend on the meaning of the whole text and the argument the writer is developing, e.g. words that link ideas between sentences.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Choosing the correct word in context

Read the text and choose the correct word. Think about why the incorrect word is wrong.

Breaking rules

Would you conform to a rule, even if nobody would actually know if you broke it? A series of experiments **(1) found / decided** that 25% of people do exactly that: they obey rules unconditionally, even in the **(2) absence / lack** of any kind of social pressure.

The findings of this research challenge traditional economic theories, which assume that **(3) staying / sticking** to the rules is what people do in order to gain some kind of benefit – whether that's financial or in terms of being **(4) regarded / considered** as a responsible member of society.

The researchers found that a surprisingly large number of people will follow rules, even if they can't see the **(5) reason / purpose** of them, and continue to do so, even if it is inconvenient and others seem to be ignoring those same rules. In only a relatively small number of cases did observing others breaking a rule have the **(6) impact / effect** of nudging people to do the same. The research has already **(7) generated / composed** a lot of interest amongst sociologists and others who study human behaviour.

2 Useful language Collocations

2a Choose the correct word to complete the common collocation in each sentence.

- 1 After months of negotiation, the two sides finally *reached / achieved / succeeded* an agreement.
- 2 After the race, the athlete was taken aback to hear that she'd actually *set / fixed / given* a new world record.
- 3 When you work together on a project, a *close / strict / narrow* bond forms amongst members of the team.
- 4 Going for a pizza rather than a burger made for a *welcome / happy / great* change to our normal routine.
- 5 The experience of climbing the mountain made a *perpetual / ceaseless / lasting* impression on Kirsty.

Tip! A collocation is two or more words that are often used together to create a particular meaning, e.g. *make a promise, keep a promise, break a promise*. When words collocate, they sound natural together and convey clear meaning. Some collocations are very commonly used and become set phrases, e.g. *environmentally friendly*.



Learners often make mistakes with collocations: ~~do~~ **make** a mistake
 make **have** experiences take **make** a decision

2b Choose an adverb from the box for each gap to form a common collocation. There are two extra adverbs.

deeply greatly highly narrowly strongly wholly widely wildly

- 1 Melanie was encouraged to hear that she wasn't alone in wanting to question some of the speaker's assumptions.
- 2 Ralph comes across as a very motivated person who would do his best in any situation.
- 3 Although he thought he'd made himself clear, the politician's words were misinterpreted by the general public.
- 4 Della was upset by some of the unkind remarks made to her.
- 5 We advise customers to book early for what promises to be a very popular concert.
- 6 Benji escaped injury when he came off his bike near the end of the race.

2c Read the sentences and choose the option (A, B or C) that forms the correct collocation.

- 1 Finding that she'd been allocated a seat in the front row at the event came as a surprise to Katrina.
 A downright B sheer C total
- 2 Being asked to chair the meeting was an honour for Radha.
 A unexpected B unpredicted C unforetold
- 3 Failing to complete the competition came as a disappointment to Aisling.
 A sour B bitter C heavy
- 4 It was Leo's lifelong to play at the national stadium.
 A strategy B ambition C target
- 5 There is a awareness of the need to reduce water consumption.
 A raising B growing C spiralling
- 6 Replacement power cables for this device are available in all good stores.
 A widely B broadly C narrowly

Tip! There are several different types of collocation, e.g. verb + noun, noun + verb, adjective + noun, adverb + adjective, etc. Any of these could be the focus of a question in a Part 1 task.

Tip! When you're practising Part 1 tasks, keep a note of any new collocations that you learn and the context in which they occurred, so that you remember exactly what they mean.

Questions 1–8

For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

The high-school prom

The prom has long been a key feature of the final-year calendar for US high-school students, and the idea is **1** popularity elsewhere too. The prom is essentially a big party for those leaving school and embarking on a new chapter in life. It represents the **2** opportunity for teens to dress up in glamorous outfits and arrive in style. The parallel with red-carpet celebrity events isn't **3** on anyone.

Although it's easy to **4** this adolescent ritual off as a frivolous event, that would be to underestimate its significance. If teens themselves have a hand in organising the event, this can provide **5** for developing life skills. Group decisions have to be made regarding dates, venues, etc. within the **6** of a budget, and this can represent a steep learning curve for those involved.

Even for teens who **7** attend the event, however, the prom can mark a rite of passage. It's an opportunity for them to present a new self-image, using the occasion as a **8** to convey who they'd like to be in future.

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic.



Tip! Read the sentence around each gap carefully and think about what type of information is missing. What can the words before and after the gap tell you? Now read the four options for that question. Which option seems to fit best? Think about why it might be correct and why the other options seem wrong.

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.

- | | | | | |
|---|----------------|---------------|--------------|--------------|
| 1 | A becoming | B gaining | C getting | D proving |
| 2 | A excellent | B golden | C perfect | D great |
| 3 | A lost | B missed | C left | D escaped |
| 4 | A write | B pass | C check | D see |
| 5 | A content | B place | C chance | D scope |
| 6 | A deadlines | B constraints | C boundaries | D conditions |
| 7 | A scarcely | B hardly | C simply | D barely |
| 8 | A presentation | B showcase | C stage | D display |

Advice

- 1 Only one of these verbs collocates with the noun *popularity* – the others would be used with the adjective *popular*.
- 2 All of these adjectives collocate with the word *opportunity*, but only one is used after the definite article *the*.
- 3 Only one of these words can be used in this fixed phrase, which means ‘everyone knows that it’s true’.
- 4 The correct option is part of a phrasal verb, but the preposition that completes it appears later in the sentence.
- 5 The correct option means ‘having the potential for something to happen’. Only one of these options can be used in this abstract sense without an article.
- 6 This noun means ‘limitations’ – only one of these options commonly collocates with *budget* to create this meaning.
- 7 This adverb is making a contrast with the students in the previous paragraph who are more involved, but the writer goes on to make a positive point. Which of these options has a positive connotation?
- 8 These nouns all express the idea of putting something on show, but only one can be used in this abstract sense followed by *to convey*.

Task information

- Part 2 tests your knowledge of grammatical forms, as well as the words and expressions used to structure a text. The answers are generally grammatical words, e.g. prepositions, pronouns, linkers, etc., but may also be verbs or other words that form part of common expressions.
- In Part 2, there is one short text with eight gaps.
- You have to complete each gap using one word only. Remember not to use contractions, as these count as two words (e.g. *isn't* = two words: *is* + *not*).
- Sometimes, there may be different words that could fit the gap (e.g. *if/when*), but you should only write one of them. Either answer will be marked as correct.
- The words you write must be spelled correctly, but both American and British English spellings are allowed.

1 Useful language Prepositions

1a Complete each gap in the text below with a preposition from the box. You can use each preposition more than once.

behind by down from in into of off on through to up with without

Careers in space exploration

Space exploration isn't just about the astronauts who end **1** going **2** space. **3** the contrary, it's very much the culmination **4** a collective effort. **5** any successful mission, countless people are working away **6** the scenes, and **7** their input, the spaceship would literally never get **8** the ground. In recent years, companies involved **9** the industry have pointed **10** a skills gap in their workforces, **11** software engineers especially being **12** short supply, as well as anyone capable **13** utilising machine learning. But even if you don't fall **14** that category, there could still be something that would suit you **15** to the ground. **16** visiting the Space Careers website, you can gain a real insight **17** the variety of jobs **18** offer, as there is a wide selection of job profiles to browse **19** – everything **20** space lawyers to finance officers and data analysts.



1b Read the text in Exercise 1a again and find an example of:

- 1 a phrasal verb
- 2 a linking expression introducing a contrast
- 3 a verb with a dependent preposition
- 4 a preposition and noun combination
- 5 an adjective and preposition combination
- 6 a fixed phrase made up of preposition (+ adjective) + noun



Learners often confuse prepositions, for example using *on* or *of* instead of *in*, and *to* instead of *for*.



Learners sometimes use the wrong pronoun with the verb *be*: *We find it is easier to accept other people's ideas if we think it is **they are** wise and given by people we admire.*

2 Useful language Choosing the correct relative pronoun

Complete the sentences with one word in each gap.

- 1 The first runner crosses the finishing line isn't necessarily the overall winner of the race.
- 2 Several people applied for the job, none of had the necessary breadth of experience.
- 3 I received several emails in response to my advertisement, none of resulted in a sale.
- 4 The person with you need to speak isn't in the office today, I'm afraid.
- 5 Davy was keen to visit Ireland, was his grandmother's birthplace.
- 6 It was the play in the famous actor gave her debut performance.
- 7 That is the man face appears in the well-known advertisement.
- 8 I will call again next week, by time you may have more news for me.
- 9 At the end of the trek, the group returned to the point from they had set off three months before.
- 10 This is the town the first World Cup competition was held in the 19th century.



Learners often omit object pronouns: *The increased means available may even allow **us** to recruit more developers from abroad.*

3 Useful language Common expressions

3a Complete the common expressions in bold with one word in each gap.

- 1 I would like to settle the issue **and for all**.
- 2 The question of whether the new road is necessary or not is **to debate**.
- 3 The investigation could **shed light** what caused the mechanical breakdown.
- 4 The new design passed its feasibility test **flying colours**.
- 5 The scientists couldn't **account** some of the results they were seeing.
- 6 **With the benefit** **hindsight**, I can see I was mistaken.
- 7 It's important to **bear in** that not everyone shares your interest in sport.
- 8 After **picking our** **through** the article, we uncovered a number of factual errors.
- 9 **In** **probability**, the report will be available early next year.
- 10 **When all is said and** , it's the relationships we build that truly define our success.
- 11 I **no issue with** the idea that space travel should be restricted to those who can pay for it.
- 12 **Far from** angry at the outcome of the discussion, John was rather pleased.

3b Match the common expressions in bold in Exercise 3a (1–12) with the idea (a–l) that it is expressing.

- | | |
|-------------------------|------------------------------------------|
| a explain why | g looking in detail |
| b highly likely | h not opposed to |
| c finally | i remember |
| d hasn't been decided | j very successfully |
| e in retrospect | k the opposite of what might be expected |
| f in the final analysis | l reveal |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Clever cockatoos

Many bird species are very much more intelligent than was previously thought. Take the sulphur-crested cockatoo, for example.

9 time ago, members of the species living in Sydney, Australia figured **10** how to open waste bins to get at leftover food inside. This **11** to a battle of wits with the local human population, who tried to keep one step **12** of the cockatoos by coming up with ever more ingenious ways to keep their bins closed.

Further evidence of the birds' intelligence is their use of public drinking fountains. **13** the birds discovered is that the fountains are a reliable source of water, **14** being fitted with an intricate device that, supposedly, only human hands can operate.

To **15** the water flow, the birds have to co-ordinate their body movements in quite a complex way, keeping one foot on the fountain itself as they twist and hold down a handle with the other. **16** a single cockatoo had cracked the problem, however, it wasn't long before they'd all picked up the knack.



Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read the text carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. What can the words before and after the gap tell you?

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense. Check that you've spelled all the words correctly.


Advice

- 9** This gap can be filled with a word that completes a common expression.
- 10** You need the preposition that completes the phrasal verb.
- 11** The word you need combines with *to* to indicate the sequence of events.
- 12** Which preposition is needed to complete the common expression?
- 13** The word here is a determiner that connects with *is* later in the sentence.
- 14** You need a linking word here that refers back to the fountain and is followed by *being*.
- 15** You need a verb here that connects with the object and infinitive without *to* to create meaning.
- 16** You need a time marker here that connects with the past perfect to give the sequence of ideas.

Task information

- Part 3 tests your knowledge of vocabulary and the way words are built up by affixation, compounding and other changes to create different meanings.
- In Part 3, there is one short text with eight gaps.
- For each gap, you use the base word which appears in capitals in the list to the right of the text to form a new word that fits in the gap grammatically.
- Often you need to add a prefix or a suffix, or both, to the base word. In the C2 Proficiency exam, you usually have to make more than one change to the word.
- The gaps are single words, but you can expect to see a variety of word types in each task.
- The word you create to fill a gap may be part of a collocation or a fixed phrase.
- You need to read carefully to decide exactly what form of the word is needed in the gap. For example, nouns may be singular or plural, depending on the context, and prefixes and suffixes may be positive or negative.
- Sometimes you may have to form a compound word, e.g. *workshop*, where two nouns are put together to form one new word.
- The word you choose may depend on grammatical words (e.g. articles) coming immediately before or after the gap.
- The words you write must be spelled correctly, but both US and UK spellings are allowed.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Adjectives and nouns

 Learners can make errors by using an adjective when a noun is needed: *Having discussed these issues, it will at least be **logic** **logical** to say that the leisure and fitness centre is the facility most commonly used.*

Form adjectives and nouns to complete the tables.

Adjective	Noun
able	1
abrupt	2
3	academia
accessible	4
5	affection
anonymous	6
assertive	7
committed	8
9	compulsion
10	contradiction

Adjective	Noun
dedicated	11
flexible	12
13	humiliation
ignorant	14
immature	15
negligent	16
17	obligation
persistent	18
practical	19
20	sympathy

2 Practising word formation

2a Change the word in bold capitals so that it completes the sentence.

- | | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1 The students were very by the paintings in the exhibition and wished they'd spent their money on something else. | IMPRESS |
| 2 The aim was to give youngsters from the inner city a chance to have a holiday. | PRIVILEGE |
| 3 The auditor found a number of suspicious in the company's accounts. | CONSISTENT |
| 4 The speaker put forward a number of very arguments. | PERSUADE |
| 5 The tennis player made a number of errors that cost her the match. | FORCE |
| 6 The charity thanked its supporters for their continuing | GENEROUS |
| 7 The woman looked on in as the taxi drove off without her. | BELIEVE |
| 8 Despite its many plus points, there are some clear to the plan. | DRAW |
| 9 I was fascinated to see whether the two experiments would have similar | COME |
| 10 The power of winter storms shouldn't be underestimated. | DESTROY |

2b Read the text and decide what type of word is needed to fill each gap: noun, verb, adjective or adverb.

The Youth Hostels Association

The Youth Hostels Association (YHA) has its roots in the economic **1** that affected the UK and many other countries in the 1920s and 1930s. The association bought up a number of large country houses whose owners had fallen on hard times and could no longer meet the rising costs involved in the **2** of domestic staff, not to mention the ongoing **3** of the buildings themselves.



4, many houses came onto the market at very **5** prices. The YHA snapped them up and **6** them into places where ordinary people could go and stay for short-break holidays. The YHA set out to provide young working people with an **7** opportunity to escape the industrial cities and have access to the **8** effects of fresh air and country living. Although the accommodation provided for them was by no means **9**, they could enjoy some aspects of a **10** previously reserved for the wealthiest members of society.

Tip! Remember, you always need to make changes to the base word – the correct answer is never 'no change' or simply adding a plural s.

Tip! Remember, the word may need to change to a negative form to fit the context of the sentence.

2c Change each of the words in the box to complete the text in Exercise 2b. Remember to think about singular and plural, positive and negative ideas, as well as the part of speech.

afford benefit consequence depress employ form luxury maintain precedent style

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Human imagination

As children grow into teenagers and approach adulthood, what happens to their powers of imagination? Psychologists have different ideas about this.

Some suggest that the process of **17** involves a gradual reduction in creative thought, making it **18** uncommon for people to look for novel solutions to problems they need to **19**

One psychologist, Paul Harris, finds himself in **20** with this view, however. He has argued that imagination improves with experience. He found that young children’s pretend play **21** features everyday events; only later do they start imagining dramatic alternative **22** In particular, Harris points to a noticeable shift around the age of four, when children develop the ability to imagine two completely different possible **23** for a future event. Alison Gopnik’s research, however, suggests that young children may actually be more open-minded than adults, simply because they know less about the world and have no strong expectations in any given situation. This means there’s a much greater **24** of them exploring a number of different ideas.

Advice

- 17** You need to add a suffix (note that both UK and US spellings are allowed for this word).
- 18** You need to make two changes to this word to make an adverb.
- 19** Add a prefix to this word to make a verb that collocates with *problems*.
- 20** Is a positive or a negative noun needed here? You need to read on to be sure.
- 21** You need to create an adverb that’s used to describe things that always seem to happen. This involves using both a prefix and a suffix.
- 22** You need to add a suffix to this word, but will the new word be singular or plural?
- 23** You need to create a compound noun here.
- 24** How do you make this word into a noun? Be careful, you will need make a spelling change to the base word.

Keyword List

- 17 AGE**
- 18 INCREASE**
- 19 FRONT**
- 20 AGREE**
- 21 VARY**
- 22 SCENE**
- 23 COME**
- 24 LIKELY**

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read it carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. Make changes to the word in capitals at the end of the line so that it fits the gap.

Tip! When you’ve answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.

Task information

- Part 4 tests how flexible you are in using the grammar and vocabulary of the language.
- You have to use your knowledge of grammar and vocabulary to express a given idea in a different way without changing the meaning.
- In Part 4, there are six questions.
- Each question has an input sentence, a key word and an output sentence with a gap in it.
- Your task is to complete the gap with between three and eight words, including the key word, so that the output sentence has the same meaning as the input sentence.
- Remember that contractions, e.g. *doesn't*, count as two words.
- You mustn't change the form of the key word or the parts of the output sentence that are already given.
- You have to make a number of changes to the language of the input information in order to complete the gap.
- There are two possible marks for each answer, and the key is divided into two parts. So, it's possible to get one mark for a partially correct answer.
- The words you write need to be spelled correctly, but both American and British English spellings are allowed.

1 How to approach sentence transformations

Read these two sentences, then answer the questions below.

I made friends immediately with Angela, but I didn't like her partner much.

TAKE

Angela and I hit to her partner much.

- 1 How are the words before the gap in the second sentence different from the words in the input sentence?
- 2 How are the words after the gap in the second sentence different from the words in the input sentence?
- 3 Which words and information in the input sentence are missing from the second sentence?
- 4 Which part of the input sentence does the key word relate to: the first or the second part?
- 5 Can you complete the gap now?

2 Applying the approach

Use the questions in Exercise 1 to help you complete these sentences.

Part of each answer is given.

- 1 Theo doesn't intend to go to that restaurant again.

HAS

Theo *going to* that restaurant again.

- 2 The project will not succeed unless it is carefully planned.

CRUCIAL

Careful *success* of the project.

- 3 She had no idea why her card didn't work.

LOSS

She *was at* *to* why her card didn't work.

Tip! After you have written your answer, read it again to check that it has the same meaning as the input sentence. Does it contain all the same ideas?

Tip! Always include the key word in the same form that it is given. After writing your answer, read it again to check that you've included all the ideas in the input sentence.

Tip! Practise rewriting sentences from texts you have read, or rewrite sentences from your own or a partner's written work.

3 Ensuring sentences have the same meaning

Choose the sentence (A or B) that has the same meaning as the input sentence.

- 1 Rosina was very nervous at the thought of having to speak in public.
A The idea that she had to speak in public made Rosina feel very nervous.
B The idea that she had to speak made Rosina feel very nervous.
- 2 Jonathan arrived at the concert venue early, as he wanted to sit near the front.
A In order to get a front-row seat, Jonathan arrived at the concert venue early.
B In order to get a seat near the front, Jonathan arrived at the concert venue early.
- 3 People wrongly assume that the castle was rebuilt in the 19th century.
A The assumption that the castle building dates back to the 19th century is wrong.
B The assumption that the rebuilding of the castle dates back to the 19th century is wrong.
- 4 It came as something of a surprise to Grace to hear that she'd been nominated for the award.
A Grace was completely taken aback to hear of her nomination for the award.
B Grace was rather taken aback to hear of her nomination for the award.
- 5 Although many athletes have tried to break John's world record, most have been a long way off.
A Few athletes have come close to breaking John's world record.
B Few athletes have come to break John's world record.
- 6 The majority of people are of the opinion that a change to the law is necessary.
A There is widespread agreement that the law needs to be changed.
B There is an agreement between people that the law needs to be changed.
- 7 The football coach insisted that he didn't intend to resign.
A The football coach insisted that he had no intention of resigning.
B The football coach said that he had no idea if he would be resigning.
- 8 This door has to be kept locked at all times.
A Under no circumstances should this door ever be left unlocked.
B Under no circumstances is this door ever unlocked.
- 9 The police were confident that the person who had committed the theft had been arrested.
A The police were confident that they had arrested the person responsible for the theft.
B The police were confident of arresting the person responsible for the theft.

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

Tip! Make sure that you use between three and eight words. You can use contractions (e.g. *shouldn't*), but remember that these count as two words.

25 Everyone in the class thinks it would be good to organise an end-of-year party.

FAVOUR

Everyone in the class an end-of-year party.

Tip! For each question, read both sentences carefully. Look at the words before and after the gap. You need to make various changes to the input language so that the output sentence has the same meaning.

26 Ongoing habitat loss is threatening the long-term survival of the species.

THREAT

The long-term survival of the species consequence of ongoing habitat loss.

27 The main door should be kept locked at all times.

LEFT

At no unlocked.

28 Milo suddenly realised that a map would almost certainly show more paths than the app on his phone.

HIGHLY

It suddenly occurred to Milo to show more paths than the app on his phone.

29 The lawyer recommended studying the small print in the contract in great detail.

THROUGH

The lawyer's the small print in the contract in great detail.

30 It may seem strange, but this is the only road leading down to the ferry terminal.

NO

Strange road leading down to the ferry terminal.

Advice

25 You need to use an expression using the key word which means 'thinks it would be a good idea'.

26 Which preposition is used before the noun *threat*?

27 You can use the same modal verb to express this idea that focuses on the negative *unlocked*.

28 What word that expresses the idea of *almost certainly* and collocates with *highly*?

29 You need to use a phrasal verb in the output sentence that means 'study carefully'.

30 You're looking for a common expression beginning with the word *strange*, which uses mostly the same words, but in a different order.

Task information

- In Part 5, you read a long text and answer six multiple-choice questions that test your detailed understanding of what you've read. The questions have four options (A–D) and follow the order of information in the text.
- The texts come from a variety of sources, but are often articles, reviews and other features from magazines and newspapers that contain clear viewpoints. Texts can also be extracts from books, both fiction and non-fiction. The texts are on topics of general interest, and there is a range of different writing styles and levels of formality.
- The questions test your understanding of the text, and each one focuses on a different aspect of it. For example, some questions may focus on the main ideas explored and discussed by the writer, others on the writer's views and opinions, and others on organisational features that the writer uses.
- This task tests detailed reading, but your time is limited. You need to have the question you're being asked in your mind when you read the text in detail. Then you can concentrate on the sections where those ideas are discussed.
- Don't expect the options A–D to use the same vocabulary and expressions as the text. They will usually summarise the ideas from the text using reporting language. Think about the ideas in the text as you read and match these to the options.
- You generally need to read and understand a whole paragraph or section of the text to answer the question. Some questions are answered by a short piece of text that can be underlined, but it's still necessary to understand the development of ideas in the paragraph to be sure you have located the right answer.

1 Reading to find the answer

1a Read the text below and find words or expressions that mean:

- 1 to look at something carefully
- 2 to destroy something completely
- 3 people who want something to remind them of their visit
- 4 objects made by people that have cultural or historical value
- 5 a fundamental belief that provides a rationale for doing something

Tip! Texts at this level are likely to contain words you haven't seen before. However, it's usually possible to work out what these words mean from the context, and you can answer the questions without knowing their exact meaning.

Lunar heritage

In its annual watchlist of threatened heritage sites, the World Monuments Fund (WMF) has cast its gaze beyond our own planet and declared that the surface of the moon represents a vulnerable cultural landscape. The WMF says that future visitors could wipe out the footprints left by the first people to walk on the moon, while souvenir hunters could damage or steal such artefacts as the camera that captured the first landing in 1969 or the memorial disc placed on the lunar surface by the astronauts. State-funded research missions are less of an issue, since they visit new sites and potentially create new heritage assets, but the same can't be said of the commercially funded ones that have open access to the moon as a guiding principle.



1b What does the writer identify as the main threat to heritage sites on the moon?

1c Look at this multiple-choice question. Which option (A, B, C or D) best answers the question and matches your understanding of the writer's point of view?

The writer identifies the main threat to heritage sites on the moon as the

- A increasing number of landings that are being planned.
- B idea that it should be developed as a tourist destination.
- C attitude of the type of people who may wish to go there.
- D competition between countries wanting to study it further.

1d Look at the question in Exercise 1c again. Why are in the other options incorrect?

Tip! In the exam task, first read the question stem. Think about the question you need to find the answer to, then read the relevant section of text to see if you can answer the question without looking at the options. Then choose the option (A–D) that is closest to your own answer to the question.

2 Whose point of view?

2a Read the text and decide whose point of view (A–D) is being reported in each of the sections in bold (1–8).

- A Adam Becker
- B Alan Kay
- C the tech billionaires
- D the writer

Tip! Texts in Part 5 often test the opinions and views of the writer. Make sure you know whether the writer is reporting facts, giving an opinion or reporting the opinions of others. Their use of language can tell you this.

A vision of the future

¹**The best way to predict the future is to invent it,** the famed computer scientist Alan Kay once said. Uttered more out of exasperation than as inspiration, ²**his remark nevertheless seems to have attained mythical status amongst Silicon Valley entrepreneurs,** in particular a handful of tech billionaires ³**who fancy themselves the chief architects of humanity's future.**

These people may have slightly different goals and ambitions in the short term, but ⁴**their grand visions for the next decade and beyond are remarkably similar.** These include aligning AI with the interests of humanity; creating an artificial superintelligence that will solve all the world's most pressing problems; establishing a permanent, self-sustaining colony on Mars; and, ultimately, spreading out across the cosmos.

⁵**While there's a sprawling patchwork of ideas and philosophies powering these visions, three features play a central role,** says Adam Becker, a science writer and astrophysicist: ⁶**an unshakable certainty that technology can solve any problem, a belief in the need for perpetual growth, and an obsession with transcending human physical and biological limits.**

In ⁷**his timely new book,** Becker calls this triumvirate of beliefs the 'ideology of technological salvation' and makes a convincing case for the notion that ⁸**tech titans are using it to steer humanity in a dangerous direction.**

2b Look at this multiple-choice question. Which option (A, B, C or D) best matches your understanding of the writer's point of view?

The writer agrees with Becker's view that the ideas of certain tech billionaires

- A represent a misinterpretation of Kay's famous remark.
- B have certain main long-term objectives in common.
- C reflect ideas that represent a threat to humanity.
- D are unlikely to be realised in the near future.



2c Look at the question in Exercise 2b again. Why are the incorrect options wrong?

2d Look back at the text. What do each of these expressions tell us about the writer's attitude towards the tech billionaires?

- 1 mythical status (paragraph 1)
- 2 who fancy themselves (paragraph 1)
- 3 their grand visions (paragraph 2)
- 4 a sprawling patchwork of ideas (paragraph 3)

3 Verbs to introduce opinions

It's useful to practise reading texts in which opinion, attitude and feelings are expressed.

Complete each of these sentences expressing opinion with the correct form of a word from the box.

assert claim dispute doubt point raise recommend voice

- 1 Several researchers have concerns about the reliability of the study's methodology.
- 2 Recent findings have the question of whether current safety regulations are still adequate.
- 3 Industry leaders frequently that tighter regulations would stifle innovation.
- 4 Several analysts whether the evidence really does support the claim being made.
- 5 Certain commentators firmly that economic restructuring is unavoidable.
- 6 A number of scholars openly the notion that technological change always benefits society.
- 7 Several senior advisors to growing inequalities as evidence of deeper systemic problems.
- 8 A panel of experts a review of compliance standards by an independent body.

Questions 31–36

Tip! Read the instructions in the task rubric and look at the title of the text. This will tell you the topic that you're going to read about.

Read the article written by a freelance translator. For each question, choose the correct answer.

Mark your answers on the separate answer sheet.

My first job as a freelance translator

When I left a successful sales career to become a freelance translator, I brought with me a sense of purpose, excitement and the need to prove myself. I'd made a bold decision to turn a long-held passion for languages into a career. Although I knew a stretch with no regular income was staring me in the face, I reckoned I had the language skills and business experience to make a go of it. But as the new guy on the block, I kept coming up against a brick wall in the space where I'd imagined a stream of job offers to be. No amount of cool-headed planning can prepare you for the quiet desperation that creeps in during those first months, when the need to get that first paid project under your belt becomes all-consuming.

So, when an opportunity arrived – big project, great rate, urgent deadline – I heaved a sigh of relief. I'd set myself up on a few freelancing portals as per the standard advice, but hadn't fully taken on board how other professionals were putting themselves out there. Despite this oversight, I was eventually contacted about a potential project. The communication was rather idiosyncratic – the spelling and grammar questionable – but then English wasn't their first language. The contract that followed seemed a rather hastily thrown-together document, and the email address didn't quite ring true. I searched for the business online and found precious little. I was hardly deluding myself at this point – the red flags were there – but I wanted to get started, so I **grasped the nettle**.

When the work arrived, it was real enough to quell any immediate doubts. The text was detailed and nuanced, the kind of material I'd imagined myself grappling with – intellectually stimulating and full of linguistic challenges. I spent hours immersed in it, and I told myself that I wasn't just delivering a service, I was creating something with integrity. I resisted the temptation to view it as a test run, instead seeing it as the beginning of my professional identity in this new field, something that would become part of my portfolio when I pitched to potential future clients. I believed, or at least convinced myself, that my new career had finally taken off.

Even as I sent off the final double-checked and proofread version, part of me still hoped for validation – a note of appreciation and prompt settlement of my invoice. But another voice was reminding me of my previous misgivings. They did at least respond, if only to tell me how to receive my well-earned funds. And, sure enough, there was a certain payment dance to be had. They could only pay through their 'portal' – in practice, an online bank account that would cost me \$150 to open – or by bank transfer, but only once I'd forwarded them that same sum to 'process the payment'. At that point, all hope of recompense for my time and effort was lost, but I could at least avoid adding insult to injury by declining to take the bait.

What strikes me now is, fake as the project was on their end, that didn't prevent it representing a milestone on mine. I did translate that text, navigate different terminology challenges and stylistic decisions, and it effectively cast out any lingering self-doubts. Oddly enough, it established that I was up to the challenge – and that's what made me a translator – not the invoice, not the client, but the task itself. The urgency on my part to reach that point had led me to blur the line between belief and self-deception, but the experience also brought it home to me that this new chapter in life didn't come without its own rules and, ultimately, its own risks. I could no longer coast by on instincts honed in another context. Ironically, had that initial communication been presented to me in my sales job, I'd have dismissed it as a scam without a second glance.

I realised I had to get more of a grip on what working as a freelance translator entails. I still wanted to believe in people; still hoped for exciting and validating opportunities, and that part of me that thrives on connection and negotiating is still there. What had bolstered my sales career was building trust quickly, reading the room and following my instinct. But whereas in sales speed was of the essence, in translation it's discernment that counts. Scams, unfortunately, are part of the freelance landscape. I've since had several more too-good-to-be-true offers. I now know to discard them.