

## ✓ Tips for exam success

The Student's Book offers plenty of exam-style activities and tips throughout the units that lead to success in exams, particularly school-leaving ones. To get more information, read these full, more detailed tips for exam success, organised by skill and task type.

### ✓ Reading

#### Multiple matching (Units 1, 4 and 10)

Candidates are given a single continuous text with lettered paragraphs (e.g. A–D), or a number of shorter texts also identified by a letter (e.g. A–D). They then have to decide which paragraph or short text contains a particular piece of information.

**Step 1:** Read the whole text or texts quite quickly to get a general impression of the information and ideas that are being presented.

**Step 2:** The pieces of information you need to find are not in the order of information in the text(s). This means that the first item might be in *any* of the paragraphs/texts. Also, there may *not* be a concrete fact in the item (a date or name, etc.) to indicate exactly where to look in the text(s). This means it's very important to study the items carefully to find any clues. The type of information you have to locate can be expressed in a variety of ways (e.g. a criticism of; the claim that; a reference to; a misunderstanding about; the suggestion that, etc). This will help identify the appropriate part of the text to look in.

**Step 3:** Read sections again more carefully. The wording in the item and the text are unlikely to be the same, so look for use of synonyms or paraphrase.

**Step 4:** If you are not certain you have found the correct section of text, make a provisional answer and move onto the next item. You may find you inadvertently locate a previous answer while reading another section of text.

**Step 5:** Make sure you read *all* parts of the text(s) while looking for an answer – the relevant information will not necessarily be found in the first part of each paragraph or text.

#### Completing tables, summaries or sentences (Unit 2)

In this type of activity, you complete a table, summary or sentences with information from a text. There is often a limit to the number of words that you can use in each space, and sometimes the words have to be taken straight from the text, in the same form. Sometimes you have a list of words which you must choose from.

**Step 1:** Read the text quickly to get a general understanding.

**Step 2:** Read the table, summary or sentences that you need to complete. Be aware that the summary or sentences will probably not use exactly the same words as in the text.

**Step 3:** Find the parts of the text where you think the information comes. Read them again in more detail. Remember that you will probably need to find the exact words that have to complete the gaps. When you have a list of words to choose from, these will probably not be exactly the same as the words used in the text.

**Step 4:** Try the words in the space to see if they make sense and follow the original meaning of the text. Make

sure they fit grammatically, too. Check that you haven't repeated a word that comes just before or after the space.

**Step 5:** When you finish, check that you have an answer for each question. Check that you have not written too many words, or changed the form of the word if this was included in the instructions. Don't leave any answers blank in an exam.

#### Multiple choice (Units 3 and 9)

Candidates are given a text to read, or sometimes a number of shorter texts, and a series of multiple-choice questions. The questions consist of a stem and three or four options. The stem may be a question (e.g. What does the writer say about robots?) or an incomplete sentence (e.g. The writer says that robots are ...). Candidates must choose the correct option based on the information in the text(s).

**Step 1:** Read the entire text to get a general impression of its content and structure. Don't worry about understanding arguments at this stage – it's possible that not every part of the text will be tested.

**Step 2:** Look at the first multiple-choice question. Study the stem carefully: there will be something in the stem to show you which part of the text to look in to find the information you need. For example, this may be a person's name, a date, a reference to an experiment or some other concrete fact that will direct you to a particular part of the text – this may be a few sentences, or a whole paragraph.

**Step 3:** Read that part of the text again, trying to understand the detail of the events being described or the argument(s) being presented. Don't worry if there are words that you don't understand – try to infer what they might mean from the context in which they are being used.

**Step 4:** Some multiple-choice questions target relatively simple factual information, such as dates, numbers, places, modes of transport, etc. This will be explicit in the stem, so study it carefully before choosing the correct answer. Other multiple choice questions ask you to identify attitude or reaction. This might be expressed in the stem (e.g. What does the writer find impressive about the 2021 experiment?). Or a variety of attitudes might be expressed in the options (e.g. shocked, disappointed, confused, critical, etc.). Clearly identify the *type* of information you are looking for, before attempting to answer the questions.

**Step 5:** When you have answered question 1, repeat the process for question 2. In reading tests, the questions will come in the same order as the information in the text.

**Step 6:** Sometimes the final question in a set may ask about the whole text, rather than one part of it. In order to answer this type of question, it may be necessary

## **Reading**

to step back and ask: Why was the text written? Who was the intended reader? What was the writer's *overall* attitude or reaction? This sort of information may not be explicitly stated in the text, but will be apparent from the writer's general tone, the arguments made, the evidence presented and so on.

### **Matching headings (Unit 5)**

Candidates are given a text that is divided into lettered paragraphs, and a list of headings. You have to match one of the headings with each paragraph. There are more headings than paragraphs.

**Step 1:** Read the headings carefully and underline key words. This will help you anticipate the range of topics that will be covered in the text.

**Step 2:** Read the whole text quite quickly to give an overview of the content and structure. Don't worry about understanding all the details at this stage. As you read, if any of the headings strike you as likely to be appropriate for this paragraph, mark it with a pencil, but don't worry if none of the headings seem to match up at this stage.

**Step 3:** Read the first paragraph again carefully. Underline key words and try to infer the meaning of any words you don't know from context. Then look back at the headings. Remember that the wording in headings and paragraphs is unlikely to be the same, so pay particular attention to any use of synonyms and paraphrase. The correct heading will provide a summary for the *whole* of each paragraph; it is not sufficient for the topic of a heading only to be *mentioned* in a paragraph. If you cannot decide the correct heading at this stage, try to eliminate those headings that are definitely incorrect.

**Step 4:** Move on to the second paragraph and repeat the process. Remember that some of the headings will not be used at all, but they may contain wording that appears superficially tempting. By the time you reach the end of the text, you may have eliminated the headings you had thought were possible answers for some earlier paragraphs, making the correct answer obvious.

### **True/False/Not Given (Units 6 and 8)**

Candidates must decide if statements are true or false (or right or wrong) according to the text, or whether there is no information about the statement in the text.

**Step 1:** Read the whole text quickly to get a general impression of its content and structure. Don't worry about understanding all the details at this stage – it's possible that not every part of the text will be tested.

**Step 2:** Look at the first statement. It will contain something to show you which part of the text to look in to find the information you need (a name, date, country, experiment, etc.). The relevant section of the text will probably be quite short – perhaps just a sentence or two.

**Step 3:** Read that part of the text again, trying to understand the details that are presented. Remember that the wording in the statement and text may not be the same, so look for synonyms and paraphrase. Try to

infer the meaning of any words you don't know from the context. The text will either support the statement (T), contradict the statement (F) or it will not directly address the statement (NG).

**Step 4:** Then move on to the next statement. The statements (questions) will be in the same order as the information in the text.

### **Gapped text (Unit 7)**

Candidates read a text from which some paragraphs have been removed. These are presented after the base text, in a jumbled up order (e.g. A–F). These are the 'answers' that identify the missing paragraphs. There is one more 'answer' than gaps in the base text, which you won't need to use. This task type often requires candidates to look beyond individual words and clauses, to analyse how larger parts of texts relate to each other.

**Step 1:** Read the whole of the base text through from beginning to end. It may be difficult to follow in places because of the missing paragraphs, but try to understand as much as you can. Ask yourself some questions that may help you identify what information is missing (e.g. What sub-topics seem to be explored? What questions are asked? What examples are given? Are any people named? etc.).

**Step 2:** Read through the 'answers' – the paragraphs that have been removed. The wording in the base text and 'answers' is unlikely to be the same, so pay particularly close attention to any synonyms or paraphrase. Write in the letter corresponding with any 'answers' that seem possible in the first gap. Does the general 'flow' of the texts seem right?

**Step 3:** Study the wording immediately before, and immediately after each gap. There may be pronouns here that will help (e.g. it, she, this, etc). Look also for language that implies what must come next. For example, 'However, the experiment ran into a number of problems.' This must be followed by a list of problems, so look for these in the 'answers'. Or, 'The species has a number of remarkable abilities'; look for a paragraph outlining such abilities. Remember to look also at the wording *after* a gap – this may be what you need to confirm the answer. For example, if a paragraph begins, 'This poor weather had serious consequences for the expedition,' the missing paragraph you are looking for is likely to contain examples of bad weather.

**Step 4:** If you cannot find an answer, keep working through the base text, trying to fill the gap that comes next. When you've finished, the difficult questions may seem easier because you will have eliminated some of the possible answers.

**Step 5:** When you have found a possible answer for each gap, read through the whole text checking that the meaning is logical and the sequence of events makes sense. Remember, there is one extra answer that you will not need to use, although some of the language in it might seem superficially relevant.

### ✓ Listening

#### Multiple choice (Units 2, 5, 6 and 9)

Candidates listen to a monologue or dialogue and answer a series of multiple-choice questions. The questions consist of a stem and three or four options. The stem may be a question (e.g. What aspect of the 2021 experiment does Paul criticise?) or an incomplete sentence (e.g. When discussing the 2021 experiment, Paul is critical of ...). Candidates must choose the correct option to answer the question, or complete the sentence, based only on the information in the text.

**Step 1:** Before you listen, read all the questions carefully. This will help you anticipate what sort of information you are going to hear in the listening text.

**Step 2:** Underline key words and concrete terms in the questions like names and dates. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next. This is particularly important when you only hear the listening text once. If you do miss an answer, be prepared to jump ahead to the next question.

**Step 3:** In most listening tests, the questions come in the same order as the information in the text. (But if you are listening to a number of short extracts, the questions are not necessarily in the same order as the information in the text. See Units 6 and 9.)

**Step 4:** The options may be quite simple and factual, such as dates, places or type of transportation. But remember that the wording in the questions and in the listening text may not be the same, so pay attention for the use of synonyms and paraphrase.

**Step 5:** Some questions may target a speaker's attitude or reaction (e.g. is she surprised, critical, amused, etc.). This may require you to 'read between the lines' of what is being said in order to identify the speaker's attitude.

**Step 6:** If you are listening to a dialogue, the question may target the process of negotiation between two speakers (e.g. What do they agree? What do they decide?). Remember that one or both speakers may change their mind during the discussion, so don't base your answer on the first thing they say.

**Step 7:** If there is a second listening, use it to double-check your answers, particularly to questions of the types highlighted in steps 4 and 5 above, and to answer any questions you missed in the first listening.

#### Multiple matching (Units 3 and 7)

Candidates listen to five speakers talking about the same general topic. There are two tasks and the recording is played twice.

**Step 1:** Before you listen, read both tasks carefully. Task 1 will often focus on factual information, such as occupations, sports or locations. Task 2 may focus more on people's feelings, reactions or reasons for doing something. Underline key words and phrases in both tasks so that you're clear about what type of information

you are listening for. This will also help you anticipate the types of issues the speakers will be addressing.

**Step 2:** Remember that for each task there are eight options, but only five speakers. This means there is quite a lot of information to read and remember. The more thoroughly you read the tasks *before* listening, the easier it will be to answer all the questions.

**Step 3:** During the first listening, it's probably best to focus on Task 1. However, remember that, within each speaker's extract, the information relating to Task 2 may come *before* the information relating to Task 1. If you think you hear an answer to a Task 2 question during the first listening, note it down. And if you miss a Task 1 question, don't worry because you'll get a second chance.

**Step 4:** The wording in the tasks and in the listening texts is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.

**Step 5:** Use the second listening to focus on Task 2, and to answer any parts of Task 1 that you didn't hear the first time. Some of the extracts may be quite short and the key information you need might come right at the very beginning, or very end. Equally, it may be necessary to 'read between the lines' in order to identify a speaker's attitude or how he/she feels about something.

#### Note completion (Unit 8)

You have to complete a set of notes using information given in the listening text. The number of words you can write is specified: typically, one or two words, a short phrase and/or a number. The listening text may be a dialogue, for example a tourist asking for information, and the answers more factual, such as dates, times, prices; or it might be a monologue such as an academic lecture or presentation, in which case the answers may require you to follow a more complex series of arguments and understand the speaker's reasoning.

**Step 1:** Before listening, study the notes carefully. They will often be divided into sections with headings and bullet points, which will give you a good idea of what sort of information you are going to hear.

**Step 2:** Underline key words and concrete ideas in the notes such as names, dates and places. Then, as you listen to the recording, this information will help you know where you are and what question you are listening for next. This is particularly important when you only hear the listening text once. If you do miss an answer, be prepared to jump ahead to the next question.

**Step 3:** Study the words before and after each gap carefully. This will give you more precise information about what you are listening for: a time, price, noun, verb, etc. Pay particular attention to whether nouns need to be singular or plural.

**Step 4:** The wording in the notes and in the listening text may not be the same so pay attention for the use of synonyms and paraphrase.

## ✓ Listening

**Step 5:** At the end of the recording, check that all your answers are correctly spelt. Spelling errors will mean that your answer is marked as incorrect.

**Step 6:** If you do miss any answers, it may be possible to use the overall impression you got from the listening text to answer at the end of the listening.

### Sentence completion (Unit 10)

Candidates listen to a monologue and complete sentences using information given in the listening text. The number of words to use is not specified, though the answer is usually a single word or short phrase. The recording is played twice.

**Step 1:** Before you listen, read the sentences carefully. This will help you anticipate the sort of information you are going to hear.

**Step 2:** Underline key words and concrete ideas in the sentences such as names, dates and places. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next.

**Step 3:** Study the words immediately before and after each gap. This will tell you the sort of information you are listening for, such as a noun phrase or verb phrase. However, the wording in the sentences and in the listening text is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.

**Step 4:** If you think you hear a possible answer, but you are not sure, note it down anyway.

**Step 5:** The sentences are in the same order as the information in the listening text. If you do miss an answer, be prepared to jump ahead to the next question, and don't worry as you will hear the recording a second time.

**Step 6:** During the second listening, complete any sentences that you missed, and double-check any possible answers that you noted down.

**Step 7:** Check that all your answers make sense grammatically. Consider carefully whether nouns need to be singular or plural.

## ✓ Speaking

Regular practice will give you a good idea how long you need to speak for and how much detail to go into.

### Personal questions (Unit 1)

The examiner asks each candidate general questions about their home, family, education, hobbies and interests. The candidates respond to the examiner only and do not comment on each other's answers. It lasts about 2 minutes.

- The topics are fairly predictable, but don't memorise answers as you cannot anticipate exactly how the question will be worded. Instead, be ready to talk about where you live, your family, friends, school and other general life experiences.
- Try to avoid giving very short answers like 'yes' or 'no'. You can do this by giving reasons for your answers, or by providing examples.
- It's perfectly acceptable to respond by saying you *don't* like something but again, try to explain why.
- You may feel nervous at the beginning of an interview. Remember that while grammatical accuracy is important, so are other aspects of speaking like fluency and communication. Your language doesn't need to be perfect. Try to interact naturally, as if you are talking with someone you've just met socially, and don't worry too much about grammar errors.

### Extended discussion (Unit 2)

- The examiner will ask abstract questions about one issue. These questions will often require you to speculate about the issues concerned (e.g. Why do people sometimes ... What would you do if ...? What should people do if ...?).

- In general, the examiner will address the questions to both candidates. You should jointly discuss the question, expressing and justifying opinions, and agreeing/ disagreeing with each other.
- Occasionally the examiner may address a question to just one candidate if he/she thinks that candidate has not been speaking enough.
- Remember that there are no right or wrong answers in this type of task. The examiner is not evaluating your opinions, but the language you use and the way that you participate in the discussion.
- The examiner will have a series of questions that he/she can ask, but this may not necessary. They will only ask another question to help you maintain the discussion.
- The discussion should continue for around five minutes. Help each other to keep the conversation going by asking each other questions, challenging or disagreeing with each other where appropriate, or asking for examples or clarification.

### Discussing photos (Units 3, 7 and 8)

Each candidate is given some photographs and asked to talk about them for approximately one minute. The second candidate is then asked to respond for about 30 seconds. In total it lasts for around four minutes.

- Candidate A is given three photographs which are on the same general topic. The examiner will ask you to talk about two of the photos only. He/she will ask you questions about the photos to help you generate some ideas.



## ✓ Tips for exam success

### ✓ Speaking

- You may be asked to describe what is happening in the photographs, to compare them, to express opinions about them or speculate about why this might be happening, how the people might be feeling, what will happen next, etc. Make sure you address the questions the examiner has asked you.
- Try to alternate your comments backwards and forwards between the first and second photographs, rather than talking about the first one and then the second one. This will give you more opportunities to produce a variety of lexically and grammatically complex language.
- Candidate B should listen carefully to what A says. When A has finished, the examiner will ask you a question about the photos. Again, this might require description, comparison, expressing an opinion or speculating. If you have listened carefully to what A has said, it may give you some ideas. Also, you don't want to repeat what A has said.
- The same process is then repeated when candidate B is given three different photographs on a new general topic.

#### Collaborative tasks (Units 4 and 5)

Candidates A and B are given spoken and written instructions. A and B have a conversation together discussing the particular set of issues represented in the written instructions. In total it lasts for about four minutes.

- The examiner will introduce the topic and pass A and B some written instructions. All the information you need is included in the written instructions though

the examiner usually repeats part of them. The written instructions often take the form of a central question or issue, with five different options to consider.

- The topic will be aspects of everyday life about which it is reasonable to expect young people to have an opinion.
- You will be given 15 seconds to think and prepare in silence before you should begin speaking.
- The focus of the task is about maintaining a discussion, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing and speculating.
- Try to extend the conversation by asking your partner questions, and by commenting on and adding to what your partner has already said. Don't just agree and move onto the next issue. In fact, it may be easier to extend the conversation if you sometimes disagree!
- The examiner will then ask you to reach a decision about some aspect of the written instructions. This may be which issue you think is most important, or which issue most people find most challenging. Listen carefully to the question and make sure you address it directly.
- Again, A and B should work together and try to reach a joint decision through a process of negotiation.
- In this second part of the task, it's more important to show how well you can use the language of negotiation and decision making, than it is to actually reach a decision. This part of the task should last about one minute.

### ✓ Writing

One common mistake made by candidates in writing exams is not reading the question thoroughly. As a result, they do not answer the question that has been asked. These texts will be penalised, even if they are well written.

#### Informal letter or email (Unit 1)

- You might be asked to write a variety of informal letters or emails. These may take a number of different forms, such as giving advice, describing something, trying to persuade someone or giving instructions.
- Read the question carefully: be clear about why the letter/email is being written, who the reader will be and what information to include.
- All writing, whether formal or informal, needs to be clearly organised so plan an appropriate paragraph structure before you start writing.
- It's important to try to engage the person you are writing to on a personal level. To do this, use the features of informal writing outlined in Unit 1.

- Cohesion is important in both formal and informal writing, but some of the cohesive structures used are not the same. See Unit 1 for details.

#### Opinion essay (Units 2 and 9)

- Remember that in opinion essays you can just give your own side of the argument, whereas in for-and-against essays you must present both sides of the argument.
- In opinion essays, you should have a number of relevant points to make. Think about how to organise these points in a logical way.
- The style in this kind of essay should be formal.
- Remember to justify the arguments you present.
- Remember that there are no right or wrong answers. The examiner wants to see that you can write and express yourself clearly and effectively.

#### Academic essay (Unit 4)

- You are presented with a specific point of view, argument or problem which you need to discuss.

## ✓ Writing

- You can agree with the point of view or argument given. However, it's perfectly acceptable to express completely different opinions if you wish.
- It's important to use your own words and, where possible, not repeat language from the question – use synonyms and paraphrase instead.
- In general, academic essays will take the form of an assignment for a teacher or tutor. Use the features of more formal writing – see Units 1 and 2 for additional information.
- Where appropriate, support the points you make with evidence or examples. But remember that you are *not* expected to be an 'international expert' on the topic. It's perfectly acceptable to use evidence/examples from your own experience, such as your family, friends, school and community.
- The word count for guided essays is 250 words. For most candidates, there will be insufficient time to write more than that, which means you should not write detailed or lengthy arguments. In fact, to complete the task, you will need to be concise and make your points as efficiently as possible. Remember that quality is more important than quantity!
- Academic essays should begin with an introduction and end with a conclusion. Often, these paragraphs are slightly shorter than the others. This allows the focus of your essay to be the points you have to make.

### Proposal and report (Units 5, 8 and 10)

- Read the question carefully as you will often be asked to include different types of information in a proposal or report. It may be necessary to address a present or past situation, as well as make recommendations for the future. However, the focus of proposals is usually on the future, whereas the focus of reports is generally on a present situation.
- Before you start to write, also decide who will be reading the proposal or report. Generally, the style will be more formal because the reader will be someone in a position of authority. If the reader will be a group of your peers, the style may be slightly less formal.
- Organise your proposal or report clearly by giving the whole text, as well as each paragraph, a brief heading.
- Try to make your proposal persuasive by outlining a variety of different advantages.

### Review (Unit 6)

- You may be asked to write reviews of movies, books, websites, concerts, events, places and so on. The review may be in the context of a class assignment, or something quite different, such as for publication in an international magazine for teenagers. Read the question carefully and decide what level of formality is appropriate.
- Clearly identify what it is that you are reviewing – give its name – either in the title or introduction.
- Organise your answer so that you are exploring different aspects of the subject in your review.
- If you are including a summary of a movie or book, be brief! The summary should only be a short part of the text. The same is true if you are writing a description of a place.
- The main purpose of a review is for the writer to express their own opinions about the subject. These may be complementary, or critical, or a mixture. Wherever possible, support your opinions with relevant examples.

### Describing a graph or other visual information (Unit 7)

- Candidates are presented with information in visual form – often a graph, table, flow chart or map. The visual will usually show detailed information on a topic – more information than it is possible to describe within the word guide of 150 words.
- The question will ask you to *outline* or *summarise* the *main features* shown in the visual. A common mistake in this task is that candidates attempt to describe *every* feature shown in the visual – they run out of time and write an unsatisfactory response as a result.
- Include an introductory sentence saying what kind of information the visual shows; a sentence outlining the general trend shown in the visual; and a body of information outlining the most important features of the visual.
- This is an academic context so the language is formal. It is a descriptive task only; candidates are *not* asked to express opinions or suggest reasons for changes.
- As far as possible, try not to repeat language from the question or visual. Use paraphrase or synonyms, or change the part of speech of key words. Use pronouns and other substitution devices to avoid repetition.

### ✓ Use of English

#### Word-formation cloze (Units 1 and 4)

In this type of activity, you must use the word given to form a word that fits in the gap. The words can be any type – noun, adjective, adverb or verb.

**Step 1:** Read the text once quickly to know the general meaning.

**Step 2:** When you look closer at each gap, read to the end of the sentence, not just to the end of the line. This will help you to decide if you need to change the meaning of the word (e.g. making it negative). Usually to change the meaning of the word you will need a prefix (e.g. *im-*, *re-*).

**Step 3:** Then look carefully at the words just before and after the gap. They can help you to decide what type of word you need. Usually to change the type of word you will need a suffix (e.g. *-ion* to make a noun, *-ly* to make an adverb).

**Step 4:** Remember that you may need to change the spelling of the word they give you. For example, from the word **STRONG** you may need to make the noun **STRENGTH**. Also, look carefully to decide if your word needs to be in the singular or plural form. If the word is a verb, put it in the correct form according to the context.

**Step 5:** Read the completed sentence and check your answer.

#### Multiple-choice cloze (Units 5 and 10)

Candidates are given a short text with gaps, and a choice of four options to fill each gap.

**Step 1:** Read the text quite quickly to get a general impression of its content and structure. Don't worry about the gaps or understanding every word at this stage.

**Step 2:** Start reading the text again more carefully. Look carefully at the words before and after the first gap. What type of word is missing – noun, verb, phrasal verb, particle, adjective, adverb, linker, etc.? Can you guess the missing word?

**Step 3:** Look at the four options for that gap. Is the word you guessed one of them? If yes, it's likely to be the answer, but check the other options anyway to make sure you can eliminate them.

**Step 4:** The four options will generally be one or two words, but they might be three words (e.g. phrasal

verbs). Often, selecting the right answer will be a matter of collocation; the options might all have a similar meaning, but only one will collocate. Try reading the sentence through with each different option – which one 'sounds' right?

**Step 5:** If you're still not sure which option is correct, think about which ones are wrong and eliminate them.

**Step 6:** Make sure you read right around each gap – important clues might be a few words away from the gap.

**Step 7:** Continue working through the text and options. Generally, the language and ideas in the main text are relatively simple and the challenge lies in filling the gaps correctly.

#### Open cloze (Units 6 and 9)

Candidates are given a short text with gaps, but no options are provided from which to fill the gaps. Instead, you must think of the only correct word to fill each gap in terms of grammar and meaning.

**Step 1:** Read the text quite quickly to get a general impression of its content and structure. Don't worry about the gaps or understanding every word at this stage, although generally the language and ideas in the text are relatively simple.

**Step 2:** Start reading the text again more carefully. Look carefully at the words before and after the first gap. Think about what type of word is missing. The missing word is often a pronoun, conjunction, adverbial, auxiliary verb, modal verb, etc.

**Step 3:** The missing word will often be part of a phrase so collocation is important in this type of activity. Try reading the sentence through – what word 'sounds' like it is missing?

**Step 4:** Make sure you read right around each gap – important clues might be a few words away from the gap, or even in another sentence.

**Step 5:** Remember that the answers will be *one word only*. Contractions (e.g. *won't*) count as two words so can never be the correct answer.

**Step 6:** When you have completed the activity, check the spelling of all your answers. If you have chosen the correct word but made a spelling error, your answer will be marked as incorrect.