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Use of English Exam PART 2

Part 2: one word gaps fill

In this part of the exam you need to complete the text with one word for each gap. It might seem similar to part 1 but this time you need to produce the word. 6 of the 8 gaps are usually based on grammar (connectives, articles, pronouns, auxiliary verbs, quantifiers, determiners, linking words, time expressions etc.) and there can be some vocabulary that is based on prepositions, context, phrasal verbs, fixed expressions or word patterns. The answers are quite predictable. Based on a study of the high frequency words, we have included the most common answers.

HOW TO DO THE TASK:

1. Read the text ignoring the gaps. Think what type of word is missing
2. Look at the word before and after the gap
3. Reread the text with the gaps filled to see if it makes sense

*The key to doing the open close is to read frequently. The more you read, the easier it will be. You must review the grammar structures that are in the common answers.*
## COMMON ANSWERS

### LINKING WORDS

<table>
<thead>
<tr>
<th>ADDING INFORMATION</th>
<th>CONTRAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>And, also, as well, in addition, besides, above all</td>
<td>However, but, although, on the other hand, despite, in spite of, even though, though, whereas</td>
</tr>
<tr>
<td>GIVING EXAMPLES</td>
<td>SIMILARITY</td>
</tr>
<tr>
<td>Such as, for example, like, for instance, as follows:</td>
<td>Similarly, equally, likewise, in the same way</td>
</tr>
<tr>
<td>REINFORCEMENT</td>
<td>RESULT</td>
</tr>
<tr>
<td>Also, furthermore, moreover, above all, not only… but also</td>
<td>So, therefore, as a result, because of this, consequently, thus, hence, in that case</td>
</tr>
<tr>
<td>DEDUCTION</td>
<td>SUMMARY</td>
</tr>
<tr>
<td>Otherwise, in other words, then, in that case</td>
<td>In conclusion, to sum up, in brief, therefore, to summarise</td>
</tr>
<tr>
<td>SEQUENCE</td>
<td>STATING THE OBVIOUS</td>
</tr>
<tr>
<td>Firstly, secondly, thirdly, lastly, next, after, to start with, to finish,</td>
<td>Obviously, clearly, of course, naturally, surely, after all</td>
</tr>
</tbody>
</table>

### ARTICLES

A, an, the
PRONOUNS

Relative = which, who, that, whose, when, where, why, whom

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OBJECT</th>
<th>REFLEXIVE</th>
<th>POSSESSIVE</th>
<th>DETERMINER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ME</td>
<td>MYSELF</td>
<td>MINE</td>
<td>MY</td>
</tr>
<tr>
<td>YOU</td>
<td>YOU</td>
<td>YOURSELF</td>
<td>YOURS</td>
<td>YOUR</td>
</tr>
<tr>
<td>HE</td>
<td>HIM</td>
<td>HIMSELF</td>
<td>HIS</td>
<td>HIS</td>
</tr>
<tr>
<td>SHE</td>
<td>HER</td>
<td>HERSELF</td>
<td>HERS</td>
<td>HER</td>
</tr>
<tr>
<td>IT</td>
<td>IT</td>
<td>ITSELF</td>
<td>ITS</td>
<td>ITS</td>
</tr>
<tr>
<td>THEY</td>
<td>THEM</td>
<td>THEMSELVES</td>
<td>THEIRS</td>
<td>THEIR</td>
</tr>
<tr>
<td>WE</td>
<td>US</td>
<td>OURSELVES</td>
<td>OURS</td>
<td>OUR</td>
</tr>
</tbody>
</table>

AUXILIARY VERBS

Have = have, has, had, having
Do = do, does, did, doing, done
Be = am, is, are, was, were, being, been
Modals = will, would, may, might, could, should, can, must

PREPOSITIONS

Of, in, at, on, into, around, as, like, about, for, to, with, along, out, without, by, before, after,
QUANTIFIERS
much, many, (a) little, (a) few, a lot (of), some, any, no, plenty (of), none, both, all, either, neither, each, every, (the) other(s), another, little.

DETERMINERS
This, that, these, those, all, every, each, so, such, no, not, if, unless

TIME WORDS AND ADVERBS
For, since, during, while, whilst, ever, yet, just, still, already,

QUESTION WORDS
Where, when, who, why, how (how often, how much, how many, how long, how far, how high), which, whose,
Fixed expressions:

Hobbies and free time
As well as
As long as
I’d rather + verb (do)
Regret (not) + ing
Be worth + ing
A part of

Travel and getting around
Just in case
In order to
In terms of
Give consideration to
Keep in touch
Either way
Every other way
On board
Education and lifestyles

Make sense
Make up your mind
Pay attention to
See no point in
Have (little/no) difficulty in
On your own
The benefit to/of

Work and obligations

On purpose
By accident
Be willing
Be praised for
Better/worse than expected
The pros and cons of
Because of
On account of
Money and spending

Be on sale
Break down in tears
Have/keep something under control
Dream come true
Make an impression on
The advantage/disadvantage of

Time

As soon as
By the time
On/at the point of
Take ages
Take by surprise
From time to time
A matter of time
At this point
At a time
During which
**Eating and drinking**

Be keen on

There is no comparison

To have nothing to do with – (no tener nada que ver con)

**Health and fitness**

As far as I know

Likely to result in

Take care

**People and their lives**

At its height

At that time

Ever since

For a long time to come

On the outskirts
Technological advances

In fact
On average
As a result
All in all

Wildlife and the environment

By chance
By no means
On purpose
By accident
In no time
Set a fire
A means by which
Life, crime and society

Against the law
On purpose
Safe and sound
Commit a crime
Commit suicide
Break the law
On account of
Be at fault

Design and creativity

In fashion
Out of fashion
It seems that
A matter of time
As part of
But nor should...
By the time
Happiness and relationships
Be on good terms with
Bear in mind
Brace yourself
For some... for others
Pull yourself together
Test 1: Technology can aid children’s linguistic development

Do you speak to your children? Is it baby talk or do you really explain things to them? It is said that (1) 85 percent of our brain’s development happens in our first three years of life. Children (2) hear more words during that time can process language faster in school and later life, so they are generally (3) successful academically. By the age of five, children from the loudest and most talkative families have processed at least 30 million (4) words than kids from the least verbal families; that is a massive difference! It’s called the “word gap.” When parents talk to their children only a little, the researchers found, most of that language is devoted to the business of life: Don’t touch that. Get that thing. This is a very limited (5) of words and it is a sad truth that by doing this, some people are limiting their child’s development. However, when parents talk more with their kids, the topics are varied and richer. They tend to discuss how water boils when making dinner, or the relative size of a teddy bear and a cat, this time (6) to explain processes and day-to-day occurrences is priceless. Nothing is off-topic when conversing with young kids. Recent research has inspired a number of other scientists to get parents—especially low-education, low-income ones—to speak more to (7) young kids, and use high-quality words with them. Reading their book of research—culled from one-hour recordings of interactions in 53 homes, taken once a month for three years—I immediately wondered where I fell on the range of talkers. Most parents think they’re talking to their kids. I definitely did, both to my chatterbox 4-year-old Alex and my gurgling 4-month-old Jacob. But how could I know for sure? Parents and non-profit organisations are turning to technology to help them understand what children are actually hearing (8) we speak to them.
Test 2: Happiness in your life

Happiness is an elusive state (1) we all pursue. Some (2) even say that it is the meaning of life, to be happy. Philosophers, psychologists and even economists, have long sought to find the magic formula that would explain it, and since the 1990s, a whole branch of psychology positive psychology has (3) dedicated to researching it. More than simply a positive mood, happiness is a state (4) well-being that means living a good life that is, with a sense of meaning and deep internal satisfaction that will leave us all feeling fulfilled. Research shows that happiness is (5) the result of going from one joy or achievement to the next; achieving happiness typically involves times of considerable discomfort, this helps us to realise (6) we are happy or not. Money is important in happiness, but only to a certain point, much research suggests that from a certain point, money doesn´t make you happier. You just need to enough to avoid stress. Money buys freedom from worry about the basics in life—housing, food, clothing. Genetic makeup, life circumstances, achievements, marital status and social relationships all influence how happy we feel. Or can possibly become. So do individual personalities or ways of thinking and expressing our feelings. Researchers estimate that much of happiness is under personal control. Regularly indulging (7) small pleasures (such as the occasional cold beer!), being focussed on challenging yet achievable activities, setting and meeting goals, maintaining close social ties with friends or family, and finding a purpose beyond (8) are all actions that increase life satisfaction and overall happiness.
Test 3: Creating and maintaining the student’s interest

As I have said before, ‘to learn a language well you need to enjoy it, to have an interest in using it’, ____ (1) other words you have to want to learn it. I reckon as a species, humans want to enjoy their lives, ____ (2) of age or background. When we learn, it is far easier to take things in if we enjoy the learning process, for this reason it is essential to create an interest in what we are trying to get across to our students. ____ (3) all teachers are blessed with the ability to hold the attention of their students through natural charisma, but we can learn the necessary techniques to create dynamic and participative classes that get students involved in the teaching-learning process. As said Albert Einstein “It is the supreme art of the teacher to awaken joy in creative expression and knowledge”. Good teachers ____ (4) students want to learn and encourage curiosity so that students take responsibility for their own learning and collaborate in the process. What teachers must do, more than teach, is provide the necessary conditions so the students wish to learn more.

There are many benefits ____ (5) creating a collaborative learning environment, such as behaviour, participation and the enjoyment of both the student and the teacher. If students are willing to put in effort through the pursuit of ____ (6) own interests, teachers can be far more flexible in their classes and can create innovative and entertaining activities, knowing that their students will collaborate. The best ____ (7) to create interest is through example, if the teacher shows an interest in what they are teaching and is truly passionate about their students, this rubs off on everyone. Students feel supported and cared ____ (8), and therefore will normally care more about their studies.
Test 4: Slow And Steady Wins The Race... Every time!

There are so many different "fast ways" to lose unwanted weight. The trouble is our bodies have the memories of ____ (1) elephant and an uncanny ability to rebalance that ____ (2) is out of balance.

Whether you do a juice detox, a health farm, and fitness boot camp or all of the above, your body will fight its way back to the weight it once was. I call this the "trampoline" effect where we lose weight rapidly and as we go back to our old habits, the body starts to put weight back on. The faster you lose weight the steeper the curve of weight that is put back on. Usually, this ends ____ (3) being more weight than where you first started.

The best ____ (4) to lose weight is always slow and steady. Companies such ____ (5) Precision Nutrition built a very successful business by going against the grain of 6 and 12-week fat loss plans and opted ____ (6) something different. Precision Nutrition formed a habit and practice-based program that coaches people for a whole year. Their results have been incredible, to say the least, and are now the world leaders in teaching health and fitness professionals how to replicate those results with everyday people. One of the reasons this approach works so well is because we are our habits. By approaching change ____ (7) a perspective of forming new health-promoting habits one at a time, we are far more likely to make the changes we need to and stick to them. This approach also requires minimal self-discipline and will power. Our bodies like to stay as close to "economy" mode ____ (8) possible most of the time. The slower and gentler the changes we make are the more likely our bodies are to change and adapt to that as a new norm.
Test 5: Our personalities and the way we dress

You needn't be mad ____ (1) fashion, nor a London Fashion Week regular, to be aware ____ (2) how important our dress sense is to our reputations in this day and age. The clothes we wear say a lot about our personalities to our friends, workmates and strangers, projecting the self image of us that we want to display. Yet, how ____ (3) of us truly understand the psychology of how people in the street or office interpret our wardrobe choices, and how this impression ____ (4) differ to the one that we believe we're conveying to them? An array of psychological surveys have revealed the true impact of clothing choices on the way in which we perceive and judge each other, with experiments showing some surprising results. They even reveal how subtle varieties in dress sense can affect our ability to attract a partner whilst we are dating or even our ability to form friendships, this may sound over the top but the results speak for themselves.

Clothes have ____ (5) always been as influential as a representation of our personalities as they are nowadays, they used to be much more practical. Only as a ____ (6) of technical advancements over centuries have fashion choices become so significant. Where in early civilizations, the key purpose of clothing was to keep us warm and relatively dry, today; central heating warms our homes, reducing our dependence ____ (7) clothes alone to help us to survive. Clothes have developed from a practical asset to a luxury and normally an expression of who we are, or who we may want to become: they affect the way we see ourselves. They help us to be seen in the light that we wish to be, and also represent our personalities and social status. In many societies, dress sense embodies personal wealth and taste. For example, Economist George Taylor demonstrated this in a strange way with the Hemline Index. Taylor noted ____ (8) as a country enters recession and adopts austerity measures and prudent spending habits, women often show a preference towards longer dresses, whilst during times of prosperity, the opposite result can be seen - hemlines often become shorter. This may be a mere coincidence as a relation between the two is difficult to improve but it is an interesting observation.
TEST 1

1. around/about/some    preposition
2. who                 relative pronoun
3. more                adjective
4. more                adjective
5. range/amount/variation quantifier
6. taken               take time + infinitive
7. their               possessive determiner
8. when                relative pronoun

Test 2

1. that                relative pronoun
2. may/might/could     modal verb
3. been               participle
4. of                 preposition
5. not                determiner
6. if                 conjunction
7. in                  preposition
8. oneself/yourself    reflexive pronoun
Test 3

1. in fixed expression
2. regardless part of regardless of
3. Not/Almost determiner
4. make context
5. to/of part of benefits of/to
6. their possessive determiner
7. way way to do something
8. about verb + preposition

Test 4

1. an indefinite article
2. which relative pronoun
3. up phrasal verb (end up)
4. way noun
5. as connective (such as)
6. for phrasal verb (opt for)
7. from noun + preposition
8. as fixed expression
Test 5

1. about PREPOSITION
2. of PREPOSITION
3. many QUANTIFIER
4. might/may/could MODAL VERB
5. not DETERMINER
6. result/consequence FIXED EXPRESSION
7. on PREPOSITION
8. that PRONOUN
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