

Use of English

Grammar: Present tenses

Right or wrong?

Look at these sentences and underline the correct one.

- 1 a) A lot of tourists are visiting our village every summer.
b) A lot of tourists visit our village every summer.
- 2 a) What do you think of the new recycling campaign?
b) What are you thinking of the new recycling campaign?

Grammar reference

Form	Meaning
Present Simple I/you/we/they live in London He/She lives ... Do they live ...? Does he live ...? They don't live ... He doesn't live ...	We use the Present Simple: 1 when the fact or event is always true: <i>People drive on the right in most European countries. Water freezes at 0° Centigrade.</i> 2 to talk about regular or repeated actions or events: <i>He usually arrives at school at 8.00am.</i> (This tense is also used with a future meaning for timetables: <i>The train for London leaves at 6.26 from Platform 8.</i>) 3 to describe the plot of a book, or film: <i>Mr. Darcy eventually proposes to Elizabeth, and she accepts.</i> 4 when the speaker is commenting on a sporting event: <i>... and Hingis serves. Davenport returns the ball with ease ...</i> 5 for newspaper headlines (when the event is in the past): <i>President arrives in China.</i> (When the event is in the future, we usually use the infinitive: <i>President to visit China next month.</i>)
Present Continuous I'm (I am) living in London at the moment. He/She's ... (He is ...) We/You/They're ... (We are ...) Are you living in London at the moment? Is he ...? Are they ...? I'm not living in London at the moment. He isn't ... They aren't ...	We use the Present Continuous: 1 to describe an action happening at the moment of speaking: <i>She can't come to the phone; she's having a shower.</i> 2 to talk about temporary situations: <i>She normally lives in London, but at the moment she's living in Athens.</i> 3 to talk about developing situations: <i>Prices are rising every year.</i> 4 to talk about annoying/amusing habits + <i>always</i>: <i>He's always complaining about something.</i>

Notes:

1 The following verbs are not usually used in the continuous form:

- a seem, appear
- b believe, doubt, imagine, suppose
- c have, belong to, own, possess
- d forget, remember, know, realise
- e like, love, hate, prefer
- f feel, hear, taste, sound, smell
- g notice, need, want, wish, lack

2 Some verbs have different meanings in the Present Simple and Present Continuous:

I'm thinking about it. – I'm considering it.

I think it's wrong. – It is my opinion.

I'm seeing him on Thursday. – I am meeting him.

Every morning, I see the children on their way to school. – I notice, look at

You don't look very well. – You don't seem well.

What are you looking at? – What can you see?

Grammar practice

1 Fill in the gaps in this postcard, using the verbs in the box below.

go play take eat do have drink get

John and I (1) a wonderful holiday here in Rhodes. We (2) swimming every morning before breakfast, and then we (3) fresh fruit and yoghurt, and (4) tea on our balcony. The weather (5) hotter and hotter every day, so we'll need to use a lot of sunscreen! We (6) a nap every afternoon, because this is what all the Greeks (7) The only problem is our neighbours. They (8) (always) loud music after midnight, which is really annoying because we want to sleep!

See you all next week.

Love

Amanda.

2 Find the correct ending (a–h) for each sentence (1–8). Use each ending only once.

- | | |
|---|--|
| 1 I can't help you right now because | a we're having a barbecue in the garden. |
| 2 I usually sleep late on Saturday mornings, but in the afternoon | b he's planning to go back home soon. |
| 3 The weather's great, all the family's here, so | c it's snowing heavily in our area. |
| 4 Whenever the weather's good | d I do my homework. |
| 5 John's living in London, but | e it snows heavily in our area. |
| 6 Fred lives in London and | f we have a barbecue in our garden. |
| 7 We often get stuck in our houses in the winter because | g he has lived there all his life. |
| 8 We can't drive the car today because | h I'm doing my homework. |

3 Read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space.

Why is it that we all experience good moods and bad moods? I am sure that all of us (1) to be in a good mood all the time, but it (2) that we (3) always trying to stay in a good mood, or trying to get out of a bad one. There are a number of ways to put yourself in a good mood. Some people simply (4) their favourite comedy show, or (5) a piece of classical music. Another method is to look in the mirror and say positive things to yourself. 'I'm (6) happy and positive today, and I can do anything I want.' But the good mood (7) last long. After a while, people usually (8) to change. Sometimes they (9) sad experiences from the past, and this is enough to change their mood. Psychologists say that whenever you feel good, you will almost certainly later feel the opposite. This can explain why we sometimes (10) great happiness after a difficult time in our lives, and why we can become very depressed after a happy event.

- | | | | |
|----------------------------|----------------------|---------------------------|---------------------|
| 1 A are wanting | B want | C wants | D is wanting |
| 2 A seems | B appears | C is appearing | D is seeming |
| 3 A do | B have | C are | D can |
| 4 A see | B look | C watch | D observe |
| 5 A hear | B listen to | C attend | D intend |
| 6 A feel | B feeling | C fill | D filling |
| 7 A isn't | B doesn't | C hasn't | D don't |
| 8 A are beginning | B have begun | C were beginning | D begin |
| 9 A are remembering | B do remember | C remembers | D remember |
| 10 A happen | B experience | C are experiencing | D having |



Use your English!

What puts you in a good mood? What usually puts you in a bad mood? How do you get yourself out of a bad mood?

4 Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick by the number at the end of each line. If a line has a word that should not be there, write this word next to the number at the end of each line.

Computer games they are now so popular that anyone can walk	1
down a main street in town and to pass a computer games arcade,	2
which is crowded with youngsters with their eyes fixed on video	3
screens. They are being completely unaware of the world outside as	4
they are put more money into the machines to play one more game,	5
and some of young people have been known to become addicted to playing.	6
Many of parents disapprove of their children playing such games, but	7
there are some benefits. Playing a video game it does help to improve	8
the concentration. In order to get a high score, the player has to try	9
and ignore all the flashing lights and noises. This could be	10
improve a student's ability to concentrate while they are	11
studying. It is also a way to improve hand-eye co-ordination,	12
because of the player has to operate several buttons and watch the	13
screen at the same time. This is useful for learning to drive, and other	14
physical activities. So before you forbid your child to play, think about	15
the benefits.	



Use your English!

Do you play a lot of computer games? How do they help you? What are the dangers of playing too much?

- 5** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 His usual habit is to get up late at weekends. **usually**
He at weekends.
- 2 I prefer not to travel by train. **want**
I by train.
- 3 It isn't necessary for you to write all the answers. **have**
You all the answers.
- 4 He calls me in the middle of the night, which is very annoying. **always**
He in the middle of the night.
- 5 Whose dog is this? **belong**
Who?
- 6 What's on your mind? You seem upset. **about**
What? You seem upset.
- 7 Pollution causes many health problems. **blame**
Pollution many health problems.
- 8 It is unfair to give him such a low mark. **deserve**
He such a low mark.
- 9 She must come home before 10 o'clock. **allow**
Her parents come home after 10 o'clock.
- 10 I almost never get to the bus stop on time. **miss**
I the bus.

Vocabulary

Word set: verbs of perception

- 1** What is the difference between these verbs?
 - a** see, look, watch, observe, notice
 - b** listen, hear
 - c** know, think, believe, consider
- 2** Which one is correct? Underline the correct verb in each sentence.
 - 1** It's a bit dark in here. Can you *see/look* anything?
 - 2** He walked so quietly that I didn't *notice/watch* him come in.
 - 3** I like *hearing/listening* to rock music while I do my homework.
 - 4** Please *look at/see* my essay before I give it to my teacher.
 - 5** I *knew/met* him two years ago.
- 3** Read the text below and decide which answer, **A, B, C** or **D**, best fits each space.

Clairvoyance is an ability to **(1)** things that will happen in the future. People **(2)** have this extraordinary ability are called clairvoyants, and they use different techniques to tell you what your future will be. Sometimes they can predict your future just by **(3)** the lines on your hand. Others use cards or crystal balls. Although scientists have not found proof that this skill exists, many people go to a clairvoyant to help them make difficult decisions. No-one **(4)** how clairvoyants manage to see things. Some **(5)** that they are very sensitive people who can **(6)**, feel and see things that most of us can't. Others **(7)** that they are in contact with the spirit world, and that they receive messages from beyond the grave. Many experiments have been done in laboratories to try to study the phenomenon, but in most cases, the clairvoyants **(8)** to lose their powers when they were being **(9)** and measured. Those who believe in clairvoyance **(10)** scientific methods too strict a way to investigate it – this strange skill is outside the boundaries of science.

- | | | | |
|--------------------------|--------------------------|---------------------------|------------------------|
| 1 A look | B see | C watch | D observe |
| 2 A they | B which | C can | D who |
| 3 A watching for | B seeing to | C looking at | D noticing |
| 4 A knows | B is knowing | C has been knowing | D will know |
| 5 A believed | B believe | C were believing | D are believing |
| 6 A receive | B catch | C listen | D hear |
| 7 A are thinking | B thought | C think | D thing |
| 8 A went | B were seeming | C seemed | D were going |
| 9 A looked | B watched | C tried | D seen |
| 10 A are thinking | B are considering | C thought | D consider |



Use your English!

Do you believe in clairvoyance? If not, then how do you think clairvoyants make correct predictions?

4 Write the words in the box in the correct column in the table. Some of the words can go in more than one column.

a bath	friends with someone	an arrangement	a lesson
damage	an argument	a favour	a difference
a decision	a job	your best/well	money
a holiday	a drink	you good	a break
a party	a plan	a good time	a noise
the bed	fun of someone	an effort	an exercise
an experiment	an interview	a shower	homework
a mess	research	a fuss	a meal

- I **had** a delicious meal.
I **made** a delicious meal.

- 6** Read the text below and think of the word which best fits each space. Use only one word in each space.

We had been (1) plans for this holiday for a long time. It was our dream to (2) a break from work for a couple of months, and (3) a holiday that neither of us would ever forget. We (4) a lot of research and (5) a few arguments before we (6) our final decision, but at last we both agreed on Thailand. Then we had to (7) some money to afford the trip. When we had saved up enough, we then (8) all the arrangements with our local travel agent. The flight was excellent and we (9) a delicious meal, and watched a movie. When we arrived, it was obvious from the first moment that we were going to (10) a unique experience, because everything was so different from what we were used to. We (11) friends with other people we met, and always (12) a big effort to see everything we could. At the end, we realised that the holiday had (13) us a lot of good, and had (14) a big difference to the way we looked at the world. It certainly is true that travel broadens the mind. We'll now try to (15) our best to do it again, and the next time we are thinking of going to New Zealand.



Use your English!

Do you think that travelling abroad can help you learn? Apart from sightseeing, what else can you learn by travelling abroad?

Word formation: adjective suffixes (1)

7 Use the suffixes in the table below to make adjectives from the nouns.

NOUN	-ful	-less	-y	-ly	-ish
use					
wonder					
breath					
sleep					
friend					
self					

8 Use the words in the box to make adjectives. Then put each adjective in the appropriate gaps in the sentences below. Be careful with the spelling of some of the adjectives!

success beauty worth point ghost child salt week

- 1 It was trying to make him see my point of view, however hard I tried to persuade him.
- 2 Please bring me a glass of water – this soup is much too
- 3 The exam was very easy and a large number of students were in passing it.
- 4 He reads a news magazine
- 5 It is such a place that it seems a pity the government are going to build a motorway right through it.
- 6 I'm afraid this ring isn't gold – it's practically How much did you pay for it?
- 7 The old house made strange noises late at night.
- 8 Act your age! Such behaviour won't get you anywhere!

9 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the same line.

The day I ran my first marathon race was a bright, (1) day.
The sun was shining in a completely (2) sky. All the other runners and I were feeling decidedly (3) before the start, and were anxious for the race to begin. I had trained for only 2 months before the race, but I was (4) that I would finish the race. At last, we began, and after about 20 minutes I became (5) and had to slow down to a fast walk. I drank a little water, and then began to climb a short hill. Everything seemed fine after that, and I realised how (6) running long distances can be.
I had time to think; how (7) I was in my life, with all the things that I had achieved how (8) I was as I was running along the country roads. The last 2 kilometres were the worst. It became very (9) – every muscle in my body was telling me that it was useless to continue, and the road in front of me seemed (10) but I managed to stagger across the finishing line, and then lay, completely still, on the grass.

WIND
CLOUD
REST
OPTIMIST
THIRST
RELAX
LUCK
HEALTH
PAIN
END

Practice Test 1

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D**, best fits each space. There is an example at the beginning (0).

THE LONDON UNDERGROUND

For over a hundred years, people (0) **A** London have used the underground to travel to work, go shopping, visit friends, go to the theatre, the cinema, a sporting event or just to (1) a drink somewhere. As a visitor to London, it is the most reliable and quickest way to get from one famous sight to another.

Only six kilometres (2) length, the world's first underground railway was opened on 10th January 1863 with trains pulled by steam engines. By 1868, another line between Westminster and South Kensington had opened and further lines were opened (3) 1932. In 1933, a separate body was (4) (This was known as London Transport (5) it was never its official name.) There were plans to develop the system further, but the Second World War interrupted (6) plans. The underground still had its uses (7) the war, with eight kilometres of an uncompleted section of tunnel becoming an underground aircraft component factory, and local people during German bombing raids used (8) tube stations as shelters.

Expansion still (9) today, bringing (10) of London within reach of the underground network for the first time. (11) extension of the system helps to ease the (12) of traffic on the roads and (13) links between main line railway stations. It enables the visitor, commuter or (14) Londoner to travel with ease (15) their destination.

- | | | | |
|-------------------|---------------|-----------------|-----------------|
| 0 A at | B for | C in | D to |
| 1 A do | B make | C give | D have |
| 2 A of | B with | C in | D at |
| 3 A through | B year | C by | D previously |
| 4 A set up | B made up | C taken up | D got up |
| 5 A however | B although | C since | D as |
| 6 A them | B that | C this | D these |
| 7 A while | B since | C during | D for |
| 8 A few | B many | C little | D less |
| 9 A is continuing | B continues | C has continued | D will continue |
| 10 A parts | B territories | C news | D lands |
| 11 A Each | B Some | C Specific | D Separate |
| 12 A amount | B sum | C number | D quantity |
| 13 A corrects | B improves | C recovers | D betters |
| 14 A original | B birth | C home | D native |
| 15 A whoever | B however | C whatever | D whenever |

tip

Note that:

- it is necessary to read the text all the way through first before looking at the four options.
- this exercise also tests fixed phrases and collocations, such as *pay attention to* and *take notice of*, as well as phrasal verbs, and connectors such as *in case*, *as long as*, *even if* and *while*.

Remember:

- ▶ to check when you have finished that your answers make sense.
- ▶ that you are being tested primarily on your knowledge of vocabulary in this exercise.

Part Two

For Questions 16-30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

THE ENGLISH LANGUAGE

English is a Germanic language, though today it is easier to see how Latin (0) ~~rather~~ than German has influenced English. Latin was (16) language of the church and scholars, although Greek has influenced scientific terms as it (17) the second language of scholars.

The English language has also borrowed words (18) many other languages but the one language that has influenced English the (19) was Norman French.

After the Battle of Hastings in 1066, the English language became very confused (20) terms of grammar, as both languages were used at the (21) time with different words for the same subject or idea. (22) instance, the word 'beef' comes from the Norman word for cow, yet 'cow' is an Anglo-Saxon word. In modern English (23) is a difference in the meaning, as we understand that 'beef' (24) the meat we eat from the cow, while 'cow' is the animal (25)

In the late eighteenth century, scholars, poets and philosophers tried to create a 'standard' English, based (26) the English spoken in London. Many of the unusual grammatical rules in English (27) from that time. Such examples are the rule about the progressive case, (28) is not used in many European languages, and the rule about not ending a sentence with a preposition. This last rule, (29) , is common (30) German, which is our sister language.

Part Three

For Questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

Example:

- 0 The arrival time of Rachel's train is 9.05.
at
Rachel's train arrives at 9.05.

- 31 Do you like Adam's new girlfriend?
think
What new girlfriend?
- 32 We had arranged to meet here at eight o'clock.
arrangements
We meet here at eight o'clock.

tip

Note that:

- it is important to read the text through once for understanding.
- you need to consider carefully what type of word is missing and think about the words around the gap.

Remember:

- ▶ not to write more than one word in each space.
- ▶ that this exercise is testing both your grammar and vocabulary, though it concentrates more on the grammar.
- ▶ to think about the type of words that are usually required. For instance, *relative pronouns, conjunctions, the definite and indefinite article, modal verbs, prepositions, verb forms*, and so on.

- 33 We'll have to get by without it.
do
We'll it.
- 34 Matthew is in the operating theatre at the moment.
operation
Matthew at the moment.
- 35 It was pointless trying to persuade Peter to sign the contract.
point
There trying to persuade Peter to sign the contract.
- 36 There was such thick fog that we couldn't see the road signs.
foggy
It that we couldn't see the road signs.
- 37 Please try and remember to go the bank.
forget
Please to the bank.
- 38 Charlotte's tooth hurts.
suffering
Charlotte toothache.
- 39 I don't visit my grandmother very often.
ever
I my grandmother.
- 40 I would rather go by plane.
prefer
I by plane.

tip

Note that:

- it is necessary to read each sentence carefully and think about what area of grammar or vocabulary is being tested.
- the word given is not always the first one of the five words missing.

Remember:

- you can only use between two and five words, including the word you have been given, and the word must be used as it is – you cannot change the form of it.
- your spelling must be correct.
- to read your new sentence to check that it makes sense.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

ONE OF THOSE DAYS

- 0 I woke up this morning in a really bad mood. I had
00 had been a bad dream about my boyfriend, and could ✓
41 still remember it. I tried to convince it myself that it
42 was only a dream, but from on that moment, the day
43 got worse and worse. I went by downstairs for breakfast
44 only to find we had run out of my favourite cereal in which
45 I eat it every day. When I left the house for school
46 much over half an hour later, I saw that it was raining
47 very heavily. I ran to the bus stop only to realise that I had

tip

Note that:

- there is only one extra word in each line.
- you need to read the whole sentence, not just the line, to find the extra word.

- 48 missed taking the usual bus, as none of my friends were
 49 yet still there. I set off on foot as I did not have enough
 50 of money to get a taxi. I arrived at school late but there
 51 was no one there. I had completely forgotten that we now
 52 have Thursdays free day to study in the library in town.
 53 I was very angry and decided to go home, put on some
 54 dry clothes, and relax myself. I could go to the library
 55 later and ring to my friends to meet them for a cup of
 coffee in the evening.

Remember:

- ▶ look carefully at the beginning and end of each line, which is often where the extra word is.
- ▶ there are always only 3–5 correct lines.
- ▶ read the text through again when you have finished, to see that you have taken out the correct words.

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

COMPUTERS THAT DO EVERYTHING

Computer users have had the **(0)** *ability* to play games for many years but now their **(56)** has gone beyond playing games and they can do **(57)** anything. Once computer diaries and calculators just helped organize our working lives, and the games provided **(58)** The **(59)** between humans and computers was clearer. In the past, a computer was **(60)** a machine and no substitute for the **(61)** and companionship of a human being. You can now tell a computer your problems and it can ask you about your **(62)** feelings and **(63)** There is no need for them to reach out to their family or friends and psychologists will soon be **(64)** Many people find this situation **(65)** and clearly object to the way people use computers to escape from reality.

ABLE
 PERFORM
 PRACTICAL
 ENTERTAIN
 RELATE
 SIMPLE
 WARM
 PERSON
 ASPIRE
 EMPLOY
 TOLERATE

Remember:

- ▶ if you add a suffix to an adjective or noun, you might need to change the spelling of the word given.
- ▶ if you know that you need an adjective, try adding common different suffixes to the word given.

- Present perfect tenses
- Word set: health problems
- Collocations: verbs and nouns (1)
- Word formation: adjective suffixes (2)
- Practice Test 2

Use of English

Grammar: Present perfect tenses

Right or wrong?

Look at these sentences and underline the correct one.

- 1 a) I am living in Athens since 1995.
b) I have been living in Athens since 1995.
- 2 a) Alan has been to the shops. He won't be long.
b) Alan has gone to the shops. He won't be long.

Grammar reference

Form	Meaning
Present Perfect Simple I've (I have) met him before. She's (She has) ... They've (They have) ... Have you met him before? Has she ...? Have they ...? I haven't met him before. She hasn't ... They haven't ...	We use the Present Perfect Simple: 1 when the <i>time</i> of the action in the past is not important. No time expression is used. It has a connection with the present: <i>I've lost my pen!</i> <i>I haven't got it now.</i> 2 when the past time reference is indefinite, with time expressions such as <i>ever, never, before, already, just, recently, yet, in the last few days, so far</i>, etc: <i>I've met a lot of people recently.</i> <i>I've been to Australia before.</i> 3 to talk about actions and events that have been continuing up to the present with <i>since</i> and <i>for</i>: <i>I've known him for 20 years/since 1990.</i> <i>I haven't played basketball for weeks/since Monday.</i> 4 with the expression <i>It's the first time</i>: <i>It's the first time I have seen this film.</i>
Present Perfect Continuous I've been waiting for an hour. She's been waiting ... They've been waiting ... Have you been waiting long? Has she ...? Have they ...? I haven't been waiting long. She hasn't ... They haven't ...	We use the Present Perfect Continuous: 1 to talk about events/actions which started in the past and have been continuing up to the present, and are still happening now. The actions may continue into the future: <i>I have been writing letters all morning, and I still have a lot more to do.</i> 2 with the time expressions <i>for</i> and <i>since</i> to express the same meaning as above: <i>I've been writing letters for 6 hours.</i> 3 to talk about an event that has only just finished, so that there is present evidence of that event: A: <i>Why are you so red in the face?</i> B: <i>I've been running up the stairs!</i>

Notes:

- 1** Be careful! Your language may have a verb form which looks similar, but the way it is used may be different! Which of the following sentences would you say in your language?

a *They have been living in London since 1985.*

b *They are living in London since 1985.*

- 2** The Present Perfect is never used to talk about a definite time in the past. Use the Past Simple for this. (See unit 3)

I had an accident on my way home last night.

I've had an accident! I'm going to be late for the meeting.

- 3** There is always some kind of reference to the *present* in the use of this tense: e.g. *I've lost my keys!* (The speaker wants to emphasise that she does not have them now.), or a reference to an *indefinite* time in the past (*already, before, etc.*).

- 4** Note the difference between *been to* and *gone to*:

John's gone to America on business./to the shops. (= He's there now.)

I've been to India lots of times. (= visited)

Grammar practice

- 1** Complete this telephone conversation with the correct Present Perfect form of the verbs in brackets. Use the *Grammar reference* to help you.

Martha: Where **(1)** (be) for the last hour? We **(2)**
..... (get) quite worried about you since you didn't arrive at 8!

George: We **(3)** (be) stuck in traffic for nearly an hour, but we should be there soon.

Martha: OK. We **(4)** (wait) to start dinner for ages, but we can wait a little longer.

George: Sorry about that, but it's not the first time we **(5)**
(have) such trouble. This place is terrible for traffic at this hour! I **(6)**
..... (never see) it so congested!

Martha: Yes. I know. Where are you now?

George: Well, we **(7)** (just pass) the big hospital, which is about two kilometres from your house.

Martha: Oh, yes. You'll probably need another 20 minutes, because they **(8)**
..... (mend) the road for the past week. It's all blocked off, so you'll have to turn off before the petrol station.

George: OK. See you soon. Bye.

- 2** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** It's about two years since I last went to the beach. **for**
I haven't two years.
- 2** John started working at six, and he's still in his office. **been**
John for 3 hours.
- 3** It's some time since I last had Chinese food. **for**
I haven't some time.
- 4** I started to learn Spanish 8 years ago. **learning**
I 8 years.
- 5** I read that book some time ago. **before**
I
- 6** Is this your first time in London? **ever**
..... to London before?
- 7** Peter left the school a few seconds ago. **just**
Peter
- 8** I last went to London one year ago. **been**
I for a year.
- 9** I moved to Greece four months ago. **for**
I four months.
- 10** I bought this watch last summer. **since**
I last summer.

- 3** Read the text below and fill in the gaps with the correct form of a verb in the Present Perfect from the box below. Use each verb only once. There is one verb that you don't need.

leave propose pass increase be start become find exist battle patrol

The problem of forest fires (1) over the past few years. In the hot dry summer months of recent years, all of us (2) used to seeing such fires reported regularly on the news. How these fires start is something of a mystery, and many arguments (3) to explain their cause. Some say that the fires (4) deliberately, while others say that careless foreign tourists (5) broken bottles lying around in the countryside. These then catch the sun's rays and can easily start a fire. Fire-fighters (6) with this problem almost continuously for the last 2 years, and (7) that families out for a day's picnic (8) careful enough when putting out camp fires, and it only takes a few dry leaves to turn into a raging fire, which can devastate huge areas of land. The government (9) a new law, which forbids the lighting of any fires on forest land, and all campers must put their tents on official campsites. Since the new law came into force, police and forest rangers (10) forest areas on the lookout for anyone breaking the rules. It is hoped that this will cut down on the frequency of fires.



Use your English!

What do you think causes so many forest fires in hot countries? What can be done to prevent them?

- 4** Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick by the number at the end of each line. If a line has a word that should not be there, write this word next to the number at the end of each line.

Across the Europe, one of the century's greatest winter snowfalls	1
has been put towns and villages from the Pyrenees to Romania in	2
danger. Among of the first to suffer were the French villages of Le	3
Tour and Montroc, where avalanches they caused a lot of damage.	4
Roads were blocked near to the popular resorts of Davos, Klosters	5
and Zermatt. The heavy snow prevented an efforts to rescue	6
survivors and more than 400 of police, soldiers and health workers were	7
being involved in the rescue attempts. High in the Vanoise mountains,	8
three mountaineers were survived 10 days of blizzards in a tent. Rescuers	9
have found them on Thursday after one of the climbers managed to make a	10
call from his mobile phone. The weather improved at the weekend, letting	11
aircraft to transport people away from the dangerous areas. Meteorologists,	12
warning of the possible danger, had suggested to evacuating 10,000 people	13
from the area only days before the avalanches struck, but the idea was	14
rejected as unrealistic. It might have been better to respect the forces of the	15
nature and listen to the warnings of the experts.	

- 5** Write suitable questions for these answers:

Questions

- 1**
-
- 2**
-
- 3**
-
- 4**
-
- 5**
-
- 6**
-
- 7**
-
- 8**
-

Answers

- This? Oh, for about three years, and it keeps very good time.
- Let's see now, ... I started when I was eight, so ... nine years now. And I still can't speak perfectly!
- So far, six. My driving instructor thinks I'll be able to take my test soon!
- Yes, I have, actually. I saw him yesterday, and he's looking very well.
- Only about five minutes. I was late too – the traffic held me up.
- No, not yet, I still have three more exercises to do.
- Yes, once. I went there as a child on a school trip.
- Nearly all my life. My parents bought me my first guitar when I was three.

Vocabulary

Word set: health problems

1 Look at the words in the box below.

- Which adjectives can describe part of the body?
- Which words describe a general state of health?
- Which parts of your body can 'ache'? Which parts can have a 'pain'?
- Which verb is used when you bleed?

- sore, sick, ill, unhealthy, tender, stiff
- a pain, an injury, a bruise, an ache
- to ache, to sting, to wound, to cut, to hurt

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D**, best fits each space.

People say that eating too much junk food and taking no exercise results in a(n) (1) lifestyle, and that you are more likely to be (2) than much fitter people. I hadn't exercised for years, so I knew I was really (3) I decided to take up cycling to improve my fitness, but my first cycle ride was a disaster! I definitely overdid it, so all my muscles were very (4) for days after. Then, as I was coming down a big hill, I rode over a stone, and fell off the bike. I had a (5) which was extremely (6) for days. It (7) so much that I couldn't bear to touch it. I also (8) my hand, and I had to use my T-shirt as a bandage to stop the bleeding. When I got home, my sister cleaned it up with alcohol, but it (9) so much, I thought the (10) was worse than all my (11) from the accident! My whole body (12) for days and I felt like a soldier who had been (13) in a war. To make matters worse, I got (14) the next day, and spent three days in bed with a (15) throat. The bike is still in the garage, and I haven't ridden it since.

- | | | | |
|-----------------------|------------------------|----------------------|-------------------|
| 1 A poor | B sick | C unhealthy | D unfit |
| 2 A bad | B upset | C diseased | D ill |
| 3 A unfit | B unconditioned | C unexercised | D unwell |
| 4 A straight | B stiff | C hard | D strict |
| 5 A mark | B bruise | C lump | D injury |
| 6 A tender | B soft | C painful | D touchy |
| 7 A pained | B wounded | C stung | D hurt |
| 8 A cut | B damaged | C sliced | D chopped |
| 9 A pained | B injured | C hurt | D wounded |
| 10 A ache | B hurt | C pain | D wound |
| 11 A traumas | B pains | C hurts | D injuries |
| 12 A ached | B pained | C injured | D diseased |
| 13 A broken | B pained | C wounded | D damaged |
| 14 A unhealthy | B sick | C cold | D sneeze |
| 15 A spotty | B rash | C ulcered | D sore |

Collocations: verbs and nouns (1)

- 3** Which words belong together? Check that you know the words in the second column, and then match the verbs from column 1 to the words in column 2. Some of the words can go with more than one verb from column 1.

1 keep	a exercise
2 go on	b a diet
3 suffer from	c an illness
4 have	d an arm
5 take	e an operation
6 cure	f a temperature
7 treat	g fit
8 break	h a check up

- 4** Read the text below and think of the word which best fits each space. Use only one word in each space.

The condition of our bodies is something we all know is important. **(1)** fit is something **(2)** most of us try to do, and going **(3)** a diet is easy enough when we become overweight. It is also important to **(4)** regular check-ups, especially if you **(5)** a lot of exercise. However, we all occasionally suffer **(6)** an illness, and visit our doctor. He will probably **(7)** your temperature and will prescribe pills to **(8)** the problem. But what if you **(9)** to a doctor and he then began to stick steel needles into your skin? I think most of us would consider this a very painful way to **(10)** cured.

However, acupuncture is used to **(11)** many illnesses, and often cures back pain and headaches. People who have **(12)** an arm or a leg can get great relief from pain with this method, and many people have **(13)** operations without anaesthetic. It is an ancient Chinese practice, **(14)** has been used for centuries. It involves putting needles into the skin, which release certain chemicals in your body. It is safe and has no side-effects, although in the West, it is not considered the normal way to **(15)** illnesses. The Chinese say that it is better than Western medical practice.

Word formation: adjective suffixes (2)

- 5** Look at the suffixes and the words in the table below. Make adjectives for each of the words, using the correct suffix. You will have to make several spelling changes! Use your dictionary to check your answers.

	-al	-ant/-ent	-ive
imagination			
profession			
obedience			
education			
ignore			
attend			
attract			

- 6** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

The minds of children may not be as (1) as those of adults, but they are far more imaginative. Edward de Bono, a (2), asked children to draw pictures of various things, such as a machine to help you go to sleep, as part of a research project. The results were so (3) that he published them in a book. When he asked a group of adults to do the same, the results were far less (4) 'Children have very (5) minds to adults, even though the drawings are not very (6)', says de Bono, 'However, they are far more (7), and this gives them an advantage over their teachers and parents, who have become too (8) on what they have learnt in school.' De Bono believes that exercises requiring the use of the (9) are very (10) to the child's developing mind, and should be done at school more often.

DEVELOP

PSYCHOLOGY

ORIGIN

IMPRESS

DIFFER

PRACTICE

CREATE

DEPEND

IMAGINE

BENEFIT



Use your English!

Do you believe that our education makes us less creative with our imaginations? What school activities do you do/did you do which help to develop your imagination?

- 7** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

We had a sports teacher at school who was very (1), and rather (2)-looking. He was called Mr. Dempsey, and we used to think of him as one of us, and I always looked forward to our (3) lesson. It was always the first lesson on a Friday, and because I was still too (4) to study, this was a good way to begin the day. One (5) day, we had to have our lesson in the school gym. Mr. Dempsey was in a (6) mood, and he soon had us laughing, even though his jokes were rather (7) It was hard to do some of the exercises, and I kept falling over, which made me feel (8), but Mr. Dempsey was so encouraging, that I didn't feel too bad, just very (9)! I have never forgotten him. I was really very (10) to have a teacher like him.

FRIEND

BOY

WEEK

SLEEP

RAIN

LIVE

CHILD

FOOL

THIRST

LUCK



Use your English!

Who was your favourite teacher at school? Why do you remember this teacher so well?

Practice Test 2

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D**, best fits each space. There is an example at the beginning (0).

HERBAL MEDICINE

Herbal medicine is the use of plants to (0) **cure** an illness. This form of medicine, often used (1) more conventional types of drugs, has been practised through the centuries, and probably began several thousands of years (2) Today it is increasing in popularity, and herbal medicine shops are becoming a familiar (3)

The most comprehensive classification of herbal (4) was John Parkinson's *Theatrum Botanicum*, published in 1640. Now there are many such books available, and (5) on the plant and the treatment, the whole plant or individual parts may be used in the cure. (6) , seeds, fruit flowers, leaves, stems, and barks of plants are used (7) preparing a remedy for a sick person. (8) commonest way to treat an illness is infusion, where the fresh herb or plant is boiled, then strained and drunk like tea. The tincture, another common form of (9) , is part of the herb or plant mixed (10) five parts of alcohol. Nowadays, herbal medicine is available in forms easier to (11), such as lotion, liquid or (12)

Many diseases, (13) and pains can be treated with herbal medicines. Some commonly treated conditions are colds and influenza, when peppermint, ginger and yarrow are (14) together; insomnia is helped with passion flower, hops and lime flowers, and if you feel (15), camomile and peppermint are very effective.

- | | | | |
|-------------------------|--------------------|---------------------|--------------------|
| 0 A assist | B medicate | C doctor | D cure |
| 1 A to the side | B aside | C sideways | D alongside |
| 2 A since | B ago | C before | D passed |
| 3 A display | B view | C sight | D outlook |
| 4 A remedies | B supports | C relieves | D doses |
| 5 A depending | B relying | C hanging | D resting |
| 6 A Distinctly | B Usually | C Positively | D Genuinely |
| 7 A by | B from | C in | D with |
| 8 A The | B Some | C An | D One |
| 9 A prescription | B doctoring | C therapy | D care |
| 10 A to | B with | C over | D for |
| 11 A have | B be | C make | D take |
| 12 A medicine | B cap | C potion | D tablet |
| 13 A aches | B agonies | C pangs | D hurts |
| 14 A mixed | B tied | C joined | D united |
| 15 A sore | B sick | C painful | D injured |

tip

Note that:

- you will need to make sure that the answer fits both the meaning and the grammar of the sentence.
- you will be tested on which preposition follows a specific verb and which verb comes before a preposition.

Remember:

- to read through the whole text carefully so that you know what it is about before you start answering the questions.
- to consider all four options before you make your choice.

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

MOBILE PHONES

There has (0) *been* a great deal of controversy surrounding the use of mobile phones. There have been claims that they (16) cause memory loss in some people, cancer or heat the brain. But scientists, (17) have been trying to prove or disprove these theories, have found that there is no evidence that mobiles cause cancer or (18) other illness.

What they (19) discovered suggests that cellphone emissions have a variety (20) strange effects on living tissue that can't be reconciled with conventional radiation biology. Only (21) the questions raised by these experiments are answered will anyone (22) able to say for sure what mobiles might be doing to (23) head.

One experiment involved using (24) device that imitated the microwave emissions of mobile phones, and attaching it to (25) left ear of volunteers. These volunteers were just as good (26) recalling words and pictures they had been shown on a computer screen whether or (27) the device was switched on. But the microwaves might have one completely unexpected effect: they decreased the time subjects took to react to words flashed on the screen. The volunteers (28) quicker at pressing a matching button if the headset was switched on. It was only a small improvement of four per cent, and this is good news. But (29) microwave emissions have influenced reaction times as they pass through the skull, (30) else might they be doing?

tip

Note that:

- *quantifiers, auxiliary verbs, possessive adjectives and determiners* may be removed from the text.
- after you have read the text once, go through and put in all the answers you definitely know.

Remember:

- to look carefully at each sentence and think about what type of word is missing. Does the sentence need a verb? Could it be an adjective or an adverb that is necessary?
- to use the clues in the passage. For example, if it is a relative pronoun that is needed in the blank, is it referring to a person, thing or situation?

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

31 John started learning Italian a year ago.

learning

John Italian for a year.

32 We bought this car three years ago.

had

We three years.

- 33 My mother often has terrible headaches.
from
My mother terrible headaches.
- 34 The last time Audrey came here was in 1998.
since
Audrey hasn't 1998.
- 35 I am totally convinced that United will win.
chance
In my opinion, there United losing.
- 36 'I'll ring you later, June,' she said.
told
She ring me later.
- 37 After speaking to her teacher, Connie began to feel more confident.
become
Since speaking to her teacher,
confident.
- 38 Malcolm lost his job a week ago.
unemployed
Malcolm won't be in today as
a week.
- 39 Football doesn't interest Becky.
interested
Becky football.
- 40 Jessica was the only one who didn't enjoy the film.
apart
Everybody Jessica.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

MY FAVOURITE TEACHER

- 0 Our sports mistress, Mrs. Shorney, was my favourite teacher when I ✓
00 was at school. She always encouraged us to try more harder, but was MORE
41 very patient and had told us we could succeed in anything we really
42 wanted to do. We really enjoyed ourselves her lessons, not just
43 because we were outside the classroom, but because she was enough
44 fun to be with. Whatever the weather she could to make us laugh and
45 yet we worked hard. We played hockey and netball in the winter, and
46 we played tennis and went swimming in the summer. Most of us trained it
47 every day after school, and we were being very fit. I did not realise

tip

Note that:

- a wide variety of structures such as *reported speech, passive voice, conditionals, verb tenses* as well as *modal verbs* can be tested in this section.
- in addition, phrasal verbs and prepositional phrases such as *to have difficulty in -ing, to take notice of, to look forward to -ing*, can be tested in this part.

Remember:

- to check your choice of prepositions, verb tenses and spelling.
- to count the number of words you have used – you cannot use more than five words including the word given.
- that contractions such as *can't, didn't, won't* count as two words.

tip

Note that:

- words like *some, more, any* and *none* are often the unnecessary words in this part.
- relative pronouns are often chosen as the extra word.

- 48 until a long time later how much of her free time she gave up of for us.
- 49 She helped us, too, with any other problems we had, and was always
- 50 ready with advice and sympathy. I once had an accident playing the
- 51 hockey, and she took me my home in her car after waiting at the
- 52 hospital with me for nearly four hours. I kept in touch with her after
- 53 I left school, and she inspired me throughout in my career.
- 54 Now, unfortunately, she is seriously ill in hospital, and I have the
- 55 opportunity to repay all the nice things she has done for me, by
visiting her every day.

Remember:

- ▶ first to read the text quickly, ignoring any extra words, so that you know what it is about.
- ▶ to put a tick by the correct lines.

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

DAIRY PRODUCTS

The public is (0) *continually*, given different information on what to eat and what not to eat. In the not too (56) past, it was considered bad for your heart to eat too many dairy (57), such as cheese and milk. Now cheese has been found to be (58) in preventing tooth decay, and eating a cube of cheese is the way to a (59) dental life. People who enjoy sugar could (60) the effect on their teeth by eating cheese straight afterwards. (61) trials have proved conclusively that (62) used in soft drinks, ice cream and other foods prevent tooth decay. Milk, always considered good for (63) our bones, has now been found to be very efficient in the (64) of weight gain among young women. However, there is (65) evidence as yet that this is true for women over the age of thirty.

CONTINUE
DISTANCE
PRODUCE
EFFECT
HEALTH
NEUTRAL
CLINIC
PRESERVE

STRONG
PREVENT
SUFFICIENCY

tip

Note that:

- there might be two suffixes you can add to *form an adjective*. Make sure the one you choose makes sense in the context.
- after you have formed the word you need, check that it has given you a grammatically correct sentence.

Remember:

- ▶ that if more than one word can be formed, choose the one with the correct meaning in the context.
- ▶ that you need to check spelling carefully. Adding a suffix often causes spelling changes.

- Past tenses, *used to*, *would*
- Word set: history
- Collocations: expressions with *keep*
- Word formation: adjective suffixes (3)
- Practice Test 3

Grammar: Past tenses, *used to*, *would*

Right or wrong?

Look at these sentences and underline the correct one.

- 1 a) When I was eight, I would cycle to school every day.
b) When I was eight, I was cycling to school every day.
- 2 a) He soon realised that he had left his keys at the office.
b) He soon realised that he left his keys at the office.

Grammar reference

Form	Meaning
Past Simple He talked all night. Did he talk about me? He didn't talk about you. All regular verbs add <i>-ed</i> to the infinitive. Irregular verbs: He bought a new computer. Did he buy a new computer? He didn't buy a new computer.	We use the Past Simple: 1 to talk about an action that happened at a specific time in the past: <i>I met John last night.</i> 2 to talk about something that happened over a period of time in the past and was completed in the past: <i>I lived in Spain from 1992 to 1995.</i> 3 to talk about repeated actions or habits in the past: <i>He always caught the 8.30 train to go to work.</i> <i>They went to Spain every year for their holidays.</i> 4 to make polite enquiries or requests, usually in formal situations: <i>Did you want to see me?</i> <i>Could you turn the TV off?</i>
Past Continuous I was talking to Elsa yesterday. He was talking ... We were talking ... Were you talking ...? Was she talking ...? I wasn't talking ... They weren't talking ...	We use the Past Continuous: 1 to describe actions which are interrupted by another action (the interrupting action is in the Past Simple): <i>I was writing an essay when the phone rang.</i> 2 to talk about an action that continued over some time in the past (the action may or may not have been completed): <i>I was doing my homework all evening.</i> 3 with <i>while</i> to talk about two actions continuing at the same time in the past: <i>While I was writing, my brother was watching TV.</i> 4 to talk about annoying habits in the past + <i>always</i> (see Present Continuous in Unit 1): <i>He was always losing his keys.</i>

Form	Meaning
used to She used to go to school, but now she's at college. Did you use to talk a lot in class? She didn't use to exercise, but she's started now.	We use <i>used to</i>: to talk about habits/routine actions/events in the past. This always implies that the action no longer happens: <i>When I was younger I used to play in the park.</i> Note: Remember that there is no present tense of this verb. For habits and routines in the present use the Present Simple + <i>usually</i>. (See Unit 1)
would do We would talk for hours about philosophy. We wouldn't ever talk about it. Would you ever talk ...?	We use <i>would</i>: with the same meaning as <i>used to</i>, but only for concrete actions. It is not used for general situations: <i>We used to live in Paris when I was a child, and I would cycle/used to cycle to school every day.</i> (NOT We would live in Paris ...)
Past Perfect Simple: I had always done my best before the match. Had you ever seen him before that night? I hadn't seen him before. Continuous: I had been waiting for months to play this game.	We use the Past Perfect: 1 to describe actions and events which happened at an earlier time than the events described in the Past Simple or Continuous. There must always be a past tense to refer to: <i>I had never played tennis until I went to Spain.</i> 2 with <i>when</i>, <i>before</i> and <i>after</i> to express the same time relations as above. (Note that the Past Simple can be used instead of the Past Perfect): <i>When I had finished, I went home.</i> <i>After I had finished, I went home.</i> <i>I went home before I had finished my work.</i> 3 in the continuous form when describing an action which continued for some time: <i>The train arrived late and he had been waiting for an hour.</i>
Future in the Past I was going to come, but I got lost. We were going to come, ... She was going to come, ... Questions and negatives are formed in the same way as the past continuous.	We use the Future in the Past: to describe events that will take place in the future of the story, when we are already using past tenses to tell the story: <i>I was afraid that I would never win the game.</i> or <i>I was afraid that I was never going to win the game.</i>

Grammar practice

- 1** Write a suitable form of the verb in brackets in the sentences below. There can be more than one suitable answer in some cases.

- 1 While we (get) ready for the journey, our parents (wash) the car.
- 2 After I (read) the instructions, I (try) to answer the questions.
- 3 When he (arrive) at the airport, he (realise) that he (leave) his passport at home.
- 4 'I'm sorry about my homework. I (finish) it, but my computer (break) down!'
- 5 When I (open) the door to the bedroom, I (see) immediately that someone (be) in the room. All my clothes were on the floor.
- 6 Finally, at midnight, he (decide) to phone the police. He (wait) for her for over two hours, and he was worried that something (happen).
- 7 When I was younger, I (play) a lot of football, but I (stop) when I was 16 to study for my exams.
- 8 When he was at university he (start) revising the night before the exam.

- 2** Complete the text by underlining the correct alternative.

When I (1) *had been/was* six years old, our family (2) *was moving/moved* from a quiet country village in Scotland to London. Life (3) *used to be/was* suddenly very different for us all. Now I (4) *had been living/was living* in a big city again, I often (5) *was remembering/remembered* the village and the things we (6) *had done/were doing* there. My annoying little brother (7) *had always been playing/was always playing* tricks on me. Once, I (8) *walked/was walking* home from school, when I (9) *felt/was feeling* drops of water falling on my head. I (10) *would look up/looked up* and (11) *was seeing/saw him* sitting in a tree, slowly pouring water from a bottle. At school, almost every day in break time, he (12) *used to sneak/was sneaking* up behind me and stick chewing gum on my back! When I (13) *sat/would sit* down in class, I (14) *wasn't understanding/couldn't understand* why all the class (15) *had laughed/laughed* at me. After school, we (16) *didn't used to watch/weren't watching* TV like most children nowadays, but instead, we (17) *would play/had played* with our pets, or run around our garden. Life (18) *was/would be* much more fun then.

- 3** Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick by the number at the end of each line. If a line has a word that should not be there, write this word next to the number at the end of each line.

Two years ago, on a trip to Egypt, I had climbed Mount Sinai	1
with a group of tourists to watch the sunrise. It did took six	2
hours to get to the top, but it was worth it. My friend, Naomi,	3
and I were wandered off to take photos, but when we came back,	4
everyone else had been gone and we were on our own.	5
We have started to walk down the mountain, thinking we'd catch	6
them, but they were nowhere to be seen. There were two paths and	7
neither of us could remember which one to take. After an hour we had	8
realised we had been got lost. By now we were really scared. It was starting	9
to get hot and I was being very thirsty. Then, suddenly, a woman	10
had appeared from behind a rock. She was very beautiful and	11
dressed in clothes that were not at all suitable for mountain	12
climbing. She had showed us the right direction and told us not to panic.	13
We have followed her advice and got back easily. Then we realised how	14
weird the whole thing had been. Later we told a local man what had	15
happened, but he didn't seem surprised. 'You were guided by a guardian	
angel,' he told us.	



Use your English!

Do you believe the people in the story were saved by an angel? If not, how can you explain this story?

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- I was always getting into trouble when I was at school. **to**
I when I was at school.
- I haven't had a holiday for three years. **last**
The a holiday was three years ago.
- I have had this camera for a year. **bought**
I ago.
- Whenever I went to the cinema, I bought popcorn. **buy**
When I went to the cinema, popcorn.
- As a child, we always had our summer holiday by the sea. **have**
As a child, we by the sea.
- We haven't seen each other for ages. **last**
We a long time ago.
- I forgot everything I had learnt in class. **remember**
I I had learnt in class.
- James went out for a walk despite the heavy rain. **although**
James went out for a walk heavily.

Vocabulary

Word set: history

1 Put each word in the box below into a suitable space in the sentences.

old antique past old-fashioned former previous story

- 1 My car was a Ford, but I sold it and bought a Toyota.
- 2 This is a very valuable Make sure that you get it insured.
- 3 My mother has very ideas, so we don't agree much!
- 4 Jimmy Carter, the U.S. president, will visit the Middle East next month.
- 5 Have you heard the about the princess and the handsome prince?
- 6 This is obviously a very book – the pages are yellow.
- 7 My grandmother is always telling us stories about the

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

A solar eclipse is an event that people show great interest in, and they will often travel hundreds of kilometres to see a total eclipse. In (1) times, people were unable to understand what was happening as the moon (2) the path of the sun, causing darkness (3) the day. It was seen as a sign from the Gods and (4) from the (5) say that the eclipse was the (6) of creatures of the sky eating up the sun. In India, Indonesia and China, the creature was a dragon, and other (7) tell of a vampire, a leopard and a giant frog. Eclipses (8) also helped people in (9) Christopher Columbus was in Jamaica, where the local people (10) to sell him food. He knew that an eclipse was (11) to happen, so he (12) the people that if they didn't help him, the Gods would show their anger and take (13) the sun. When the locals saw the eclipse, they thought that their Gods were (14), and asked Columbus for help. In this way, Columbus got his food, and as the eclipse passed, the locals got back their sun. The (15) eclipse of the sun was in 1999, and the next one will be in 2017.

- | | | | |
|-----------------------|--------------------|------------------------|---------------------|
| 1 A old | B antique | C old-fashioned | D ancient |
| 2 A crossed | B passed | C transferred | D reversed |
| 3 A while | B during | C at | D into |
| 4 A memories | B histories | C legends | D happenings |
| 5 A past | B history | C ancient | D age |
| 6 A conclusion | B end | C result | D goal |
| 7 A reports | B stories | C histories | D accounts |
| 8 A had | B were | C have | D did |
| 9 A history | B past | C years | D ago |
| 10 A denied | B refused | C protested | D objected |
| 11 A be | B nearly | C going | D presently |
| 12 A told | B said | C shouted | D cried |
| 13 A off | B away | C of | D out |
| 14 A upsetting | B nervous | C hungry | D angry |
| 15 A old | B last | C previous | D final |



Use your English!

Are there any legends connected with the planets in your country? Tell a story that you know.

Collocations: expressions with *keep*

3 Which word is missing in each of the following sentences?

- 1 Could you just keep an eye my bag for a few minutes?
- 2 Thanks for the information. I'll keep it mind when I make my decision.
- 3 I tried to keep temper, but he was really annoying me!
- 4 The best thing to do in exams is to keep head and not to panic.
- 5 I'm travelling to London by car, and would like someone to keep company.
- 6 It's hard to keep track all the developments in computer technology. Things happen so fast, you can be out of date in a month!
- 7 Small children can never keep secret for long.
- 8 Although we haven't seen each other since primary school, we still keep touch.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 If you stay calm, you stand a good chance of winning the competition. **head**
If you, you stand a good chance of winning the competition.
- 2 She's got flu, so she can't come to the meeting. **suffering**
She flu so she can't come to the meeting.
- 3 It was very difficult to decide what to do. **decision**
It was very difficult about what to do.
- 4 Please watch him until he is familiar with the job. **eye**
Please until he is familiar with the job.
- 5 It is important to try to finish this work before tomorrow. **effort**
It is important to finish this work before tomorrow.
- 6 Please don't tell anyone about this because it might be embarrassing. **secret**
Please as it might be embarrassing.
- 7 Can you please organise everything for the party? **arrangements**
Please can you for the party?
- 8 I didn't get angry with her when she broke my new pen. **temper**
I with her when she broke my new pen.
- 9 I'm going to the cinema later – would you like to join me? **company**
I'm going to the cinema later – would you like ?
- 10 I hope you enjoyed yourself last night. **time**
I hope you last night.

Word formation: adjective suffixes (3)

- 5** Look at the suffixes and the words in the table below. Make adjectives for each of the words, using the correct suffix. You will have to make several spelling changes! Use your dictionary to check your answers.

	-ous	-able/ -ible	-ed/-ing
ambition			
memory			
enjoy			
depend			
bore			
religion			
notice			
mystery			
depress			
annoy			
danger			
humour			

Note that:

- adjectives with *-ed* and *-ing* are formed from verbs. Three of the words in the table can be made into either *-ed* or *-ing* words. Be careful of the difference in meaning.
- a word ending in *-ed* shows how a person is feeling:
I was excited about going to see the film.
- a word ending in *-ing* shows your opinion of something or someone else:
It was an exciting film.

- 6** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Steven Wiltshire is a very unusual man. When he was young, he appeared to have many problems. He was (1) of other children and would never play with them, and he was not able to speak at all. He seemed (2) of all adults and was not interested in his surroundings. When he was seven, he began to draw (3) pictures, mostly of buildings. People were (4) by this little boy, who would sit in the corner of the room and produce (5) drawings, perfect in detail and showing the skill of an adult artist. There was further evidence of his (6) talent: he only needed to look at the subject of his drawing once, for a few seconds. After that he drew a (7) accurate picture without having to look again. As he grew older, the news of his talent began to spread. When he was 13, the BBC made a (8) programme about him, and soon after they received thousands of letters, asking where his work could be seen or bought. A (9) of his work was published a few months later. He has since published more books of his drawings, and in 1993, he began to show an equally (10) and brilliant talent for music.

SUSPICION

NERVE

REMARK

AMAZE

NUMBER

CONSIDER

PERFECT

FASCINATE

COLLECT

MYSTERY

Practice Test 3

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

THE SHERLOCK HOLMES MUSEUM

For generations, book lovers and cinema-goers have (0) *enjoyed* the stories of Sir Arthur Conan Doyle's heroes, Sherlock Holmes, and his faithful friend, Doctor Watson. At 221b Baker Street in London, you can look round his famous (1) study on the first floor of the house that you have seen so many times in (2) Visitors can sit in the (3) by the fire and have their picture taken, or (4) his magnifying glass, deerstalker hat, violin and of course, his pipe.

Mrs. Hudson, the landlady who (5) to cook their meals and generally (6) an eye on them, is always there to answer any of your questions. She will (7) you Doctor Watson's bedroom on the second floor, where you can (8) his handwritten diary with notes from the (9) adventure 'The Hound of the Baskervilles'. On the third floor, there are exhibit rooms containing an arrangement of wax (10) from scenes in the books. The two legends, Sherlock Holmes and Moriarty, in the same room!

Sherlock Holmes has been (11) in films by more actors than any other fictional character. Mrs. Hudson is often (12) if they really lived in the house, but unfortunately the records from that (13) of time no longer (14) However, the published books contain all the facts about the house and the lives of its famous (15), which you can explore for yourself by visiting the museum.

- | | | | |
|------------------|---------------|--------------|-------------|
| 0 A appealed | B enjoyed | C overjoyed | D delighted |
| 1 A former | B ancient | C previous | D antique |
| 2 A cinema | B theatre | C films | D celluloid |
| 3 A armchair | B desk | C table | D chair |
| 4 A search | B examine | C experience | D pick |
| 5 A would | B made | C used | D allowed |
| 6 A looked | B have | C kept | D took |
| 7 A guide | B show | C let | D arrange |
| 8 A look | B observe | C watch | D see |
| 9 A famous | B known | C main | D chief |
| 10 A copies | B forms | C prints | D models |
| 11 A represented | B originally | C leading | D directed |
| 12 A asked | B interviewed | C inquired | D most |
| 13 A period | B age | C year | D past |
| 14 A are | B exist | C live | D alive |
| 15 A visitors | B occupiers | C guests | D tenants |

tip

Note that:

- if the words are similar in meaning, you need to check the preposition or verb form that follows the gap in the text.
- the options are not always of the same part of speech. First decide on the kind of word that you need and then decide on the option.

► **Question 3:** Think of the difference in preposition used with an *armchair* and a *chair*. Which of the two is usually found with the preposition *in*?

► **Question 12:** To answer this question you need to know the meaning of the four options but also have a very good look at the text. Is the missing word part of a passive verb form or not?

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

OAK ISLAND

Oak Island, Nova Scotia, is one of the world's greatest archaeological mysteries. For two hundred years, its secret (0) *has* enticed many, yet no one has uncovered what is there. At some time in the past, someone buried something. Exactly where and what (16) buried remains unknown to this day.

It all started (17) day in 1795 when 16-year-old Daniel McGinnis rowed his boat over to the island (18) explore. Just below an old oak tree, he noticed that the ground looked as (19) someone had dug a hole and then filled (20) in again.

McGinnis went and fetched two of his friends, and they began digging. Four feet down they found a layer of stones that (21) not come from the island. At ten feet they discovered a platform of oak logs. This caused great excitement (22) there was nothing below the oak logs, only more earth, though they (23) see that it had been dug before. At twenty feet, and again (24) thirty feet, they came across oak platforms. At this point the pit was (25) deep for the boys to continue digging, and very discouraged, they left the pit and went home. They never forgot (26) it though.

In 1803 they returned, as have hundreds (27) people to try and discover what treasure is there. The pit is now waterlogged and (28) site destroyed. No one can tell where the original workings were but still people search, even though their life is (29) danger as the whole island is unsafe from all the tunnels that have (30) dug. Maybe the treasure will never be discovered.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.
at
Rachel's train *arrives at* 9.05.

- 31 It's more than two years since I heard from Peter.
for
I have more than two years.
- 32 Eric only recently started wearing contact lenses.
wear
Eric contact lenses recently.

tip

Note that:

- if there is a gap after a comma and you need to decide between *which* and *this*, then the right word will probably be *which*.
- you cannot use contracted forms such as *don't* and *won't* as they are two words and not one.

Note that:

- **Question 16:** The gap is before a past participle (buried). Do you think this is part of an active verb form (has/had buried) or part of a passive verb form (was buried)?
- **Question 26:** What preposition follows verbs like *forget*, *think*, *inform*?

tip

Note that:

- other structures tested in this exercise include *-ing* and *-ed* adjectives, structures with *like*, gerunds and infinitives and comparatives.
- your knowledge of opposites is also tested here. In question 38, you need to know the difference between *borrow* and *lend*.

- 33 Walking the dog right after lunch was Sally's daily habit.

walk

Sally right after lunch.

- 34 I didn't know it was your birthday, so I didn't buy you a present.

bought

If I'd known it was your birthday, I you a present.

- 35 When you rang me, it was the baby's bath time.

I

When you rang me, a bath.

- 36 My father enjoyed cooking for friends at weekends.

cook

My father at weekends.

- 37 The swimmers did not pay attention to the strong winds and rough sea.

took

The swimmers the strong winds and rough sea.

- 38 Could I borrow the car tonight, please?

lending

Would the car tonight, please?

- 39 I need to spend some time with my grandfather this weekend.

company

I need this weekend.

- 40 She found it hard to tell her parents the truth.

difficulty

She her parents the truth.

tip

► **Question 36:** What structure do we use when someone did something as a habit?

► **Question 39:** What verb collocates with company?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

W

WALKING

- 0 Like many people, I have enjoyed going for a walk for as long as I can ✓
- 00 remember, and I have always liked me discovering new places in my me
- 41 local area. Then, about two years ago, some friends from Australia had
- 42 visited us and we went on too many walks together when the weather
- 43 was very fine. They were interested in the places I took them to, and
- 44 made the suggestion that I write a book on all the unusual places to visit
- 45 in the region. I could not imagine me writing a book but thought it over
- 46 for a few weeks and last decided to give it a try. Soon, instead of just

- 47 taking out a walk, I was writing down everything I saw in a notebook
 48 and going over with my notes in the evening. I went back to places
 49 many times to make sure I had not missed anything and concentrated
 50 myself on getting as many details as possible. I found an agent who
 51 advised me how I could improve my writing a great deal extra without
 52 changing my writing style too much and this made a real difference to
 53 the quality of my work. I was so proud when the book it was
 54 published, and sent the only first copy to my friends in Australia. The
 55 whole experience has taught to me that sometimes a hobby can lead to
 other things that you do not expect.

tip

Note that:

- you cannot have two modal verbs together.
- *ought* is the only modal verb followed by *to*.
- prepositions and pronouns are frequently the extra word.

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

A NEW SHOPPING CENTRE

At a (0) meeting held in Eastham last night, local residents were able to express their (56) of plans to build a new shopping centre in an area of outstanding natural beauty. One of the (57) stated that it was an (58) project and it would benefit the area as it would provide (59) for local people. Furthermore, it would give everyone more (60) and it would attract shoppers from other towns. Some claimed that building a shopping centre would make a (61) difference to where the locals could go for picnics, and that the (62) of an area full of wildlife and wild flowers was (63) Nearly everyone present had strong feelings and some of the residents got very (64) with each other. It is not until next month that a final (65) will be made whether or not to build the shopping centre.

MEET
APPROVE
MANAGE
AMBITION
EMPLOY
CHOOSE
CONSIDER
DESTROY
ACCEPT
ANNOY
DECIDE

tip

- ▶ **Question 59:** There is more than one noun formed from the verb *employ*. Which of these nouns means *having a job*?
- ▶ **Question 64:** This gap describes how people are feeling. Which suffix *-ed* or *-ing* do we add to verbs to form such an adjective?

- Future time
- Word set: expectations
- Collocations: adjectives and nouns (1)
- Word formation: adjective prefixes (1)
- Practice Test 4

Grammar: Future time

Right or wrong?

Look at these sentences and underline the correct one.

- 1 a) Our team is winning the World Cup next year.
b) Our team will win the World Cup next year.
- 2 a) I'm sure I will be finishing the project by tomorrow.
b) I'm sure I will have finished the project by tomorrow.

Grammar reference

Form	Meaning
going to I'm going to have dinner at 8. He's going to ... They're going to ... Are you going to come with us? Is she ... I'm not going to stay up late. He isn't going to ... They aren't going to ...	We use <i>going to</i>: 1 to express a decision already made, an intention: <i>I'm going to spend the summer on a Greek island.</i> 2 to make a prediction that is almost certain to happen. This prediction is based on something you can see in the present: <i>The twins are growing fast – they're going to be as tall as their father.</i>
Present Continuous He's leaving in the morning. He's not leaving until 11 o'clock. Are you going with him?	We use the Present Continuous: To express definite arrangements already made. Appointments, meetings, reservations, etc. can all be expressed with the Present Continuous. This is a very certain future: <i>They're getting married in July.</i> <i>I'm spending the summer on Kos. (compare with 'I'm going to spend the summer on a Greek island.')</i>
Present Simple (see Unit 1)	We use the Present Simple: To express the future based on timetables and fixed programmes: <i>The film starts at 7.30.</i> <i>The plane arrives at 8 this evening.</i>
Future Simple I'll be back in a minute. I won't (will not) be back until 6 o'clock. Will you be home at 4 o'clock?	We use the Future Simple: 1 to express simple, factual predictions: <i>The newspaper says inflation will go up in the next few months.</i> 2 to express hopes, fears, thoughts about the future, with verbs like <i>think, hope, am sure, am afraid, believe, expect</i>, etc: <i>I'm afraid I'll get lost without a map. Do you think the weather will change?</i> 3 to express a decision made at the moment of speaking: <i>No, wait a minute, I'll come tomorrow instead of Friday.</i>

Form	Meaning
Future Continuous I'll be waiting for you. It's OK, I won't be sleeping at that time. Will you be sleeping at that time?	We use the Future Continuous: 1 to express an action that will be taking place over a period of time in the future: <i>Don't come on Monday because I'll be working all day.</i> <i>This time next year, I'll be taking my exams</i> 2 to speak about an action that will happen around or at a certain time: <i>He'll be arriving at 7.</i> 3 to be more polite and formal when asking questions about the future: <i>When will you be arriving?</i>
Future Perfect Simple She'll have left by then. Will you have left by then? I won't have left by then.	We use the Future Perfect Simple: To talk about an action that will be completed before a given time in the future: <i>I'll have taken all my exams by the end of next week.</i>
Future Perfect Continuous They'll have been studying English for five years by the end of this year. How long will you have been studying English by the time you take your exam? She won't have been studying for very long by the time she takes the exam.	We use the Future Perfect Continuous: To talk about an action that will be completed before a given time in the future as the Future Perfect Simple, but to describe actions/events that continue over a period of time: <i>By the end of the year, I'll have been working in my present job for three years.</i>

Grammar practice

- 1** Write the correct form of the verb in brackets in the sentences below. In some sentences there is more than one possible answer. Look carefully at the *Grammar reference* to choose the correct meaning and verb form.
- I'm going on holiday tomorrow. This time next week I (lie) on the beach in Spain!
 - By the end of this year, I (finish) school.
 - A: Can you come at 4 o'clock tomorrow?
B: No, sorry, I can't come then because I (play) tennis with Jane.
 - Look at those black clouds! It (rain) very soon.
 - By the time I finish school, I (study) English for 8 years.
 - A: There's no coffee?
B: OK, I (have) tea.
 - Please don't be late tomorrow, because the bus (leave) at 6 sharp.
 - (see) the dentist at 3.30 on Friday.
 - The government hopes that unemployment (go) down this year.
 - Tonight, I (rent) a video and spend the evening in front of the TV.

- 2** Read these newspaper headlines, and write a suitable first sentence for each article. Look at the *Grammar reference* to choose the meaning you need.

Example:

Feb. 14th. Fixed for Wedding Day Says DiLivio.

Leonardo DiLivio is getting married on February 14th.

1 Government Announces New Airport Open Spring 2002

2

Weather Windy on Islands Tomorrow

3

Top Basketball Star's Intention to Retire at 27

4

President in China Next Month to Meet Defence Minister

5

JUNE 17TH. FIXED FOR NEXT ECOLOGY CONFERENCE IN RIO

6

Living Costs Up Next Year Predict Economists

7

Present Traffic Problems Mean More Travelling Time In Future

8

Rock Star Promises Never To Drink Again

- 3** Complete the text with a suitable future form of the verbs in brackets.

Do you think that going to the moon (1) (become) part of our lives? A few real life businessmen are planning to make money out of the moon. One man created a company to investigate how profitable it would be to sell moon rocks, and believes that people (2) (pay) huge sums of money for something so unusual. George Smith (3) (send) a private space ship to land on the moon to look for hidden metals. 'We (4) (be) the first private space explorers,' he explained. Smith (5) (retire) at the end of this month and for the next ten years, (6) (put) all his energy into the new project, which (7) (cost) about \$10,000,000. Another company hopes that it (8) (be able) to set up a theme park on the moon, rather like Disneyland, before 2001. 'A holiday on the moon (9) (become) a reality by the year 2020, because technology is developing so fast at the moment,' explained a company spokesman. You can almost imagine a future conversation in a travel agents: 'Two tickets to Hawaii, please.' 'I'm sorry sir, that flight is fully booked.' 'Oh, well, in that case, I (10) (have) two return tickets to the moon.' 'Certainly sir, the flight (11) (leave) at 2.30 on Saturday morning. Please make sure you have your interplanetary passport with you.'



Use your English!

What do you think of these ideas? Do you think that we will to travel to the moon in the near future?

- 4** Read the text below and look carefully at each line. Some lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number. If a line has a word which should not be there, write the word in the space at the end of the line.

Several companies and writers were asked to give us their picture of life in the future, and here's what they think scientific progress will be bring us in the coming centuries. In the year of 2001, a television that is one metre long, and so completely flat, will be available in the shops. You will watch programmes and videos, and when it is not in use, it will show your most favourite work of art. By 2005, video holiday postcards will have been being introduced into the shops. They will be of the same size as a normal postcard, and you will be able to record ten seconds of your holiday fun, and send it to all your friends. In 2006, we will be wearing the clothes made from fabrics that will warm you up in cold weather, and cool you down when it's so hot. One year later, cars will be fitted with special instruments that they can warn us of possible dangers on to the road ahead, so that we will be able to avoid doing accidents. By the year 2010, many of us will have been bought a pet robot, which will be able to recognise its owner's voice, and do all the household jobs.

1
2
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14
15



Use your English!

There are five inventions mentioned in the text. Which one would you most like to have? Why? Which one do you think is the most useful?

Vocabulary

Word set: expectations

- 1** The verbs in the table can be easily confused. Match the words to their meanings.

Verb	Meaning
1 expect	a to wait for something with excitement, happiness, etc.
2 anticipate	b to think, decide and organise how to do something you have thought of
3 hope	c to believe something is very likely to happen
4 look forward	d to have a plan in mind
5 intend	e to want something to happen
6 wait	f to believe something will happen, and be prepared for it
7 attend	g to spend time until something happens
8 plan	h to be present at a meeting, interview, lecture, etc.

Which verbs can be followed by *to* + infinitive?

Which verb can be followed by *to* + gerund?

- 2** Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

How will we be travelling in the future? Most experts (1) that it will be mostly as it is today. Car technology is (2) to move away from fossil fuels as engineers learn how to design all-electric cars, yet driving will remain as popular as it is now. What do government leaders (3) to do about the increasing number of cars on the road? One city in America has addressed this problem by encouraging people to ride bicycles. They (4) to build cycle lanes along the main roads, and offer free bicycles for use. You will simply pick up a bike at 'bicycle parks' around the city, cycle to your destination, and then leave the bike in a park when you have finished with it. A large audience recently (5) a meeting about the scheme, and the city council are optimistic about the scheme's future. They (6) that people will not only stop using their cars, but will get fitter too. 'We have (7) too long to do something about traffic problems,' said a local resident. 'I, for one, am very much (8) forward to using the bicycle scheme, and I (9) that others will too.' The scheme is (10) to start operating next spring.

- | | | | |
|----------------------|---------------------|-------------------|-------------------|
| 1 A hope | B anticipate | C intend | D plan |
| 2 A waited | B hoped | C expected | D intended |
| 3 A intend | B expect | C wait | D say |
| 4 A plan | B anticipate | C wait | D look |
| 5 A intended | B presented | C went | D attended |
| 6 A intend | B hope | C plan | D wait |
| 7 A delayed | B waited | C extended | D intended |
| 8 A going | B getting | C looking | D waiting |
| 9 A intend | B attend | C hope | D say |
| 10 A attended | B hoped | C expected | D thought |



Use your English!

Could the transport of the future go back to more old-fashioned methods? Would this make the world a better place? Give reasons for your opinion.

Collocations: adjectives and nouns (1)

- 3** Which adjectives can be used with the nouns in the sentences below? Underline the correct adjective in each sentence.
- 1 A *small/low* proportion of people recycle plastic.
 - 2 There has recently been a *tremendous/strong* increase in the number of students unable to find jobs after school.
 - 3 A *big/high* percentage of people drive to work every day.
 - 4 There is a *slight/low* chance of the weather improving by the weekend.
 - 5 There is a *near/close* connection between forest fires and winter floods.
 - 6 The *high/big* rate of accidents on this road is due to the lack of lighting at night.
 - 7 There was *considerable/large* disagreement on the issue of pollution in the city.
 - 8 The *sharp/strong* rise in prices has made everyone angry.

- 4** Complete the sentences below with a suitable adjective. Be careful to use the correct preposition after the noun.

- 1 A percentage people do not recycle cans and bottles.
- 2 There is demand fast and efficient transport in this city.
- 3 How are the chances winning the lottery?
- 4 Be careful! There is a risk forest fires in this area.
- 5 I must state my very objectionthis idea.
- 6 There was agreement how to achieve peace in the country after the war.
- 7 The country suffered a shortage water during the summer, but nobody seemed to notice.
- 8 The United States has a connection the United Kingdom.
- 9 You must have a reason for doing this.
- 10 My grandmother has had a influence how I live my life.

- 5** Read the text below and fill each gap with a suitable word.

Growing up on a farm had a (1) influence (2) my attitude to the environment. I believe that caring for our planet is not just about air and water pollution, but about a sense of community. This means that we should care about each other and future generations who will have to live on the earth. There is (3) demand (4) fossil fuels to run our cars and factories, which cause air pollution. There is a (5) shortage (6) water and food in some parts of the world. A (7) percentage (8) the world's forests are being cut down, and the hole in the ozone layer is getting bigger every year. There is (9) agreement among world leaders (10) the need for something to be done, but a huge effort is needed to (11) a difference. We therefore have very (12) reasons for (13) our children so that they will learn about the important problems that need to be solved. They can be taught to understand how small everyday things, like recycling, and using the car less often, have a (14) connection with the health of the whole planet. Otherwise we take the risk (15) giving our children a lifeless, dangerous place to live in.



Use your English!

What do you learn (or did you learn) in school about caring for the environment? What is the best way for each of us as individuals to help save the planet in our everyday lives?

Word formation: adjective prefixes (1)

- 6** Look at the meanings of the prefixes, and then make words from the clues in brackets below to complete the sentences.

Prefix	Meaning
inter-	between, among
trans-	across, from one place to another
sub-	under, lesser
pre-	before
post-	after
over-	too much
under-	too little

- 1 A flight that goes from one continent to another is a(n) flight. (continent)
- 2 A product that is not good enough is a(n) product. (standard)
- 3 Something that people think is very valuable but really isn't is (rate)
- 4 A house that was built before the war is a(n) house. (war)
- 5 A ship that sails from Europe to America is a(n) ship. (Atlantic)
- 6 Someone who thinks that they can do nothing wrong is a(n) person. (confidence)
- 7 Someone who does not have enough to eat is (feed)
- 8 Some who does not receive enough money for the work they do is (pay)

- 7** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. Most of the words will need a prefix from the list above.

I remember having to go to Britain for a university interview at the age of 18. I had never been abroad before, and I had been feeling **(1)** **ANXIETY** about the whole situation for months before. I took my first **(2)** **NATION** flight, and arrived in London. Coming from a hot **(3)** **SERIOUS** country, I soon realised that I was ill-equipped for the weather! The first thing I did was to buy a warm jacket. On the day of the interview, I struggled through the **(4)** **CROWD** streets to take the **(5)** **GROUND** train to the university. The large professor who interviewed me was dressed in what looked like **(6)** **WAR** clothes, and seemed incredibly old and **(7)** **WEIGH** to my young eyes. It is never a good idea to judge by **(8)** **APPEAR** ; this man became my teacher, and taught me not only the subject which became my profession, but also many things about life. When I finished my first degree, I then went on to do **(9)** **GRADUATE** studies in palaeontology, when I became involved in the study of how the dinosaurs lived and died. I now have a fascinating, but unfortunately **(10)** **PAY** job, and I owe it all to Professor Hammond.



Use your English!

Do you think that appearances can tell you anything about a person's character?

Practice Test 4

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

HOW YOU KNOW THINGS WITHOUT TRYING

When we (0) ~~attend~~ school, we have certain expectations. We expect to be taught (1), such as Maths, English and History, which are normally covered in a school curriculum. Why then, is such a (2) percentage of what we know learnt outside school?

We learn new vocabulary, for example, by trying to copy someone who (3) words we do not know. Schools do attempt to get their students to (4) vocabulary words and students can manage to learn them by heart for a test. There is proof, however, that only a (5) proportion of these words are easy to remember or use when learned that way.

We learn new (6) by watching films, television or (7) the radio. We discover facts about accents, jobs and (8) places just by watching the news or a film.

For instance, (9) seems to know that the gondoliers in Venice sing, but this knowledge has been acquired not necessarily by (10) to Venice. We pick (11) such information effortlessly. We also learn (12) experience. Playing football or driving a car teaches us (13) physics. We may not be able to explain the theory, but an important part of learning is simply being able to (14) what will happen next, on the basis of experience, and watching the world (15) us.

- | | | | |
|---------------|---------------|----------------|---------------|
| 0 A attend | B visit | C regard | D mind |
| 1 A lessons | B areas | C topics | D subjects |
| 2 A high | B big | C large | D tall |
| 3 A likes | B has | C wants | D uses |
| 4 A remind | B commemorate | C recollect | D memorise |
| 5 A low | B strong | C small | D slight |
| 6 A evidence | B facts | C knowledge | D information |
| 7 A hearing | B telling | C listening to | D watching |
| 8 A foreign | B peculiar | C stranger | D odd |
| 9 A everyone | B someone | C anyone | D nobody |
| 10 A going | B visiting | C departing | D living |
| 11 A on | B at | C up | D over |
| 12 A through | B throughout | C around | D over |
| 13 A with | B from | C on | D about |
| 14 A forecast | B anticipate | C predict | D mind |
| 15 A around | B over | C behind | D beyond |

tip

- **Question 2:** Think of an adjective that collocates or is commonly used with *percentage*. Then look at the four options.
- **Question 7:** What is the difference between *listen to* and *hear*? Which of the two do we use for the radio?
- **Question 8:** Use your common sense. Do you think that this is something that nobody knows? Is the gap going to have a negative or a positive meaning?

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

TECHNOLOGY – CHANGING OUR LIVES

Many of the things we (0) *do* in our daily lives depend on technology. Life around us is changing all the time. Because we see and accept these changes (16) thinking, we are often not consciously aware that there has (17) any change.

Shops and banks, for instance, already have to deal (18) very large amounts of information. Processing this information (19) performed quickly and efficiently by computers. In some shops, it (20) soon be possible for a customer to (21) his measurements taken and the information will be stored (22) a piece of plastic, the size of (23) credit card. Any preference for a particular colour, style or fabric will have been stored, too. The client will be (24) to visit the store, run his card through a machine and his details will immediately come up on a computer screen. The assistant will know instantly (25) the customer likes or dislikes and he will be able to suggest what kinds of clothes (26) be most suitable.

As (27) as banking is concerned, it is already possible to bank through the Internet. A number of other services are being planned and are (28) to be available very soon. The days of dealing with information on paper, (29) was never particularly easy or fast, have gone. Computerised systems (30) both efficient and reliable.

tip

- **Question 18:** What *preposition* usually follows *deal*?
- **Question 21:** What *structure* do we use when we ask someone to do something for us? In this case the customer will ask the assistant to take his measurements.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

- 31 Saturday is their tenth wedding anniversary.

will

On Saturday they
ten years.

- 32 I would rather nobody else knew about the burglary last night.

want

I don't about the burglary
last night.

- 33 Does this dog belong to you?
you
Do dog?
- 34 I'm sure it came as a shock to him.
must
It as a shock to him.
- 35 We don't normally travel to London by train.
used
We to London by train.
- 36 People claim that she is the best science fiction writer ever.
said
She the best science fiction writer ever.
- 37 Look at the sky! There's definitely rain on the way!
to
Look at the sky! It's rain.
- 38 There's a retirement party at Head Office next Friday for Mr. Merritt.
having
Head Office retirement party next Friday for Mr. Merritt.
- 39 I was on the point of leaving for work when the phone rang.
about
I for work when the phone rang.
- 40 This room is too small for so many people to hold a meeting in.
enough
This room so many people to hold a meeting in.

tip

► **Question 34:** The sentence given refers to the past. How do we express our certainty and confidence about something that happened in the past?

► **Question 35:** The sentence is not about a past habit. It is about a present habit. Which structure with *used* can express a present habit?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

PEOPLE WHO ARE ALWAYS LATE

- | | | |
|----|---|------------|
| 0 | For some people, getting somewhere on time seems to be impossible. | ✓..... |
| 00 | They say they will not be being late, but always are. You arrange to | being..... |
| 41 | meet them and are looking at forward to a pleasant evening out, but | ..... |
| 42 | it is spoilt by waiting them on a street corner in the rain. With one of | ..... |
| 43 | my friends, there is only the slightest of chance that she will turn up | ..... |
| 44 | within an hour of the arranged time, so if we are to meeting at | ..... |
| 45 | nine o'clock, we tell her half past the eight, and then she is only five or | ..... |
| 46 | ten minutes late. Another friend phones and says that she is going to | ..... |

- 47 finish her homework, clean the car, she bake a cake and watch the film
- 48 she taped last night, and will be on round to my house in an hour. When
- 49 I point out about that she cannot possibly do all that in an hour, she is
- 50 shocked and we end up having an argument. I do not understand
- 51 why they do not start to get ready earlier, or leave home well
- 52 before the time they have arranged to meet someone. People
- 53 find my attitude towards lateness ridiculous. They cannot understand
- 54 me why it is possible for an adult to get so annoyed about a friend being
- 55 such late. I am just not fond of waiting for other people and wasting
- my time.

tip

- **Question 48:** Can we have three prepositions in a row?
(*on, round, to*)
- **Question 55:** If we use *such*, don't we usually have a *that* clause? Do we have a *that* clause here?

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

FINDING A JOB

Like any other teenager, Theresa Mullins grew up with the (0) *expectation* that she would leave school and get a job. But even with (56) from school, she found it (57) to find a job and two years after leaving school, was very (58) about the possibility of ever getting a job.

The (59) of time she had been unemployed added to her problem, as potential (60) were suspicious about why she had not been able to get a job. So, six months ago, Theresa started analysing all the job (61) in her local newspaper to see what type of (62) were most in demand. Apart from the fact she is (63), her research showed she did not have the right computer skills, and her typing was (64) and too slow. The situation made her feel (65) yet Theresa has changed all this by going to college and working on an interactive computer course. She has already been offered a job at the end of the course.

EXPECT
QUALIFY
POSSIBLE
ILLUSION
LONG
EMPLOY
ADVERT
OCCUPY
EXPERIENCE
STANDARD
WORTH

tip

- **Question 57:** Check the context carefully. Was Theresa able to find a job easily? If it was difficult for her to find a job, then this gap has a negative meaning.
- **Question 64:** This gap is linked with a negative adjective (*too slow*). Do you think that the gap is positive or negative? What prefix can be added to form a negative adjective?

- Modal verbs – obligation, permission, ability
- Word set: permission and prohibition
- Collocations: verbs and nouns (2)
- Phrasal verbs and prepositional phrases
- Word formation: adjective prefixes (2)
- Practice Test 5

Use of English

Grammar: Modal verbs – obligation, permission, ability

Right or wrong?

Look at these sentences and underline the correct one.

- a) He should wear a pullover. It was freezing cold.

b) He should have worn a pullover. It was freezing cold.
- a) They didn't have to attend all the classes because most of them were optional.

b) They shouldn't attend all of the classes because most of them were optional.

Grammar reference

Form	Meaning
Obligation <i>must</i> is used in the present: You must come at once Must you leave so early? You mustn't forget to bring my book. <i>have to</i> is used in all other tenses. Present Simple: I have to go now. Do you have to go? I don't have to get up early tomorrow. Past Simple: I had to leave the party early to catch my train. Present Perfect: Mike has had to go to London, so he can't be at the meeting this morning. Future Simple: You will have to work hard if you want to pass your exams. <i>need to</i> I need to buy a new pen. He needs to study harder. Do you need to come to the meeting? Does she need to wear warm clothes? They don't need to be here. She doesn't need to have a haircut. Note: <i>needn't</i> is also possible as a negative form: You needn't go if you don't want to. Note: All other tenses are formed as with regular verbs.	There are a number of ways to show obligation: <i>must</i> and <i>have to</i> show a strong obligation: <i>I must leave now or I will miss the plane.</i> <i>You have to start studying or you won't pass your exams.</i> <i>must</i> and <i>have to</i> do not have exactly the same meaning. <i>must</i> shows an obligation that the speaker has control of: <i>I really must clean my room.</i> <i>have to</i> shows an obligation from outside, not easily controlled by the speaker: <i>I have to be in a meeting at 10.</i> 'No obligation' is expressed using <i>don't have to</i> and <i>needn't</i>: Compare: <i>I must leave early.</i> <i>I don't have to leave early./I don't need to/needn't leave early.</i> <i>mustn't</i> is used to express 'no permission': <i>You mustn't go in there!</i>

Form	Meaning
4 <i>should</i>. (See <i>must</i> for form) You should see a doctor about that cut. It looks serious. Note: Past tense: <i>should have</i> + past participle: I should have done it earlier. 5 <i>ought to</i> You ought to play your violin more often. Note: The past tense is formed as with <i>should</i>: You ought to have done it earlier.	1 <i>should</i> and <i>ought to</i> show a less strong obligation. They are often used to give advice: <i>That's a nasty cut, you should see the doctor.</i> 2 <i>should have/ought to have</i> are used to express an obligation that wasn't carried out: <i>You should have/ought to have phoned me to say you were going to be late.</i> 3 <i>shouldn't have</i> is used to express something done wrongly or without permission: <i>You shouldn't have taken that book. You know it's wrong to steal.</i>
Permission 1 <i>can</i> You can leave now. Can I open the window? You can't go before 5 o'clock. 2 <i>may</i> You may leave now. May I open the window? He may not take books from the library. Note: a contracted form is not possible with <i>may</i>.	1 to ask permission, <i>could</i> is also used: <i>Could I open the window?</i> 2 to show 'no permission' use <i>mustn't</i> (see above) or <i>can't</i>. 3 <i>may</i> is a little more formal than <i>can/could</i>
ability <i>can</i> Note: Past tense: <i>could</i> Other tenses must use <i>be able to</i> Future: I'll be able to meet you tomorrow morning. Infinitive & gerund: to be able to, being able to Other ways to express ability: <i>be capable of + ing</i> <i>know how to</i> <i>manage to</i>	Note the difference between <i>could</i> and <i>was able to</i>: <i>could</i> expresses a general ability, and <i>was able to</i> expresses an ability or achievement on one particular occasion: <i>It was lucky that I could speak Spanish, so we were able to ask the way.</i>

Notes:

- need* and *have to* are verbs which express obligation or a lack of obligation, but they are not modal verbs (they are usually called semi-modals) so they do take the auxiliary verb *do* and 's' in the 3rd person singular, e.g.
*He **needs to/has to** see a doctor.*
***Does he have to/need to** see a doctor?*
- Note the difference between *didn't need to* and *needn't have*.
Didn't need to means 'it wasn't necessary so I didn't do it':
*John **didn't need to** get up early on Sunday because there was no school.*
Needn't have means I did something that wasn't necessary:
*I ran all the way to the station to catch the train, but I **needn't have** because it was an hour late.*

Grammar practice

1 Look at the sentences below, and underline the correct verb.

- 1 I *could/have to* leave now to catch my train.
- 2 You *mustn't/don't have to* help me now if you don't want to.
- 3 You *must/should* wear a helmet when you ride your bike – it's the law!
- 4 You *should have/must have* woken up earlier – you missed the bus!
- 5 I'm sorry I disturbed you – I *ought to have phoned/ought to phone* before I came.
- 6 *Should/May* I borrow your book for a minute?
- 7 I *was able to/could* find the way with the help of a map.
- 8 I'm afraid you *can't/oughtn't to* use this phone – I'm expecting an important call.

2 Replace the underlined parts of the sentences below with a suitable form of a modal verb, and rewrite the sentences. More than one answer is possible in some sentences.

- 1 It wasn't necessary for you to do all this work.
.....
- 2 It's OK if you want to use my phone.
.....
- 3 It's forbidden to smoke in this room.
.....
- 4 He knows how to speak Russian.
.....
- 5 It is extremely important for you to finish by 5.
.....
- 6 He isn't capable of speaking quietly!
.....
- 7 It wasn't right that you did that.
.....
- 8 Is it OK if I open the window?
.....
- 9 It isn't a good idea to exercise on a full stomach.
.....
- 10 It isn't necessary to answer all the questions.
.....

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 I really enjoy it when I can stay in bed late on Saturdays. **able**
I really enjoy bed late on Saturdays.
- 2 I hate it when I must clean up my room. **to**
I hate my room.
- 3 I regret buying a second-hand car. **should**
I..... a second hand car.
- 4 Is it possible for you to help me with this problem? **can**
..... with this problem?

- 5 It isn't necessary for you to wear a uniform at this school. **have**
You a uniform at this school.
- 6 What a pity you didn't call me earlier! **have**
You me earlier!
- 7 It's forbidden to park on the pavements. **you**
..... on the pavements.
- 8 It's a good idea to book your tickets as soon as possible. **ought**
You as soon as possible.
- 9 Although I could understand the language, I didn't manage to speak very much. **able**
Although I could understand the language, I very much.
- 10 It wasn't necessary for you to cook all this food! **need**
You all this food!

- 4 Read the text below and write the word which best fits each space. Use only **one** word in each space.

(1) able to draw or paint is a great talent which only some of us are born with. Leonardo da Vinci was one of the greatest artists of the last thousand years. When he was very young it was clear that he (2) draw, and so his father gave him the best education that the city of Florence (3) offer. It is said that Leonardo was (4) to draw a perfect circle without lifting his pen from the paper. He worked as a painter for many different studios, but he wasn't able (5) earn enough money to support himself. He decided to write a letter to the Duke of Milan, in which he stated that he (6) build bridges and ships. He also said that he knew (7) to design all kinds of machines and buildings. (8) to move to Milan was difficult for him, but he stayed for many years there, working as an architect and engineer. His most famous painting is the Mona Lisa, which now (9) to be protected by glass, so that the thousands of tourists who visit the Louvre do not damage it. The most remarkable thing about him was the fact that he was much more than an artist. He studied anatomy, meteorology, geology, astronomy and invented many machines that we only (10) to develop for use hundreds of years later.

Vocabulary

Word set: permission and prohibition

- 1 Put the following verbs into the correct columns in the table.

allow permit let forbid prevent prohibit ban stop force make

Verb + <i>to</i> + infinitive	Verb + bare infinitive	Verb + <i>from</i> + <i>-ing</i>

2 Rewrite the sentences using the correct form of the verb in brackets.

1 In our school we can't wear jewellery. (allow)

.....

2 My father said I could stay out late. (let)

.....

3 My mother said I had to tidy my room. (make)

.....

4 Only people over 18 can drive. (permit)

.....

5 The government has said that cars can't drive in this area. (ban)

.....

6 You mustn't park your car here. (forbid)

.....

7 We couldn't get here on time because of the traffic. (prevent)

.....

8 Please do not take photographs of this building. (prohibit)

.....

3 Read the text below and decide which answer **A**, **B**, **C**, or **D** best fits each space.

Reports are coming in of a fire in the city's highest office block last night. At approximately 7.30pm, a fire started in one of the offices of an insurance company. The only people (1) in the building at this time were cleaners and the building security guards. The fire quickly spread to other floors and stopped the cleaner on the fifth floor (2) leaving the room he was working in. The cleaner placed a wet towel over his face which (3) him to breathe. He was able use his mobile phone to call the Fire Department, who arrived to fight the fire 10 minutes later. Unfortunately, firemen were (4) from (5) the building by the fire, so they were (6) to use ladders on the outside of the building to rescue those trapped inside. The cleaners and the guards were carried to safety, and no one was badly hurt. A large crowd of journalists had gathered outside the building, but the Fire Department didn't (7) anyone stand too near until the fire had been put out. Firemen discovered later that the fire had been started by a cigarette in a wastepaper bin. The building's manager has proposed that there should be a (8) on smoking in offices, and has decided to make only certain rooms available for smokers.

1 **A** permitted**B** allowing**C** letting**D** licensed2 **A** for**B** by**C** from**D** with3 **A** let**B** freed**C** prevented**D** allowed4 **A** forced**B** prevented**C** forbidden**D** banned5 **A** entering**B** enter**C** to enter**D** to entering6 **A** stopped**B** making**C** forced**D** forbidden7 **A** allow**B** permit**C** stop**D** let8 **A** forbidding**B** ban**C** prohibit**D** stop

Collocations: verbs and nouns (2)

- 4 Check the meanings of the nouns in column 2, and write the verb from the box that goes with each noun. Some of the nouns can go with more than one verb.

verb	noun	verb	noun	give win pay show offer
	permission respect recognition protection		encouragement attention assistance appreciation	

- 5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- He let me use his car. **permission**
He his car.
- They helped us a lot when we were in trouble. **assistance**
They when we were in trouble.
- They thought very highly of him for what he did. **respect**
He from them for what he did.
- Listen carefully while I am speaking! **attention**
..... while I am speaking!
- He bought a present because he wanted to thank us. **appreciation**
He by buying us a present.
- He has at last been recognised for the valuable work he has done. **recognition**
He has at last the work he has done.
- His friends kept telling him he could do the job easily. **encouragement**
His friends to do the job.
- Taking vitamin C might help in preventing minor illnesses. **protection**
Taking vitamin C may against minor illnesses.

Phrasal verbs

- 6 Put the correct preposition next to each verb.

Verb	Preposition	Meaning
take		to start doing hobby or a sport
give		to stop doing something, usually a habit or an interest
carry		to continue doing something
turn		to change something, to become something else
set		to begin a journey, or a trip

- 7 What prepositions can go with these words?

- to be crazy something
- to be/become interested something
- to be/get/become excited something (2 possible words)
- to be/get/become carried something (2 words needed)

- 8 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

I have an uncle who is well-known in our family as a hobby fanatic. He takes (1) one hobby, and gets completely (2) away with it, but then gives it (3) as soon as a new interest catches his eye. I remember once that he became interested in (4) model planes. He (5) the garage into a workshop, and parked the car on the street. His wife and children were not crazy (6) the idea, but they knew that it probably wouldn't last long. He would come home from work, eat dinner as fast as he could, and then disappear into the garage to (7) on with his hobby. The family decided to do something about this. They bought three brand-new mountain bikes, and (8) off for a ride. When their father got home from work, he found a note in the kitchen. 'Gone for a ride. Our new bikes are great! You should try it sometime!' It worked. He became excited (9) the idea of a new hobby, and bought his own bike and joined the family on long bike rides into the country. The garage may be full (10) unfinished models, but at least the family have a common hobby!

Word formation: adjective prefixes (2)

- 9 These affixes can make an adjective into its opposite, or have the meaning not. Complete the table below:

Adjective	Negative Adjective
happy	
pleased	
honest	
safe	
certain	
obedient	

- 10 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

During the 19th century in Britain, when (1) progress was developing fast, young children often worked, sometimes in extremely (2) conditions. Because children are smaller than adults they were often sent to work in confined spaces, and it was not (3) to find children working in coal mines and as chimney sweeps. Children were also cheap, and some (4) employers paid their small workers almost nothing in return for 18 hours a day in dark, (5) factories. Many poor families were also (6) , and had to live in 'workhouses', where they could get food and a place to sleep. Today we are (7) to imagine how bad conditions were and how (8) those children were. All children today have the right to education, and it is against the law in many countries for children to work before the age of 14. We may often be (9) with our lives today, but if we remember how life was a hundred years ago, we should consider ourselves (10)	INDUSTRY HEALTHY COMMON HONEST DIRT HOME ABLE FORTUNATE SATISFIED LUCK
--	--

Practice Test 5

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

KINGS AND ANIMALS

The Tower of London is (0) *infamous* as a place of execution, but for six hundred years people (1) visit the Tower and (2) their appreciation of the hundreds of exotic animals in the Royal Menagerie.

(3) in 1235 with a royal gift of leopards to King Henry III, it was the longest continuous (4) zoo in the world. It housed the first African elephant in Britain since Roman times, and Edward I had a tower specially (5) to put his collection of lions in. A polar bear (6) to swim in the Thames on a long lead, and King James 1 (7) dogs, bears and bulls to fight (8) the lions. During the eighteenth century, visitors were given (9) to feed their pet cat or dog to the lions instead of (10) an admission fee.

Eventually, with the abolition of slavery, people began to think about cruelty to animals, and in 1822 Parliament passed a law to (11) cruelty to horses and cattle. In 1824, the Society for the Prevention of Cruelty to Animals was founded, and soon after the Royal Menagerie was (12) to close down. Some of the animals went to the (13) opened Regent's Park Zoo, where they were properly looked after, and the (14) were sold off to an American showman. It was the end of an era, not just for the Tower of London, but also for the way people thought about animals and how they (15) for them.

tip

- **Question 2:** Which verb collocates with *appreciation*?
- **Question 7:** Read the whole sentence before you make a choice. Use the clues in the sentence. For example, *let* is never followed by *to+* infinitive but *allow* could be followed by *to+* infinitive.
- **Question 15:** Which of these four verbs can be followed by the preposition *for*?

- | | | | |
|---------------|--------------|----------------|-----------------|
| 0 A infamous | B wicked | C disreputable | D detestable |
| 1 A may | B could | C must | D ought |
| 2 A give | B offer | C show | D pay |
| 3 A Commenced | B Undertaken | C Arrived | D Begun |
| 4 A running | B performing | C conducting | D demonstrating |
| 5 A formed | B built | C settled | D struck |
| 6 A was used | B used | C forced | D allowed |
| 7 A attracted | B let | C allowed | D make |
| 8 A without | B for | C against | D into |
| 9 A allowance | B reason | C assistance | D permission |
| 10 A paying | B having | C executing | D taking |
| 11 A cause | B achieve | C reach | D ban |
| 12 A forced | B forbidden | C brought | D turned |
| 13 A freshly | B newly | C lately | D currently |
| 14 A remnant | B rest | C remains | D residue |
| 15 A helped | B assisted | C worried | D cared |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

GENEALOGY

There is a lot of fascination nowadays, in tracing one's family tree. Some people are very interested in seeing whether they (0) ...~~are~~... related to someone famous, a pirate, or even a murderer, and get excited (16) what they find, whether it is good or bad. Of course, to get a professional company to do this (17) you means you (18) to spend hundreds of pounds, but you can do a lot of it yourself.

First, it is a good idea to ask your grandparents and parents about (19) brothers and sisters, mother and father, and (20) on. You will be surprised how (21) information they can give you, and you might be able to go back two or three generations. Concentrate on just one surname, not three or four. If, for example, you have the name (22) your father's grandparents, and know (23) they were married, you (24) visit the church and have a look at their records. This would give you their parents' names and occupations.

Tracing your roots (25) to require a lot of legwork and running around, but now the Internet is a rich source of information as so many Parish and other records have (26) computerised, and are easily accessible. The history of surnames, first names and place names, as well as discovering if you are entitled (27) use a family crest, are all available (28) the Net and, even if you are not going to trace your family tree, finding out what your surname means, where (29) originated from and (30) old it is, is a lot of fun.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

31 At school, she was the fastest runner in her year.

could

At school, she else in her year.

32 Her father failed to persuade her to study medicine.

succeed

Her father her to study medicine.

tip

► **Question 21:** Is *information* a countable or an uncountable noun? How do we ask about countable and uncountable nouns using *how*?

► **Question 24:** this gap tests your knowledge of modal verbs. Think about the context carefully. Is the sentence referring to ability, deduction or obligation?

- 33 According to this sign, it is illegal to park on yellow lines.
must
According to this sign, on yellow lines.
- 34 I rented this flat a week ago.
week
It I rented this flat.
- 35 'You may leave your books here during the exam,' she said.
allowed
She said that I books there during the exam.
- 36 She was not allowed to read the contract.
let
They the contract.
- 37 Is it necessary for them to make so much noise?
have
Do make so much noise?
- 38 It's not worth booking tickets in advance.
point
There tickets in advance.
- 39 There were more students at this university in 2000 than in 1999.
as
There were at this university in 1999 as in 2000.
- 40 It's a good thing you sent a telegram or we wouldn't have known the situation.
you
We wouldn't have known the situation that telegram.

tip

► **Question 32:** What is the meaning of the verb *fail*? Did the father succeed or not? What preposition do we use after *succeed*?

► **Question 40:** Which conditional uses *would* and *have* + past participle? In this type of conditional, what tense do we use with *if*?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

COLLECTORS

- | | | |
|----|--|----------|
| 0 | Nearly everybody I do know collects something. One friend, Wendy, | ...do... |
| 00 | has a collection of model ducks. They are all shapes, sizes and | ...✓... |
| 41 | colours, and she has bought them from all over the world. Her job | ..... |
| 42 | requires her to be travel a lot, so she has plenty of opportunities to | ..... |
| 43 | look for them in the foreign places. Other friends buy them for her | ..... |
| 44 | as too well when they are on holiday. I collect masks and buy one | ..... |
| 45 | every time I visit a new country, although in some of countries, they | ..... |
| 46 | are not available, which is not a shame. Steve, another friend, has a | ..... |
| 47 | huge collection of crystal ornaments, and another friend buys | ..... |

- 48 anything to do with the navy. What might mean a lot to one person,
 49 could be seen as a silly thing just to collect by another, but I have
 50 noticed that throughout history people have liked much collecting one
 51 thing or then another. Rich people have large collections of paintings
 52 by famous artists, or ancient maps, vintage cars, jewellery or even in
 53 some cases, antiquities from other their countries. I do not think it
 54 matters what you collect, as long as you are that happy and enjoy
 55 looking at what you have collected, rather than just putting it away in a
 drawer or cupboard.

tip

- **Question 46:** You need to check the context carefully. Does the author feel that it is a pity that masks are not available in all foreign countries? Does he feel that *it is a shame* or not?
 ► **Question 53:** Can we have a possessive adjective (*my, your, etc.*) after *other*?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

FOREST FIRES

Every summer many countries around the world are (0) *threatened* with the (56) of suffering forest fires. These fires are sometimes started (57) but in few cases is anyone caught and accused of being an (58) The fires cause damage to property, and put the lives of the firemen at risk, while they also (59) the lives of the public who try to help save their land and houses. The (60) and anger people feel after the (61) of their property and their personal things, plus the cost to them, (62) companies and the state, means that a (63) to the problem must be found. People must be more (64) when they are walking or picnicking in forests, and phone the fire-brigade the moment they see anything (65) If we do not take care, there will be no forest land left to enjoy.

THREAT
 POSSIBLE
 DELIBERATE
 ARSON
 DANGER
 HAPPY
 LOSE
 INSURE
 SOLVE
 CARE
 SUSPECT

tip

- **Question 57:** The gap is right after a verb. What part of speech can follow a verb?
 ► **Question 60:** How do people feel after their property has been destroyed? Is the meaning of the gap negative or positive? Do you need a noun or an adjective?

- Modal verbs – speculation and deduction
- Word set: sports and hobbies
- Collocations: sports and activities
- Phrasal verbs
- Word formation: adjective prefixes (3)
- Practice Test 6

Use of English

Grammar: Modal verbs – speculation and deduction

Right or wrong?

Look at these sentences and underline the correct one.

- a) She **mustn't** be Italian. Her surname is Johnson.

b) She **can't** be Italian. Her surname is Johnson.
- a) His car is not parked outside. He **must** have left.

b) His car is not parked outside. He **should** leave.

Grammar reference

Form	Meaning
must Present: <i>must</i> + verb He speaks English so perfectly – he must be English. Present Continuous: <i>must</i> + <i>be</i> + verb + <i>ing</i> He didn't answer the phone – he must be sleeping. Past: <i>must</i> + <i>have</i> + past participle I can't find my keys – I must have left them at home. Past Continuous: <i>must</i> + <i>have</i> + <i>been</i> + verb + <i>ing</i> He got here in 10 minutes – he must have been driving very fast! can't Formation is the same as for <i>must</i> above. may/might/could Formation the same as for <i>must</i> above.	1 A deduction is something you think or say when you know certain facts. <i>Must</i> is used to express a deduction, when you are very certain about something, but not completely certain: <i>He is English.</i> (I am completely certain. I know for sure.) <i>He must be English.</i> (I don't know for sure, but I know some things about him which make me think so.) 2 Use <i>can't</i> to express the negative of <i>must</i>, when we know/are certain something didn't happen: <i>He can't be English! He speaks perfect Russian!</i> <i>He can't be sleeping – I just spoke to him!</i> <i>He can't have got lost – he knows the way here.</i> <i>He can't have been driving very fast – he took over an hour to get here.</i> 3 Use <i>may</i>, <i>might</i> and <i>could</i> to express a speculation, something you are less certain about: In the present: <i>He may be at home now.</i> <i>He might be lost.</i> <i>She could be visiting her friends.</i> In the past: <i>She's not answering the phone. She might have gone out.</i> <i>It could have been John that you saw in town yesterday.</i>

Notes:

- 1 We cannot say *can have + -ed*.
Instead we say *may/might/could have + ed*
(*It may have been John ...*)
Similarly, we cannot say *mustn't have + -ed*. If we are certain that something didn't happen, we use *can't have + -ed*: *It can't have been Susan on the phone.*
- 2 Sometimes there is a change in meaning when we change the modal verb:
He might have phoned. (But I was out so I don't know.)
He could have phoned. (But he didn't because he's lazy.) This usually expresses a complaint or annoyance.
- 3 Remember this difference:
He must have done it. = I am sure he did it.
He can't have done it. = I am sure he didn't do it.

Grammar practice

- 1 Underline the correct modal verb in these sentences.
 - 1 This letter *can't/might* be from Harry. He doesn't know my new address.
 - 2 Quick! Answer the phone. It *might/can't* be my new boyfriend.
 - 3 Sam *can't have/may have* been the one who broke the window. I'm not sure.
 - 4 It *must take/must have taken* you ages to learn that poem. It's so long!
 - 5 Don't go near that horse. It *can't/might* kick you.
 - 6 Let's go to the beach tomorrow. It *might/must* be sunny.
 - 7 Peter left hours ago. He *must/can't* have reached London by now.
 - 8 You *could/must have* been mad to try and run the marathon. You're really not very fit.
- 2 Write an appropriate modal verb with the verb given to complete the sentences below.
 - 1 Jane is late – she (miss) the train.
 - 2 It's very quiet in Harry's room. He (sleep)!
 - 3 If they're not answering the door, they (go) out.
 - 4 I'm not sure but I think she (be) Spanish.
 - 5 It (rain) heavily for hours because all the roads are full of puddles.
 - 6 He (practise) very much as he was beaten so easily.
 - 7 This is a very cheap radio. It (cost) 200 pounds! They (put) the wrong price on it.
 - 8 I'm not sure where Maria is now – she (study) in the library.

- 3** Write sentences to express deductions about the burglar from the facts and clues below. Decide how certain you are about each one from the evidence. The first one has been done for you.

Police report: 5th May, 3.30 am. The following was observed:

- 1** On arriving at the house we found a broken window in the kitchen.
(The burglar/the window/into the house.)
The burglar must have broken a window to get into the house.
- 2** The floor near the window was wet, and muddy footprints were found in the kitchen leading into the hall.
(Rain/during the night.)
.....
- 3** More footprints were found up the stairs.
(The burglar/upstairs.)
.....
- 4** A bus ticket, dated 4th May was found near the bathroom door.
(The burglar/travel/bus.)
.....
- 5** All the cupboards in the bedroom were open.
(The burglar/open/cupboards.)
.....
- 6** Owners report *large jewellery box missing*.
(*He/steal/jewellery.*)
.....
- 7** Fingerprints were found on the telephone.
(He/make/a phone call.)
.....
- 8** More fingerprints found on electric kettle in the kitchen, and a jar of coffee was found with the lid off.
(He/make/a cup of coffee while he was there!)
.....
- 9** The front door was open, and footprints were found leading to the street.
(He/leave by the front door.)
.....
- 10** A piece of cloth, probably from a pair of jeans, was found on the fence in the garden.
(He/wear/jeans.)
.....

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** I'm almost certain it wasn't Jim. **have**
It Jim.
- 2** I'm not sure, but I think the weather will change in the next few days. **may**
The weather in the next few days.
- 3** I'm pretty sure that she's driving home – her car isn't here. **be**
She home – her car isn't here.

- 4 I don't know – maybe George didn't phone earlier. **have**
George earlier.
- 5 You look tired and red in the face, so I assume you've been running. **must**
You look tired and red in the face, so you
- 6 I'm sure he isn't English, because he has a slight foreign accent. **be**
He because he has a slight foreign accent.
- 7 It's possible that Susan is lying. **be**
Susan
- 8 He probably isn't at home now. **be**
He at home now.
- 9 I'm sure they went out – all the lights are off. **have**
They – all the lights are off.
- 10 I'm sure they were walking in the rain – their clothes are wet. **have**
They in the rain – their clothes are wet.

- 5 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

The planet Mars has interested scientists for hundreds of years. Many believe that life must once (1) existed on the planet. This sounds surprising, but astronomers say that there could have (2) lakes, rivers and seas on the surface of the planet. David Scott, of the US Geological Survey, believes that the Elysium area on Mars could (3) had water to a depth of 1500 metres. In 1877, the Italian astronomer Schiaparelli was looking through his telescope at the planet, when he noticed that there seemed to be a network of canals on the planet. This discovery led to the idea that an intelligent civilisation might (4) living on the planet. When the Americans sent Mariner 4 into space, it sent back 21 photographs, which show that Mars is a cold, lifeless world. Therefore, we can conclude that people (5) not be living there now, although they (6) have done so in the past. In 1976, a scientist was examining the photographs taken by Viking 1, when he was heard to mutter, 'Oh, my God! Look at this!' The photograph that he was looking at showed a strange pyramid-shaped rock which (7) be taken for a human face. Was this a trick of the light or evidence that a great civilisation used to exist on the planet? These people might have (8) building great monuments while we on Earth were still living in caves!



Use your English!

What do you think of this story? How would you feel if the photographs proved that intelligent life used to exist on Mars? What do you think the inhabitants looked like?

Vocabulary

Word set: sports and hobbies

1 Underline the correct words in the sentences below.

- 1 The football *race/match* was played on a new *pitch/court* to thousands of *onlookers/spectators*. The home team *won/beat* the opposition by 3 goals to 1.
- 2 The World Cup is a major sporting *event/match* which is watched by millions of television *audience/viewers* worldwide.
- 3 All the viewers had their eyes on the chess *track/board* as Kasparov made his *move/effort*.
- 4 The marathon is the longest *sport/race* in athletics. It isn't run on a *pitch/track* in a stadium, but across country and through towns. To *win/earn* a prize, you have to run it in about two and a half hours.
- 5 Jane's *hobby/event* is painting landscapes, often attracting a crowd of *onlookers/sightseers* who seem fascinated by watching the artist at work.
- 6 Tennis is one of the highest paying and most competitive *pastimes/sports*. To *win/earn* fame on the tennis *field/court* you have to be very good indeed.

2 Read the text below and decide which answer **A, B, C** or **D** best fits each space.

Many people (1) tennis as a (2), often when they are very young. When they are in their teens, they may enter a local (3) just for fun. For many, that's where their sporting career ends. For the lucky few with enough talent, a professional career may start from being spotted at a local (4) by a professional coach. From that time on, their lives are never quite the same. Many players are very young when they first turn professional. It is quite common to see many young tennis players (5) the sport before their 20th birthday, due to injury or the pressures of professional life. Being on (6) in front of a large crowd of (7) can cause anxiety, and inexperienced players are often (8) by their opponents simply because of stress. Another major cause of early retirement from professional sport is (9) Young players may begin as young as 14, before their bodies have completely matured. Those who survive and manage to (10) their dream of becoming the world's number one player have to be strong both in mind and in body.

- | | | | |
|-----------------|---------------|--------------|--------------|
| 1 A take up | B come across | C take on | D set up |
| 2 A play | B hobby | C activity | D event |
| 3 A competition | B contest | C conference | D comparison |
| 4 A happening | B event | C race | D track |
| 5 A get out | B get over | C give up | D give off |
| 6 A track | B pitch | C court | D field |
| 7 A sightseers | B viewers | C spectators | D onlookers |
| 8 A beaten | B won | C lost | D gained |
| 9 A injury | B harm | C damage | D hurt |
| 10 A become | B gain | C achieve | D earn |

Collocations: sports and activities

3 Fill in the table using the verbs in the box:

do go play

	gymnastics
	windsurfing
	volleyball
	athletics
	football
	ballet
	swimming
	cycling
	skating
	gardening
	basketball
	sports

4 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

I suppose all of us at one time or another in our childhood had a (1) of some kind – collecting stamps, coins, football cards, and so on. As we got older our interests (2) have turned to sports of one kind (3) another. My brother has always had a great passion for football. When he was little, he kept all the tickets of all the (4) he had been to, and stuck them in an album. As he grew older he began to (5) football for the school team. He had absolutely no interest in (6) athletics or (7) cycling like his other friends. Even on a beautiful summer's day, when the rest of us were outside (8) some gardening, he would be indoors, watching a football match on TV or video. I personally hate football, but I love (9) swimming, especially in the sea. I used to (10) diving too, but I haven't got much time for it now. However busy you happen to be, I believe that a hobby of some kind is really important in our lives.

Phrasal verbs

5 Complete the table with the missing prepositions.

Verb	Preposition	Meaning
put		to delay doing something
bring		to introduce a law, an idea etc.
pull		to destroy a building
break		to begin (e.g. a war, a fire, fighting)
take		to accept or take control of something
set		to start an organisation, a project, etc.

- 6** Read the text below and write the correct word in each space. Use only **one** word in each space.

The Amazon runs (1) the world's greatest forest, where (2) large number of different species of animal and plant live. Today the Amazonian rain forest is drier than it has (3) been, and the wildlife is (4) danger of extinction. The biggest danger is fires, which usually (5) out during June, and continue for some months. As the fires increase every year, there seems to be no (6) of saving this valuable nature reserve. Many companies (7) making huge profits from cutting down the trees damaged by fire, and selling (8) to furniture factories. Some of this wood is quite rare, and there is the distinct possibility (9) these trees will soon die out completely. As a result of the fires, many Amazonian Indians have left (10) forest in search of making money in the big cities. It appears, however, that the governments are just putting (11) a decision to do something. They should (12) in a law to prevent further industrial development. Large factories in the area should be (13) down, and small villages should be built to encourage the Indians to leave the cities and return to their origins to (14) up new small businesses which are sympathetic to the environment. There is no point (15) waiting any longer – we will soon lose our richest forest and all the wildlife in it.

Word formation: adjective prefixes (3)

- 7** These affixes can make an adjective into its opposite, or have the meaning *not*. Which affix belongs to these words? Think about the first letter of each word, and write the negative adjective in the table below.

in- il- ir- im-

legal		accurate	
relevant		mortal	
pure		correct	
valid		legible	

- 8** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Today we can do (1) anything we want on the Internet. We can send letters by e-mail, chat to friends on the other side of the world, and go shopping. The trouble is that our lives are in danger of becoming more (2) as we lose contact with others. It certainly seems more (3) to walk down the street to the bookshop when we have the (4) of ordering books from a website, but don't we miss a quick (5) chat with the shop (6)? We can also use the Internet in our studies. Spending time researching in a library now seems so (7), when we can search the web in minutes. However, I think that many people would agree that books and teachers are (8), and it is difficult to imagine our lives without them. We need other people for stimulating (9), enjoyable social occasions, and comfort when we are sad. An (10) friend in an Internet chat room is somehow just not the same!

PRACTICAL

**PERSONAL
CONVENIENT
POSSIBLE
FORMAL
ASSIST
EFFICIENT**

REPLACE

**DISCUSS
VISIBLE**

Practice Test 6

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D** best fits each space. There is an example at the beginning **(0)**.

RUGBY

During a **(0)** *game* of football at Rugby School in England in 1823, William Webb Ellis picked up the ball in his hands and ran down the **(1)** with it. This one action led to the creation of the game of rugby. Cambridge University started **(2)** rugby immediately, which influenced its popularity, and they **(3)** local rules and regulations. The sport **(4)** acceptance in more and more schools, and in 1871 the first Rugby Union was **(5)** in London, and firm rules of the game were **(6)**

Many of the men who played rugby at that time were not paid. They also lost their **(7)** when they could not work as they were at a game. **(8)**, in 1895, to end this unfair situation, the Rugby League was **(9)** and a 13-player game with different rules was created for professional players.

Rugby soon **(10)** throughout the world and competitions were arranged between different countries. In America the rules were changed again, and eventually led to the **(11)** of yet another game, American football. Rugby continued to **(12)** in other countries though, **(13)** Great Britain, New Zealand, Australia and South Africa, all of whom still play each other today. Rugby is now popular in over eighty countries **(14)**, where it is played by both **(15)** and professionals.

- | | | | |
|------------------------|------------------------|----------------------|----------------------|
| 0 A match | B game | C sport | D competition |
| 1 A court | B pitch | C track | D board |
| 2 A playing | B running | C adopting | D displaying |
| 3 A put in | B brought in | C pull in | D set in |
| 4 A advanced | B accomplished | C reached | D gained |
| 5 A taken over | B brought about | C set up | D put on |
| 6 A proceeded | B extended | C established | D located |
| 7 A allowance | B compensation | C wages | D payment |
| 8 A Rather | B Therefore | C Subsequent | D Following |
| 9 A discovered | B founded | C detected | D erected |
| 10 A diffused | B ranged | C radiated | D spread |
| 11 A source | B production | C origin | D creation |
| 12 A flourish | B parade | C extend | D occupy |
| 13 A directly | B particularly | C typically | D precisely |
| 14 A global | B equally | C worldwide | D worldly |
| 15 A spectators | B audiences | C amateurs | D players |

tip

- **Question 4:** Which verb collocates with *acceptance*?
- **Question 9:** You will need to find a synonym for *establishing* or *setting up*.
- **Question 15:** The gap focuses on a contrast. There are two kinds of players: *professional* and *non-professional*.

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

ADVERTISING

Advertising is now such a daily part (0) *of* our lives that we take it for granted and we only really notice an advert when it is new or makes us laugh. Research has shown, though, that the (16) efficient form of advertising is on television, and a successful advertisement on TV (17) increase the company's sales of the product by as (18) as one hundred percent.

But how does an advertisement become popular (19) the public? For one company, the music chosen to go with their advert not only increased their sales, (20) put a very old record back to number one in the charts, as well.

(21) advertising companies have also used humour to great effect. For example, soap powder adverts have traditionally (22) considered boring and not entertaining (23) watch. One particular soap powder, however, used a series (24) advertisements showing dogs watching a washing machine, with washing in it going round and round. The dogs were (25) the impression that they were watching television and not a washing machine. In (26), animals in nearly any advertisement have been found to boost sales for practically any product.

Another advertising company came up (27) the idea to promote a particular brand of coffee on TV as a 'mini-series'. The progress of a young couple's relationship was the focus of (28) advert. This attracted a (29) of media attention and the whole country was waiting for the next advertisement in the series, to find (30) what had happened.

tip

► Question 16:

Advertising on TV is compared with other forms of advertising. Before the gap there is a definite article. What comparative structure do we use with long adjectives like *efficient*?

- Question 20: You are required to complete a phrasal verb. This phrasal verb takes two prepositions and it means *to think of an idea or plan*.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

- 31 Perhaps the train was delayed because of the bad weather.

been

The train delayed because of the bad weather.

- 32 There were a lot of cars on the road to my mother's.

traffic

There on the road to my mother's.

- 33 I'm afraid there aren't any tickets left.
all
I'm afraid sold.
- 34 Your new computer was cheaper than mine.
cost
Your new computer did.
- 35 The only explanation is that the jewellery was stolen.
must
The jewellery stolen.
- 36 The doctor told me it would be a good idea to stop smoking.
up
The doctor told me I smoking.
- 37 Philip is not usually impolite.
like
It is impolite.
- 38 I'm sure he didn't lie to her.
have
He to her.
- 39 I'd prefer you not to wear trainers to work.
have
I wear trainers to work.
- 40 The meeting was called off because the chairman was ill.
owing
The meeting the Chairman's illness.

tip

- **Question 31:** The speaker is not confident about why the train was delayed. Which modal verbs can express speculation?
- **Question 36:** Which phrasal verb means *to stop something for ever*?
- **Question 40:** Which phrase with *owing* means *because of*?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

A MEMORABLE MEETING

- | | | |
|----|---|------|
| 0 | Last week I had a most enjoyable experience when I met a friend | ✓ |
| 00 | that I had not seen for over than five years. The last time I saw him | than |
| 41 | was at a wedding, so we had a lot of catching up on to do, finding | |
| 42 | out what had been happened over the five years. We had a meal | |
| 43 | together and spent the whole of the time while talking about our | |
| 44 | lives, loves and jobs. Paul is married now, and has two sons and | |
| 45 | he showed me just photographs of them all. He works in London | |
| 46 | as a solicitor and commutes for to work every day which he said | |
| 47 | he does not mind, as he gets round some paperwork done during | |

- 48 the journey and he can spend some time with his sons in the
 49 evenings. Paul also told to me that he has taken up golf, and he
 50 and his wife play most Sundays while his parents look after the
 51 children. He asked me what I had been doing and I explained
 52 about I was married, too, had one child and worked as a language
 53 teacher in a private school. Before parting we arranged to meet ourselves
 54 again soon. This time, however, we would be joined by our own partners
 55 and children so that they can all meet each other.

tip

- ▶ **Question 42:** Does the verb *happen* form the passive? If it does not, what is the extra word?
- ▶ **Question 47:** The relative clause that started in line 46 continues here. Do you need both *which* and *it* after *mind*?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

FOOTBALL – MORE THAN JUST A SPORT

The game of football is played throughout the world and is **(0)** *extremely*.. popular in most countries. Nowadays it is not just the **(56)** who keep the game **(57)**, but also major television companies who put millions of pounds into the **(58)** of the sport on television and keep it in the public eye. **(59)**, this money helps the smallest clubs and keeps them in business. If it were not for this **(60)**, many of these clubs would no longer exist, and they would be unable to buy new **(61)** Apart from this **(62)** contribution to their finances, there is also the **(63)** of the club by local or national companies, which allow their name to be worn on the players' shirts and advertise their company. **(64)** on the pitch is still important, but if the spectators are irregular in their **(65)**, it does not cause the financial disaster it used to cause in the past.

EXTREME
SUPPORT
LIVE
PROMOTE
DIRECT
ARRANGE
PLAY
VALUE
SPONSOR

PERFORM
ATTEND

tip

- ▶ **Question 59:** This gap is right after a full stop and before a comma. What kinds of words are likely to appear here? What part of speech is required?
- ▶ **Question 62:** You are looking for an adjective that means extremely helpful. This adjective, however, is formed by adding a negative suffix.

- Passive and causative
- Word set: geographical terms
- Collocations: problems and solutions
- Word formation: adverbs (1)
- Practice Test 7

Use of English

Grammar: Passive and causative

Right or wrong?

Look at these two sentences. Which of the sentences below (a or b) has the same meaning?

- 1 The Government is building new schools in the province.
 a) New schools are built by the Government in the province.
 b) New schools are being built by the Government in the province.
- 2 They repaired her car for £500.
 a) She repaired her car for £500.
 b) She had her car repaired for £500.

Grammar reference

Form	Meaning
Passive All tenses are formed with the verb <i>be</i> + past participle: Present Simple: Smoking is forbidden . Present Continuous: The proposal is being considered by the committee. Past Simple: I was told that I hadn't done anything wrong. Past Continuous: He felt sure he was being watched . Present Perfect: My money has been stolen ! Past Perfect: The house hadn't been decorated for years. Futures: He will be informed about the situation. The building will have been completed by the end of the year. The road is going to be repaired soon. Modals: It can't be done ! He should have been told about the problem. Gerund: <i>being done, having been done</i> Note: Not all tenses of active verbs can be transferred to a passive. For example, notice that there are only two continuous passive forms, present and past.	The passive is used when: 1 we don't know the agent (the person or thing who performs the action): <i>My money has been stolen!</i> (I don't know WHO stole my money.) 2 the agent is obvious: <i>Smoking is forbidden.</i> (It is obvious that this is a rule made by the government, or the management of a building.) 3 the event or action is more important than the agent: <i>The proposal is being considered by the committee.</i> (We are more interested in whether the proposal will be accepted or not, than who is considering it.) 4 we want to avoid mentioning the agent, to keep the agent a secret or to avoid embarrassment: <i>I was told not to say anything.</i> Notes: 1 It is quite rare to mention an agent in passive sentences. 2 Passives are often used in formal report writing.

Form	Meaning
Causative <i>Have/get</i> + object + past participle All tenses are formed with the verb <i>have</i> or <i>get</i> + object + past participle: <i>I have my car washed</i> every week. It's expensive, but I'm too lazy to do it myself! <i>I had my hair cut</i> last week. <i>I've had this watch repaired</i> three times, and it still doesn't work. You <i>should have something done</i> about that.	The causative is used: 1 when we want to say that someone else has to do something, usually when we can't do it ourselves: <i>I had my hair cut last week.</i> (I can't cut my own hair, so I go to the hairdresser.) 2 when we want to talk about asking, ordering or arranging for someone to do something: <i>You should get your eyes tested.</i> <i>have</i> is more formal than <i>get</i> 3 when we want to talk about something unpleasant that happened: <i>I had my handbag stolen on the bus.</i>

Grammar practice

- 1** Use these notes made by a reporter about a disaster at sea to write a short paragraph. Use the underlined words as the subject of the sentence and write passive sentences.

- 1 We have received reports of a shipping disaster
.....
- 2 Oil tanker hit the SS Close Encounter yesterday evening.
.....
- 3 The accident damaged the side of the oil tanker
.....
- 4 Oil leaked from the ship and has endangered the life of many seabirds
.....
- 5 Coastguards sent assistance immediately
.....
- 6 Amateur radio enthusiasts picked up the Mayday signal
.....
- 7 Rescue teams took the survivors to shore in lifeboats
.....
- 8 Officials are investigating the disaster at the moment
.....
- 9 They will publish their report next month
.....
- 10 The government should bring in a law to prevent these kinds of accidents
.....

- 2** Read these sentences about the arrangements for a wedding. Then write a causative sentence for each one.

- 1** Someone is making a dress for the bride.
The bride
- 2** Someone has already made a cake for the bride and groom.
They
- 3** Someone printed beautiful invitations for them.
They
- 4** Someone is going to deliver the flowers to the church for them.
They
- 5** Someone must book plane tickets for their honeymoon before Saturday.
They
- 6** Someone will clean the groom's suit before Saturday.
The groom
- 7** Someone has already booked a room for the reception at a hotel for them.
They
- 8** Someone is going to cook all the food for the reception for them.
They

- 3** Read the text below and look carefully at each line. Some lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number. If a line has a word which should not be there, write the word in the space at the end of the line.

- | | |
|--|-----------------|
| Imagine getting into a train, and, while riding along, are being | 1 |
| taken to a magical and seaside world on the coast of Jamaica. | 2 |
| You can smell the salt water mixed with suntan oil and hear the sound | 3 |
| of crashing waves. For a small fee, which has not yet been being decided, | 4 |
| passengers are going to be able to do just that, on Florida's Fun Train. Users | 5 |
| will be wear helmets and sit in Virtual Reality kiosks. Synthetic sounds and | 6 |
| smells will have be delivered to passengers as they travel. There are | 7 |
| many scenarios, which can be chosen from a menu by passengers, including | 8 |
| a trip to the Egyptian Pyramids and a walk in the Sahara Desert. A company | 9 |
| meeting is been being held next week to decide on more scenarios | 10 |
| and on the price. It is being thought that more passengers will be | 11 |
| so attracted by this service, and that it will prove profitable. | 12 |
| Entertainment is only the beginning. Since smells can have also cause | 13 |
| emotional responses, it is believed that this technology can be being used by | 14 |
| doctors in the treatment of patients by helping them to relax before an | 15 |
| operation. | |

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 People are using their cars more and more every day. **used**
Cars more and more every day.
- 2 The electrician who lives nearby has repaired our heater. **had**
We by the electrician who lives nearby.
- 3 Smoking can seriously damage your health. **be**
Your health smoking.
- 4 I really must call the hairdresser for a haircut soon! **my**
I really must soon!
- 5 Somebody broke into my house last night and stole my television. **had**
I into last night and my television stolen.
- 6 Why didn't anybody tell me about this? **was**
Why about this?
- 7 They're not going to open the new bridge until next month. **be**
The new bridge is until next month.
- 8 I wonder how much it will cost for somebody to repair my stereo. **have**
I wonder how much it will cost
- 9 When people tell me what to do, I hate it! **told**
I hate what to do!
- 10 People are buying more mobile phones than ever before. **bought**
More mobile phones than ever before.

- 5 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

In spite of all the amazing advances which have (1) made in telephone technology, there are two main problems. The first one is typing, and the second one is language. Mobile telephones (2) now equipped with a choice of languages and the future will bring us phones that respond to voice commands. Already, up to 10 simple commands are recognised (3) some phones, and designers are looking for ways for this to (4) increased to 100. In three or four years, we will be using phones that can understand any language commands, and voice patterns (5) be kept on the phone, so our callers (6) be identified. One company has a dream of finding a way to instantly translate from one language to another while a phone call is being (7) Your phone will have a language button, and when it (8) pressed, the speaker's voice will immediately be (9) into the listener's language of choice. However, speech is so complex that it is believed that it will be at least 20 years before we'll be speaking to anyone in the world without a language problem. The possible effect of this kind of technology is that we may feel less enthusiastic about learning a foreign language when we can (10) translations done by a computer!



Use your English!

Would you give up learning a foreign language if you had an instant translator on your computer or telephone? Why? Why not?

Vocabulary

Word set: geographical terms

1 Match the words in the first column to the meanings in the second.

1 countryside	a an area of a country or town that is controlled by a person or group
2 land	b a view of the countryside
3 scenery	c the part of a country that is not a town or city
4 planet	d the surface of the land
5 globe	e the surface of the ground in a building; the bottom of the ocean
6 territory	f part of the country that someone owns; a contrast to the sea
7 floor	g the planet we live on, including all the people and cities; an area of interest or activity
8 ground	h the world, especially when talking about the environment
9 world	i the world, especially when comparing it to other planets
10 earth	j part of the land that is next to the sea
11 coast	k a spherical object with a map of the world on it; another word for the world

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

For those of you who like to leave the **(1)** as often as possible, there is an alternative way to fly. Forget waiting around in airports with heavy luggage, and try the gentle sport of ballooning. A ride across the local **(2)** will cost you quite a lot, but there's nothing on **(3)** to beat the experience. You travel in a kind of basket attached to the balloon, and large ones can even carry up to 8 people. As the balloon takes off, the basket gently lifts away from the **(4)** , and after a few minutes you can see everything as a bird might see it. Far below, people and cars look like toys. There is hardly any noise and the **(5)** is breathtaking. If you are flying near the **(6)** , you can see the **(7)** meeting the sea; it's like looking at a map of the **(8)** Landing a balloon is not always that easy, and sometimes the basket can come down to **(9)** again with a bump, but this never takes away the wonderful feeling you have after your first balloon flight. For the most exciting experience on the **(10)** , contact your local tourist information office and book your flight today!

- | | | | |
|----------------------|--------------------|----------------------|----------------------|
| 1 A surface | B ground | C floor | D world |
| 2 A land | B territory | C countryside | D scenery |
| 3 A globe | B planet | C world | D earth |
| 4 A land | B floor | C ground | D surface |
| 5 A scene | B ground | C territory | D view |
| 6 A coast | B edge | C limit | D cost |
| 7 A territory | B ground | C land | D countryside |
| 8 A planet | B earth | C world | D land |
| 9 A world | B land | C ground | D earth |
| 10 A country | B land | C planet | D world |



Use your English!

Have you ever flown in a balloon? Describe the experience. If you haven't, would you like to try?

Collocations: problems and solutions

- 3 The verbs in the box can be used with the nouns in the table. Put the verbs in the right column.

find	solve	have	deal with	overcome	run into	come up against
be in	encounter	cause	come up with	get into/out of	face	
be confronted with	create	pose	make	work out		

problem	solution	difficulty	trouble

- 4 What are the missing prepositions in these sentences?

- 1 He solved the problem where to park his car by leaving it at home and taking the train.
- 2 Can anyone come up with a solution the problem?
- 3 She had great difficulty finding the way out of the city.
- 4 Can you help me? I'm having difficulty my suitcase.
- 5 You can often get into trouble the new road system around here.
- 6 He's just trying to make trouble everyone.
- 7 The new exam system created a number of difficulties us.
- 8 We were confronted with the difficulty finding enough money to finish the project.

- 5 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

Windsurfing is one of those sports that seems to appeal to some people, but not to others. I am one of the others. It looked like an exciting sport, and so I decided to learn. I soon discovered that windsurfing means dealing with one (1) after another. The first one that you (2) is how to prepare the sail. After fighting with it for half an hour, I asked my teacher to (3) me out of my difficulty. The second problem I (4) into was when I put the surfer into the water and tried to get onto it. I had tremendous (5) in keeping my balance. Every time I managed to stand up, I lost my balance and fell into the water. This happened over and over again, until I got so fed up, I went home. The next day I was ready for more. You may think I was crazy, but I really wanted to (6) the difficulties and windsurf like everybody else. This time, I managed to stay on the board, but quickly came up (7) another problem. I could not (8) out how to hold the sail in the strong wind. In a few minutes I was back in the water, simply because I was not strong enough to hold the sail in the correct position. After a few more hours of this, I couldn't (9) the solution, and I came (10) with a better idea – I gave up for ever, and I haven't tried again since.



Use your English!

How quickly do you give up when trying to do something difficult? What is the most difficult thing you have ever tried to do?

Word formation: adverbs (1)

Adverbs

- Nearly all adverbs are formed by adding *-ly* to an adjective.
- Some adjectives already end in *-y* e.g. *lovely*, *friendly* so an adverbial phrase must be used: *in a lovely way* *in a friendly manner*
- There are a few exceptions, using *-wards*, and *-wise*: *backwards*, *forwards*, *clockwise*, *anti-clockwise*

Spelling rules

- When an adjective ends in *y*, change the *y* to *i* and add *-ly* e.g. *hungry* > *hungrily*
- When an adjective ends in *-ic*, add *-ally* e.g. *logic* > *logically*
- When an adjective ends in *-able* or *-ible*, take off the *e* and add *-ly* e.g. *comfortable* > *comfortably*
- fast* > *fast*; *hard* > *hard*; *good* > *well*



Note:

Verbs of senses are followed by adjectives, not adverbs: *It smells good.*
It tastes delicious. *It feels wonderful.* *It sounds interesting.* *It looks beautiful.*

- 6** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. Be careful! Two of the words need another change as well as the one to make an adverb.

The phenomenon of UFO's is very (1)-known, but it is hard to prove (2) that these things exist. The best reports come from people who have no interest in the subject, who (3) see something they can not explain. However, there is a dedicated group of people whose hobby it is to watch the night skies for anything strange. They take their interest very (4), and have all the necessary equipment and a list of questions on a form to be answered in case a UFO is seen. Each member of the group must fill in the form (5) before discussing the event. A photograph is essential, because it's one thing to say that you've seen a UFO, but it is another thing (6) if you can produce a picture of it. It isn't (7) true that the better your camera, the better your picture, but a more expensive one is worth buying to get good quality pictures. A good photograph is (8) difficult to get, so buy the best you can afford. A good pair of binoculars is also important because the chances of spotting something unusual are (9) increased. With all this equipment and a sceptical mind, you too can (10) become a UFO enthusiast.

GOOD
SCIENCE
EXPECTED
SERIOUS
SEPARATE
ENTIRE
NECESSARY
CREDIBLE
CONSIDERABLE
EASY



Use your English!

Do you think UFO's exist? What do you think about the people who spend a lot of time and money trying to catch sight of one?

Practice Test 7

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

MOUNT EVEREST

The world's highest mountain, Mount Everest, is in the Himalayas (0) **A** Asia and as it (1) a few millimetres every year, it will stay the highest peak for a long time. It was named after Sir George Everest, surveyor-general of India. Sir Edmund Hilary with Tenzing Norgay, was the first to climb to the highest point (2) in 1953. Many others have tried to climb the mountain since then – some have (3) but many have died in their attempt.

The (4) in the Himalayas is stunning and it feels as though you are on a separate (5), and not part of this (6) The air is clean and pure, as is the (7) Mount Everest itself, (8), is said to be the dirtiest mountain in the world, as every expedition that has set off up the mountain has (9) their rubbish behind and this situation has to be (10) Oxygen bottles, plastic, paper and food tins are all (11) the mountain. (12), an expedition went just to clean up the mountain as much as possible. This problem has to be (13), as no one wants to see such a beautiful area polluted with rubbish. Many suggestions have been put (14), such as not giving money to expeditions unless they bring their rubbish back with them or paying each member of the group for each kilo of trash they return with. A solution must be (15) to save the natural environment of the mountain.

tip

- **Question 4:** Which of the four options can be used to describe the view from a place?
- **Question 8:** Unlike the countryside, Mount Everest is polluted. Which of the four options can express this contrast?
- **Question 14:** Which of the four phrasal verbs with *put* can collocate with *suggestion*?

- | | | | |
|-------------------------|------------------------|---------------------|----------------------|
| 0 A of | B with | C in | D at |
| 1 A rises | B lifts | C ascends | D scales |
| 2 A in world | B on planet | C in area | D on Earth |
| 3 A achieved | B accomplished | C succeeded | D thrived |
| 4 A scene | B scenery | C spectacle | D sight |
| 5 A planet | B moon | C galaxy | D globe |
| 6 A territory | B world | C land | D country |
| 7 A earth | B countryside | C ground | D surface |
| 8 A therefore | B although | C thus | D however |
| 9 A remained | B put | C left | D pushed |
| 10 A acted on | B confronted to | C dealt with | D run against |
| 11 A littering | B disordering | C rubbishing | D trashing |
| 12 A Generally | B Logically | C Lastly | D Recently |
| 13 A overtaken | B overcast | C overthrown | D overcome |
| 14 A forward | B out | C over | D through |
| 15 A carried off | B put on | C worked out | D shown up |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

SKYSCRAPERS

Chicago, the birthplace (0) *of* the skyscraper, started to build upwards in 1871 after the great fire. (16) buildings consisted of ten to twelve storeys and differed in (17) way they were built from other buildings. Conventional buildings have walls which support the building's weight, whereas skyscrapers have walls (18) are thin and light and attached to a metal frame. If skyscrapers (19) built following conventional methods, they would be unattractive buildings (20) thick walls and small windows. The development of this alternative method of building a skyscraper, using a metal frame, meant (21) literally the sky was the limit as to how many floors a building (22) have.

Having skyscrapers that went above seven floors depended mainly (23) the development of the lift. Without Elisha Otis's design for the electrical lift, skyscrapers (24) not have continued to develop as they did. Various other methods of moving a lift had (25) tried before but they were all unsuitable (26) very tall buildings. Another problem that had to be solved was how to keep people warm (27) winter. Steam heating using radiators was the answer (28) this problem, and the introduction of electrical lighting and the telephone provided the final touches to ensure that skyscrapers (29) firmly established. They are so much a feature of most cities' skylines today, that it would be hard to imagine life (30) them.

tip

- **Question 19:** Have a look at the second part of this conditional sentence. Is this a conditional sentence type 1, 2 or 3. What tense do we use with *if* in this case? Is this active or passive?
- **Question 28:** What preposition do we usually find after *answer* or *solution* when they refer to a problem?

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

- 31 Those two hotels look the same to me.

tell

I between those two hotels.

- 32 I am sure that Emma did not take the money.

have

Emma the money.

- 33 It's a shame we don't have a satellite dish.
wish
I a satellite dish.
- 34 People believe that Mrs. Sutton was murdered.
was
It is murdered.
- 35 The outside of our house was painted last year.
had
We house
painted last year.
- 36 We did not know any of the guests at the dinner party.
nobody
There at the dinner party.
- 37 They thought she was the best candidate for the post of sales
manager.
considered
She the best candidate for the
post of sales manager.
- 38 It's possible that Sabrina changed her mind about buying the house.
may
Sabrina about buying the house.
- 39 Let's go out for a meal.
going
How out for a meal?
- 40 I am sure that I left the book in the house somewhere.
be
The book in the house somewhere.

tip

► **Question 32:** How can we express our confidence about something that did not happen? Be careful, there is only one modal verb that we can use in this case!

► **Question 35:** Did they paint the outside of the house themselves? How can we use the verb *have* when someone does something for us?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

MOVING HOUSE

- | | | |
|----|---|-------|
| 0 | My family and I had recently moved from London to a suburb and we | had.. |
| 00 | are still not used to it. We miss our old neighbours and keep | ✓ |
| 41 | getting lost when we go visit to the shops. My father thought it | ..... |
| 42 | would be a good idea to move out of the city, and live in a most | ..... |
| 43 | cleaner and less polluted area. The pace of life here is much more | ..... |
| 44 | slower. There are lots of trees, traditional houses and there is a park | ..... |
| 45 | down of the street, which has a children's playground, a lake, a | ..... |
| 46 | bandstand and a coffee shop. There is also a swimming pool | ..... |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

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How out for a meal?
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MOVING HOUSE

- | | | |
|----|---|-------|
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| 00 | are still not used to it. We miss our old neighbours and keep | ✓ |
| 41 | getting lost when we go visit to the shops. My father thought it | |
| 42 | would be a good idea to move out of the city, and live in a most | |
| 43 | cleaner and less polluted area. The pace of life here is much more | |
| 44 | slower. There are lots of trees, traditional houses and there is a park | |
| 45 | down of the street, which has a children's playground, a lake, a | |
| 46 | bandstand and a coffee shop. There is also a swimming pool | |

- 47 nearby and an ice skating rink, so we will have plenty to do
 48 when we have been finished unpacking and settled down. I
 49 used to get home from the work at six thirty, but now I get home
 50 *one half an hour later. It also means I have to get up earlier in the*
 51 mornings to get to the office on time and I feel tired by the end of
 52 the day. My father does not himself work, as he has retired, so
 53 it is not a problem for him. He spends his time either by helping my
 54 mother, gardening, or getting to know how the area. I think we will
 55 soon grow fond of the place and enjoy living in the countryside.

tip

- **Question 43:** When we form the comparative of short adjectives do we use both *more* and the suffix *-er*?
 ► **Question 49 and 51:** What is the difference between *work* and *office*? In which of the two cases can we use the definite article?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (**0**).

WORKING IN A PALACE

According to Professor Harvey, being an (**0**) *archaeologist* is tiring but fascinating work. He has spent (**56**) days under the hot Egyptian sun, (**57**) sifting through sand, rock and mud, looking for clues in the palace he is excavating. He starts work at seven every morning, before the (**58**) of the sun becomes too strong. The site is very (**59**), covering over forty thousand acres and he has made some unexpected (**60**) The Professor has found the (**61**) cemetery so far in Egypt, which was the place of burial for the workers who built the palace. It has always been (**62**) assumed that the Egyptians used slave labour, as it was more (**63**) but it now appears that they used a (**64**) of highly skilled and unskilled workers. The carvings on the walls of the palace are very informative about employment and (**65**) life in ancient Egypt.

ARCHAEOLOGY
 END
 PATIENT

 HOT
 IMPRESS

 DISCOVER
 BIG

 WIDE
 ECONOMY
 COMBINE

 DAY

tip

- **Question 62:** What part of speech can you use before *assumed*?
 ► **Question 63:** There are two adjectives that can be formed from *economy*. Which of the two means *not expensive, cheap*?

- Conditionals
- Word set: content and connections
- Collocations: expressions with *put*
- Word formation: adverbs (2)

Grammar: Conditionals

Right or wrong?

Look at these two sentences. Which of the sentences below (a or b) has the same meaning?

- 1 He didn't have enough money to take a taxi.
 - a) If he had enough money, he would take a taxi.
 - b) If he had had enough money, he would have taken a taxi.
- 2 She will resign if she is not promoted.
 - a) Unless she doesn't get a promotion, she will resign.
 - b) Unless she gets a promotion, she will resign.

Grammar reference

Form	Meaning
Conditional 1 1 <i>if</i> + present simple + future simple: If it rains , we'll have the party indoors, but we'll have a barbecue in the garden if it's sunny . <i>if</i> + present perfect + future simple: I'll give you an extra five minutes if you haven't finished the test. 2 Other tenses used in this sentence pattern: <i>if</i> + present simple + modal verb/ <i>be going to</i> /imperative: If you tidy your room, you can go to the party tomorrow. <i>if</i> + present perfect + modal verb/ <i>will</i> : If you've done your homework, you can go to the cinema. 3 Other phrases are used, which mean the same as <i>if</i> : <i>as long as</i> , <i>provided that</i> : I'll come to the party as long as / provided that you don't invite Michael. 4 <i>unless</i> = <i>if</i> + <i>not</i> : Unless it rains, we'll go to the beach on Sunday. I'll phone you unless you call me first.	The first conditional is used to talk about events or actions that may or may not happen, depending on another event or action: If it rains , we'll have the party indoors. (Where we have the party will depend on the weather.)



Form	Meaning
Conditional 2 <i>if</i> + past + <i>would</i> + bare infinitive: If I had a bit more time, I would go to the gym and get fit. If I didn't have so much work to do, I would take a holiday. If he were rich, he would give up working.	The second conditional is used to talk about events or situations that are not real in the <i>present</i> : <i>If I had a bit more time, I would go to the gym and get fit.</i> (I don't have time, I don't go to the gym, and I'm not fit.) It is often used to give advice, using the expression <i>If I were you</i> : <i>If I were you, I would choose the pink one.</i>
Conditional 3 <i>if</i> + past perfect (simple /continuous) + <i>would have</i> + past participle: If I had known about your visit, I would have come to meet you. If he hadn't been driving so fast, the police would not have stopped him for speeding.	1 The third conditional is used to talk about an event or situation that is unreal in the <i>past</i> . (Compare with the second conditional, which is about the present.): <i>If I had known about your visit, I would have come to meet you.</i> (I didn't know about your visit, and I didn't come to meet you.) 2 It is usually used to express an apology, or regret about a past event.
Zero conditional <i>if</i> + present simple + present simple: If you heat ice, it melts . If I go to bed early, I always feel better in the morning.	The zero conditional is used to state simple facts or truths.
Mixed conditionals Conditionals 2 and 3 can often be found together: If I had listened to him, I wouldn't be in so much trouble now. (I didn't listen to him (in the past) and now I am in trouble.)	Mixed conditionals are used to talk about the present result of a past event: <i>If you hadn't given me a lift, I wouldn't be here now.</i>

Notes:

- There are two clauses in conditional sentences – it doesn't matter which one comes first. Write a comma if you begin with the *if* clause, but not if you begin with the other clause.
If it rains, we'll have the party indoors.
We'll have the party indoors if it rains.
- Other expressions using the past to express unreal situations similar to the second conditional:
It's time we went home.

Grammar practice

- 1** Put the correct form of the verb in each space in the sentences below.
- 1 If you (come) to the party tonight, you will meet our new neighbours.
 - 2 This bike is perfectly safe, as long as you (be) careful.
 - 3 You will be late for your meeting unless you (leave) now.
 - 4 I (phone) you if there is any problem with the arrangements.
 - 5 If you (press) this button, the machine stops working.
 - 6 Provided that you (pay) careful attention, you should have no problems.
 - 7 I (start) my homework as soon as I get home.
 - 8 If I eat chocolate, I always (put) on weight.
 - 9 Unless you (take) notes, you will forget most of the lesson.
 - 10 If I wake up very early, I (be) always too sleepy to work well.

- 2** Look at the verb tenses carefully in the following exercise, and write a suitable conditional sentence. The first one is an example.

- 1 I am not rich and I don't have a swimming pool.

If I were rich, I would have a swimming pool.

- 2 Helen found the house easily because she had a map.

.....
.....

- 3 John has no brothers and sisters, so he feels lonely sometimes.

.....
.....

- 4 I have a computer, so I can send e-mail messages to my friends.

.....
.....

- 5 I didn't listen to the instructions, and now I don't know how to do the exercise.

.....
.....

- 6 The government did nothing about unemployment, and now they are in danger of losing the election.

.....
.....

- 7 I wasn't paying attention to the traffic and I had an accident.

.....
.....

- 8 I forgot my brother's birthday, and he got upset.

.....
.....

- 9 I never watch the news, so I don't know what is going on in the world.

.....
.....

- 10 I was writing so fast that I made several careless mistakes.

.....
.....

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 It's a good thing you phoned me, or I wouldn't have known about the meeting. **if**
..... me, I wouldn't have known about the meeting.
- 2 Because of the fog, I couldn't get here earlier. **foggy**
If it, I would have got here earlier.
- 3 Promise you will be careful with it, and I'll lend you my camera. **long**
I'll lend you my camera to be careful with it.
- 4 The food was too spicy, so I didn't eat it. **have**
If the food hadn't been so spicy, I..... it.
- 5 I can't really afford those shoes. **cost**
If so much, I would buy them.
- 6 It's a pity you missed the film – it was the kind of film you enjoy. **would**
If you had seen the film, you it.
- 7 My advice is to study more. **were**
....., I would study more.
- 8 I'm too tired to go out tonight. **If**
..... tired, I would go out tonight.
- 9 We arrived in time to catch the train. **missed**
If we had arrived one minute later, we train.
- 10 I'll let you go to the party, but you must come home before midnight. **provided**
I'll let you go to the party, before midnight.

- 4** Read the text below and write the word which best fits each space. Use only one word in each space.

Can you imagine what the world (1) be like if there (2) no electricity? In fact, most of what we take for granted (3) not exist. There would be no computers, TV, cinemas or stereos for our entertainment, and we (4) not be able to cook and eat in the same way (5) cookers and fridges. If Thomas Edison (6) not invented the electric light bulb, we would now still (7) using candles to see at night. The problem with this energy source (8) that it uses fossil fuels – we burn coal and oil to generate electricity. Our everyday lives (9) a huge amount of power, and industry even more. The damage to the environment (10) increase if we continue to burn coal for energy, which (11) cause serious air pollution and increase the size of the hole in the ozone layer. Because of this danger, people (12) now using other sources of fuel, such as solar, wind, and water power. It is clear that we must do all we can to save energy, because if we (13) not, fossil fuels (14) soon run out, and our environment (15) become too polluted for animal and human life to survive.



Use your English!

What kinds of alternative power sources are commonly used in your country? Can you think of any ways that ordinary people can save energy?

Vocabulary

Word set: content and connections

1 Fill in the gaps with a suitable expression using the words from the box.

to be connected to	to be related to	to feature
to be composed of	to be made up of	to contain
to be attached to	to have something to	to consist of
to be involved in	do with	to include

- 1 The price of the holiday all meals and excursions.
- 2 John is very the activities of a local environmental group.
- 3 You will find a whistle your life jacket in case you wish to call for help.
- 4 The earth's atmosphere is nitrogen, oxygen, carbon dioxide, and small amounts of other gases.
- 5 This latest Spielberg film many special effects and a large number of famous actors.
- 6 Warning – this product poisonous chemicals and should be kept away from children.
- 7 The government of Britain is the House of Commons and the House of Lords.
- 8 The meal seven different courses, all made from fish.
- 9 Does this strange weather the hole in the ozone layer?
- 10 It is obvious that the amount of air pollution in the city is the large number of cars in use.
- 11 The use of cars and the general lack of fitness of today's city inhabitants are closely

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D**, best fits each space.

Many factors affect your posture – how you stand and move your body. Posture is often (1) to your mood; when you are (2), you stand and sit differently, for example. It is thought that there is also a strong (3) between your posture and the clothes you wear, the job you do and the furniture you use. Bad posture is often (4) to a lifestyle where too much time is (5) sitting down, and lack of exercise. One of the effects of bad posture is aching, tired muscles.

The Alexander Technique is used all over the world as a cure for all kinds of (6) problems. Frederick Alexander spent his life (7) in the study of how we use our bodies, and developed the Alexander Technique, which helps people to learn how to use their bones and muscles correctly, so they are well-balanced around the spine. You can find out how to use this technique yourself in a new book, which (8) useful diagrams and (9) Each chapter (10) a set of exercises, and (11) comments from (12) people who have found the techniques helpful. If you think that any health problems you may be (13) have something to do (14) your posture, try this book. It could (15) a big difference to your life.

- | | | | |
|-------------------|--------------|----------------|----------------|
| 1 A involved | B connected | C attached | D composed |
| 2 A depressed | B distracted | C involved | D attached |
| 3 A connection | B relation | C link | D feature |
| 4 A related | B associated | C contained | D attached |
| 5 A past | B made | C spent | D extended |
| 6 A natural | B physical | C body | D skeleton |
| 7 A composed | B included | C connected | D involved |
| 8 A composes | B contains | C relates | D links |
| 9 A guidings | B leaders | C instructions | D informations |
| 10 A composes | B attaches | C features | D writes |
| 11 A involves | B includes | C interests | D interns |
| 12 A known | B famous | C popular | D favourite |
| 13 A experiencing | B passing | C taking | D diagnosing |
| 14 A about | B for | C with | D of |
| 15 A do | B make | C cause | D improve |



Use your English!

What activities do you do in your life that might cause bad posture? Do you think that a modern city lifestyle can cause posture problems? What do you think people should do about it?

Collocations: expressions with *put*

3 Match the expressions with *put* to their meanings in the table below.

1 put your feet up	a to stop
2 put your foot down	b to risk someone's health, safety or life
3 put something right	c to tidy
4 put someone in danger	d to take a criminal for questioning
5 put something in order	e to express yourself
6 put into practice	f to correct a mistake
7 put someone in touch with	g to insist
8 put something into words	h to arrange a contact
9 put an end to something	i to perform an action
10 put someone under arrest	j to relax

4 Read the text below and write the word which best fits each space. Use only one word in each space.

If your idea of a good weekend is (1) your feet up in front of the TV, then you probably (2) nothing in common with Melanie Carter. She thinks it is fun to throw herself off a high bridge, having nothing but a strong elastic band attached to her foot. She is (3) of many enthusiastic bungee jumpers who (4) their weekends in this way. It looks as if she is putting her life in (5) every time she does it, but it is quite safe. At first you have to learn the correct way to position your body while jumping, and then, after just this short lesson, you can put the theory (6) practice. 'The first time you jump, it is hard to (7) the feeling into words. It is a mixture of excitement and plain fear. Then as you take off, you feel (8) if you are flying. Just for a few minutes you have an idea of (9) it is like to be a bird,' she explained. She has offered to put me in (10) with the people who organise the jumps, but I am not convinced it really is fun. I agreed to go with her one weekend, just to watch.

'Come on George!' she said. 'Now that you (11) seen everyone else try it without (12) themselves any harm, why don't you try it?' Even (13) everyone had obviously enjoyed themselves, I was even more terrified that before. I quickly put an (14) to the discussion, and said that I (15) never jump off a bridge even if my life depended on it. I think I'll go back to my sofa next weekend.

Word formation: adverbs (2)

- 5** Make adjectives from the words in the table. Some words can make more than one adjective. Make an adverb from each adjective where this is possible.

	adjective	adverb
effect		
care		
enthusiasm		
danger		
suit		
self		
fun		
hesitate		

- 6** Write 'adjective' or 'adverb' in the following spaces, and complete the examples.
- If the blank is before a noun, it could be an
A lorry containing chemicals has overturned on the motorway. **DANGER**
 - If the blank is after a verb, it could be an
You should think before answering this question. **CARE**
 - If the blank is before an adjective, it could be an
This job is open to those qualified. **SUIT**
 - If the blank is after the verbs *to be*, *to consider*, *to seem* and verbs of the senses, it must be an
He seemed rather when I asked him how he was. **HESITATE**

- 7** Read the text. Use the word given in capitals at the end of the lines to form a word that best fits each space.

Child of the future

The young girl woke up on a (1) sunny morning. It wasn't a school day, so she could look forward to doing (2) what she liked best. Her family was going just outside the city to the great forest where they would walk under the tall trees, spot wild animals and paddle (3) in the cool river. Every time she went, she felt (4) After all, her parents had told her the (5)-known stories about the old days – before people learned to think (6) about the environment, before people started to use the power of the wind and the sun. (7), it was a dark time when the forests died, rivers ran dry and millions were hungry. The girl was (8) that such things could ever have happened. But there was no need to think about that now – not with such a (9), exciting day ahead. It was so good to be alive, (10) for a child.

BEAUTY
EXACT

HAPPY
LUCK
GOOD
SENSE
FORTUNE
AMAZE

WONDER
SPECIAL

Practice Test 8

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D**, best fits each space. There is an example at the beginning **(0)**.

LONDON'S COCKNEYS

Cockneys have been a **(0) feature** of London life from medieval times and still are today. They were **(1)** the street traders of London, selling goods within the sound of Bow Bells, the bells of a church in the East End of London. 'Cockney' as a term was first **(2)** in the twelfth century, and 'cockney' literally means 'a cock's egg'.

The Cockneys became well known for their **(3)** of humour. They **(4)** pride in their new name and their own secret back-slang language used to fool the police and their **(5)** The world famous rhyming slang, **(6)** colourful words and phrases, was soon **(7)** used at London's markets, fairs and taverns, with new **(8)** being added all the time.

It was customary for every member of the Cockney family to be **(9)** the business. They **(10)** their children up to follow in the tradition and were taught the secrets of the trade at an early age.

They led exciting lives and loved **(11)** competitions which offered prizes. The annual Donkey Carnivals and the Epsom Derby, a yearly horse race **(12)** in May, were events not to be missed. Today, they give up much of their **(13)** time to support all kinds of **(14)** causes and assist in educating both visitors and new **(15)** to the Cockney traditions.

tip

- **Question 7:** Which of the four adverbs collocates with *used*?
- **Question 10:** Which of these verbs can take the preposition *up* to form a phrasal verb? Which of these phrasal verbs is used for parents raising children?

- | | | | |
|-----------------------------|---------------------------|----------------------|-------------------------|
| 0 A link | B relation | C feature | D contained |
| 1 A originally | B finally | C recently | D clearly |
| 2 A appeared | B recorded | C written | D read |
| 3 A feeling | B sense | C way | D quality |
| 4 A had | B put | C took | D were |
| 5 A clients | B customers | C employers | D workers |
| 6 A composed of | B attached to | C related to | D constituted of |
| 7 A widely | B extremely | C highly | D sufficiently |
| 8 A expressions | B presentations | C signs | D voices |
| 9 A connected to | B related to | C attached to | D involved in |
| 10 A grew | B rose | C reared | D brought |
| 11 A co-operating in | B participating in | C striving in | D parting in |
| 12 A held | B happened | C occurred | D was |
| 13 A loose | B spare | C lost | D empty |
| 14 A considerate | B free | C charitable | D compassion |
| 15 A generations | B people | C tourists | D causes |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

BODY LANGUAGE

Body language displays an individual's attitudes, emotions and feelings. It (0) ~~can~~ be shown by such things as folded or relaxed arms, eye contact, relaxed posture, fidgeting and gesturing warmly.

It is important for two reasons. First, people are (16) likely to remember what they see than (17) they hear, and, second, people can lie with words, but not with their body language or facial expressions, as most people make (18) unconsciously.

With positive body language there is a link (19) our interest in the other person and the conversation. It is also very reliable in revealing a person's feelings. For instance, if your arms (20) relaxed, it is a sign of openness. Gesturing or 'talking' with your hands shows involvement (21) the conversation and frankness towards the (22) person. Other examples are putting what you want to say (23) words with a smile and adding humour, as this indicates a warm and personal relationship.

Negative body language can be related to feeling uncomfortable. Negative body language is not (24) reliable a guide as positive body language. Fidgeting, for example, can (25) a sign of boredom, nervousness or impatience. Shaking (26) head or yawning can also be signals (27) boredom or confusion.

To maintain positive body language, it is best to put into (28) the art of maintaining good posture and eye contact. Establishing eye contact, nodding for agreement and smiling can (29) people feel at ease and (30) be a good starting point for healthy relationships.

tip

- **Question 21:** What preposition is used with *involvement* or *being involved*?
- **Question 24:** This gap is part of a comparative structure. The second part of this structure is *as positive body language*.
- **Question 29:** This gap requires a verb that is followed by a bare infinitive, *feel*.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

31 We will go on a package holiday if we can afford it.

enough

Provided , we will go on a package holiday.

- 32 Computer World are supplying our company with computers.
supplied
Our company by Computer World.
- 33 I do not go out very often at night on my own.
hardly
I at night on my own.
- 34 Thanks for reminding me about Louise's birthday – otherwise I would have forgotten it.
not
If you about Louise's birthday,
I would have forgotten it.
- 35 The last time I saw Audrey was when I was in Italy.
since
I I was in Italy.
- 36 I probably forgot to tell you that the report must be finished by Friday.
may
I you that the report must be finished by Friday.
- 37 Unless Charles arrives in the next five minutes, I'm going to leave.
if
I'm going to leave in the next five minutes.
- 38 Write down these directions because you might forget them.
case
Write down these directions them.
- 39 Don't cheat in the exams or they'll punish you.
be
You cheat in the exams.
- 40 I was never allowed to drink soft drinks when I was young.
let
My parents soft drinks when I was young.

tip

► **Question 34:** This is the third conditional. What tense do you have to use with *if*?

► **Question 37:** The *if* sentence will have to be negative because *unless* is always analysed into *if* and *not*.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

SPARE TIME ACTIVITIES

- | | | |
|----|---|------|
| 0 | I have finally been realised that my friends and I all like doing different | been |
| 00 | things in our spare time and have different interests, yet we still have | ✓ |
| 41 | enough in common to remain friends. For example, I spend a lot of | |
| 42 | time in front of my computer. My friends think I am so mad, as none of | |
| 43 | them likes anything to do with the technology. I also do crosswords | |
| 44 | and read when I have had the time. Sabrina likes cooking and sewing. | |
| 45 | She always makes new clothes for herself and her friends, and bakes | |

- 46 the best bread you have not ever tasted. Carl is obsessed with cars and
 47 spends endless hours by repairing his old Mini. He is also keen on
 48 model making and has such a big collection of model cars, which he
 49 started it when he was at University. Peter likes going fishing. He
 50 strongly believes that fishing is more relaxing and is as enjoyable as
 51 diving or swimming. Finally, Louise, is a TV addict and a media
 52 expert. She seems like to know everything about actors, directors,
 53 producers and cinema critics. She is a subscriber to the most cinema
 54 magazines and watches at least four plays every week. I am surprised
 55 how we ever agree on where to go out or what to do despite these
 differences in taste.

tip

- **Question 43:** Articles are quite often the extra word. Remember that we do not use the definite article *the* when we talk generally about something.
 ► **Question 48:** When you use *such* with an adjective you always have a *that* clause following it. Do you have a *that* clause here?

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

THE UMBRELLA

Everyone has an umbrella in their (0) *possession*, but very few of us know that, (56) , umbrellas were used by holy men and (57) people as a means of protection from the sun. Umbrellas started as status symbols for the (58) and honourable members of society. The Ancient Greeks (59) their use and then the Romans used umbrellas to protect themselves from the rain. The (60) of umbrellas into Europe can be traced back thousands of years. For a number of centuries umbrellas became (61) until the mid-eighteenth when they came into fashion again and there was one in every (62) Umbrellas are (63) among the few accessories that are popular with both men and women of all ages and professions. Umbrellas can also function as (64) symbols in countries like England, where they are a feature of people's (65) life.

POSSESS
ORIGIN

INFLUENCE

WEALTH

COURAGE

INTRODUCE

FASHION

HOUSE
DOUBT

CULTURE

DAY

tip

- **Question 59:** This gap requires a verb form. Remember that you need to find the verb formed from *courage* but then you must also put this verb in the right tense.
 ► **Question 61:** Read the sentence carefully. This gap requires a transformation in two stages. First, you need to decide whether the gap has a positive or a negative meaning. Then, you need to add both a suffix and a prefix to the word given.

- Wishes, expressing preference
- Word set: shape, manner, quantity
- Collocations: adjectives and nouns (2)
- Phrasal verbs
- Word formation: two stage transformations
- Practice Test 9

Use of English

Grammar: Wishes, expressing preference

Right or wrong?

Look at these sentences and underline the correct one.

- a) I wish I had taken the job when I first had the offer.
 b) I wish I took the job when I first had the offer.
- a) I'd rather eat in than eat out tonight.
 b) I'd rather eat in than eating out tonight.

Grammar reference

Form	Meaning
Wishes 1 <i>wish</i> + past I wish I had more free time. I wish I were learning faster. Note: <i>If only</i> + past can also express the same idea: If only I had more time! <i>It's (high) time</i> ... can also express a present wish: It's high time you learned to save your money instead of wasting it. It's time I gave up smoking. It's really making me feel bad. 2 <i>wish</i> + past perfect I wish I had listened to my friend's advice. I wish I hadn't been trying to drive so fast. Note: <i>If only</i> + past perfect can express the same idea: If only I had listened to my friend's advice! 3 <i>wish</i> + <i>would</i> + bare infinitive I wish he would stop bothering me. Note: <i>If only</i> + <i>would</i> + bare infinitive can express the same idea: If only he would stop bothering me!	1 Wishes about the present or future. Used to express a regret, or a wish to change a present situation: <i>I wish I had more free time.</i> (I don't have enough free time, and I would like to change this.) 2 Wishes about the past. Used to express a regret about the past: <i>I wish I had listened to my friend's advice.</i> (I didn't listen, and I regret this because of what happened later.) Note: We also say <i>I wish I could</i> ... when we refer to the present: <i>I wish I could stop eating so many chocolates.</i> and <i>I wish I could have</i> ... when we refer to past situations: <i>I wish I could have said goodbye to her before she left.</i> 3 <i>wish</i> + <i>would</i> + bare infinitive is used to express a wish to change a situation, caused by another person, for the present and the future. This is often a habit that another person has, which is annoying to you: <i>I wish he would stop smoking.</i> but can also express a simple wish about the future: <i>I wish they would come for dinner tonight.</i>

Form	Meaning
Expressing preference 1 <i>would rather/sooner</i> + bare infinitive, simple past, past perfect: I'd rather have tea. I'd sooner not go out. I'd rather/sooner you didn't tell anyone. I'd (would) rather you'd (had) told me before. 2 <i>would prefer</i> + infinitive, <i>it + if</i> + past simple I'd prefer (not) to watch TV. I'd prefer to watch TV rather than go out. I'd prefer you (not) to leave now. I'd prefer it if you came early to help me.	These structures are used to express a present or future preference. Note that this form is nearly always contracted. Be careful that the contraction is not mistaken for 'had'. (See the example for the past perfect.) Note: <i>I prefer swimming to jogging</i> is a general statement of preference. <i>I'd prefer to go swimming rather than go jogging</i> is a preference stated at the moment of speaking.

Grammar practice

- 1** Fill in the correct form of the verb in the following sentences. In each sentence, use one of the verbs in the box below:

be gain go have help stop study

- I wish my father telling me what to do.
- I wish I less homework, so that I could go out with my friends more often.
- I wish I so much weight – all my clothes are too tight!
- It's high time I on a diet.
- I wish my teacher me more in class – I find Physics very difficult, and I'm not sure I can pass the exam.
- He wishes he more, so that he could have got into university.
- I wish my little brother more careful with my CD's.

- 2** Write a suitable sentence with *wish* for each of the following situations.

- You share a room with your sister/brother, who is always throwing his/her clothes on the floor.
.....
- Instead of studying for the exams, you went to the beach for the weekend. Now your teacher is disappointed that you didn't get a better mark.
.....
- You've just started a new job. The problem is that your office is very small.
.....
- You went to a party, and stayed until 4.00 am. The next morning you felt very tired.
.....
- Your best friend went to live in another country, but she/he never writes to you.
.....

- 6 You find it very annoying that the school bus never comes on time in the morning.
.....
- 7 Your parents say that you can use their car any time you want, but you haven't got a driving licence.
.....
- 8 You forgot to take your keys with you when you went out. Now you can't get into the house!
.....

- 3 Read the text below and look at the words in italics. Are they correct? If yes, put a tick (✓). If not, correct the mistake.

People often ask me if I (1) *would change* anything about my life. 1 ✓
 I think everyone has done something they wish they (2) *didn't*, or 2
 wish they (3) *had been taken* an opportunity which 3
 (4) *will have been good* for them. I don't think it's worth worrying about 4
 – it's quite normal to have regrets, and I (5) *had* sooner get on with my 5
 life and think about the future. Perhaps there is one thing I regret. I was
 very young, and had just started playing the guitar. My teachers said I was
 talented, and asked me if I would prefer (6) *having* special lessons with a 6
 very good teacher. This meant I had to travel for about an hour after
 school three days a week. At the end of the school day, I was quite tired,
 and most of the time I wished I (7) *hadn't to get on the bus and go to* 7
 my lesson. In fact I wished that my teacher (8) *would come* to my 8
 house instead. I finally gave up the lessons because of this. Today I still
 see my guitar teacher. 'I often wish you (9) *carried* on with those 9
 lessons,' she says. 'I think that if you (10) *had*, you 10
 (11) *are* now be able to make a very successful career out of your music.' 11
 I think she's right. I work in an office now, and wish I (12) *spend* more 12
 time playing music than I do. Sometimes when we are very young, we
 don't always make the best decisions.



Use your English!

Is there anything you regret? What is it? Do you think we can learn from our past mistakes?

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 I don't want to go swimming – I want to play tennis. **prefer**
 I swimming – I want to play tennis instead.
- 2 What a pity there isn't any money left in my wallet! **spent**
 I all my money!
- 3 I'm sorry I can't help you. **wish**
 I help you.
- 4 We should leave now. **time**
 It's

- 5 It's such a pity that only a few people turned up for the lecture. **more**
I wish for the lecture.
- 6 I think the chocolate cake looks better than the ice-cream. **sooner**
I the chocolate cake than the ice-cream.
- 7 It would be better if you didn't bring Mary to the party. **rather**
I bring Mary to the party.
- 8 I'm too unfit to take part in the race. **enough**
I wish to take part in the race.

Vocabulary

Word set: shape, manner, quantity

- 1 In each part, choose the correct word from the box to fill the spaces in the sentences. Then look up the meanings of the other words in your dictionary.

Shape: **body form shape frame outline figure**

- The room has such an awkward that none of my furniture fits.
- As I turned, I saw the of a woman dressed in red.
- The painting showed the of the city in black against the sunset.

Manner: **manner way style method approach**

- There are several of making wine.
- I think the best to solve this problem is to ask John.
- He spoke to me in a very rude

Quantity: **quantity number total sum amount proportion percentage**

- He spent a great of time improving his English.
- The of tourists going abroad is decreasing every year.
- This ring contains only a small of gold, and that's why it is so cheap.

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

Going to work is the single most common trip that people make and causes the greatest **(1)** of overcrowding on the roads. In order to reduce the **(2)** of cars on the roads, the idea of working at home, with all the necessary technology, looks like an attractive alternative **(3)** of doing a job. Work can be done with the help of faxes, phones and e-mail. Imagine that in the future, we won't be spending hours in traffic jams on our way to work, causing stress to our minds and **(4)** , but simply go to work in a room in our house. Our life could change in other **(5)** , too. A trip to the doctor could take several **(6)**; a visit: a video phone call or an e-mail. Soon, we will be doing our shopping by computer, and going to the bank in the same way. There soon will be no need to leave the house for business reasons.

There is a problem with this **(7)** to living. Spending a high **(8)** of our time in the house can cause problems. People get sick of their own house, and need to leave it simply for a change of scene. People like to meet up with their colleagues, because work is more than just work; a significant **(9)** of our time at work is spent socialising. So when you next see the tired **(10)** of commuters sitting in their cars, remember they are there because they prefer to be with other people!

- | | | | |
|-----------------------|---------------------|-------------------|-------------------|
| 1 A quantity | B amount | C sum | D number |
| 2 A total | B sum | C number | D amount |
| 3 A manner | B style | C approach | D method |
| 4 A figures | B shapes | C bodies | D forms |
| 5 A ways | B forms | C amounts | D styles |
| 6 A shapes | B forms | C styles | D ways |
| 7 A method | B way | C approach | D manner |
| 8 A amount | B proportion | C total | D quantity |
| 9 A percentage | B sum | C number | D hours |
| 10 A figures | B shapes | C outlines | D bodies |



Use your English!

What do you think of the idea of studying or working at home in an 'electronic' office? How important is it for you to be with other people?

Collocations: adjectives and nouns (2)

3 Which adjectives can be used with the nouns in the table below? Some nouns can be used with more than one adjective.

Adjectives

extensive minor/major deep high/low considerable
broad chief slim grave

Nouns

accident
tide
reason
danger
industry

chance
discussion
amount
concern

- 4** Read the text below and think of a word from the table above which best fits each space. Use only one word in each space.

Nuclear power has given rise to (1) discussion, ranging from the risk (2) nuclear accidents to pollution caused (3) nuclear waste. There is a great deal of disagreement on the subject, with the supporters claiming that there is a (4) chance of anything as serious (5) Chernobyl ever happening again. They also argue that the (6) reason for using nuclear power is that it is a cheap alternative to fossil fuels. However, the fact (7) nuclear power is now a (8) industry in many countries has caused concern among environmentalists. A nuclear power plant near the sea can cause marine life to suffer. A large (9) of dead fish were recently found floating on the surface of the water at (10) tide. Experts found that they (11) been contaminated by nuclear waste. In addition, several accidents have (12) known to happen, (13) never reach the newspapers. Such small incidents, if they happen frequently enough, are a (14) danger to local inhabitants, who may become ill only (15) many years have passed.



Use your English!

What sources of energy are used in your country? Do you agree with the environmentalists or the supporters of nuclear energy in the text?

Phrasal verbs

- 5** Complete the table by adding the missing prepositions.

verb	preposition	meaning
pass		to send/give something to the next person
hand		to give or leave to future generations
look		to take care of something or someone
take		to accept responsibility for something
take		to start to like someone or something
leave		to not include something
look		to have respect for

- 6** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- This ring has been passed from one generation to the next. **handed**
This ring from one generation to the next.
- Please read this notice and then give it to the next person on the list. **pass**
Please read this notice and then to the next person on the list.
- Who is going to take care of the children when I go out? **look**
Who is going when I go out?
- He had great respect for his History teacher. **looked**
He his History teacher.

- 5 I got on with Sarah from the very beginning. **took**
I from the very beginning.
- 6 When my boss retires I'm going to be responsible for the business. **on**
When my boss retires, I'm the business.
- 7 When you write the guest list for the party, remember to put in my name! **out**
When you write the class list for the party, don't !

Word formation: two stage transformations

- 7 In Part Five of the Use of English for some of the gaps you need to make only one change to the word given. For some of the words given, however, you will need to make two changes. Fill in the gaps in these tables.

Verb	Noun	Negative noun
approve	approval	disapproval
employ		
obey		

Noun/Verb	Adjective	Negative adjective	Negative adverb
fortune	fortunate	unfortunate	unfortunately
care			
hope			

- 8 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

One of the most well-known aspects of life in Britain is the weather, and more (1), the rain. In fact, the tendency of the British weather to be (2) is surprisingly annoying. During the summer, it is impossible to know what clothes to wear if you are going out. It is (3) to take an umbrella, a sweater, a jacket, a raincoat, and possibly even a pair of shoes just in case your sandals, and therefore your feet, get wet. Some of the (4) -laid plans for picnics and country walks are often completely (5) because you have (6) forgotten to take the weather into consideration. I have childhood memories of sitting in our car, staring (7) out of the window at the rain (8) pouring down onto the beach where I had hoped to build sandcastles and go swimming. The famous tennis championship held at Wimbledon each year is also a victim of the British weather. The rain makes the tennis courts (9) difficult to play on, so many matches are postponed until the sun shines again – but we can never be sure when that will be. It also doesn't help matters when there is usually considerable (10) amongst the weather forecasters!

**SPECIFY
PREDICT**

ADVICE

**GOOD
CONCEIVE
FORTUNATE**

**MISERY
END**

POSSIBLE

AGREE

Practice Test 9

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

SEAHENGE

Archaeologists have found wooden posts in the (0) *shape* of a circle, on a beach in Norfolk in England. They were (1) after strong winds blew away the earth that had been covering them. The fifty-five posts are (2) in Britain, and they are the best-preserved example of a Bronze Age wooden circle in Europe. They are estimated to be from around 2000 BC, which puts them at a (3) time to Stonehenge, which explains why they were (4) Seahenge.

The find has caused many (5) among archaeologists, who do not all agree on why the site was placed where it is. Forty (6) ago Seahenge would have been further away from the sea rather than on the beach as it is now. Excavations suggest that the site was (7) a kilometre away from the sea, but the sea (8) covered it and hid it from view.

Now the archaeologists have to work fast to (9) Seahenge. The circle could be destroyed by waves now that it is not protected by earth, and (10) tides will not help, either. In order to protect the site, it was decided to (11) the posts despite people's objections. After much (12) , work continued and archaeologists have (13) the posts by putting them in water tanks. After the wood has been cleaned, examined and studied, it is (14) that Seahenge will be returned to a place near its original site, and go on (15) display.

- | | | | |
|----------------|---------------|-----------------|----------------|
| 0 A body | B frame | C way | D shape |
| 1 A created | B positioned | C discovered | D invented |
| 2 A single | B only | C unique | D alone |
| 3 A similar | B same | C like | D alike |
| 4 A identified | B named | C known | D titled |
| 5 A statements | B discussions | C conversations | D arguments |
| 6 A periods | B ages | C times | D centuries |
| 7 A located | B made | C created | D put |
| 8 A generally | B gradually | C leisurely | D deliberately |
| 9 A liberate | B save | C free | D release |
| 10 A low | B wide | C broad | D base |
| 11 A renovate | B remove | C rearrange | D reorder |
| 12 A complaint | B strike | C protest | D reason |
| 13 A guarded | B preserved | C cured | D continued |
| 14 A wished | B relied | C hoped | D remarked |
| 15 A common | B free | C open | D public |

tip

- **Question 3:** Which of the four options is followed by the preposition *to*?
- **Question 10:** Which of these adjectives collocates with *tide*?
- **Question 12:** The noun following *much* will have to be uncountable. Which of the four nouns is an uncountable noun?

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

CULTURE SHOCK

Culture Shock is the name given to describe the range (0) *of* reactions and emotions we experience when we find ourselves in a new and unfamiliar environment. People sometimes choose to (16) their homeland to work or study in another country, but the important differences in lifestyle in the new country (17) be confusing. The new customs challenge your ideas of normal standards of behaviour. The (18) common areas of difference are language, food and eating habits, climate, and hours of working, eating and sleeping. Initially, (19) is a lot of excitement about moving to and living (20) a new country. People look (21) to meeting new people, seeing new places and having new experiences. Unfortunately, the very newness of everything can lead (22) Culture Shock. What (23) looked exciting can soon look frightening, and people start to feel lonely, homesick, and over-react to trivial events. Generally, they think that they would (24) have stayed in (25) own country.

It is important to remember that although things might be different, they ~~are not necessarily wrong or worse~~ (26) ~~what you are used to~~. Gradually, people start to settle into their new life and find that not only are they enjoying it, (27) it is broadening their horizons, too. *Strangely enough, people returning to their home country from abroad often have very similar difficulties getting* (28) to a new lifestyle. Their happiness at being in familiar surroundings and seeing (29) family again soon wears off, and they start to wish they (30) stayed where they were.

tip

- Question 24: How can we express preference using *would*?
- Question 30: What verb form do we use with *wish* when we express a regret about the past?

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.
at
Rachel's train *arrives at* 9.05.

- 31 I regret not taking that job I was offered.
had
I that job I was offered.
- 32 Carl is bound to be thirsty after driving so far in this hot weather.
doubt
There is be thirsty after driving so far in this hot weather.

33 Is English compulsory at this school?

have

Do English at this school?

34 It's a shame you didn't ask me five minutes ago.

only

If me five minutes ago.

35 She often asks indiscreet questions, which is very annoying.

wish

I indiscreet questions.

36 I don't want you to invite Carl to the party on Saturday.

rather

I invite Carl to the party on Saturday.

37 How can you bear so much noise when you're working?

put

How can you noise when you're working?

38 I'd rather have pasta than potatoes.

prefer

I'd potatoes.

39 Graham was robbed of his wallet in the car park.

had

Graham in the car park.

40 I hope to see you soon.

look

I you soon.

tip

► **Question 34:** How can we express a wish using *only*? Note that we regret having done something in the past.

► **Question 39:** The original sentence is in the passive and it describes a misfortune that happened to Graham. How can you use *have* to express this misfortune?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

A TERRIBLE JOURNEY

- 0 A couple of years ago since, I travelled from Athens to Lisbon in
 00 Portugal, by plane. What should have been a pleasant journey was
 41 in every fact, a nightmare. The plane was two hours late taking off,
 42 and the stewardesses had just begun serving the breakfast,
 43 when the Italian pilot told us that we had to return back to Athens
 44 airport as there was a bomb on the plane. Many of the passengers
 45 started to panic, but surprisingly enough, I too felt very calm. I did
 46 not believe there was a bomb on the plane, and I was hungry and
 47 upset that they had taken away my own breakfast. Three hours later,

since

✓

.....

.....

.....

.....

.....

.....

.....

- 48 we reached to Athens, where there was a power cut, the
 49 air conditioning system was out of the order and it was boiling hot.
 50 We eventually took off for Rome, where because of the delay, I had
 51 missed my connecting flight through to Lisbon. I spoke to airline
 52 staff, and managed to get on a flight to Madrid in Spain, where I had
 53 been to wait to get a flight to Lisbon. After a journey of twenty eight
 54 hours, I finally arrived at the Lisbon airport, only to find that my sister
 55 had already left, and one of the airlines had been lost my luggage.

tip

- ▶ **Question 42:** When can we use the definite article *the* with *breakfast*?
- ▶ **Question 45:** Read the sentence carefully. The extra word is contradicting what has been said earlier in the sentence.
- ▶ **Question 48:** What is the difference between *arrive* and *reach*? Which of the two is not followed by a preposition?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

THE RED PLANET

Of all the planets, man has always shown a **(0) preference** for Mars. It is the **(56)** planet from the Sun, and was named after the Roman god of war. The red planet has always attracted the **(57)** of science-fiction writers, **(58)**, the media and the public. Stories of little green men who land on Earth and **(59)** the lives of humans are numerous. The most famous of them is *War of the Worlds*, by H. G. Wells, which caused **(60)** panic when it was first broadcast on American radio in 1938. Many ancient civilisations believed that alien beings with **(61)** intelligence used Mars as a base to visit Earth. It's a common **(62)** that they have **(63)** visited us over thousands of years. However, they have somehow cleverly avoided **(64)** by any radar system on Earth and we have never been aware of their **(65)** or departure.

PREFER
FOUR
ATTEND
ASTRONOMY
DANGER

SPREAD
EXCEPT
BELIEVE
REPEAT
DETECT
ARRIVE

tip

- ▶ **Question 58:** This gap requires the formation of a noun. Don't forget to check whether you need the singular or plural of the noun formed.
- ▶ **Question 59:** You will need to add the right prefix to the word given.
- ▶ **Question 63:** This gap is just before the main verb. Think of what part of speech is usually found in this position. A transformation in two stages is required here.

- Adjectives and adverbs
- Word set: time, position, activity
- Collocations: verbs and nouns (3)
- Phrasal verbs
- Word formation: noun suffixes (1)

Grammar: Adjectives and adverbs

Right or wrong?

Look at these two sentences and underline the correct one.

- a) The camera was too complicated for me to use it.

b) The camera was too complicated for me to use.
- a) It was such delicious soup that we all had two helpings.

b) It was such a delicious soup that we all had two helpings.

Grammar reference

Adjectives	Adverbs	Comparison of adjectives and adverbs
Comparative		
1 one syllable words add -er: <i>fast > faster</i>	1 all adverbs add <i>more</i> to the adverb form: <i>cheaply > more cheaply</i> <i>carefully > more carefully</i>	1 <i>than</i> is used when comparing two things that are different: <i>Flying is faster than driving.</i> <i>Bangkok is more polluted than Paris.</i>
2 a word ending in one vowel and one consonant double the consonant and add -er: <i>big > bigger</i>	2 be careful of irregular adverbs: <i>well, badly, fast, hard, high, low</i> : add -er to the word: <i>better, worse, faster, harder, higher, lower</i>	2 use <i>as... as</i> when the two things being compared are similar: <i>Helen is as big as Maria.</i> A comparative form is not used. Compare with: <i>Helen is no bigger than Maria.</i>
3 2 syllable words add -er or <i>more/less</i> : <i>polite > more polite</i> <i>gentle > gentler</i>		3 <i>the (comparative) ... the (comparative) ...</i> is used to show two things changing: <i>The less exciting the book is, the more sleepy I become.</i> <i>The more quickly I work, the more easily I make mistakes.</i>
4 adjectives ending in <i>y</i> : change - <i>y</i> to - <i>i</i> and add -er: <i>angry > angrier</i>		
5 3 or more syllables: add <i>more/less</i> to the adjective: <i>intelligent > more intelligent</i>		
6 Irregular forms: <i>far > further</i> <i>good > better</i> <i>bad > worse</i> <i>little > less</i> <i>much/many > more</i>		

Superlatives 1 as for comparisons, but add <i>-est</i> to one syllable words, and <i>the most</i> to other words: <i>fast > fastest</i> <i>polite > the most polite</i> 2 Irregular forms: <i>good > the best</i> <i>bad > the worst</i> <i>little > the least</i> <i>much/many > the most</i> <i>far > the furthest</i>	1 add <i>the most</i> to the adverb: <i>cheaply > the most cheaply</i> 2 irregular adverbs: <i>well > the best</i> <i>badly > the worst</i> <i>hard > the hardest</i>	1 used to compare three or more things: <i>Mount Everest is the highest mountain in the world.</i> <i>John plays the piano the best of all students.</i> 2 the phrases <i>of all</i>, and <i>in the world</i> are sometimes used with the superlative. (See above examples) 3 <i>the</i> (superlative) ... + present perfect: <i>That was the best film I have ever seen.</i>
so/such with adjectives and nouns We use <i>so</i> and <i>such</i> to say that something is similar to something we have already mentioned. 1 <i>so</i> is used with adjectives and adverbs 2 <i>such</i> is used with nouns 3 be careful with uncountable nouns. Do not use an article.	1 <i>so ... that</i> <i>He was singing so loudly that he didn't hear the phone ring.</i> <i>He was so tired that he couldn't walk any further.</i> 2 <i>such ... that</i> <i>It was such a hot day that we decided to go to the beach.</i> <i>They were such good students that they all passed the exam.</i> 3 <i>It was such lovely weather that we had our lunch outside.</i> <i>She has such long hair that she can actually sit on it!</i>	
too, enough and very 1 <i>This room is too hot – please open the window!</i> 2 <i>This room is very hot.</i> (But there may not be a problem) 3 <i>I can't understand you – you're talking too quickly.</i> 4 <i>You're talking too quickly for me to understand you.</i> Note: In this construction, we can omit the pronoun after the infinitive: <i>The machine was too complicated for me to use.</i> Compare with: <i>The machine was so complicated that I couldn't use it.</i> 5 <i>She isn't running fast enough to win the race.</i> (Compare with <i>She's running too slowly to win the race</i>, which means the same.) 6 <i>I didn't have enough money to pay for the tickets.</i>	1 <i>too</i> has a negative meaning – 'more than is acceptable' 2 <i>very</i> simply means 'a lot' 3 <i>too</i> + adjectives/adverbs this is used to show a problem of some kind 4 <i>too ... (for) ... to ...</i> This is used to describe the problem and its result 5 <i>not enough</i> + adjective/adverb ... <i>to ...</i> the adjective/adverb comes before <i>enough</i> 6 <i>enough</i> + noun the noun comes after <i>enough</i>	

Grammar practice

- 1** Complete each sentence using one of the words from the box. Make any necessary changes to make a correct sentence. Use each word once only.

complicated fast long easy difficult tasty slim bad

- 1 Peter managed to do the test than he had imagined. He thought it was going to be quite difficult.
- 2 The I sleep, the it is for me to wake up.
- 3 She looks much now that she has been on a diet.
- 4 There's nothing than feeling lonely.
- 5 food I have ever had was when Susan cooked an Italian dinner.
- 6 Don't walk so ! I can't keep up with you.
- 7 The instructions for my new video are much than for the old one.

- 2** Write *too*, *very*, *so*, or *such* in the gaps in the following sentences. Be careful to add any other words you might need.

- 1 Their living room is large. I think they could have a party for 200 people there!
- 2 We had money left after our holiday that we could afford to go out for a meal.
- 3 He gave us confusing information, that we got lost after 5 minutes.
- 4 The car was going fast to stop before it hit the tree.
- 5 She was wearing beautiful dress that everyone stopped to stare.
- 6 He was doing well in his lessons that the teacher moved him to a higher class.
- 7 I studied hard. I knew I could easily pass the exam.
- 8 I've been busy today to stop and have anything to eat.
- 9 The film was good. In fact it was one of the best I have seen for ages.
- 10 I had great time last night that I've told everyone about it.

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 She is too short to reach the top shelf. **tall**
She reach the top shelf.
- 2 David was such a bad driver that Sally would always take the bus. **so**
David that Sally would always take the bus.
- 3 I was running too slowly to catch up with the man in front of me. **enough**
I to catch up with the man in front of me.

- 4 The hotel is not as big as I expected. **than**
The hotel I expected.
- 5 The weather was so wet that we had to put off our trip. **such**
It was that we had to put off our trip.
- 6 There isn't a better place than this to eat Chinese food. **the**
This to eat Chinese food.
- 7 I've managed to cook for 10 people. **enough**
There is 10 people.

- 4 Read the text below and look carefully at each line. Some lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number. If a line has a word which should not be there, write the word in the space at the end of the line.

One of the most fastest growing areas of interest on the Internet	1
is health. The problem is that the websites are so numerous in that	2
it is a hard job to know where to start. As well as the more respectable	3
sites, there are also the sites just wishing to sell you the more latest pills	4
and therapies. In addition, there are the far more than dangerous sites	5
that mean well, but do not give an enough accurate and reliable	6
information. Such as information could do more to harm patients	7
than cure them. However, the results of a survey recently carried	8
out show that most people are using the Internet to find out the more	9
detailed facts about their frequently occurring health problems, once	10
they have been diagnosed by their family doctor. One new idea is to have	11
doctors in website chat rooms, where a person can talk the more easily to	12
a doctor about problems and get such a good and quick advice that they	13
do not need to go outside their house. However, the problem is that the	14
more as often patients consult their doctors in this way, the more likely it	15
is that the personal contact of between patient and doctor will be lost.	16

Vocabulary

Word set: time, position, activity

- 1 In each section, choose the correct word from the box to fill the spaces in the sentences. Then look up the other words in your dictionary.

Time: **times age period phase moment occasions instant**

- 1 I have been to her house on many
- 2 Ignore his bad temper – it's just a he's going through.
- 3 In ancient people were much closer to nature and understood ecology better.

Position: **activity function event actions performance act**

- 1 All kinds of sporting are available at the hotel.
- 2 Until you are 18, your parents are responsible for your
- 3 Donating all his money to orphans was an of great kindness.

Activity: **position location situation spot site venue**

- 1 I know the perfect for our picnic.
- 2 It put me in a very difficult when he asked me for money.
- 3 You need to find a way out of this very complicated

- 2** Read the text below and decide which answer **A, B, C,** or **D** best fits each space.

The (1) of the most famous musical (2) of the 1960's was somewhere in New York State, and the (3) for the concert was a farmer's field. Almost half a million people went to Woodstock in 1969, to see (4) from the most famous folk and rock musicians of the (5) From the (6) the first artist appeared on stage, the crowd began to cheer, and in an (7) , a legend was born. The audience as well as the musicians became more famous than they could have imagined, for Woodstock became the symbol of the 60's, a (8) of freedom for the youth of those days.

Today the (9) of the original concert is farmland again, and in these times of advanced technology and fast pace of life, the days of Woodstock seem to belong to a forgotten (10) in history.

- | | | | |
|----------------------|--------------------|-----------------------|---------------------|
| 1 A position | B venue | C situation | D condition |
| 2 A function | B instance | C event | D activity |
| 3 A position | B site | C occasion | D condition |
| 4 A practices | B actions | C performances | D activities |
| 5 A period | B moment | C phase | D instant |
| 6 A occasion | B moment | C instance | D period |
| 7 A instant | B time | C eyesight | D stimuli |
| 8 A age | B situation | C occasion | D time |
| 9 A place | B site | C spot | D position |
| 10 A age | B situation | C occasion | D place |

Collocations: verbs and nouns (3)

- 3** Underline the correct verb in each of the sentences below.

- 1 He cut/broke his promise and I don't trust him any longer.
- 2 The tradition of Valentine's Day has/begins its origins in Roman times.
- 3 Entering/Joining the army is now a good career opportunity.
- 4 As Kate is very fast, she is expected to open/break the record for the 100 metres tomorrow.
- 5 We gain/reach most of our knowledge of the world when we are at school.
- 6 It is unfortunate that students can pass/experience such stress during exams.
- 7 Laws are made to be broken/avoided, so the saying goes.

- 4 Read the text below and write the word which best fits each space. Use only one word in each space.

NATIONAL SERVICE

Many countries still have National Service, where all young men must (1) the army for some time. This practice (2) its origins in the Second World War, and was started to make sure that all citizens (3) enough knowledge of military matters in case such a war ever broke (4) again.

In the United States during the Vietnam War, many men (5) the law by burning the letters ordering them to become soldiers, and some even left the country (6) avoid national service. The vast (7) of soldiers returning from the war have (8) such stress (9) they took a long time to adjust to normal life.

In some countries, such as Israel, women are also required to do national service. These women (10) the same clothes, carry the same weapons and (11) the same jobs (12) the men. If our present government (13) its promise, we will soon see women in our army. Many women who (14) to feminist groups are trying to get the government to (15) direction on this law, because they believe that women should not be forced into a male world.

Phrasal verbs

- 5 Complete the table by adding the missing prepositions.

verb	preposition	meaning
throw		to get rid of something you don't need
put		to connect someone by telephone
go		to explode, or make a sudden noise
burst		to suddenly start crying, or laughing
catch		to become accepted, fashionable
point		to explain, draw attention to something

- 6 Read the text below and think of the word which best fits each space. Use only one word in each space.

I once had a very embarrassing experience. It all started when I woke (1) late because my alarm clock hadn't (2) off, and so I overslept for two hours. I realised that I would be very late for an important class that day. I also had to (3) in some homework that was already late. I knew I would be (4) for big trouble! I jumped (5) of bed and got dressed very quickly. Then, when I was packing my bag, I couldn't find the homework. I looked (6) it everywhere, but finally came (7) the conclusion that my mother must have thrown it (8) I tried to phone her at her office but the receptionist wouldn't put me (9) to her because she was in an important meeting. I ran (10) the bus stop, wondering what I would say to my teacher. I got (11) school, and raced up the stairs to my classroom. I entered the room, and was just about to apologise (12) being late when everyone (13) out laughing. I had no idea what was so funny. My teacher was kind enough to point (14) that I had put both my shirt and my jeans on inside out. 'An interesting new fashion,' he said. 'But I don't think it will (15) on!' Because everyone was laughing so much, he forgot to ask me for my homework, so I suppose one good thing happened that day.

Word formation: noun suffixes (1)

7 Make nouns from the verbs in the tables.

verb	noun	verb	noun
act	actor	participate	
employ		organize	
drive		decide	
correspond		excite	
type		refuse	

8 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

It can be a great (1) if you spend a lot of money on something, and find that it is (2) The following information may help you if you have bought a computer by mail order, and find on its (3) that it doesn't work. First, check you've followed the set up procedures (4) You should also phone the manufacturer for help to get your system working. (5) a specialist computer (6) is another possibility. If it still doesn't work, you can return the goods within seven days and claim a refund under the (7) of the guarantee. The supplier is obliged to pay for the cost of return postage and must make arrangements for the (8) of the computer. You must make it clear that you find poor quality goods (9) Often getting a computer started seems (10) difficult, but it is always worth the effort.

**DISAPPOINT
FAULT**

**ARRIVE
CORRECT
CONTACT
CONSULT**

PROVIDE

**COLLECT
ACCEPT
POSSIBLE**

Practice Test 10

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space. There is an example at the beginning (0).

THE RAINFORESTS

Tropical rainforests are (0) *found* in regions where there is a (1) annual rainfall and the climate is hot and steamy. It is impossible to (2) the beauty of rainforests on film or describe it to someone who has never been to one.

The Amazon rainforest is the oldest and largest forest (3) in the world. It is also the richest and most (4), containing millions of species, half of which have not yet been (5) by scientists. A (6) acre of forest in the Amazon may contain 250 or more tree species, (7) a dozen in any acre of woods in the north eastern United States. About 1400 bird species have been (8), while in the Amazon river itself there are 2500 species of fish, (9) piranhas, eels and dolphins. The (10) of rainforests began in the 1950's. Trees were cut (11) to use the wood to build houses, to (12) furniture, to provide farmland and make room for roads. It has been (13) that nearly half the world's rainforests have been destroyed in fifty years.

The United Nations Conference, (14) in Rio in 1992, laid principles for the protection of the environment and suggested that nations should take (15) to limit the damage done to rainforests.

- | | | | |
|-------------------|---------------|---------------|--------------|
| 0 A located | B found | C built | D made |
| 1 A high | B tall | C large | D huge |
| 2 A hold | B capture | C create | D do |
| 3 A section | B place | C field | D area |
| 4 A different | B various | C varied | D distinct |
| 5 A kept | B recorded | C written | D explored |
| 6 A original | B common | C ordinary | D typical |
| 7 A compared with | B opposed to | C objected to | D opposite |
| 8 A researched | B invented | C known | D identified |
| 9 A containing | B including | C consisting | D comprising |
| 10 A ruin | B destruction | C damage | D demolition |
| 11 A up | B off | C down | D in |
| 12 A make | B do | C construct | D build |
| 13 A estimated | B considered | C valued | D thought |
| 14 A happened | B occurred | C held | D arranged |
| 15 A moves | B steps | C movements | D ways |

tip

► **Question 1:** Read the four options carefully. Think of an adjective expressing degree that can be used with *rainfall*. Be careful not to choose a word that might be correct in your own language but not in English.

► **Question 4:** Can we have all these four adjectives in the superlative? Which of these four options can we have in the superlative and means 'consisting of many different kinds'?

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

FLYING

Travelling by plane has become the most popular means (0) *of* getting quickly from one place to another, for (16) business and pleasure. This preference for travelling by plane has led to an improvement (17) the quality of service offered (18) a flight.

Nowadays most airlines offer their passengers a choice of meals, including vegetarian food, all of (19) is of a much higher standard than it was ten years (20) The type of meal offered depends (21) the time of day of the flight and meals are always followed (22) tea, coffee or refreshments. Proper cutlery is also used now by most airlines, (23) of the plastic variety that was used in the past.

After your meal, you (24) stretch out and relax in your comfortable (25) On long flights, the ever-smiling stewardesses will bring you a pillow or blanket if you wish to (26) to sleep or you can sit back and watch videos of (27) latest films. Drinks and duty-free goods are also brought to you in the comfort of your own seat and (28) are magazines and newspapers provided free for you to read (29) board. High quality service can definitely add (30) the enjoyment of flying.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.
at
Rachel's train *arrives at* 9.05.

- 31 I thought the train journey would take longer than it did.
as
The train journey didn't take it would.
- 32 As you practise, you get better.
more
The you get.
- 33 The last time I went riding was twenty years ago.
for
I twenty years.

tip

► **Question 16:** We use this word to talk about two things, two people, two situations etc, together. In this case, the two things are *business* and *pleasure*.

► **Question 29:** We use this prepositional phrase when we are travelling by ship or plane.

tip

Remember to:

- look to see if you need the opposite of a word in the first sentence. For example, in question 36, you do not need to use the word *cheaper* in the new sentence. What is the opposite of *cheaper*?
- think about tense changes. In sentence 37, the tense used in the original sentence is not the same tense that will be used in the second sentence. Which tense shows an event is connected with the present, because the result of the event is present?

- 34 'If you needed the car, you should have asked me first,' Rose said to her son.

without

Rose criticised her son for having
..... her first.

- 35 It took George a long time to recover from his illness.

over

It took George a long time his illness.

- 36 Have you got a cheaper model than this?

least

Is you have?

- 37 Why didn't you tell me about her illness before?

should

I about her illness before.

- 38 Waiting in the queue made him very impatient.

more

The impatient he became.

- 39 Will you help me with my homework?

give

Will you with my homework?

- 40 I don't think Jenny can deal with this project.

capable

I don't think Jenny with this project.

tip

► **Question 32:** Which comparative structure do we use with *the* when two things change at the same time?

► **Question 40:** Think of the preposition that we use with the adjective *capable*. What verb form do we need after adjective and preposition?

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

A PICNIC

- | | | |
|----|--|-----|
| 0 | After finally finishing our exams, my friends and I decided to go on a | ✓ |
| 00 | picnic the last Saturday. It was a big mistake and everything went | the |
| 41 | wrong from the very beginning. We had arranged to meet at half past | |
| 42 | eight so that we could make up an early start. The place we would go | |
| 43 | to is a more two hour drive from the city centre. Keith, who was going | |
| 44 | to drive us there, was overslept and we set off nearly two hours later | |
| 45 | than we had planned. It was Saturday and there was a heavy traffic, | |
| 46 | which also it held us up. After driving for about an hour, the car broke | |
| 47 | down and we had to call Paul, who is a mechanic, to come to our own | |
| 48 | rescue. It took Paul more than an hour to get to the highway and about | |

- 49 an hour and a half to repair the car. By the time we arrived at
 50 our picnic spot, it was late afternoon and the weather was quite a
 51 cloudy. We have got all the food out of the car and a blanket to sit
 52 on but were immediately invaded by insects, who wanted to share
 53 with the picnic. Then it started to rain heavily and we had to put
 54 everything back in the car and will drive home. I must admit it
 55 wasn't exactly how I had imagined the picnic it would be.

tip

- **Question 42:** *Make up* is a very common phrasal verb. Read the sentence carefully and check if you need the phrasal verb or just the verb *make*.
 ► **Question 45:** Is *traffic* a countable or uncountable noun? Can we use the indefinite article *an* with it?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

SUCCESS

One person's **(0)** *definition* of success is nearly always different from another's.
(56) ,owning your own home, having an expensive car, being
(57) secure and finding a good job with chances of
(58) are what most people define as success. It is a common truth
 that success does not always bring everyone personal **(59)**
 Successful people often have to work **(60)** or spend a lot of time
 away from home. Their **(61)** to their family life is kept to a
 minimum and as a result there are **(62)** and arguments. Family
 problems, physical exhaustion and pressure at work are the most commonly
 recorded **(63)** among business executives.
 It is quite **(64)** to have a balanced family life and a
(65) career and it cannot be achieved without making sacrifices.

DEFINE
 GENERAL
 FINANCE
 PROMOTE
 HAPPY
 TIME
 CONTRIBUTE
 UNDERSTAND

COMPLAIN
 CHALLENGE
 REWARD

tip

- **Question 57:** This gap requires an adverb. The word given is a verb (*finance*) so you will need to form the adjective first and then add the right suffix. This is a transformation in two stages.
 ► **Question 63:** You will need to form a noun from the verb *complain*. Think of how this noun is formed. Do not forget to check whether you need the noun in singular or plural.

- Reported speech
- Word set: speaking
- Collocations: expressions with *take*
- Word formation: noun suffixes (2)
- Practice Test 11

Use of English

Grammar: Reported speech

Right or wrong?

Look at these sentences. Which of the sentences below (a or b) has the same meaning?

- 1 'I would like a glass of water,' he said.
 a) He said he would like a glass of water.
 b) He said he would have liked a glass of water.
- 2 'How far is the hotel from the airport?' he asked the receptionist.
 a) He asked the receptionist how far was the hotel from the airport.
 b) He asked the receptionist how far the hotel was from the airport.

Grammar reference

Direct statement	Reported statement
No change in tense Present Simple, Present Continuous, Present Perfect 'The city is crowded.'	<i>He says the city is crowded.</i> <i>He is saying that the city is crowded.</i> <i>He often said that the city is crowded.</i>
Change in tense Present simple → 'The city is crowded.' 'I play the piano.' Past simple → 'I didn't go out.' Past continuous → 'I wasn't cheating .' Present perfect simple → 'I haven't seen him.' Present perfect continuous → 'I have been working all day.'	Past simple <i>He said the city was crowded.</i> <i>He said he played the piano.</i> Past perfect <i>He said he hadn't gone out.</i> Past perfect continuous <i>He said he hadn't been cheating.</i> Past perfect simple <i>He said he hadn't seen him.</i> Past perfect continuous <i>He said he had been working all day.</i>
Modal verbs 'I will help you.' 'I can help you.' 'I may come later.' 'I must go to the bank.'	<i>He said he would help me.</i> <i>He said he could help me.</i> <i>He said he might come later.</i> <i>He said he had to go to the bank.</i>
Other changes this/these here now yesterday tomorrow	that/those there then the day before the next day

Direct statement	Reported statement
'I hadn't been there before.' 'I would like a coffee.' 'I 'd rather stay here.' 'You 'd better leave.'	NO CHANGE IN TENSE <i>He said he hadn't been there before.</i> <i>He said he would like a cup of coffee.</i> <i>He said he'd rather stay there.</i> <i>He said I'd better leave.</i>

Reporting questions Direct question	Reported question
Present Simple 'Are you American?' Past Simple 'Did you see the Eiffel Tower?' Present Perfect Simple 'Have you fed the cat yet?' Present Perfect Continuous 'Have you been smoking?'	Past Simple <i>He asked me if I was American.</i> Past Perfect Simple <i>She asked if I had seen the Eiffel Tower.</i> Past Perfect Simple <i>Mum asked me if I had fed the cat.</i> Past Perfect Continuous <i>Dad asked me if I had been smoking.</i>

Notes:

- There is no change in tense in reported speech when what is said is still true or is always true:
 'I **live** in Paris.' > He said he **lives** in Paris.
 'The Earth **goes** round the Sun.' > He said the Earth **goes** round the Sun.
 If what is said is clearly untrue, the tense changes:
 'Elvis Presley **is** still alive.' > He said Elvis Presley **was** still alive.
- There is no tense change when we report wishes or preferences:
 I wish he **was** with me now. > She said she wished he **was** with her now.
 I **would prefer** to go to Paris. > He said he **would prefer** to go to Paris.

Grammar practice

- Change each of the sentences below into reported speech.

- 'I practised my French while on holiday in Normandy,' I told Anna.
 I told Anna that I had practised my French while on holiday in Normandy.
- 'I can't speak French,' she told me.

- 'I wish I had learnt French at school,' she told me.

- 'I would like to learn it,' she said.

- 'In fact, I'm going to enrol on a course next month,' she said.

- 6 'My friend lent me a French dictionary yesterday,' she said.
.....
- 7 'I'm really looking forward to going back to school,' she said.
.....
- 8 'Now I must find some money to pay for the course!' she said.
.....

2 Change each of the **questions** below into reported questions.

- 1 'What kind of films do you like?' she asked me.
.....
- 2 'Have you seen the new Star Wars film?' I asked her.
.....
- 3 'Will you be at home tomorrow?' he asked them.
.....
- 4 'Do you often go to the beach?' she asked me.
.....
- 5 'Where did you find this book?' the teacher asked me.
.....
- 6 'Who is your teacher?' I asked them.
.....
- 7 'How many brothers have you got?' He asked us.
.....
- 8 'Can you help me?' I asked him.
.....

3 Write each of the sentences below in reported speech.

- 1 'Would you like another biscuit?' he asked me.
.....
- 2 'You must always do your homework on time,' he often says.
.....
- 3 'I may be able to do it,' she said.
.....
- 4 'I'd rather watch the match on TV,' he said.
.....
- 5 'Have you been waiting long?' he asked her.
.....
- 6 'I had never tried skating before that day,' she told us.
.....
- 7 'What were you doing all day yesterday?' I asked her.
.....
- 8 'I'll give you a lift,' he told me.
.....

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 'Can you please bring back the book?' Charles asked Susan. **if**
Charles bring back the book.
- 2 'He probably isn't at home,' said Mary. **that**
Mary said at home.
- 3 'There were only a few people at the concert,' Robert told us. **many**
Robert told us people at the concert.
- 4 'Did you have a good time at the party?' I asked Helen. **she**
I asked Helen a good time at the party.
- 5 'Why isn't there any food in the fridge?' my mother asked me. **no**
My mother asked me why food in the fridge.
- 6 'Do crime novels interest you?' the teacher asked Georgia. **was**
The teacher asked Georgia crime novels.
- 7 'I'll phone you later, Jane,' he said. **told**
He her later.
- 8 'You played very well, Nadia,' said the music teacher. **told**
The music teacher very well.

- 5** Read the text below and think of the word which best fits each space. Use only one word in each space.

A few years ago I had the unique opportunity to do a parachute jump. My uncle is an Air Force pilot, and he invited me to join him on a flight, but he didn't tell me I (1) going to jump out of the plane.

We sat in our seats and fastened our seat belts, and the engines started. When we were at 30,000 feet, my uncle said that he (2) a surprise for me. He told (3) that I must put a pack on my back and follow him. I did what he said, and followed him to the door of the plane, where he asked me if I (4) ever jumped out of a plane before. I froze at these words! I answered that I (5) not, and that I (6) scared at the idea. He reassured me by telling me there was a parachute in the pack on my back and that I (7) not going to come to any harm. He said he (8) be holding my hand all the way down and that I (9) land safely. The challenge was bigger than the fear, so I jumped!

I fell into the air, pulled the string and the parachute opened. My emotions at that moment can't be described, but it was the most beautiful thing in the world to see the earth below me. I have to say that if I (10) offered this chance again, I would take it!



Use your English!

Would you like to do a parachute jump? What do you think the girl in the story felt as she was parachuting down to earth?

Vocabulary

Word set: speaking

1 Underline the correct word in the sentences below.

- 1 The noise of the pupils *chattering/chatting* in the playground reminded me of my schooldays.
- 2 He *talks/expresses* himself very well without a trace of *an accent/a tone*.
- 3 He made several rude *remarks/mentions* during the *conversation/saying*.
- 4 The politician made a number of excellent *talks/speeches* in which he *commented/mentioned* on the problem of racism.
- 5 Have you ever heard the *statement/saying* 'Money *talks/speaks*'?
- 6 The President stopped and *chatted/chattered* with some of his colleagues on his way to the meeting.
- 7 She left the room, and all the men started *discussing/gossiping* about her.
- 8 The rock star made a *statement/remark* to the press in which he *mentioned/commented* his intention to live abroad.

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space..

(1) is the single characteristic which distinguishes human beings from animals. The (2) of chimpanzees may sound like a kind of language, but it isn't real communication. This ability to hold a (3) with others is a remarkably complex use of our brains which allows us to (4) abstract concepts, such as politics or philosophy, or to (5) about trivial matters when we are (6) at parties. We interact with the world around us by (7) on the news, and we can really explore the details of other people's lives by (8) over a cup of coffee. The ability to use language well is often admired by others. To say that people (9) themselves well is a compliment. Standing up to make a (10) in public is seen as a special talent. It is clear why language has made humans the most powerful species on the planet.

- | | | | |
|-------------------------|-----------------------|---------------------|---------------------|
| 1 A talk | B conversation | C speech | D glossary |
| 2 A clashing | B chatting | C shattering | D chattering |
| 3 A conversation | B talk | C discussing | D chat |
| 4 A comment | B talk | C discuss | D speak |
| 5 A talk | B discuss | C speak | D converse |
| 6 A chatting | B chattering | C speaking | D expressing |
| 7 A mentioning | B commenting | C stating | D talking |
| 8 A chattering | B commenting | C discussing | D gossiping |
| 9 A explore | B express | C expire | D excite |
| 10 A talk | B conversation | C speech | D discussion |



Use your English!

Have you ever made a speech? What was it like to speak in front of an audience?
Do you think that gossiping is entertaining or harmful?

Collocations: expressions with *take*.

- 3** These words and phrases all collocate with *take*. Complete the sentences below with one word from the box and the correct preposition:

advantage care part pleasure interest charge pity

- 1 We took the good weather and did some gardening.
- 2 My brother takes great his car, and polishes it every day.
- 3 Children enjoy taking games.
- 4 He takes great his weekend country walks.
- 5 I've noticed you've taken an chess.
- 6 While I'm away, please take organising the office.
- 7 She took the crying child and gave her a chocolate.

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 He was involved in the local drama production. **part**
He the local drama production.
- 2 I enjoy the little things in life. **pleasure**
I the little things in life.
- 3 He's always been fascinated by the moon. **interest**
He's always the moon.
- 4 When her father went into hospital, she became the boss of the company. **charge**
When her father went into hospital, she the company.
- 5 Don't hurry; the plane doesn't leave until 6. **time**
.....; the plane doesn't leave until 6.
- 6 I used the computer first, then John used it. **turns**
We the computer.
- 7 I always look after my little sister when my parents go out for the evening. **care**
I always sister when my parents go out for the evening.
- 8 I couldn't help staring at her beautiful new watch. **eyes**
Her watch was so beautiful I couldn't it.
- 9 Just relax and stop worrying about the exam! **easy**
..... and stop worrying about the exam!
- 10 Staying up late and studying too hard can really exhaust you. **take**
Staying up late and studying too hard can really you.

Word formation: noun suffixes (2)

- 5** Look at the words below. They are all nouns. Complete the table by writing the root word and the suffix.

Word	Root word	Suffix
sadness		
disappearance		
interference		
generosity		
accuracy		
bravery		
freedom		
friendship		
childhood		
criticism		

- 6** Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the same line.

Can you imagine a world where grass is a dirty brown colour, and tomatoes are black? This is the world that colour-blind people live in. They can see **(1)** well otherwise, and learn to understand certain colours by their **(2)** Colour blindness is something that some people are born with, so **(3)** it cannot be cured. More men suffer from it than women, and they usually have difficulty in seeing the **(4)** between red and green, as well as occasionally confusing blue and yellow. Another extremely rare case is when there is total **(5)** of colour – when a person can only see in black and white, which can be present from birth, or may be the result of brain damage in an accident. Colour-blind people can encounter **(6)** in everyday life, such as choosing clothes. Another problem is driving, when traffic lights must be understood from their position, so most colour-blind people are **(7)** to drive alone. Colour-blind people are also advised not to operate **(8)** , because coloured switches and buttons are often used. I must admit to feeling a certain **(9)** about what it must be like to see things in this way. For most of us the **(10)** of colour in our everyday lives is something we take for granted, and we have no idea that there is another way of seeing the world.

PERFECT
BRIGHT
FORTUNE

DIFFER

ABSENT

DIFFICULT

WILL
MACHINE

CURIOUS
PRESENT



Use your English!

What do you think can be done to help colour-blind people to do everyday things? Can you think of any ideas to help them buy clothes, drive, and so on?

Practice Test 11

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space. There is an example at the beginning (0).

THE PRINTING PRESS

The Middle Ages in England ended with a major technical development: William Caxton's printing press. Caxton had (0) ~~learnt~~, the art of printing in Germany, and in 1476 set up the first English printing press. (1), he printed popular books, such as Chaucer's *Canterbury Tales*. (2) today, literature was written to be read out loud. People had always (3) great pleasure in listening to a story and then having a (4) about it, or (5) on it.

Caxton's printing press brought (6) dramatic changes, which can only be compared to the information technology (7) of the 21st century. Books were no longer a (8) of the wealthy. The quicker printing process (9) the slow and (10) copywriting by hand. Printing (11) to the standardisation of spelling and grammar, although this was not a quick process. More important, Caxton's printing press made books (12) by the newly educated people of the fifteenth century, and (13) people to read. Although Caxton avoided printing any literature he considered (14) for social stability, printing was still the most (15) weapon in the hands of those who wanted to change the world.

tip

- **Question 2:** You are looking for a linking device which expresses a contrast between what we do with literature books nowadays and what people used to do in the 15th century.
- **Question 3:** Which verb collocates with *pleasure*?
- **Question 13:** Which of the four verbs can be followed by *to* + infinitive?

- | | | | |
|--------------------------|----------------------|---------------------|--------------------|
| 0 A memorised | B detected | C determined | D learnt |
| 1 A As well | B In addition | C More than | D At first |
| 2 A As | B Contrary | C Unlike | D Opposite |
| 3 A had | B got | C taken | D won |
| 4 A mention | B discussion | C speech | D remark |
| 5 A commenting | B expressing | C chattering | D saying |
| 6 A off | B over | C about | D out |
| 7 A rebellion | B revolution | C evolution | D change |
| 8 A prize | B privilege | C reward | D bonus |
| 9 A substituted | B established | C restored | D replaced |
| 10 A worthy | B expensive | C valuable | D priceless |
| 11 A contributed | B pointed | C forced | D resulted |
| 12 A approachable | B prepared | C accessible | D ready |
| 13 A encouraged | B made | C forced | D lead |
| 14 A dangerous | B expensive | C slow | D only |
| 15 A dominant | B powerful | C supreme | D strong |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

A FAMOUS COOK AND WRITER

Isabella Beeton, better known (0) *as* Mrs. Beeton, was a writer of books and articles on cooking meals and house economy. Her recipes came with information (16) the cost of the meal and how many people each recipe (17) serve. People who had (18) rich in the Industrial Revolution in Victorian England but were lacking in the social graces required at the time, found her books extremely useful.

Born in 1836, Isabella was (19) oldest of fourteen children. Growing (20) in a large family, she (21) realised the value of having a well-run house and order in the kitchen, (22) she called 'the great laboratory of the household'. At the age of twenty, she married Samuel Beeton, a publisher, (23) was to play an important part in her successful writing career.

Isabella always claimed that it was 'lack of purpose' in her life, which encouraged her (24) write. She wrote (25) her husband's monthly journal *The Englishwoman's Domestic Magazine*, and her (26) famous book, *The Book of Household Management*, was a best seller, with cooks everywhere following her recipes and advice. She published (27) four thousand recipes in five years, (28) she did admit that not all these recipes had been her (29) recipes. She died in 1865, at the age of twenty-eight, but she hasn't (30) forgotten. Even today there is interest in Mrs. Beeton's recipes.

tip

► **Question 22 and 23:** In both questions there is a comma right before the gap. What part of speech do we find in this position? Question 22 refers to the kitchen, whereas question 23 refers to Isabella's husband.

► **Question 29:** You can use this word only after possessives like *my*, *John's*, etc.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

- 31 Will Charlotte be fit enough to compete in the Olympics?

take

Will Charlotte be fit enough to the Olympics?

- 32 My teacher asked me what I was doing.

are

'What?' my teacher asked.

- 33 How long have Louise and Andy been married?
get
When married?
- 34 Malcolm left for work before I arrived home.
already
When I arrived home for work.
- 35 Kate wished she were thinner and taller.
wish
I, thinner and taller, Kate said.
- 36 Please don't make a mess while I'm out shopping.
you
I'd rather a mess while I'm out shopping.
- 37 I won't accept being insulted like that.
put
I won't being insulted like that.
- 38 Have you got your salary yet?
been
Have yet?
- 39 People think that three convicts have escaped from Dartmoor Prison.
have
Three convicts escaped from Dartmoor Prison.
- 40 I was sure you were going to join us tonight.
granted
I you were going to join us tonight.

tip

► **Question 35:** Think of how we report wishes. Do we have a tense change when we report wishes?

► **Question 40:** How can you paraphrase *I was*

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

MAKING A SPEECH

- | | | |
|----|---|---------|
| 0 | In my last year at the school, I was asked if I would like to take part | the.... |
| 00 | in the speech day ceremony, and talk about one of the projects I had | ✓..... |
| 41 | been involved in during all the year. I did not feel that I could turn | ..... |
| 42 | my headmistress down, but was too nervous about it. First I had to | ..... |
| 43 | decide what to talk about, and find out exactly what had made a good | ..... |
| 44 | speech. I went to see one of my teachers and asked his advice. He | ..... |
| 45 | has told me to speak clearly and not too fast, to keep my hands still and | ..... |
| 46 | to avoid staring at just one person in the audience. The following day | ..... |
| 47 | I spent most of my evening going through my class projects and | ..... |

- 48 thinking about everything the teacher had said me. Hours later, I
- 49 made a decision about what to speak about and started to write in my
- 50 speech. I rewrote it five or six times until I was not happy with it and
- 51 read it out to my parents. They were made a few suggestions on how to
- 52 improve it, and we finalised what I would say. I already practiced
- 53 reading it aloud for a week and finally the big day be arrived. I was
- 54 quite so calm about it, and when my name was read out by the
- 55 headmistress, I was ready. The speech went perfectly, and everyone
- clapped when I had finished. Preparing this speech was worth my time and effort.

tip

- **Question 48:** Can we use an object pronoun (*me, him*) after *said*?
- **Question 51:** Do you need the passive form (*They were made*) here?

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

LEARNING A LANGUAGE

In many people's **(0) imagination**, learning a new language is something they will be able to do **(56)** They can enrol at the local college in their **(57)**, buy the books and within a few weeks they can be fluent in the language. The **(58)** can be very different though. Language learners do not take into account that after a day's work they might be **(59)** and not be able to concentrate at evening classes. There are **(60)** other things they will have to find time for too, such as doing **(61)** for tests and preparing their homework. Students can feel they have made some progress when they get over their **(62)** and can speak with more **(63)** in the presence their classmates or hold a conversation with each other. When they eventually start writing short **(64)** and letters, the sense of **(65)** is so overwhelming that they no longer think of the inconvenience of attending a language course.

IMAGINE
EASE
NEIGHBOUR
REAL
EXHAUST
VARY
REVISE

SHY
CONFIDE
COMPOSE
ACHIEVE

tip

- **Question 59:** What suffix do we use when we need to form an adjective about people's feelings, *-ed* or *-ing*?
- **Question 64:** Do we need a noun in the singular or plural?

- Reported speech structures
- Word set: ways of looking
- Collocations: adverbs with adjectives and verbs
- Prepositional phrases
- Word formation: nouns

Grammar: Reported speech structures

Right or wrong?

Look at these sentences and underline the correct one.

- a) They encouraged me that I should take part in the competition.

b) They encouraged me to take part in the competition.
- a) He suggested to us to cancel the meeting.

b) He suggested that we should cancel the meeting.

Grammar reference

- Most of the time it is unusual to report the exact words of direct speech. Reporting verbs allow us to summarise what someone has said. When we use reporting verbs we can't tell what the exact original words were:
'If I were you, I would look for another job.' > She **advised** me to look for another job.
- Here is a list of reporting verbs and the patterns used after them:
 - Verb + *to* + infinitive
e.g. He agreed **to go** with me to the police station.
agree, claim, demand, offer, promise, refuse, threaten
 - Verb + pronoun or object + *to* + infinitive:
e.g. He asked **me to give** him back the money.
advise, allow, ask, beg, command, encourage, forbid, instruct, invite, order, permit, remind, tell, urge, want, warn
 - Verb (+ preposition) + gerund:
e.g. He accused **me of crashing** into his car.
He insisted **on us/our leaving** the club because we were so noisy.
accuse someone of, apologise for, admit to, complain about, deny, insist on, regret, suggest,
 - Verb + *that* clause
e.g. He insisted **that we let him pay** for the meal.
agree, boast, claim, complain, demand, deny, exclaim, explain, inform, promise,

Notes:

- 1 Reporting verbs are followed by certain sentence patterns. It is important to try and remember what kind of pattern follows each verb.

verb + *to* + infinitive

*They **promised to come** early.*

verb + pronoun or object + *to* + infinitive

*He **advised me/his sister to look for** a new job.*

Note: There **MUST** be a pronoun or object after the verb.

Verb (+/- preposition) + gerund

*She **apologised for being** so late. She **admitted** causing the accident.*

- 2 To make a negative sentence, write **not** in the following places in the sentence:

*He promised **not** to do it again. He advised me **not** to go there.*

*She apologised for **not** being on time.*

- 3 Most verbs can also be followed by a *that* clause:

*They promised to come early./They promised **that they would come** early.*

*He advised me to look for a new job./He advised me **that I should look for** a new job.*

*She apologised for being so late./She apologised **that she was** so late.*

The exceptions are: *encourage, invite, allow, forbid, refuse, offer*. These verbs cannot be followed by a *that* clause.

Grammar practice

- 1 Complete the reported speech sentences using the verb given.

- 1 'Why don't you sit down for a moment?'

She suggested

- 2 'I could make you something to eat if you like,' she said.

She offered

- 3 'I am feeling hungry, actually.'

I admitted

- 4 'I'm sorry that I was so late.'

I apologised

- 5 'What happened?'

She asked him

- 6 'I got stuck in the traffic.'

I told her

- 7 'Now don't forget you have to practise every day.'

She reminded me

- 8 'Of course. I'll practise every afternoon after school.'

I promised

- 9 'And don't leave your books at school again!'

She warned me

- 10 'If I were you, I wouldn't spend so much time playing computer games.'

She advised me

- 2** For each sentence in direct speech, write two sentences using the verbs in brackets.

Example:

- 1** 'You have not paid for this magazine,' said the shopkeeper. (say, accuse)

The shopkeeper said that I had not paid for the magazine.

The shopkeeper accused me of not paying for the magazine.

- 2** 'I'm sorry I lost your CD,' said my brother. (say, apologise)

.....

.....

- 3** 'I didn't leave the bag on the bus!' said Harry. (say, deny)

.....

.....

- 4** 'You can borrow my jacket,' said Jenny. (tell, allow)

.....

.....

- 5** 'You really should try these cakes,' my grandmother said. (say, insist)

.....

.....

- 6** 'I will not eat this pizza,' said Anthony. (say, refuse)

.....

.....

- 7** 'I'm sorry I ever took your advice,' she said. (say, regret)

.....

.....

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** 'Let's go to the cinema tonight,' she said. **suggested**

She to the cinema tonight.

- 2** 'Don't drive through the centre of town,' he said to his wife. **advised**

He drive through the centre of town.

- 3** 'I definitely did not leave the window open!' he said. **denied**

He open.

- 4** 'Could you please have the papers ready by 11 o'clock?' he said to his secretary. **asked**

He the papers ready by 11 o'clock.

- 5** 'Don't do that again, or there'll be trouble,' the teacher told the students. **warned**

The teacher do it again.

- 6** 'Don't forget to switch off the lights before you leave,' she said to her assistant. **reminded**

She off the lights before she left.

- 7** 'You've stolen my pen! Give it back.' Peter shouted at me. **accused**

Peter his pen.

- 8** 'Come to my birthday party on Saturday,' he said. **invited**

He to his birthday party on Saturday.

- 4 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

The best birthday party I have ever had was my last one. I had (1) all my friends to celebrate with me, and they had (2) me to go out with them to a club. I (3) to treat all of them to a great evening of music and dancing, and (4) them not to be late! When we arrived, and had taken our seats, I looked up. I was astonished to see a huge birthday cake coming towards me. My friends had (5) the manager to bring it as soon as we sat down. They cheered and (6) me to blow out all the candles. But that was not all. My friends had asked the singer to sing for me. All the spotlights were on me as she sang 'Happy Birthday', and everyone in the club wished me the best for the coming year. I immediately (7)not bringing a camera, so that I could remember this night for ever, but that had been taken care of too. As I was cutting the cake, the manager came and took photos of us all, and what's more, he (8) on us having a bottle of champagne on the house. We stayed there until 3.00am when I finally (9) feeling tired. John suggested that we all went for a coffee at his house to finish the evening. As we said goodbye, the sun was coming up, and we (10) to go back to that club next time one of us had something to celebrate.

- | | | | |
|----------------|--------------|--------------|--------------|
| 1 A chosen | B said to | C invited | D invested |
| 2 A persuaded | B threatened | C admitted | D insisted |
| 3 A persuaded | B invited | C suggested | D offered |
| 4 A denied | B warned | C refused | D remembered |
| 5 A told to | B asked | C said | D demanded |
| 6 A insisted | B offered | C encouraged | D demanded |
| 7 A regretted | B apologised | C denied | D insisted |
| 8 A suggested | B invited | C persuaded | D insisted |
| 9 A agreed | B admitted | C said | D apologised |
| 10 A suggested | B agreed | C encouraged | D advised |

Vocabulary

Word set: ways of looking

- 1 Underline the correct word in *italics* in each sentence.
- There is a strong *resemblance/appearance* between the cousins.
 - The destroyed building was a terrible *view/sight*.
 - The *view/sight* from the top of the hill is magnificent.
 - Her scruffy *appearance/look* caused her to lose her job.
 - I didn't have more than a second to *glimpse/glance* at the photograph.
 - I caught a *glance/glimpse* of his face as he ran past me.
 - I'm sorry, I didn't *notice/remark* you were here.
 - My sister has a very optimistic *outlook/sight* on life.
 - If you *glare/stare* at the sun, you will damage your eyes.
 - The teacher *stared/glared* at the students who came in late.

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

James and Harry Brown are my neighbours, who live on the top floor of a block, in a flat with a beautiful (1) over the city. I occasionally catch a (2) of them as they come home or leave for work, but that's about all we have to do with one another. James is quite talkative, and has a very cheerful (3) on life and we often chat when we run into each other in the hall. Harry, on the other hand, is much less friendly, and will often (4) angrily at you as if you had done something wrong. At first (5), you would not (6) anything strange about his (7) because their remarkable (8) is typical of twins. If you only (9) at him, you would not see that he has one blue eye and one brown one, and so does his brother! Now that I know this about them, I find it very hard not to (10) at them when we meet!

- | | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 A outlook | B sight | C overview | D view |
| 2 A sight | B glimpse | C glance | D view |
| 3 A sight | B view | C attitude | D outlook |
| 4 A glare | B glance | C glimpse | D glint |
| 5 A notice | B sight | C eye | D appearance |
| 6 A remark | B point | C notice | D know |
| 7 A outlook | B resemblance | C look | D appearance |
| 8 A resemblance | B appearance | C sight | D look |
| 9 A glanced | B glimpsed | C noticed | D eyed |
| 10 A glare | B see | C stare | D notice |



Use your English!

Do you think you can judge a person by their appearance? What do you notice first when you meet someone?

Collocations: adverbs with adjectives and verbs

3 Underline which word is correct in each sentence.

- 1 I *perfectly/bitterly* regret forgetting her birthday.
- 2 He *fully/utterly* refused to open the door.
- 3 I *greatly/mostly* appreciate your help.
- 4 I *entirely/perfectly* agree with you.
- 5 I *perfectly/mostly* understand your problem.
- 6 This kind of kindness is becoming *increasingly/greatly* rare.
- 7 This new programme is *highly/chiefly* interesting.
- 8 This programme is *relatively/mostly* new, so I don't know much about it yet.
- 9 You're *utterly/entirely* crazy.
- 10 We *mostly/thoroughly* enjoyed going to the concert.

- 4** Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

It is (1) rare to find a(n) (2) comprehensive reference work on music. The Fellowes Encyclopaedia of Music CD-ROM is just one of these rare things. Each well-known composer has a detailed listing of works, in a(n) (3) accessible format for even the most (4) ignorant computer user. Five hundred short musical extracts are included as well as many illustrations, (5) in colour. While the Encyclopaedia (6) deals with classical music, rock and jazz are not (7) neglected. You can find most famous musicians listed, along with examples of their music. As a music teacher, I find this a(n) (8) enjoyable piece of software to use, and my classes are usually (9) disappointed when I tell them that we must switch off the computers at the end of the lesson! I would (10) recommend this to anyone interested in making music come alive in the classroom.

- | | | | | |
|----|---------------------|--------------------|-----------------------|---------------------|
| 1 | A entirely | B quietly | C relatively | D greatly |
| 2 | A fully | B chiefly | C greatly | D absolutely |
| 3 | A perfectly | B utterly | C increasingly | D absolutely |
| 4 | A badly | B utterly | C fully | D greatly |
| 5 | A mostly | B perfectly | C utterly | D thoroughly |
| 6 | A totally | B fully | C badly | D chiefly |
| 7 | A entirely | B greatly | C chiefly | D fully |
| 8 | A thoroughly | B entirely | C perfectly | D fully |
| 9 | A fully | B perfectly | C bitterly | D chiefly |
| 10 | A relatively | B highly | C entirely | D completely |

Prepositional phrases

- 5** What prepositions are missing from the table? Write as many as you know in the first column, and use your dictionary to find the rest.

Preposition	Meaning
1 use	currently being used
2 hand	with your hands, as opposed to using a machine
3 first	at the beginning
4 holiday	while you are having a vacation
5 length	for a long time
6 times	sometimes, occasionally
7 breath	when you can't breath easily, after exercise etc.
8 foot	walking
9 chance	when a coincidence happens, not arranged
10 common	something that is the same about a group

- 6** Read the text below and think of the word which best fits each space. Use only one word in each space.

One of the most unusual and exciting holidays available (1) the world today is to go on a hill-walking trip in the Himalayas. I did this a few years ago, when, (2) chance, I came across an article (3) such a holiday, (4) which the writer described the beauty of the country and the way of life there. It didn't take me long to make (5) my mind. Once there, I met my Nepalese guide, and we set (6) for our first day's walk. At first, I found it

quite difficult to keep (7) with my guide, but I soon got used (8) walking 10 kilometres a day. There were no means of transport and most people went everywhere (9) foot. In the small villages we passed through, I saw how clothes were made (10) hand, and how cooking was done over open fires. The most surprising thing (11) all was that the people did not think I was strange, with my blonde hair and western clothes, but welcomed me wherever I went. On the third day, we began a walk at a much higher altitude, and I was soon completely (12) of breath because of the thin mountain air. We didn't get very far that day!



Use your English!

What is the most unusual trip or holiday you have ever taken? Why was it so unusual?

Word formation: nouns

7 Complete the table below.

Adjective	Noun	Verb	Noun
strong		believe	
wide		feed	
deep		breathe	
high		complain	
long		choose	
broad		receive	
poor		laugh	
proud		lose	
warm		advise	

8 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

One of my earliest (1) ...**childhood**..... memories is the time when I learnt to swim. I was five years old, and our teacher took us to the local swimming pool. I didn't like cold water, so you can imagine my feeling of (2) when I discovered that the pool was heated. 'In a few weeks you will all be swimming well,' said our teacher 'but for now, you only have to try and swim a (3) It is not difficult to swim from one end of the pool to the other!' I felt completely (4) I was too scared of the water, and what's more, I didn't want to face the (5) of my friends if I failed. At the swimming pool, there was no escape. I took a deep (6) , and jumped into the pool. 'Don't worry, I'll rescue you if you drown!' said Linda, my best friend. With all my (7) , I swam to the other side of the pool. You can imagine the feeling of (8) when I reached it. My teacher was pleased that I had (9) survived my first lesson. With a little (10) and encouragement anything is possible.

CHILD

RELIEVE

LONG

HELP

LAUGH

BREATHE

STRONG

PROUD

SUCCESS

DETERMINE

Practice Test 12

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space. There is an example at the beginning **(0)**.

WINDSOR CASTLE

Windsor Castle dates back to Saxon times in the 9th century. The castle is **(0)** *situated* above the north bank of the River Thames. In 1070, William I the Conqueror developed the present **(1)** and built the original fortress to **(2)** London from enemy attacks, as it was only one day's march from the city centre. Windsor Castle was **(3)** to residential apartments for the monarchs and it is now the world's oldest royal **(4)**

A tour of the castle is **(5)** interesting, and one of the main **(6)** is the famous dolls' house **(7)** for Queen Mary by Sir Edwin Lutyens. It took three years to **(8)** and more than a thousand artists and craftsmen were **(9)** The upper ward of the castle houses the royal library, which contains a **(10)** collection of paintings by artists such as Leonardo da Vinci and Michelangelo.

The State Apartments in Windsor Castle are used for ceremonial, state and official **(11)** They have **(12)** been restored after a fire in 1992, which destroyed more than a hundred rooms.

Fortunately, most of the paintings, furniture and works of art were saved. It reopened in 1997 when the restoration of the **(13)** area was successfully completed. Visiting Windsor Castle is like stepping **(14)** in history, and visitors have often managed to catch a **(15)** of the Royal Family, whose members still spend part of the year there.

- | | | | |
|-----------------------|----------------------|----------------------|---------------------|
| 0 A situated | B made | C established | D created |
| 1 A sight | B site | C district | D section |
| 2 A prevent | B ban | C stop | D protect |
| 3 A converted | B replaced | C substituted | D renovated |
| 4 A habitat | B residence | C area | D location |
| 5 A extremely | B fully | C totally | D entirely |
| 6 A facilities | B attractions | C locations | D sites |
| 7 A done | B provided | C supplied | D created |
| 8 A terminate | B end | C finalise | D complete |
| 9 A included | B involved | C invited | D informed |
| 10 A valueless | B priceless | C worthless | D invaluable |
| 11 A moments | B events | C happenings | D occasions |
| 12 A recently | B generally | C rarely | D originally |
| 13 A affected | B infected | C influenced | D infested |
| 14 A after | B further | C reverse | D back |
| 15 A glimpse | B glance | C notice | D sight |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

ROMAN GLASS

Glass has been made into practical or decorative objects (0) ~~since~~ ancient times. Glass blowing (16) probably developed in the first century BC in Syria. With this technique the possibilities (17) shaping glass into different forms became endless.

The Roman Empire (18) glass more than any other ancient civilisation. Romans adopted (19) technique from the Syrians and glass soon became fashionable. (20) were people, however, who regarded it as inferior (21) materials such as gold or silver. Gallienus, a Roman emperor, (22) to drink from a glass vessel because he believed that there was nothing (23) common than glass.

The Romans used glass in all stages (24) food preparation. (25) rich still preferred eating from gold or silver plates, but middle class people used glass vessels for (26) food, for drinking or for washing (27) hands between courses.

The Venetians developed the (28) of glassmaking in the Middle Ages. There was so (29) demand for Venetian glass in Europe that glassworkers of the island of Murano were forbidden to (30) Venice or teach their secrets to outsiders.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train arrives at 9.05.

31 Despite the high temperature, we stayed by the pool sunbathing.

hot

Although , we stayed by the pool sunbathing.

32 He is unlikely to agree to your proposal.

probably

He your proposal.

- 33 Henry asked me if I could pick William up from school.
you
Henry said, '..... from school?'
- 34 I won't go to the party if she brings her brother.
providing
I will go to the party her brother.
- 35 I don't want to go shopping because of the rain.
rather
I because of the rain.
- 36 'I'm sorry I haven't written before,' said Claudine.
apologised
Claudinebefore.
- 37 You drink too much tea, which is why you can't sleep.
so
If you tea, you would be able to sleep.
- 38 That's the man whose car was stolen last Sunday.
had
That's the man last Sunday.
- 39 That jacket is too dirty to wear to school.
not
That jacket is wear to school.
- 40 Isobel is not usually late for an appointment.
like
It is late for an appointment.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

STAR SIGNS

- | | | |
|----|--|---------|
| 0 | It always very surprises me how interested my friends are in their | very... |
| 00 | horoscopes, or as they are more commonly called, their star signs. | ✓..... |
| 41 | Everyday they look up to see what their stars say, whether it is on the | ..... |
| 42 | Internet, in the magazines, or newspapers. They believe every | ..... |
| 43 | word they read, and discuss them on their way to the work. They | ..... |
| 44 | tell me about the sun rising in their sign, and which of planet is their | ..... |
| 45 | ruler. I have noticed, though, that they only seem to accept what | ..... |

- 46 their stars say when it is good. When they are about going to come
 47 into money, or meet the love of their own life, then the stars must be
 48 right. Then we have to discuss which star sign is the perfect partner
 49 for all them, and how typical they are of their sign. One friend tells
 50 me she is a typical one Leo, a born leader, and another is a typical
 51 Aquarian, which in my opinion means she can behave too badly, and
 52 expect nobody to tell her off about her behaviour. In my opinion, the
 53 horoscopes in the media apply to so many people, that they can only
 54 be true about you now and again. That is not to only say that they are
 55 not fun to read, but I do not think they should be taken too seriously
 like my friends do.

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

VIDEO CAMERAS IN THE STREET

The British are without doubt the most (0) thoroughly watched people in the world. Although there are video cameras on nearly every street corner, the public seem (56) of their existence. Video cameras record drivers who do not stop for a red traffic light, (57) between vehicles, reckless driving and (58) of the speed limit on motorways. One (59) as to why these cameras are not considered an invasion of (60) is that both men and women feel safer knowing cameras can provide a form of (61) Citizens know that help is always available because guards are (62) watching the cameras. Cameras have also contributed to the combating of (63) at football matches and sports events, as the fans know they are under (64) and their behaviour is much better than it used to be. Video cameras and (65) systems can keep the rise in the crime rate under control.

THOROUGH

AWARE

COLLIDE

VIOLATE

EXPLAIN

PRIVATE

PROTECT

CONSTANT

HOOLIGAN

SURVEY

SECURE

- Gerunds and infinitives (1)
- Word set: travelling
- Collocations: expressions with *make*
- Phrasal verbs
- Word formation: identifying nouns
- Practice Test 13

Use of English

Grammar: Gerunds and infinitives

Right or wrong?

Look at these sentences and underline the correct one.

- a) They both enjoy going camping.

b) They both enjoy to go camping.
- a) It is too early phoning him. He doesn't reach the office before 9.

b) It is too early to phone him. He doesn't reach the office before 9.

Grammar reference

Form	Meaning
Gerunds Add <i>-ing</i> to the verb to form a gerund (<i>waiting, writing, sitting</i>) <i>I hate waiting for trains.</i> <i>Watching TV is really boring</i> Past Gerund: <i>having</i> + past participle <i>I remember having seen him once.</i> Passive gerund: <i>being</i> + past participle <i>I really don't like being told what to do.</i> Modals: <i>must > having to can > being able to</i> <i>She hates having to wake up at seven.</i>	- A gerund is a noun formed from a verb. (See unit 10) Therefore it can be used as the subject or object of a sentence: <i>Playing football is a good form of exercise.</i> <i>I enjoy playing football.</i> - A gerund must be used after certain verbs, and prepositional phrases. (See also unit 14) <i>I finished writing my essay.</i> <i>He's in charge of making the arrangements.</i> Note: A pronoun can be added in certain sentences: <i>I was very pleased about you/your coming to visit us.</i>
Infinitives The infinitive with <i>to</i> : The infinitive has a number of tenses: Present: <i>I need to speak to him, but I haven't got his number.</i> Present Continuous: <i>He is expected to be arriving at 6.00pm.</i> Past: <i>I would like to have stayed longer.</i> Past Continuous: <i>He appears to have been driving too fast.</i> Passive: <i>He was surprised to be fired after working so hard.</i>	The infinitive with <i>to</i> is used - to express a purpose: <i>We went to the museum (in order) to see the El Greco exhibition.</i> <i>We use a telescope to look at the stars.</i> - after certain adjectives (<i>happy, glad, sorry, etc</i>): <i>I was glad to see that United won the Cup.</i> - after <i>too</i> + adjective and adjective + <i>enough</i>: <i>It's too late to phone Bob. He'll be in bed.</i> <i>I haven't got enough money to buy that bike.</i> - after certain verbs (see unit 14): <i>I hope to see you at the party tonight.</i> - after a passive when the subject is not important: <i>He is said/thought to be living in Sweden.</i>

Grammar practice

1 Underline the correct word(s) in *italics* in these sentences.

- 1 *Swim/swimming* is my favourite sport.
- 2 You may be amazed to *discover/discovering* that the male penguin looks after the babies.
- 3 None of the cars has ever been found to *have broken down/having broken down* during the first year of use.
- 4 We got the video to work again by the simple method of *to hit/hitting* it.
- 5 I had to go to the manufacturer *to have/having* my watch repaired.
- 6 *To lie/Lying* in bed on a Saturday morning is one of my favourite ways *starting/to start* the weekend.
- 7 He seems *to have been working/having worked* too hard.
- 8 The ancient Egyptians are known *to have had/having had* great scientific knowledge.
- 9 It was difficult for him *understanding/to understand* what she was saying.
- 10 I had the strange feeling of *being watched/be watched*.

2 Rewrite the following sentences, using the words given.

- 1 I'm often bored and I hate it.
I hate
- 2 My little brother can't ride a bike yet, and he's annoyed.
My little brother is annoyed about
- 3 I had to work all night and it exhausted me.
..... exhausted me.
- 4 When I don't have to get up early on Saturdays, I love it.
I love
- 5 It is well known that some film stars do not give interviews to the press.
Some film stars are known
- 6 It was difficult for me – I couldn't understand the language.
I found it difficult
- 7 It is thought that the president was ill at the time.
The president is thought
- 8 When I am given presents, I love it.
I love

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 It seems that he was trying to phone you before he left. **have**
He seems to phone you before he left.
- 2 I can't understand French, and it's frustrating. **being**
..... understand French is frustrating.
- 3 He didn't go swimming after all, but he went cycling. **instead**
He went cycling

- 4 He left early because he had an appointment with the dentist. **go**
He left early the dentist.
- 5 Learning to ride a bike was very difficult for John. **to**
It was very difficult to ride a bike.
- 6 I had to wear a suit and a tie to the wedding and I was very uncomfortable.
having
..... a suit and tie to the wedding was very uncomfortable for me.
- 7 The students were pleased that they had finished their exams. **to**
The students were pleased their exams.
- 8 If you press that button, you can turn on the machine. **by**
You can turn on the machine
- 9 Whenever I must clean up my room, I hate it. **to**
I hate my room.
- 10 When I went out jogging, I felt quite exhausted. **made**
..... me feel quite exhausted.

- 4 Read the text below and write the correct form of the words in brackets.

The trouble with snow is that it is cold and wet. (1) (have) wet gloves and frozen hands make snowball fights less fun. Why not buy a snowball maker (2) (do) the job for you? This is what one businessman thought, and so the 'Snowballer' was born. A large pair of plastic spoons makes snowballs by (3) (press) the snow into perfect spheres. This is surely one way of (4) (enjoy) winter weather! Unfortunately, this businessman didn't gain much from (5) (do) all this hard work. Only a few people seem (6) (buy) the product.

A much more successful invention was developed almost by accident. A scientist didn't know what to do with a new type of glue that he had developed, because it only seemed (7) (stick) to a surface for a short time. His colleague used pieces of paper (8) (mark) pages in his music book during singing practice, and remembered (9) (annoy) when they fell out. It was his suggestion (10) (use) the glue to make temporary bookmarks. Soon, other people started using the strips of paper (11) (make) notes. (12) (invent) Post-It notes was one of the most useful things that scientist did.



Use your English!

How useful do you think the two inventions are? What modern gadgets could you never live without? If you had to go and live on a desert island, where there is no electricity, what three modern inventions would you take with you?

Vocabulary

Word set: travelling

- 1** The words below are used when talking about travel. Write the correct form of each word in the box in an appropriate space in the sentences. Use each word only once.

travel commute trip voyage journey
excursion tour expedition route destination

- 1 If I won the lottery, I would spend all the money around the world.
- 2 The Titanic was making its first across the Atlantic when it hit an iceberg.
- 3 Madonna is presently on a world and will be in Paris next week.
- 4 I could never live in the country and to work on a daily basis. It's exhausting.
- 5 After several delays, we finally reached our and the long was over.
- 6 He has just come back from a short business to Warsaw.
- 7 We are planning a scientific to study the flowers and plants of the Himalayas.
- 8 This holiday offers a number of 3-day tourist to archaeological sites.
- 9 Because of the road works on the motorway, drivers are advised to take an alternative

- 2** Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

The Commonwealth Trans-Antarctic (1) of 1957 was one of the most ambitious projects carried out in this frozen desert. After a long sea (2) lasting over a month, a British team arrived in Antarctica. They then set off on an incredible (3) of over 3,000 kilometres from one side of the continent to the other. Their (4) had been carefully planned – starting from the Weddell Sea, they first headed in the (5) of the South Pole, and finally reached their (6) 99 days later at a camp on the shore of the Ross Sea. They used snow tractors to (7) across the snow and ice, and on the (8), gathered important scientific information. They made camp every night in the snow, and from each camp, small (9) were made to explore the local area. In this way they managed to visit parts of the continent that had never been seen before. This expedition is considered one of the greatest achievements of the 20th. century. In those days only scientists were allowed in Antarctica, but now tourist (10) are available for those with the time and money to spare!

- | | | | |
|------------------------|----------------------|---------------------|--------------------|
| 1 A excursion | B exploration | C expedition | D exception |
| 2 A voyage | B tour | C excursion | D travel |
| 3 A travel | B journey | C trip | D tour |
| 4 A way | B route | C direction | D heading |
| 5 A way | B route | C west | D direction |
| 6 A destination | B ending | C final | D result |
| 7 A commute | B tour | C travel | D voyage |
| 8 A route | B road | C way | D path |
| 9 A diversions | B tours | C trips | D travels |
| 10 A excursions | B voyages | C travels | D journeys |

Collocations: expressions with *make*

3 Fill in these expressions with prepositions.

- 1 He *made a huge collection* stamps when he was young.
- 2 I hope you will *make an improvement* the standard of your work.
- 3 The dog *made a sudden movement* the cat.
- 4 They *made a journey* the other side of the world.
- 5 She *made a promise* try harder.
- 6 The film *made a great impression* me.
- 7 The students *made several poor excuses* being late.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 I wouldn't have promised to come if I had known how far it was. **promise**
I wouldn't come if I had known how far it was.
- 2 He couldn't decide what to do. **make**
He couldn't what to do.
- 3 He tried to explain why he had not paid back the money. **excuse**
He paying back the money.
- 4 I think my English is getting better. **improvement**
I think I have my English.
- 5 He tried to finish his work before bedtime. **effort**
He finish his work before bedtime.
- 6 I was really affected by what I saw on the news. **impression**
What I saw on the news really me.
- 7 Who has made this room so untidy? **mess**
Who has in this room?
- 8 The dancer moved gracefully across the stage. **made**
The dancer across the stage.

Phrasal verbs

5 Write the missing prepositions in the table below:

Verb	Preposition	Meaning
1 turn		to arrive
2 come		to find, usually by chance
3 turn		to refuse
4 break		to stop working, for machines, cars, etc.
5 catch		to reach someone who is ahead of you
6 run		to use up until nothing is left
7 show		to demonstrate something, usually to attract attention
8 get		to have a good relationship with someone

- 6 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

Whenever I travel, the only problem is that I am always worried that I'm going miss the plane, and I imagine the plane taking (1) without me, so I always set (2) for the airport very early. Last winter I had to fly to Paris to visit an old friend. We were friends from school and had always got (3) very well. Unfortunately, we lost contact when she went to university in France, and I had (4) down many invitations because I was too busy to spare the time. So, now this trip was going to be a good chance for me to get (5) for a short break, and to catch (6) on what we had both been doing. I called a taxi to take me to the airport, with plenty of time to check (7) and go to the duty-free shop. As the time passed, I wondered what was going (8) It had been almost half an hour, and the taxi still hadn't (9) up. I thought it might have (10) down, or run (11) of petrol, so I phoned to find (12) what was happening. The line was busy. After trying to get (13) for another 20 minutes, I realised I was in danger of missing my plane. Determined not to let the whole situation get me (14), I searched through my address book for another taxi company. Luckily, I (15) across the name of a friend of mine who has a very fast sports car. When I phoned him, he was only too happy to take me to the airport, and I caught the plane!



Use your English!

How do you keep in contact with your old friends? Do you still have any friends from primary school?

Identifying nouns

- 7 Look at the text below, and underline the clues that tell you that the missing word is a noun. Use the word in capitals at the end of each line to form a noun that fits each space. Then compare your answers with the notes below.

The (1) of gunpowder is thought to have originated in the 5th or 6th century in central Asia, but there isn't any (2) that gunpowder was used for warfare until the 12th century, when a kind of rocket was made. The Chinese actually used gunpowder to make firecrackers, which they used on religious (3) days. The noise made by the fireworks was supposed to scare away any evil spirits, and were considered a kind of (4) They are still used in this way today. In the 19th century, Alfred Nobel, the Swedish (5), made his famous (6) that would change the way that wars were fought. Dynamite was first used in the Boer War in South Africa, and he eventually became a multi-millionaire. Alfred was a pessimist who never experienced real (7) since he felt that he had some (8) for the loss of so many lives. As a result of these guilty (9), he established a fund of nine million dollars for the (10) of the internationally famous Nobel Prizes, the most important of which is the Peace Prize.

INVENT
PROVE
FESTIVE
PROTECT
INVENT
DISCOVER
HAPPY
RESPONSIBLE
FEEL
FORM

Notes:

How to identify nouns

- If the word in capitals at the end of the line is a verb or an adjective, then the blank might require a noun.
- The article *the*, *a*, *an* may be followed by a noun (blanks 1 and 10). Words like *every*, *each*, *one of* can indicate a following singular noun.
- Quantifiers, like *some* and *any*, are usually followed by nouns (blank 2).
- Possessive pronouns and adjectives are also followed by nouns (blank 6).
- Occasionally, a noun comes before another noun (blank 3).
- Missing words may be plural. Look out for words like *these*, *those*, *their*, *several*, *a few*, *many*, *all* to give you a clue (blank 9).

- 8** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

The myths and legends of ancient Greece are (1) for having survived over 17 centuries, even after the religion of the gods of Mount Olympus died out in the 4th century AD. Many school children today have a good (2) of ancient Greek stories, because the legends appeal so much to their (3) The myths offer something (4) for everyone: what beauty is, what the difference is between (5) and cowardice, and so on.

These legends became popular because of the (6) large variety of human behaviour patterns recorded. The stories have also survived in more permanent forms.

Many paintings, sculptures, plays and poems showed characters from the legends, and in the 18th century neo-classical (7), houses were designed with ancient Greek columns, and clothes had some (8) to those worn in ancient times.

When the Romans took over control of Greece in the 2nd century BC, they (9) modified the Greek religion, and Roman writers and artists were influenced by the ancient myths. Today most children learn about Hercules, Zeus and Oedipus, and these heroes provide the (10) for young minds to write their own stories.

REMARK

KNOW
IMAGINE
FASCINATE
BRAVE
CREDIBLE

MOVE
SIMILAR

PART

INSPIRE



Use your English!

What Greek myths do you know? What is your favourite story? Describe one of the myths from your own culture.

Practice Test 13

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space. There is an example at the beginning **(0)**.

GOING ON A CRUISE

One of the most relaxing ways to **(0) travel** and see the world is to go on a cruise. Nowadays, it is possible to cruise almost anywhere – to **(1)** the Caribbean, steam round South America, or **(2)** your history by cruising the Mediterranean. Whatever your **(3)**, you cannot fail to enjoy lazy days on board ship eating good food, chatting with fellow passengers, enjoying the nightlife and going on organised **(4)** to historical sites.

One ever-popular cruise is down the Nile in Egypt. The cruises begin at Luxor with a visit to the Temple of Karnak. There is usually the **(5)** to return to Luxor at night to see the Light and Sound show, and then have a wonderful meal on board ship, listening to **(6)** music and dancing. You can also **(7)** a day at the Valley of the Kings, and continue your cruise, sitting on deck, looking at the exotic **(8)**. The east side of the riverbank is bustling and busy, but the west side reveals green **(9)** of sugar cane and cotton, with cows pulling primitive ploughs, turning waterwheels, or towing carts.

There are traces of Pharaonic Egypt everywhere along the Nile **(10)**, like the famous sandstone temples in Abydos and Idfu, which are **(11)** visiting.

The Aswan High Dam is a **(12)** miracle controlling the annual flooding of the Nile and thus improving navigation and protecting **(13)** and population from the unusually **(14)** floods.

Even if you are not interested **(15)** Egyptology, the study of Pharaonic Egypt, you will never regret cruising down the Nile.

- | | | | |
|------------------------|----------------------|----------------------|-----------------------|
| 0 A trip | B travel | C journey | D voyage |
| 1 A commute | B tour | C travel | D journey |
| 2 A come out in | B catch up on | C cut down on | D make up with |
| 3 A road | B way | C destination | D expedition |
| 4 A excursions | B picnics | C flights | D plans |
| 5 A chance | B luck | C fortune | D likelihood |
| 6 A old | B ancient | C old | D traditional |
| 7 A make | B spend | C allow | D visit |
| 8 A spectacle | B scene | C viewing | D scenery |
| 9 A areas | B spots | C sections | D fields |
| 10 A banks | B borders | C shores | D coasts |
| 11 A good | B nice | C interesting | D worth |
| 12 A latest | B new | C modern | D present |
| 13 A crops | B fruit | C flowers | D plants |
| 14 A high | B big | C huge | D large |
| 15 A on | B for | C in | D with |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

THE GLOBE THEATRE

The Globe theatre (0) **was** built in 1598 by the Burbage brothers, (16) inherited it from the their father, James. It was (17) west of London Bridge on the south bank of the River Thames, (18) another two theatres, the Swan and the Rose had already been founded. William Shakespeare was one of the original seven owners of the Globe and he not (19) wrote theatrical plays that were performed there, but he also performed in these plays as an actor (20) In 1613, (21) a performance of Henry VIII, the thatched roof caught fire and (22) entire theatre was destroyed within one hour.

The foundations of the original building (23) found much later and they were studied by the architects who were responsible (24) the design and reconstruction of the Globe theatre. To keep the atmosphere and reality of the 16th century, (25) is no electronic equipment, microphones or stage lighting, apart from floodlights that give the impression of daylight. Traditionally, performances in outdoor playhouses like the Globe took (26) in daylight. Similarly, there is no scenery except for (27) furniture, such as a throne for the king, a few stools and chairs.

Performances have (28) held since 1980 and the aim has always been to recreate the spirit of the Elizabethan theatre, following traditional methods and (29) traditional materials. The motto of the theatre is still 'the whole world is a stage'. A flag still flies above the theatre (30) summer during performances representing Atlas carrying the globe of the world.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train **arrives at** 9.05.

31 The only thing he doesn't do is the ironing.

but

He the ironing.

- 32 Someone has broken into Emily's house.
had
 Emily into.
- 33 I'm sorry but I can't come to your wedding.
being
 I apologise come to your wedding.
- 34 Jessica glanced at her watch and wished the interview was over.
looked
 Jessica her watch and wished the interview was over.
- 35 Sydney said that he hadn't broken the kitchen window.
denied
 Sydney the kitchen window.
- 36 It was difficult for me not to laugh at him even though I was angry.
help
 I at him even though I was angry.
- 37 I didn't know you were coming today, so I haven't got anything ready.
had
 If I had known you were coming today, I ready.
- 38 I know you don't like her, but you must try to be polite.
effort
 I know you don't like her but you to be polite.
- 39 I think it would be a good idea to take your own car.
taking
 I your own car.
- 40 We all pitied David when he was fired from work.
sorry
 We all David when he was fired from work.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

A SURVEY

- | | | |
|----|--|-----------|
| 0 | I was recently stopped by a woman in the street, who explained | ...✓.... |
| 00 | that she was doing a survey for a too large insurance company, and | ...too... |
| 41 | would like to ask me a few questions if I had had the time. After | ..... |
| 42 | asking me my name, the age and what I did for a living, she wanted | ..... |

- 43 to know what were three things I would take with me if my house was
 44 on fire. Without hesitation I said that the first thing I would save
 45 was my dog, as she is blind, and would not have be able to find
 46 her own way out of the house. Then I really had to be think about
 47 what I would want to save from all the things I have had at
 48 home. I thought about all my CDs, my books, my clothes, the
 49 furniture, pictures and photos of my own family, and all the things
 50 which I treasure them. I thought long and hard and finally decided
 51 that I would have to try and save my jewellery, some of which
 52 belonged to my mother and grandmother and I would never be
 53 able to replace it. I considered about taking some of my books, which
 54 I am very attached to, but decided that it would be quite better to
 55 rescue my computer disks. Having so much information was stored on
 them, the discs were the most valuable items in the house!

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

ROBOTS IN FACTORIES

More and more companies are turning to (0) *automation* as a means of production. Used as a way of increasing (56) many factories have found considerable (57) in their output. Computers or robots do not require holidays, (58) offices, sick pay, pensions, and most (59) , they do not go on strike. Nowadays, a (60) factory needs to employ a total of five staff, one of whom is an (61) , who ensures that the machines operate properly. The owner of a small factory explained that the (62) of strikes in the past led him to the (63) to switch to automatic production. At the (64) of the industrial disputes with his staff, his company faced (65) and he has never regretted dealing with machines instead of people as at least he is still in business.

AUTOMATIC
PRODUCE
IMPROVE
BIG
IMPORTANT
SPACE
ENGINE

OCCUR
DECIDE
HIGH
CLOSE

- Gerunds and infinitives (2)
- Word set: enjoyment
- Collocations: expressions with *come*
- Prepositional phrases
- Word formation: verb prefixes and suffixes
- Practice Test 14

Use of English

Grammar: Gerunds and infinitives (2)

Right or wrong?

Look at these sentences and underline the correct one.

- 1 a) I hope she hasn't forgotten to pay the electricity bill.
b) I hope she hasn't forgotten paying the electricity bill.
- 2 a) Peter cannot stand working in an office.
b) Peter cannot stand to work in an office.

Grammar reference

Common verbs using gerunds and infinitives

Infinitive

- 1 The infinitive with *to* is used after the following verbs:
hope, expect, arrange, plan, intend, decide, seem, appear, pretend, deserve, learn, manage, want, need, would like, can afford
e.g. I **hope to see** you next week.
 - 2 The infinitive is used in the following pattern – verb + *someone* + infinitive – with the following verbs:
encourage, expect, force, help, invite, need, order, permit, persuade, remind, teach, want
e.g. The teachers **encouraged us to work** hard at school.
 - 3 The infinitive without *to* is used after modal verbs (*can, must*, etc) after *had better*, and after *let* and *make*:
e.g. You'd better **do** as you are told or you will be in trouble.
You can't **make** me go if I don't want to!
- Note: When *make* is used in the passive we use the infinitive with *to*. Compare:
You can't make me **do** it! He was made **to do** it.

Gerund

The gerund is used

- 1 after verbs of liking and hating:
like, enjoy, love, don't mind, don't dislike, hate, can't stand, loathe:
e.g. I **hate/can't stand getting** up early in the morning.
- 2 after other common verbs:
admit, avoid, come, consider, deny, finish, go, involve, miss, postpone, risk, suggest
e.g. He **risked breaking** his neck climbing up that tree.
- 3 after verbs and adjectives followed by prepositions:
talk about, apologise for, complain about, be used to, responsible for, excited about, prevent from, keen on, bored with, interested in, happy about, worried about, frightened of, good at, capable of: e.g. He **apologised for arriving** late.
- 4 after phrasal verbs: e.g. I'm looking forward to **getting** home after such a long journey.

Common verbs using gerunds and infinitives

Verbs which are followed by either the infinitive or a gerund with no change in meaning:

begin, start, continue, like, hate, love, prefer, can't stand

e.g. *I began **to walk** to the beach when it started raining.*

*I began **walking** to the beach when it started raining.*

Verbs which can be followed either by the infinitive or a gerund with an important change in meaning:

a) mean

*I **meant** to arrive on time. (I intended to but I was late.)*

*Being honest **means** never telling a lie. (It involves)*

b) regret

*I regret **to tell** you that I am leaving the company. (I am sorry that I have to tell you ...)*

*I regret **telling** him about his girlfriend and Peter. (I told him and now I am sorry that I did.)*

c) remember/forget

*I remembered **to tell** her about the party. (First I remembered, then I told her i.e. a task I had to do)*

*I remember **telling** her about the party. (I told her and now I remember doing it.)*

d) stop

*I stopped **to buy** some chocolates. (I was walking down the street and I stopped at a shop so I could buy some.)*

*I stopped **buying** chocolates. (I gave up chocolates – perhaps because I was on a diet.)*

e) try

*I tried **to lose** weight. (It was my intention.)*

*I tried **losing weight, exercising and hypnosis**. (These are the methods I used.)*

Note the difference between:

*I **like going** for long walks. (In general. I often do it and I enjoy it.)*

*I'd **like to go** for a long walk. (Specific. I want to do it now.)*

Grammar practice

1 In each sentence, write the correct form of the verb in brackets, and remember to add any prepositions where needed.

- 1 I'm looking forward (buy) a new computer.
- 2 My teacher made me (do) extra homework.
- 3 I've decided (buy) a new computer.
- 4 My teacher wanted me (do) extra homework.
- 5 We've arranged (go) out for dinner.
- 6 She regretted (have) her haircut so short.
- 7 He apologised (not remember) her birthday.
- 8 I'm excited (go) on holiday in July.
- 9 I can't afford (get) my hair cut right now.
- 10 He managed (remember) her birthday.

- 2** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** 'You should have asked my permission first,' said Tom's mother. **not**
Tom's mother criticised him her permission first.
- 2** I would rather nobody else knew about this. **want**
I don't about this.
- 3** Jenny said it was my fault that the computer broke. **blamed**
Jenny the computer.
- 4** I'm afraid I didn't manage to finish the work. **succeed**
I'm afraid I the work.
- 5** I had no intention of causing so much trouble. **mean**
I so much trouble.
- 6** She looks like she is having trouble with her car. **seems**
She trouble with her car.
- 7** The parents didn't let their children stay up late. **allowed**
The children up late.

- 3** Read the text below and write either a gerund or infinitive in each space. Remember to use a preposition and negative words if needed.

I went to primary school in a small town in central England, and I made a special friend there, whose name was Sarah. She and I got used **(1)** (go) everywhere together, both at school and at weekends. On Sundays, we would arrange **(2)** (meet) outside my house with our bicycles and go off with a picnic. I remember **(3)** (have) a great time on those days. Our two families even spent holidays together because we couldn't stand **(4)** (be) separated! In 1988 our family moved to a large town 300 miles away, so we kept in touch by phone, and I kept **(5)** (write) to her for several years after. On my first day at my new school, I complained bitterly **(6)** (have) a close friend, but I soon succeeded **(7)** (make) new friends. As the years *passed we stopped* **(8)** (write), and *lost touch*. *About 6 months ago*, I had a phone call. It was Sarah, who was studying at university close to where I lived. She had managed **(9)** (get) my number from my parents. We agreed **(10)** (meet) the following Friday. Although we hadn't seen each other for 10 years, we found that we still got on well, and promised each other **(11)** (keep) touch again, and now we are talking **(12)** (go) on holiday together in August.



Use your English!

Do you have any memories of childhood friends? How do you keep in touch with friends who live in other places?

- 4** These sentence transformations are a little more tricky. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 He forced us to postpone the meeting. **put**
We were the meeting.
- 2 It's a good thing you could come so quickly. **being**
I appreciate you so quickly.
- 3 It's quite normal for me to go to bed late. **used**
I am quite to bed late.
- 4 It's a good thing you managed to start the car, or we would have missed the plane. **succeeded**
We would have missed the plane if you the car.
- 5 The company cannot handle such a big order. **capable**
The company such a big order.
- 6 I'm against the closure of the theatre. **object**
I closed.
- 7 'You never help in the house!' she told me. **me**
She complained in the house.

Vocabulary

Word set: enjoyment

- 1** Underline the correct word in italics in these sentences.

- 1 He's very *keen/fond* of his grandson.
- 2 I am very *pleased/delighted* that you could come with us.
- 3 It's been a great *enjoyment/pleasure* to meet you.
- 4 Who is your *favourite/preferred* film star?
- 5 I am *eager/keen* on basketball.
- 6 I really *appreciate/appeal* what you did to help me.
- 7 I'm afraid that this idea doesn't *attract/appeal* to me.
- 8 He is *fond/eager* to see what the new job will be like.
- 9 I hope you are *liking/enjoying* yourself this evening.
- 10 Computer games can make learning more *joyous/enjoyable*.

- 2** Read the text below and decide which answer **A**, **B**, **C**, or **D** best fits each space.

If you happen to (1) a famous singer or film star, you can join a fan club. Fan clubs started in the 1950's when popular singers (2) their fans so much that it was decided to start a club so that they could find out more about their (3) star. Fans could receive signed photographs and information sheets, and all the latest news about concerts, new records, and so on. Nowadays, if you are (4) to find out more about singers, film stars or sports clubs, you can easily join a fan club on the Internet, which (5) to those who can't be bothered to write letters, and wait for replies. If you're (6) of watching

soap operas, for example, you can discover all the details of the actors' lives. While many stars (7) this enthusiasm from their fans, unfortunately, not all of them are (8) by all the attention that they (9) Many famous people are very (10) on preserving their privacy, and do not (11) having their private lives made public. Some fans become so (12) to their idols that they even try to follow them everywhere they go.

- | | | | |
|---------------|-------------|---------------|--------------|
| 1 A enjoy | B like | C want | D fond |
| 2 A delighted | B cheered | C appreciated | D appealed |
| 3 A preferred | B cherished | C favourite | D favoured |
| 4 A fond | B pleased | C delighted | D eager |
| 5 A appeals | B applauds | C appreciates | D appears |
| 6 A keen | B eager | C fond | D pleased |
| 7 A grateful | B thank | C appreciate | D delight |
| 8 A fond | B pleased | C enjoy | D appreciate |
| 9 A attract | B bring | C anticipate | D extract |
| 10 A fond | B keen | C eager | D attracted |
| 11 A please | B enchant | C enjoy | D pleasure |
| 12 A joined | B attached | C stuck | D linked |



Use your English!

Do you think that famous people's private lives should be reported in the media? Give reasons for your opinion.

Collocations: expressions with *come*

3 Fill in one or more missing prepositions in each space in the table below.

Verb	Preposition	Noun	Meaning
come		an agreement	to agree
come		a decision	to decide
come		effect/force	when a law/rule begins to operate
come		Earth	to start thinking logically, stop dreaming
come		sight	to be in a position to be seen
come		my notice	to notice (formal)
come		light	to be discovered, revealed
come		mind	to remember
come		the point	to talk about the main idea

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- He's become interested in politics recently. **taken**
He's politics recently.
- As we stood on the beach we saw a family of dolphins. **sight**
As we stood on the beach, a family of dolphins
- The government's new law on the speed limit is now in operation. **force**
The government's new law on the speed limit has

- 4 He spent the morning tidying up his papers. **order**
He spent the morning
- 5 I discovered that a lot of money was missing. **notice**
It that a lot of money was missing.
- 6 The police had almost given up, when they found new evidence. **light**
The police had almost given up, when new evidence
- 7 Stop thinking unrealistically, and find a practical solution. **Earth**
Please, and find a practical solution.
- 8 The story of Cinderella originates from France. **origins**
The story of Cinderella in France.

Prepositional phrases

- 5 Write one or two missing prepositions in each space in the table below.

Preposition	Phrase	Preposition	Phrase
	(my) surprise		touch
	(good/bad) mood		the 2nd floor
	order		fashion
	charge		TV
	a change		the way

- 6 Read the text below and think of the word which best fits each space. Use only **one** word in each space.

I'm sure you have heard of the shopping channel (1) TV. Most of the products (2) sale are useless things, which go (3) of fashion quickly. Two weeks ago, I switched to this shopping channel (4) a change and one product immediately attracted my attention. It was an exercise machine which I thought would be a good way to get fit without leaving the house. I got (5) touch with the company, and they arranged to deliver the machine free (6) charge the next day. My flat is (7) the fourth floor, and the lift was (8) of order, so I had to carry it up the stairs. Finally I got it unpacked in my living room. I then spent the next three hours trying to put it together correctly, which put me (9) a very bad mood. (10) my surprise, it was also much larger than it had appeared on TV, and was (11) the way where it was, but I couldn't move it, as it was too heavy. I finally dismantled it, put it back in its box, and stored it in the garage. It's been there ever since. I'm all (12) favour of ways to make shopping easier, but this was ridiculous!



Use your English!

Have you ever bought something you later regretted? What was it, and why did you regret buying it?

Word formation: verb prefixes and suffixes

7 Which prefixes and suffixes can be used with each root word? Fill in the tables below.

Prefixes

Root word	over-	under-	fore-	re-	en-
cook					
use					
see					
courage					
appear					
decorate					

Suffixes

Root word	-en	-ify	-ize/ise
light			
beauty			
modern			
length			
identity			

Negative prefixes

Root word	un-	de-	dis-	mis-
lead				
connect				
calculate				
tie				
compose				
hearten				
pack				

8 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. All the words have one of the affixes above.

In the traditions of most ancient civilisations, a legend about a flood can be found, which (1) in a real event. Archaeologists believe that between 4000 and 2000 BC, the rivers of the Middle East (2) their banks and (3) life everywhere, so that whole cities were lost. It was so (4) that it became a common subject for the ancient literature of the period. In Western societies, the most famous version of the story is that of Noah and the Ark. If we (5) the legend, we find that all stories of the flood have a hero, who was (6) of the coming flood by the gods. The skies (7) and it began to rain.

The hero was not (8) by this, he hurriedly built a boat to contain his family and one pair of all the animal species on earth. After some time, the flood ends and the hero and his family can enjoy the (9) of a normal life.

The legend (10) the struggle of mankind for survival.

ORIGIN
FLOW
DANGER
POWER

SIMPLE
WARN
DARK
COURAGE

STABLE
SYMBOL



Use your English!

Do you have any other legends about disasters in the country where you live? Tell the story.

Practice Test 14

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D**, best fits each space. There is an example at the beginning (0).

EMPEROR PENGUINS

The largest of all the penguins, the emperor penguin is three to four feet tall, and weighs (0) *between* twenty and forty-five kilograms. The population of emperor penguins is (1) at hundreds of thousands. Emperor penguins are found on islands in subantarctic waters. They spend most of their time by the sea, using their flippers to swim. Emperor penguins can dive to a (2) of 900 feet, although one was recorded at 1,700 feet. Even though the water temperature is usually below 0 C, they can stay (3) water for several minutes.

Both male and female penguins are (4) for looking after the egg. Emperor penguins, however, have a (5) way of looking after their egg. (6) other penguins, once the female has laid the egg, she (7) hands it over to the male. She then returns to the sea to feed for about two months, leaving the male to keep the egg warm. (8) this 64 day period, the male incubates the egg holding it on his feet. The female penguin is not (9) in the incubation of the egg at all.

After the female returns, she takes (10) and the male leaves to eat and swim, and then they both take (11) of the baby bird, the chick, until it is old enough to feed itself. Baby birds take shelter in the body of one of their parents. If there are violent storms, penguins (12) together so that they can protect themselves and their chicks from the wind and the cold. Baby penguins usually (13) other baby penguins in 'nursery groups'. These groups are looked after by adult penguins while both parents are away (14) for food. Another remarkable fact is that parents are able to identify their babies in the group by their voice and (15)

- | | | | |
|----------------|---------------|---------------|--------------|
| 0 A over | B from | C between | D about |
| 1 A valued | B counted | C estimated | D calculated |
| 2 A width | B length | C breadth | D depth |
| 3 A under | B above | C in | D underneath |
| 4 A ready | B prepared | C responsible | D willing |
| 5 A solitary | B sole | C unique | D single |
| 6 A Like | B Unlike | C Similar to | D Apart from |
| 7 A recently | B gradually | C immediately | D lately |
| 8 A While | B During | C When | D Despite |
| 9 A involved | B attached | C occupied | D absorbed |
| 10 A after | B on | C off | D over |
| 11 A care | B attention | C interest | D affection |
| 12 A meet | B go | C arrive | D gather |
| 13 A attend | B call | C join | D include |
| 14 A searching | B researching | C finding | D asking |
| 15 A body | B appearance | C look | D sight |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

THE GREAT FIRE OF LONDON

The disastrous Great Fire of London swept through the city for four days in September, 1666. The fire began (0) *at* the house of the king's baker in Pudding Lane, near London Bridge. The fire started on Sunday and went (16) for three days, destroying civic buildings, churches and (17) than thirteen thousand houses in its path. Famous buildings, including St. Paul's Cathedral, (18) burnt down.

King Charles II ordered the Lord Mayor (19) pull down houses to create a firebreak. Unfortunately, (20) was not done properly as people were too busy saving (21) own possessions and leaving the city. The fire occurred when Britain was involved (22) the Anglo-Dutch war. Dutchmen, Frenchmen and Catholics were suspected (23) having started the fire, and (24) attacked in the streets. The fire was finally stopped when there was a change in the direction (25) the wind.

A few days after the fire, different plans (26) the rebuilding of the city were presented to the king. These plans suggested the regularisation of the streets of London. However, none of (27) was adopted and London was rebuilt over the next five years in a haphazard fashion. Sir Christopher Wren, the famous architect, was (28) charge of redesigning most of the churches and St Paul's Cathedral was rebuilt following Wren's inspired design. Wren (29) also said to have designed the Monument, a column (30) was erected in the 1670's to commemorate the Great Fire of London.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

31 It looks as if this building is shut after all.

appears

This building after all.

32 The notice says that you have to return the books to the library by Saturday.

must

The notice says the books to the library by Saturday.

- 33** Jane said she had to leave early in the morning.
insisted
Jane early in the morning.
- 34** I don't sing as well as Amanda.
than
Amanda I do.
- 35** They do not let passengers smoke during domestic flights.
are
Passengers during domestic flights.
- 36** He took the job offer and had to commute to London on a daily basis.
meant
Taking the job offer.....to London on a daily basis.
- 37** 'I will not go out with him under any circumstances,' said Judy.
refused
Judy with him under any circumstances.
- 38** She does not like sports very much.
on
She sports.
- 39** His teacher advised Alex to study harder.
would
'If study harder,' the teacher said to Alex.
- 40** I am not surprised he failed his exam.
comes
It he failed his exam.

Part Four

For Questions **41–55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (**0** and **00**).

A JOB INTERVIEW

- | | | |
|-----------|--|-------------|
| 0 | I went for an interview last month, for a job that I really wanted. |✓..... |
| 00 | The position was just about what I want to do in the beginning of my | about..... |
| 41 | career as it offered chances of learning through the training, some | ..... |
| 42 | travelling, a company car and enough chances of promotion. The | ..... |
| 43 | interview went wrong from the start. First of all, I was being very | ..... |
| 44 | late because of a traffic jam which caused by an accident. I rang | ..... |

- 45 them on my mobile phone to tell to them that I would be late, and
- 46 they were very nice about it. I eventually arrived at their office
- 47 nearly an hour late, having forgotten all the questions I was never
- 48 planning to ask them about their own company, the job and about
- 49 further training. The interviewer was friendly and asked me if I had
- 50 wanted coffee and said it was not a problem that I was so late. He
- 51 read through my application form and has asked me some questions
- 52 about school and university. We also talked about the job I had at
- 53 the moment, and he wanted to know if I had had any questions to ask
- 54 him. I could not think of any ones, and he looked a bit surprised. I
- 55 knew I had made a horrible impression on him, so imagine my surprise
when I got a letter this morning offering me the job.

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

DIETING

Dining out is among the most popular ways of (0) *entertainment*.
There is a wide range of restaurants with (56) staff,
pleasant environment and (57) selected dishes for all
tastes. However, finding friends that are willing to join you to dinner has
become (58) difficult because of people's
(59) with dieting. Dieting seems to have become a way
of life for people in big cities, (60) women. The majority
of women are usually on some kind of diet and find themselves under the
constant (61) of losing weight. They deprive themselves
of the simple everyday (62) of life such as eating
something sugary or (63) Few people can enjoy a meal
without counting calories. Low fat (64) are more
popular than ever before and dieticians appear on chat shows offering
(65) on how to lose weight fast and effortlessly.
Without psychological support and the help of experts, dieting can be as
harmful as unhealthy eating.

ENTERTAIN
ATTEND
CARE

INCREASE
OBSESS
PARTICULAR

PRESS
PLEASE
FAT
PRODUCE

ADVISE

- Relative clauses
- Word set: rise and fall
- Collocations: verbs and nouns (4)
- Phrasal verbs and prepositional phrases: revision
- Word formation: identifying positive or negative meaning

Grammar: Relative clauses

Right or wrong?

Look at these sentences. Underline the correct one.

- a) One hundred people turned up for the wedding reception, most of them had a great time.

b) One hundred people turned up for the wedding reception, most of whom had a great time.
- a) That's the woman who I spoke.

b) That's the woman who I spoke to.

Grammar reference

Relative pronouns

- *Who, whom, whose, and that* are used to refer to people.
*She is somebody **that/who** I would trust.*
- *Whom* is the object pronoun:
*The man **whom** I met last night was very interesting.*
This is very formal, and is seen in formal writing. *Who* or *that* are now used instead of *whom* in the majority of cases.
Whom must be used, however, following a preposition. (See below)
- *Whose* is the possessive pronoun:
*He's the student **whose** brother is a famous singer.*
- *Which, that* and *whose* are used to refer to things. There is no difference in meaning or use.
*Could you please get that book **which/that** I left on my desk?*
*That's the restaurant **whose** food is so delicious.*
- *Where* is used to refer to places.
*We visited the Louvre, **where** we saw the Mona Lisa.*
- *When* is used to refer to time.
*I can't remember a time **when** I was happier.*
- *Why* is used to refer to a reason:
*I can't remember **why** I he asked me that question.*

Pronouns with *-ever* refer to any person, thing, place, etc. They does not refer to one definite thing, but are more general:

*You can come **whenever** you like.* (i.e. at any time)

*He always did **whatever** he wanted.* (i.e. anything he wanted)

Prepositions and relative pronouns

A preposition can be used with *which* and *whom* only. It comes in front of the relative pronoun: *of which, for which, to whom, with whom, etc.*

*That's the person **to whom** I spoke.*

This is rather formal. More common alternatives: *That's the person **who/that** I spoke to.*

That's the person I spoke to.

Prepositions + *which* are more formal alternatives for *when, where* and *why*:

*1994 was the year **when** I left college. (1994 was the year **in which** I left college.)*

*That's the building **where** a large flag was put. (That's the building **on which** a large flag was put.)*

Defining relative clauses

These give specific information about a noun, which cannot be left out of a sentence.

*She is a person **who** can always be relied on. (She is a person is not a complete sentence.)*

*This is a subject **that** I know nothing about.*

(We can leave out the relative pronoun if it refers to the object of the clause: *This is a subject I know nothing about.*)

Non-defining relative clauses

These give extra information about a noun. The clause can be left out of the sentence, and it still makes sense.

*The teacher, **who** comes from England, is very friendly.*

(The teacher is very friendly is still a complete sentence.)

*The book, **which** thousands of students use, is written by a close friend of mine.*

*The girl, **whose** name is Sophie, is a very talented artist.*

NOTE: be careful not to use a pronoun which refers to the subject or object in relative clauses:

*The film, **which** I enjoyed ~~it~~ very much starred John Travolta.*

Grammar practice

1 Join these pairs of sentences with a defining or non-defining relative clause.

1 Abraham Lincoln was President of the United States from 1861–1865. He was assassinated.

.....

2 Harry is late. I don't know the reason.

.....

3 Miss Smith is the manager. She is very helpful.

.....

4 My watch was stolen. I've had it for 10 years.

.....

5 They ran out of petrol miles from anywhere. This was a disaster.

.....

6 Let's go to a cafe. We can listen to good music there.

.....

7 I don't know that student. You were talking to him.

.....

8 This is a book. I'd like to buy it.

.....



Use your English!

What do you think are the benefits of playing team sports? How can this help you in your future life?

- 2** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** The money was found by a student in the cafeteria. **who**
It the money in the cafeteria.
- 2** Only my brother believed that I could really do it. **person**
My brother believed that I could really do it.
- 3** I was educated at that school over there. **where**
That school over there
- 4** This car is very expensive, and it belongs to Jane. **which**
This car is very expensive.
- 5** I play football with that man's son.
whose
That's the man football with.
- 6** The only sport I really enjoy is windsurfing. **that**
Windsurfing is the enjoy.
- 7** This book is very interesting, and you can get a lot of ideas for your essay. **from**
This book a lot of ideas, is very interesting.
- 8** The bad weather prevented me from using my bike today. **was**
It prevented me from using my bike today.

- 3** Read the text below and think of the word which best fits each space. Use only **one** word in each space.

The first Olympic Games, **(1)** were held over a thousand years ago, took place in Greece. They were held in various locations, of **(2)** the most famous was Olympia.

Olympia, **(3)** is in the south of Greece, is about half an hour's drive from the port of Patras. It is a great experience to visit the ancient site of Olympia, **(4)** you can see the remains of the stadium, and many temples and houses. The best time to visit is in the spring, **(5)** all the trees near the ruins are covered with pink and white blossom. This is a beautiful sight **(6)** you should not miss if you have the chance.

The first modern Olympics were held in Athens in 1896. Since then, many cities have hosted the games, some of **(7)** are many thousands of kilometres away from the ancient origins, such as Sydney, Australia, and Tokyo, in Japan. There are now Winter Olympic Games too, **(8)** you can see the world's best athletes competing in all kinds of winter sports. The two types of Olympic Games, both of **(9)** are watched by millions of viewers on TV, are seen as a way in **(10)** the countries of the world can get together in peace and friendly competition.

4 Correct the mistakes in the text.

We live in a century which everything is technologically advanced, and everything in our lives is easy to do. One of the things which it is of a very poor quality is television. We watch television every day to be entertained, to get information, and see what it happens around the world. Unfortunately, many programmes are awful, and we are given shows and series that we don't want to watch them. Programmes should be shown who they have to do with educational matters, because young people which watch TV today are only exposed to violence and crime, and other themes that they are not healthy for young minds. This is a particularly serious problem because young children today spend many hours in front of the TV, at where they even eat meals and do homework!

I think that parents must be more careful to educate their children which programmes they are not suitable and help them to develop other interests.



Use your English!

What do you think about the opinion in this text? Do you think that the quality of TV programmes is generally poor in your country?

Vocabulary

Word set: rise and fall

1 Read the text below and decide which answer **A**, **B**, **C**, or **D** best fits each space.

Why is it that the number of people wanting to live in cities is (1) ? The more a city (2) , the more it attracts all kinds of people. They come from country areas, looking for jobs, power and fame, leaving (3) populations of elderly people in villages. Soon more than half of the world's population will live in urban areas. Paris, has about 10 million people, which makes it the 20th largest city on the planet. In the (4) countries, people tend to go to one or two main urban areas. By the year 2015, 27 of the world's 33 largest cities will be Asian. In most of these cities, efforts to control population (5) have failed. Bombay and Shanghai will have 20 million people each, while the population of Jakarta will (6) to nearly 37 million. However, the overcrowding in big cities (7) the standard of living. Supplies, such as water and electricity are often (8) due to the heavy demand. This also (9) the chances of the citizens leading a healthy life in cities. The number of people suffering from breathing or heart diseases has (10) alarmingly in capitals round the world.

- | | | | |
|-----------------------|--------------------|--------------------|---------------------|
| 1 A raising | B extending | C rising | D enlarging |
| 2 A expands | B increases | C rises | D raises |
| 3 A shortened | B reduced | C cut | D lessened |
| 4 A extending | B growing | C rising | D developing |
| 5 A grow | B growth | C reduction | D drop |
| 6 A extend | B stretch | C grow | D raise |
| 7 A lowers | B subtracts | C decreases | D falls |
| 8 A shortened | B cut | C dropped | D chopped |
| 9 A falls | B strikes | C lessens | D cuts |
| 10 A increased | B raised | C developed | D enlarged |



Use your English!

Where would you rather live, in a city or in a country village? What can be done to encourage people to live in the country?

Collocations: verbs and nouns (4)

- 2** Complete the sentences with an appropriate verb from the box below.

set show run answer bark flow roll lead ring tell rise measure

- 1 My car on unleaded petrol.
- 2 In the past, people used to the time with a sundial or candle clock.
- 3 This road directly to the port.
- 4 The programme you are talking about was on Channel 5 last night.
- 5 The River Thames through the city of London.
- 6 The sun in the east and in the west.
- 7 The ball slowly across the grass and into the water.
- 8 I am fed up with being woken up by the sound of dogs in the street.
- 9 We used a ruler to the length of the table.
- 10 If the phone when I'm out, please it and take a message.

- 3** Read the text below and think of the word which best fits each space. Use only **one** word in each space.

The road which (1) down to the village began at the top of a hill, from which you could see the river (2) through the forest, and the smoke rising out of the chimneys. I could see birds flying over the fields and could hear the sound of dogs (3) This was the place where I had been born, and I (4) every opportunity I could to come back and visit. The sun was slowly (5) and it would soon be dark. I pushed my bike off the grass and started cycling down the hill. As I came round a bend, I saw a ball (6) across the road in front of me. Certain that a small child would be running after it, I braked as hard as I could. I managed to stop just before a young boy ran into the road. Luckily we did not get injured and no damage was (7) to the bikes. There wasn't any point in (8) a fuss about the accident and the young boy (9) for causing the accident. He even (10) a promise that he would be more careful in the future.



Use your English!

Where were you born? Describe the area and what you liked about it.

Phrasal verbs and prepositional phrases: revision

The two practice exercises below contain phrasal verbs and prepositional phrases you have seen in earlier units.

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** 'Why did you cancel the meeting?' Sue asked me. **called**
Sue asked me the meeting.
- 2** Due to bad weather, the building work has been delayed. **held**
The building work due to bad weather.
- 3** I am absolutely convinced that she will pass the exam. **chance**
In my opinion there her failing the exam.
- 4** When I phoned, the receptionist connected me to the director. **put**
When I phoned, the receptionist the director.
- 5** I decided it that wasn't worth trying to persuade him. **point**
I decided that trying to persuade him.
- 6** They're going to demolish that old theatre to build a new car park. **down**
That old theatre is going to build a new car park.
- 7** Anna has so much respect for her mother that she always asks her advice. **looks**
Anna her mother so much that she always asks her advice.
- 8** Harry will be responsible for the department when Jack is abroad. **charge**
Harry the department when Jack is abroad.

- 5** Read the text below and think of the word which best fits each space. Use only **one** word in each space.

One of the problems for rural areas is transport. Many country villages are poor, and not many people own cars, so it is difficult to keep in (1) with the outside world if buses and trains are not available. The government is not (2) blame for this lack of transport, for it is expensive to operate buses in remote areas. (3) times, however, this can cause problems when the nearest hospital or bank is many kilometres away. While I was (4) holiday in China recently, in one of the most isolated areas (5) the world, I saw how the government provided services to villages by sending mobile banks, health clinics, and libraries there free of (6) One day each week, the villagers were able to cash a cheque, or consult a doctor without having to go a great distance (7) foot. This system has been (8) use for several decades now, and it is greatly appreciated by everyone. The villagers I spoke to said that they were in favour (9) extending the service to include a grocery shop, a clothes shop, and a car repair shop on wheels. This not only would improve their lifestyle, but most important (10) all, it is an opportunity for people to get together socially.



Use your English!

If you lived in a remote country area, what would you miss most about city life? What things would you not miss?

Word formation: identifying positive or negative meaning

6 How do you know if the word in a blank should have a negative prefix? Write the correct form of the word given in brackets in the sentences.

- 1 She was annoyed by the (expect) arrival of several more guests.
- 2 I have read the instructions but I am still (clear) about what to do.
- 3 He (courage) me to take up diving as a hobby, and I have never regretted it.
- 4 He (courage) me from trying to do it, because it looked too dangerous.
- 5 You must always wear sun-cream to protect you from the (harm) rays of the sun.
- 6 That was a stupid thing to do, and quite (thought) of you.
- 7 At the moment, the government is (able) to explain how they will solve the problem.
- 8 When the factory closed last year, high (employ) soon followed.
- 9 He was fired because he was lazy and (rely).
- 10 If you want to save your money, the bus is an (expense) way to travel.

7 How did you decide which words should be negative? Compare your answers with the notes below:

Notes:

- The verb form and prepositions after the gap may help you decide. Look at number 3 and number 4. *Encourage* is followed by the infinitive so it is the correct answer for number 3 but not for number 4.
- You can decide on the right prefix only after having read the entire sentence. In number 8, you expect a negative word because when a factory closes down unemployment rises.

- There might be words with negative meaning in the same sentence. In number 9 the gap is after the word *lazy*. *Lazy* is an adjective with negative meaning so the word you are looking for is another adjective with negative meaning (*lazy and unreliable*).

You should look for linking words, usually expressing contrast. *Still* in number 2 expresses such a contrast. *Even though I have read the instructions, I am unclear about what to do.*

8 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

We are led to believe that teenagers are difficult on the whole, because when they (1), teachers usually complain a lot and inform parents about it. Most teachers will readily give you examples of unruly behaviour, but few will sit down and try to find (2) for it. Disagreeing with the teacher is a good way to learn and understand school subjects and we should not (3) of it. Another (4) is that students at this age seem hard to motivate. However, lack of motivation is the result of boring (5) of facts and ineffective teaching methods. Teenagers are developing their minds fast at this stage in their lives and need something much more (6) (7) is yet another problem, because they are becoming more and more independent all the time. Teenagers are often misunderstood, which explains why they often feel (8) about school. We should not forget that developing into an adult can be a (9) and traumatic experience for most teenagers. Direct confrontation and (10) can only make matters worse.

BEHAVE

EXPLAIN

APPROVE

COMPLAIN

MEMORY

STIMULATE

OBEY

COURAGE

PAIN

TRUST

Practice Test 15

Part One

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D**, best fits each space. There is an example at the beginning **(0)**.

THE FUTURE OF TECHNOLOGY

Technology has already made it possible for parents to sit at work and **(0) watch** their children playing or studying at home through a computer at work and video cameras. The way technology is **(1)**, we will soon be able to control nearly everything using a computer or central remote control sending **(2)** to a computer.

(3) yourself sitting in your car on the **(4)** home from work. You pick up the remote control and **(5)** the hot water heater on for a well-deserved bath as soon as you get home. Then, while waiting at the traffic lights, you **(6)** to see if there are any messages on your answer phone, or any faxes. The wind is a bit **(7)**, so you turn up the central heating a couple of **(8)**, and close the curtains so that it feels warmer when you **(9)** get home. The traffic is not **(10)** very fast and you are stuck behind the wheel, so turn on the oven to cook the casserole you left ready this morning, and **(11)** the washing machine. You don't want to **(12)** your favourite chat show so you programme the video to have it recorded. Soon you arrive home, **(13)** for the front door, you press a button and the burglar alarm is set.

Does all this sound impossible and **(14)**? Well, a lot of this technology is available today and in the **(15)** future, everyone will be using it.

- | | | | |
|---------------------------|--------------------|----------------------|-------------------|
| 0 A glimpse | B watch | C peer | D stare |
| 1 A rising | B advancing | C increasing | D gaining |
| 2 A signatures | B signs | C signals | D orders |
| 3 A imagine | B Think | C Dream | D Expect |
| 4 A route | B passage | C way | D path |
| 5 A open | B inform | C switch | D tell |
| 6 A observe | B notice | C examine | D check |
| 7 A chilly | B chill | C chilling | D chilled |
| 8 A scales | B numbers | C grades | D degrees |
| 9 A lastly | B finally | C lately | D recently |
| 10 A moving | B running | C progressing | D driving |
| 11 A switch | B turn | C commence | D start |
| 12 A lose | B need | C miss | D forget |
| 13 A walk | B head | C arrive | D go |
| 14 A extraordinary | B unlikely | C different | D uncommon |
| 15 A close | B near | C next | D short |

Part Two

For Questions **16–30**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning **(0)**.

CHOOSING A CAREER

How many people are lucky enough to **(0)** ~~be~~ doing a job they really enjoy? Recent surveys **(16)** shown that most people have ended up doing a job that they do not see as a career. In addition, very few of those **(17)** were asked, had a job which was something they had dreamed of doing **(18)** they were a child.

Family obligations and distance from work **(19)** usually the two most important parameters in choosing a job. Not many people **(20)** commute to work on a daily basis if the journey took over sixty minutes. People rarely realise that choosing a job for the wrong **(21)** can be the source of great unhappiness. Schools offer courses **(22)** career orientation and most colleges have got career centers for **(23)** graduates. Companies give aptitude tests, to see **(24)** an applicant is suitable for the job.

Nowadays, people change jobs **(25)** two or three years, whereas a few decades **(26)** , people rarely changed profession. Some people are brave enough **(27)** go back to college, get the qualifications required and try a different career. People are more willing to change jobs if they are **(28)** a higher salary or perks, such as a company car or bonuses. If there are financial rewards, people **(29)** prepared to make compromises and put **(30)** with a job they do not find challenging or stimulating.

Part Three

For Questions **31–40**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example **(0)**.

Example:

- 0** The arrival time of Rachel's train is 9.05.

at

Rachel's train arrives at 9.05.

- 31** This is the best book I have ever read.

never

I a good book before.

- 32** They celebrate New Year's Eve in Trafalgar Square.

held

The New Year's Eve in Trafalgar Square.

- 33 There's no need to rush as the game has been cancelled.
called
There's no need to rush as they..... the game.
- 34 They won't let you into the football match without a ticket.
unless
You can't get into the football match a ticket.
- 35 I sent the letter to Mrs Davis.
whom
Mrs Davis is the personthe letter.
- 36 'Have you managed to get in touch with Michael?' Peter asked his mother.
if
Peter asked his mother..... to get in touch with Michael.
- 37 They say the Prime Minister is involved in the scandal.
said
The Prime Ministerinvolved in the scandal.
- 38 We asked them if they preferred coffee or tea.
rather
'Would coffee or tea?' we asked them.
- 39 Repairing the old washing machine is a waste of time.
use
It's the old washing machine.
- 40 'Stephen, If I were you, I would take the job in New York' said Jenny.
advised
Jenny..... the job in New York.

Part Four

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (0 and 00).

HOLIDAY IN A VILLAGE

- | | | |
|----|---|-------|
| 0 | Last year three friends and I went on holiday to a village in Greece. | ✓ |
| 00 | Before that, we had been always gone to a seaside resort. The | been |
| 41 | village itself was more beautiful, surrounded by mountains and | ..... |
| 42 | hundreds of the olive trees. There was not much to do at night, but | ..... |
| 43 | as we were tired from all the walking we did during the day, it | ..... |
| 44 | did not much bother us. We walked every morning, stopped for a | ..... |
| 45 | picnic at around half past one, had rested for a while and then | ..... |

- 46 worked our way back to the house which we were staying in. We
- 47 met shepherds, farmers, live stock breeders and traders. We soon
- 48 became very good friends with the locals and their own families. In
- 49 the evenings we would have had dinner with the owners of the
- 50 house who taught us some of basic Greek and who were fun to be
- 51 with them. We would then shower and be in bed by eleven at the
- 52 latest. We would make sure we were up early the next day for more
- 53 exploration of the local area. At the end of our holiday we both have
- 54 had a suntan and felt more healthier than ever before. Despite eating
- 55 a lot, we even managed to lose some weight, which was really
- unbelievable. We have already decided to go back next year!

Part Five

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

CLIMATE CHANGES

Global warming is the result of the **(0)** *emission* of greenhouse gases, also known as the 'greenhouse effect'. According to **(56)**, the consequences of global warming would be severe for human **(57)** and ecosystems since we are totally **(58)** on them. The rise would produce new patterns of rainfall and drought that would affect the **(59)** of mankind. Global warming could cause polar ice to melt **(60)** Sea levels would rise as a result of that and coastal cities and islands would be **(61)** In all **(62)** , the rise in global temperature will accelerate unless countries decide on a universal scheme for the **(63)** of greenhouse gases. Most developed countries, however, are reluctant to delay their economic **(64)** by imposing strict environmental **(65)** on their industries unless they become compensated for their losses.

EMIT
SCIENCE
POPULATE
DEPEND

SURVIVE
RAPID
DANGER
LIKELY
REDUCE

GROW
RESTRICT

- Clauses and linking devices
- Word set: usual and unusual
- Collocations: revision
- Phrasal verbs and prepositional phrases
- Word formation: revision

Grammar: Clauses and linking devices

Right or wrong?

Look at these sentences and underline the correct one.

- a) Michael works extremely hard. Moreover, he does not have a lot of money.

b) Michael works extremely hard. Nevertheless, he does not have a lot of money.
- a) Although his leg being broken, he managed to get out of the car.

b) Despite his leg being broken, he managed to get out of the car.

Grammar reference

Concession

We use *although*, *despite*, *in spite of* to talk about two contrasting ideas which were surprising or unexpected:

- although* is followed by a clause and a comma:

Although he studied very hard, he didn't pass the exam.

Even though is stronger than *although*:

He didn't finish the job, even though he worked all night.

We can change the order of the two clauses:

He didn't pass the exam, although he studied very hard.

- in spite of/despite* are followed by a noun, *-ing*, or *the fact that*:

Despite/In spite of her excellent qualifications, Carol didn't get the job.

Despite/In spite of having excellent qualifications, Carol didn't get the job.

Despite/In spite of the fact that she had excellent qualifications, Carol didn't get the job.

Again, we can change the order of the two clauses:

Carol didn't get the job, despite/in spite of her excellent qualifications.

Contrast

We use *but*, *however*, *nevertheless*, *yet*, *on the other hand*, *whereas*, *while* to show a contrast:

- but* is a simple way of expressing a contrast and is followed by a clause:

Jack works very hard but James is really lazy.

- nevertheless* and *however* contrast two ideas but the ideas must be in separate sentences or be separated by a semi-colon:

I loved the film. However/Nevertheless, most of the critics gave it a bad review.

I loved the film; however/nevertheless, most of the critics gave it a bad review.

We can change the position of *however* and *nevertheless*:

I loved the film. Most of the critics, however, gave it a bad review.

I loved the film. Most of the critics gave it a bad review however.

3 *while* and *whereas* are followed by a clause:

*John loves playing outdoors all day, **while/whereas** Harry likes playing computer games.*

Reason**1** we use *as*, *because* and *since* to show the reason or the cause of something and these are followed by a clause:

*We didn't tell him about the damage to his car **as/because/since** we knew he would be angry.*

2 we use *because of*, *on account of*, *owing to*, *due to*, *as a result of* to show the reason or cause of something and these come before a noun or noun phrase:

*They didn't go to the beach **because of/on account of** the bad weather*

Notes:

due to follows the verb *to be*:

*The delay in the train service was **due to** snow on the tracks.*

owing to is quite formal:

***Owing to** the lack of interest, the meeting has been cancelled.*

On account of usually means 'as a result of something bad':

*He had to sell his house **on account of** losing his job and not having any money.*

Purpose**1** We use *in order to* and *so as to* to express purpose. They are used before a verb:

*He started jogging **in order to/so as to** get fit.*

2 *in order that* and *so that* are used before a clause:

*He started jogging **in order that/so that** he could get fit.*

Result

We use *consequently*, *therefore* and *as a result* to express the result of a previous action. They either start a new sentence or follow *and*:

*I didn't pass my driving test, **and consequently** I had to take it again.*

*John won £1 million on the Lottery. **As a result**, he was able to buy a bigger house.*

Addition

We use *and*, *in addition*, *furthermore*, *also*, *moreover* and *what's more* to express addition:

*He bought a pair of shoes, a shirt **and** a coat.*

*He found out that he had passed his exams. **In addition**, he learnt that he had got into university.*

When Janet got to the airport, she found that she had left her passport at home.

***Furthermore**, she couldn't find her ticket.*

Grammar practice**1** Join each of the following pairs of sentences in two ways, using *although* and *despite/in spite of*.

Example: Kelly was angry. She didn't say a word.

Although Kelly was angry, she didn't say a word.

In spite of her anger, Kelly didn't say a word.

- 1 I was very kind to John. He never thanked me.
 (a)
 (b)
- 2 There was very little space to sit down. The students were quite happy.
 (a)
 (b)
- 3 Everyone remembered me. I had been absent for a long time.
 (a)
 (b)
- 4 She refused to eat anything. She was hungry.
 (a)
 (b)
- 5 The case weighed a lot. We managed to lift it.
 (a)
 (b)
- 6 Our ages are very different. We get on very well.
 (a)
 (b)
- 7 He objected strongly. We ignored him.
 (a)
 (b)

- 2** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1 To avoid forgetting his address, I wrote it on my hand. **that**
 I wrote down his address forget it.
- 2 Because I didn't want to be late, I set the alarm clock for 7 o'clock. **order**
 I set the alarm clock for 7 o'clock late.
- 3 You must get your ticket well in advance if you want to avoid disappointment. **as**
 You must get your ticket well in advance be disappointed.
- 4 He sent everyone an e-mail because he wanted us to be informed immediately. **that**
 He sent everyone an e-mail informed immediately.
- 5 I gave him my number because I wanted him to phone me as soon as he had any news. **that**
 I gave him my number me as soon as he had any news.
- 6 Maria left the room before anyone could ask her any difficult questions. **avoid**
 Maria left the room any difficult questions.
- 7 We've installed a new phone line to avoid keeping people waiting. **in**
 We've installed a new phone line people waiting.
- 8 He waited at the corner, because he wanted us to catch up with him. **that**
 He waited at the corner catch up with him.

- 3** Read the text below and think of the word which best fits each space. Use only **one** word in each space.

You may feel that you are not getting enough practice in using English. (1) you don't have enough hours a week at school. (2) English is practised and learnt mainly in the classroom, there are many ways in which you can improve your English outside the classroom. For (3) , you can make a point of buying an English newspaper or magazine once a week, or borrow a reader from your school library.

Using the Internet can (4) another very good way of finding interesting things to read. (5) , this is not enough. You also need to find ways of practising your speaking and listening. Try to speak English all the time in class, (6) also outside when you are with your classmates, (7) if they speak your native language. In (8) , you can improve your speaking by learning the words of popular songs in English, and singing along when you have the radio on.

(9) , watching foreign films with subtitles can be extremely useful.

Try sticking a piece of paper over the bottom of the screen, (10) that you can't read the subtitles. You'll find that your listening skills will soon improve!

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 1** I went out for a walk, even though it was raining. **spite**

I went out for a walk

- 2** I left the house early because I wanted to start work early. **order**

I left the house early work early.

- 3** I might go out so leave me a message on my answering machine. **case**

Leave me a message on my answering machine

- 4** In spite of the bad weather, all the football matches were played as usual.

although

....., the football matches were played as usual.

- 5** I'll sing if you promise not to laugh. **long**

I'll sing not to laugh.

- 6** The show was cancelled because the leading actor was ill. **owing**

The show was cancelled of the leading actor.

- 7** The extra lessons he took gave him a better chance of getting into university. **so**

He took extra lessons a better chance of getting into university.

- 8** Despite her great efforts, Sally didn't win the race. **tried**

..... very hard, she didn't win the race.

Vocabulary

Word set: usual and unusual

1 Underline the correct word(s) in *italics* in these sentences.

- 1 This *unique/particular* stereo is the *sole/only* one we have that has a remote control.
- 2 The buses leave at *standard/fixed* times. You can catch one every half hour.
- 3 The best place for animals is in their *typical/natural* habitat, not in zoos.
- 4 The Sydney Opera House is quite *alone/unique* – there isn't another building like it in the world.
- 5 The healthiest diet is one of *regular/normal* meals with plenty of fresh fruit and vegetables.
- 6 He looked like a *typical/standard* gangster, with his suit, hat and dark glasses.
- 7 This is the *usual/standard* model – electric windows and air-conditioning are extras, and will cost you more.
- 8 The most *extraordinary/rare* thing about Leonardo da Vinci was that he could draw equally well with either hand.

2 Read the text below and decide which answer, **A**, **B**, **C**, or **D** best fits each space.

The Guinness Book of Records is famous all over the world, as an official publication which keeps a record of (1) human achievement, as well as giving information about nature, science, and technology. The editing team must make (2) updates to the information, as it is changing all the time. Human achievement is perhaps the most fascinating section of the book. Some records are set and broken by quite (3) people who may not have been trying to do anything (4) An example of this is the longest marriage in the world, which is 86 years! Other records have been set by people with (5) talent, and these include Olympic athletes, such as the American, Raymond Ewry, who is the (6) person to have won 10 gold medals. This (7) record has not been broken since it was set in 1908. Other records involve the participation of a large number of people in a joint effort to set or break a record. A (8) example of this is when over 50,000 people got together to clean up the rubbish along the coast of California. It is also quite (9) to find silly records, such as the world's heaviest apple pie, or the world's longest piece of string. The very first edition of the book, published in 1956, is now a (10) collector's item. If you find one, you could also become a record-breaker!

- | | | | |
|-----------------------|------------------------|--------------------|------------------------|
| 1 A sole | B unique | C only | D particular |
| 2 A fixed | B regular | C normal | D standard |
| 3 A usual | B regular | C ordinary | D standard |
| 4 A exciting | B exhausting | C excellent | D extraordinary |
| 5 A only | B exceptional | C single | D rarely |
| 6 A only | B unique | C alone | D single |
| 7 A particular | B exact | C sole | D standard |
| 8 A usual | B characterised | C typical | D normal |
| 9 A physical | B standard | C regular | D normal |
| 10 A peculiar | B seldom | C rare | D extraordinary |



Use your English!

Talk about some of the 'records' you know about in your country – the highest building, the longest-running TV show, most successful athlete, etc.

Collocations: revision

- 3** There are a large number of phrases which are used with the common verbs *make*, *do*, *take*, *have*, *come*, *keep* and *put*. Read the text below and think of the word which best fits each space. Use only **one** word in each space. The spaces should be filled with one of the verbs mentioned above.

I've often wondered what it would be like to be all alone on a desert island, just like Robinson Crusoe in the famous novel. It would be like (1) a holiday without having to pay for it! I think at first I would (2) great pleasure in being alone in a beautiful place with no traffic (3) a noise, and no stress. I would (4) the opportunity to (5) my feet up, and spend the days sleeping and exercising to (6) fit. Of course it would (7) a big difference to my lifestyle if I could find a way of (8) a shower, or (9) a good meal. These are all things that we tend to (10) for granted in our everyday lives. After a while, however, I think I would get bored, with no-one to (11) me company, and I would have to (12) an effort to find something interesting to do. Not being able to read would eventually make living on the island impossible. I think that finally I would (13) my best to escape from the island!

Phrasal verbs and prepositional phrases: revision

- 4** Read the text below and think of the word which best fits each space. Use only **one** word in each space.

Fables are traditional short stories that teach moral lessons to their readers. Nearly everyone knows the fable about the three little pigs, who set (1) into the world to make their fortunes. The first two pigs (2) across straw and wood, which they use to build their houses, and take the easy option because they are lazy. The third little pig works hard and builds a stronger home. When the wolf turns (3), he takes a deep breath and blows. The first two little pigs, (4) their surprise, soon lose their houses. At the third pig's house, the wolf blows, but is soon (5) of breath, and finally gives (6) his attempt to destroy the house. The third pig then offers to look (7) his two brothers and gives advice on how they can re-build their house. The lesson is, of course, that hard work is always worth it. Fables are a very old form of narrative, and (8) first were found in oral form. The stories mothers told their children were then handed (9) to later generations by word of mouth. Aesop was one of the first to turn the stories (10) their written form, and later La Fontaine took (11) the job of translating them into French. Nearly all fables have talking animals (12) common, and today this tradition is still in fashion.



Use your English!

What's your favourite fable? Why do you like it?

Word formation: revision

Notes:

The word building task in the exam (Part Five) may contain one or two things to watch out for:

- 1 Two stage transformations: think > thought > thoughtless, effect > effective > ineffective
- 2 Adverb blanks: care > careful > carefully
- 3 Nouns with irregular formation: wide > width, choose > choice
- 4 Words that require a negative prefix: approval > disapproval, reliable > unreliable
- 5 Nouns in plural number: produce > product > products

- 5** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. Find examples of what appears in the notes above.

The ancient monument of Stonehenge is one of the most spectacular sights of southern England. Why Stonehenge was built is still (1) It is (2) thought to have been a type of astronomical clock or calendar, by which the people of that time predicted eclipses, and calculated the seasons, hours of the days, and the phases of the moon. However, there is no (3) of this theory. Stonehenge was (4) built by people who had widespread European trade (5) , and must have possessed considerable engineering skills to be able to raise the enormous stones which make up the monument. It is (6) unique among European prehistoric monuments, and attracts a large number of visitors every year. (7) , a number of the stones were thought to be (8) , and when the government announced the (9) of the site, it disappointed many tourists. However, it is still my first (10) of places to visit in the area, even though it must now be seen from a distance.

KNOW
CURRENT

PROVE
DOUBT
CONNECT
STRUCTURE

FORTUNE
STABLE
CLOSE
CHOOSE

- 6** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Do you believe what your horoscope tells you? We did a survey to find out if our readers believed what they read. One woman interviewed said that she was more (1) to believe the horoscope if it predicted excellent news, but ignored it when it mentioned awful events. Another reader told us that he did (2) the opposite! Others only look at their horoscope if they are feeling (3) and depressed, but never consult it if they are feeling on top of the world. Some people do not make important (4) before they look at their (5) horoscope. They will often change their plans depending on the (6) offered by the horoscope. In the past, reading the future from your birth date was considered serious matter. Nowadays, most readers do not generally take their horoscopes (7) , and the (8) of our readers said that horoscopes shouldn't ever be taken as serious (9) Despite the progress in science and the (10) technological developments, people are still intrigued by reading their horoscopes.

LIKE
EXACT
SECURE

DECIDE
DAY
ADVISE

SERIOUS
MAJOR
PREDICT
LATE



Use your English!

Do you believe in horoscopes? Why? Why not?

Practice Test 16

Part One

For Questions 1–15, read the text below and decide which answer, **A, B, C** or **D**, best fits each space. There is an example at the beginning (0).

SUPERSTITIONS

It is (0) ~~surprising~~, how many people are still superstitious in this technological age. Superstitions are related to the culture and (1) of a nation and they differ a lot from country to country. For example, a black cat (2) your path in Britain is considered good luck, whereas in many continental countries, a black cat is (3) as bad luck.

Putting up an umbrella indoors is among the most (4) superstitions. (5) salt on the table can also cause bad luck. If you drop a glove, you must never thank the person who has (6) it up for you because you wipe out the good luck they have just given you. If you make someone a (7) of anything sharp, such as scissors or a (8) of knives, he or she has to give you a coin, so as not to 'break', or 'cut', the friendship. What seems to be a (9) superstition, which can earn you seven years bad luck, is to break a mirror.

There are also superstitions that (10) good luck. Crossing your fingers or (11) wood are such examples. In Tibet a traveller who (12) into a passer-by carrying water will have good luck awaiting him.

Finally, people (13) personal superstitions. If a schoolboy (14) an exam and he does well, he thinks the pen he used is his lucky pen. If businessmen close a deal wearing a(n) (15) tie, then they will wear the same tie every time they have an important meeting.

- | | | | |
|------------------------|-------------------------|--------------------|---------------------|
| 0 A surprising | B peculiar | C uncommon | D unusual |
| 1 A personality | B characteristic | C mentality | D thinking |
| 2 A running | B standing | C crossing | D passing |
| 3 A witnessed | B seen | C observed | D noted |
| 4 A popular | B usual | C habitual | D familiar |
| 5 A Dropping | B Spilling | C Placing | D Putting |
| 6 A brought | B taken | C picked | D looked |
| 7 A favour | B prize | C present | D gift |
| 8 A pair | B group | C pack | D set |
| 9 A daily | B universal | C regular | D systematic |
| 10 A put | B hand | C bring | D have |
| 11 A touching | B pressing | C finding | D taking |
| 12 A runs | B walks | C steps | D meets |
| 13 A grow | B develop | C promote | D cultivate |
| 14 A takes | B gives | C sends | D studies |
| 15 A certain | B appropriate | C ideal | D particular |

Part Two

For Questions 16–30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

TELEVISION

In the past few years there has (0) *been* a lot of research into the effects of watching television. However, there has been no conclusive proof that it is bad (16) you. (17) fact, researchers found that children are selective in (18) they watch and they are usually aware that the characters in a television programme are not real.

Watching TV has become one of the most popular (19) of entertainment. People prefer to stay at home (20) the family to watch sport, a film, a soap opera or the news. We all (21) different watching habits. Some of us may turn (22) the television when there is nothing interesting on, while others may not. Those addicted to TV watching, known as 'Couch potatoes', will sit in (23) of the TV and will watch whatever comes on the screen.

Different kinds of programmes are popular (24) different age groups. Older people, for example, were found to take soap operas more seriously (25) middle-aged people. They will often (26) flowers or a card if their favourite actor or actress gets married in the programme. Documentaries, on the other hand, (27) watched mainly by members of large families and people in big cities. Research has also (28) that cartoons are the first choice of (29) children and adults, while TV commercials are as popular (30) soap operas and adventure films for all age groups.

Part Three

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 The arrival time of Rachel's train is 9.05.

at

Rachel's train *arrives at* 9.05.

- 31 I tried to leave for work earlier than usual because I always get stuck in traffic.

in

I tried to leave for work earlier than usual
..... stuck in traffic.

- 32 There is no one in the orchestra more talented than Carl.

far

Carl is person in the orchestra.

- 33** I tiptoed into the room because I didn't want to wake up the baby.
so
I tiptoed into the room wake up
the baby.
- 34** It's possible that Lucy didn't understand the instructions.
might
Lucy the instructions.
- 35** Although they objected to the idea, they had to vote in favour of it
in the end.
their
Despitethey had to vote
in favour of it in the end..
- 36** You really ought to give the dog a bath.
time
It's the dog a bath.
- 37** There was an accident and traffic came to a standstill.
account
Traffic came to a standstill accident.
- 38** Mary took her daughter's hand.
by
Mary hand.
- 39** It makes no difference how generous she is, nobody likes her.
of
In, nobody likes her.
- 40** I'd love to go on holiday early in September but I can't.
wish
..... on holiday early in September.

Part Four

For Questions **41–55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a (✓) by the number. If a line has a word which should not be there, write the word on the line. There are two examples at the beginning (**0** and **00**).

THINGS TO DO AT THE BEACH

- | | |
|---|-----|
| 0 Have you ever noticed how many activities usually go on at the beach? | ✓ |
| 00 The beach is traditionally considered to be the place to go for swimming | for |
| 41 or to sunbathe, but in fact, people are doing many other things, too. | |
| 42 For example, many people play beach volley or must jog along the | |
| 43 beach. They run about for hours, enjoying themselves, keeping them fit | |
| 44 and getting a tan. Other people should prefer a less energetic way to spend | |
| 45 their day at the beach. The other day I saw a group of young people | |

- 46 playing in a game of Scrabble. They were relaxing in the sun having
 47 the fun and arguing about how words are supposed to be spelt. Two girls
 48 in their teens were reading a fashion magazine, giggling and gossiping
 49 about everything and everyone around of them. The vast majority of men
 50 were being absorbed in their newspapers, sipping ice tea and dipping in
 51 the sea when they could no longer take up the heat. A number of people
 52 were chatting or listening to music while others had fallen off asleep
 53 under their umbrellas. Despite the very heat, people would not leave the
 54 beach before the sun had set. Surprisingly enough, swimming does not
 55 appear to be the main attraction of going to the beach. Don't you think
 this is really odd?

Part Five

For Questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

WRITING LETTERS

Have you noticed that with the (0) development of technology, very few people have remained (56) to the art of writing personal letters to their friends and (57) ? Matthew Dawson is a journalist from London who writes about thirty letters a week. He says that (58) , his friends reply by telephone calls, or e-mails. The (59) of his friends from all over the world to reply by post is very (60) for Matthew. He feels that letter writing can (61) our horizons without ever leaving home and he eagerly awaits his mail (62) twice a day. Although he enjoys speaking to his friends on the phone and getting e-mails, he feels that written (63) is far superior to other forms of communication. Matthew believes that the (64) of his thoughts on paper gives him a sense of (65) , which is similar to that of authors writing a novel.

DEVELOP
FAITH
RELATE

TYPICAL
FAIL
DISAPPOINT
BROAD
DELIVER

CORRESPOND
EXPRESS
ACHIEVE

Phrasal verbs

We recommend that you refer to the Longman Phrasal Verbs Dictionary for a complete reference to and further information on phrasal verbs.

- account for** to give a satisfactory explanation of why something happened
- act for** if someone, especially a lawyer, acts for you, you employ them to deal with something for you
- act on/upon** to do what someone has advised or ordered
- act up** to behave badly – used especially about children
- add to** to make something increase
- admit to** to say that you have done something wrong
- advise sb of** to tell someone about a fact or situation
- advise sb against** to tell someone not to do something
- agree with** if a situation or place agrees with you, it makes you feel happy
- aim at** to try to achieve something
- allude to** to mention someone or something indirectly
- allow for** to consider or include something when making plans
- amount to** to be the same as something else
- answer (sb) back** to answer somebody rudely or say that you disagree with them – used especially about children speaking to teachers or parents
- answer for sth** if you have to answer for something bad that you have done or that has happened, you are responsible for it
- answer to sb/sth** if you have to answer to someone, you have to explain to them the reasons for your actions
- appeal to** to seem attractive or interesting
- approve of** to think that someone or something is right, suitable or good
- arrive at** to reach a decision or agreement
- ask after** to ask about someone, especially about their health or what they have been doing
- ask for** to say that you would like to have something
- ask out** to ask someone to go to a restaurant, film, etc., with you, especially because you want to start a romantic relationship with them
- attend to** to deal with something, especially a problem or something that you must do
- attribute to** to say or believe that a situation, event, etc., is caused by something
- back down** to accept that you cannot win an argument or fight
- back off** to move backwards so that you are further away from someone or something
- back out** to decide not to do something that you have agreed to do
- back sb up** to support someone
- bang into** to knock against someone or something
- bank on** to rely on something happening or someone doing something
- bet on** to expect or feel sure that something will happen
- black out** to suddenly become unconscious
- block off** to put something across a road or path in order to prevent people from passing through
- blow over** if an argument or unpleasant situation blows over, it is forgotten or no longer seems important
- blow up** to destroy something using a bomb
- bounce back** to become successful again after failing or being defeated, especially quickly and in a determined way
- bow out** to give up an important position or job, so that someone can take your place
- branch out** to start doing something different from what you usually do in your business, job, etc.
- break down** if a vehicle or machine breaks down, it stops working because there is something wrong with it
- break sth down** to hit something such as a door or wall so hard that it breaks and falls to the ground
- break in** to get into a building illegally by using force, especially in order to steal something
- break off sth** to end a romantic or sexual relationship with someone
- break out** if war, fighting or disease breaks out, it starts suddenly
- break out** to escape from a prison
- break up** if two people who are married or having a sexual relationship break up, they separate and the marriage or relationship ends
- bring about sth** to make something happen, especially a change or better situation
- bring along** to bring someone or something with you when you come to a place
- bring sth off** to succeed in doing something that is very difficult
- bring sb round/to** to make someone conscious again when they have been unconscious
- bring someone up** to look after and educate a child until he or she is grown up
- build up** to gradually increase in amount, size or strength
- call around/round** to go to someone's house for a short time to visit them
- call back** to phone someone again at a later time, or to phone someone who has already phoned you
- call off** to stop an event that has been arranged from taking place, especially because of a problem
- call on** to visit someone for a short time
- call up** to phone someone
- carry on** to continue doing something
- carry sth out** to do something that you have organised or planned
- cash in on** to make a profit from a situation or get an advantage from it
- catch on** to become popular and fashionable
- catch on (to sth)** to begin to understand or realise something
- catch sb up** to improve so much that you reach the same standard as someone else who was better than you
- catch up on** to do something that you did not have time to do earlier
- check in** to go to the desk at a hotel and say that you have arrived, and get the keys to your room
- check into sth** to try to get more information about something
- check out** to return your room keys and pay your bill at a hotel when you leave

- check sb/sth out** to get more information about something or someone, especially so that you can find out if they are suitable or good, or whether what you have been told about them is true
- clean up** to make a person clean and tidy after they have become very dirty
- clear off** to leave a place quickly
- clear out** to make a room, cupboard, etc., tidy and throw away the things in it you do not need or want any more
- climb down** to admit that you were wrong in an argument, or agree to accept other people's demands
- close sth down** if a business or organisation closes down, it stops operating for a short time or permanently
- come about** to happen, especially in a way that was not planned or expected
- come across sb/sth** to find something or meet someone by chance, when you are not expecting it
- come around/round to** become conscious again, for example after an accident or operation
- come down** to fall down from a higher position to a lower one, often to the ground
- come down with sth** to get an illness, especially one that is not very serious and is passed from one person to another
- come into** to receive, money, land, etc., from someone who has died
- come off** if something that you have been planning or intend to do comes off, it happens or is successful
- come out in sth** to develop spots, etc., on your skin, especially a lot of them
- come up with sth/sb** to think of an idea, plan, solution, or answer
- count on sb** if you can count on someone, you know that they will help you or do what you want
- cross out sth** to draw a line through something that you have written, usually because it is wrong
- cross over sth** to go to the other side of something or a place
- cut back sth** to reduce the amount of money that you spend, or the amount of something that you use
- cut down (on) sth** to reduce the amount, number, or size of something
- cut sth out** to stop eating, drinking, smoking, etc., something, especially in order to improve your health or lose weight
- cut sth up** to cut something into small pieces, especially food
- deal with sth** to take action in order to solve a problem or make sure that something is done properly
- die down** if something such as noise, excitement, or fighting dies down, it gradually decreases in amount, until it stops completely
- do away with sth** to get rid of something or stop doing or using something
- do sth up** to fasten shoes, clothes, etc.
- do sth up** to repair or decorate an old car or building, so that it looks much better
- do with** to need or want someone or something
- do without sb/sth** to succeed in dealing with a situation without someone or something that you want or need
- draw sth up** to prepare a contract or other official agreement, or a list or plan.
- drive at** what someone is trying to say when they are not saying it directly
- drop by** to make a short visit to someone you know well, usually without making a definite arrangement before
- drop in** to make a short visit to someone or go into an office, shop, bar, etc., for a short time, usually without making a definite arrangement before.
- drop sb/sth off** to take someone or something to a place by car, especially while you are driving somewhere else
- drop out** to leave, school, college, or university before you have finished your course
- eat in** to eat a meal at home instead of going to a restaurant.
- eat into** to use or take away part of something valuable, especially money or time
- eat out** to eat a meal in a restaurant instead of at home.
- fall back on** to use something because other things have failed or because there is no other choice left
- fall behind** to gradually get behind other people who you are with, because you are moving more slowly than them
- fall out** to have an argument with someone and stop being friendly with them.
- fall through** if an agreement, plan, etc., falls through, something prevents it from happening or being completed successfully
- find out** to get information about something, either by chance or by asking questions, looking in books, etc.
- get sth across** to succeed in making someone understand an idea or message
- get ahead** to be successful in your job so that you can progress to a more important job or a higher rank
- get along** to deal with a job or situation, especially when you do it successfully and make progress
- get along** if two or more people get along, they have a friendly relationship
- get around to sth** to finally do something that you have been intending to do for some time
- get away with sth** to not be noticed or punished when you have done something wrong
- get by** to have or know just enough of something to deal with a particular situation, but not enough to make it easy
- get sth down** to write something quickly, especially so that you do not forget it.
- get down to sth** to finally make a serious effort and start doing something
- get sb down** if a situation gets you down, it continues over a period of time, making you feel increasingly unhappy and tired
- get off sth** if you get off a bus, plane, large boat, train, etc., you leave it
- get on** if two or more people get on, they have a friendly relationship
- get out** to go to different places in order to meet people and enjoy yourself, especially when you do not often do this
- get over sb/sth** to begin to feel better after a shock or an experience that upset you

get sth over to succeed in communicating ideas or information so that other people can understand them

get round sb to gently persuade someone to do what you want by being friendly to them

get through to succeed in talking to someone on the telephone

get through sth to finish something that you are doing, especially work or a book that you are reading

get through sth to pass a test or examination, or successfully complete a course

get through to sb to succeed in making someone understand something, especially when this is difficult

get up to sth to do something, especially something slightly bad or that people do not approve of

give sth away to give something that you do not want or need to someone, without asking them for any payment

give back sth to return something to the person who owns it or who gave it to you

give in to finally agree to something you were unwilling to agree to before, especially after someone has spent a long time arguing with you or trying to persuade you

give sth off to produce something such as smell, heat, light, energy, gas or a sound

give sth out to give something to a lot of people, especially a large number of things or all of them.

give sth up to stop doing something that you did regularly, for example a job or a sport

go after sb/sth to follow or chase someone, in order to catch them, attack them, or talk to them

go ahead to do something that you have been planning or preparing to do, especially after considering and trying to decide if you should do it

go back to return to a place where you have been before, or to the place where you were until recently

go back on sth to not do what you had promised, agreed, or said you would do

go down if a price or the level of something goes down, it becomes lower

go down with sth to get a particular illness, especially one that you catch from other people and which is not very serious

go off sb/sth to stop liking someone or something that you used to like

go off if food or drink goes off, it is not good to eat or drink any more, for example because it has been kept too long, and it often smells bad.

go off if an alarm goes off, it makes a sudden loud noise, especially in order to warn people about something

go off if a gun goes off, it fires

go on to continue doing something without stopping or changing

go out with sb to meet someone regularly and go to different places with them because you are having a romantic or sexual relationship with someone

go over to visit someone who lives near you for a short time

go over sth to explain something to someone to make sure that they have understood it, often when you have already explained it before

go through sth to experience something, especially a

difficult or unpleasant situation, or a period of time when a lot changes or happens

go through sth to carefully read or discuss something, to check that it is correct and acceptable

go up if a price or the level of something goes up, it increases

go up to explode or start burning

grow out of sth if children grow out of something, they stop doing it or are no longer interested in it as they get older

grow out of sth if children grow out of clothes, they become too big to wear them

grow up to change from being a child into an adult

hand sth back to give something that you are holding back to someone after they have given it to you

hand sth in to give something to someone in authority so that they can have it or deal with it

hand sth on to give or teach something to someone, especially a younger member of your family, so that they will have it or know about it after you have died

hand sth over to give something to someone, especially after they have asked for it

hang around/round (sth) to spend time somewhere not doing anything, for example because you have nothing to do, or because you are waiting for something or someone

hang on to wait for someone or something for a short time

have on to be wearing something

have out if you have a tooth or a part of your body out, a dentist or doctor removes it

head for sth to travel towards a place

hear from sb to get a letter or a telephone call from someone

hold back sb/sth to prevent someone or something from developing or making progress

hold sth back to keep something secret

hold on to wait for a short time – used especially when telling someone to wait

hold up sth to raise your hand or arm, or something that you have in your hand

hold sb/sth up to delay someone or something, so that something takes longer or happens later than planned

hold up to stop a vehicle or go into a bank, shop, etc., with a gun or other weapon and demand money from people

hurry up do something more quickly

improve on to do something better than before or to make it better than before

jet off to travel somewhere by plane

join in to start doing or becoming involved in something with other people, especially when they are already doing it

join up to become a member of the army, navy, or airforce

jump up to suddenly stand up after you have been sitting or lying down

keep at sth to continue to do something, although it is difficult or hard work

keep away to not go near a person, place or animal

- keep back** to not stand near something or not move towards it
- keep sth back** to deliberately not tell someone all that you know about something
- keep sb in** to make someone stay in a place, especially as a punishment
- keep off sth** to not go onto an area of land
- keep on** to continue to do something or to go somewhere
- keep out** to not go into a place or building
- keep up** to go as quickly as someone else
- keep up** to manage to do as much or as well as other people
- kick off** if an event kicks off or you kick it off, it starts
- knock sb out** to make someone become unconscious, for example by hitting them in a fight or giving them drugs
- knock sb over** to hit someone with a car while you are driving with the result that they fall down and are injured or killed
- leave out sb/sth** to not include someone or something, either deliberately or accidentally
- let down sb** to fail to do something that someone is relying on you to do, in a way that is disappointing or annoying
- let sb in** to allow someone to enter a room or building, especially by opening the door
- let yourself in for** to become involved in something that may be difficult or cause you problems
- let sb off** to not punish someone when they have done something wrong
- let up** if bad weather or an unpleasant situation lets up, it stops or becomes less serious than before
- lift off** if a space vehicle or plane lifts off, it leaves the ground in order to start a journey
- live down** if you say that someone will not live something down, you mean that they will never make people forget about something silly or embarrassing that they have done
- live on sth** if you live on a particular amount of money, you have that amount available to buy the things you need to live
- live up to** to be as good as people expect or hope
- look after** to spend time with someone and make sure that they are safe and have the things they need, especially a child or someone who is sick
- look away** to turn your eyes away from someone or something so that you cannot see them
- look back** to think about or remember a situation that happened in the past
- look down on sb** to think you are better than someone else, for example, because you are more successful, or of a higher social class than they are
- look for sb/sth** to try to find someone or something, for example because you need them or have lost them
- look forward to sth** to be excited and happy about something good that is going to happen and think about it a lot
- look into sth** to try to find out the facts about something such as a crime, a problem, or an accident, so that it can be dealt with
- look on** to watch something while it is happening but not take part in it or try to stop it
- look out!** use this to warn someone that they are in danger and that they must do something to avoid it
- look over** to quickly examine someone or something to see if there is anything wrong with them or to see what they are like
- look through sth** to look for something among a pile of paper, in a drawer, in someone's pockets, etc.
- look sth up** to try to find information about something in a book, in a list, in computer records, etc.
- make for sth** to move towards something
- make of sb/sth** if you ask someone what they make of someone or something, you want to know what their opinion of or reaction to them is
- make off** to leave quickly, especially in order to escape
- make off with sth** to steal something and escape with it
- make out** if you can make something out, you can see or hear it, but with difficulty
- make out** to try to make people believe that something is true when it is not
- make out (a cheque/bill, etc.)** to write the necessary information on a cheque, bill, etc.
- make up sth** if a number of parts or members make up something, they combine together to form it
- make sth up** to think of a lie, excuse, or story that is not true in order to deceive someone
- make up** if two people who have had an argument make up, they talk to each other and agree to become friends again.
- make sb up** to put coloured creams, powders, etc., onto someone's face to change the way they look
- meet up** to meet someone, either because you have arranged to, or by chance
- mind out!** used to warn someone that they need to be careful
- move over** if you ask someone to move over, you are asking them to change their position or seat so that there is space for you
- name after sb/sth** to give someone or something the same name as another person, thing, or place
- note down** to quickly write down information that you want to remember so that you can look at it again later
- own up** to admit that you have done something wrong, especially something that is not serious
- pass on** to tell someone a piece of information that someone else has told you.
- pass out** to become unconscious, usually for a short time
- pick on sb/sth** to treat one person badly in a way that seems very unfair, for example, because they are the weakest or they are different from the other people in the group
- pick out** to choose one particular thing or person from a group
- pick up sth** to learn how to do something by watching or listening to other people or by practising doing it, rather than by being taught
- plan ahead** to make decisions and plans about what you will do in the future and when you will do it

- play sth back** to listen or watch something that has recently been recorded on a tape
- play up** if children play up, or play someone up, they behave badly and cause trouble for the adult they are with, especially deliberately as a way of having fun
- pour down** if the rain pours down, it rains very hard
- pull sth down** to deliberately destroy a building or other structure, for example because it is not safe, or because the land it is on is needed for something else
- put across** to explain your ideas, and opinions, etc., clearly so that other people can understand them
- put sth away** to put something in the place where it is usually kept when it is not being used, for example in a cupboard or pocket
- put sth back** to put something in the place where it was before
- put sth by** to save money so that you can use it later for a particular purpose
- put sb down** to criticize someone in an unkind way that makes them seem stupid or unimportant, when other people are present
- put down sth** to kill an animal without causing it any pain, because it is old or ill
- put sth down** to write something on paper instead of just thinking about it, for example your ideas about something or something that you have to do
- put sth forward** to suggest an idea, explanation, plan, etc., for other people to consider and discuss
- put sth off** to delay doing something until later, or arrange for something to happen at a later time, especially because there is a problem, or you do not want to do it now
- put sth on** to put clothes on your body
- put sth out** to make a fire, cigarette, or candle stop burning
- put sth over** to succeed in telling other people your idea, opinions, etc., by explaining them clearly
- put sb through** to connect someone to the person they want to speak to, on the telephone
- put up sth** to build something such as a building, wall, or a statue
- put sth up** to increase something, for example prices, taxes, or rents
- put sb up** to provide someone with a place to stay, usually for a short time
- put up with sb/sth** to accept an unpleasant situation or someone's annoying behaviour without complaining
- queue up** to form or join a line of people waiting to do something or go somewhere
- read sth out** to read something and say the words, especially the words or numbers that are written in a list, message, etc.
- rely on/upon** to need or use something or someone in order to exist or do something successfully
- rub sth out** to remove writing or pictures from paper by rubbing it with a piece of rubber, or remove writing or pictures from a board by rubbing it with a cloth
- run across sb/sth** to meet someone or find something by chance
- run after sb/sth** to chase someone or something
- run sb down** to drive into someone and hurt or kill them
- run into sb** to meet someone you know by chance, when you did not expect to meet them
- run out of** if you run out of something, you have no more of it left because you have used all of it
- run over sb/sth** to drive over someone or something, especially with the result that they are injured or killed.
- save on sth** to spend less money on something than you did before
- save up** to keep money so that you can use it in the future, especially when you add more money every week, month, etc.
- see about sth** to find out about something or make arrangements to do something
- see sb off** to go to the airport, train station, etc., to say goodbye to someone who is leaving
- see through sb/sth** if you see through someone or what they are saying, you realize that they are trying to influence you or deceive you
- see to sth** to deal with something or make sure it happens
- sell out (of)** if a shop sells out of something, it has no more of that particular thing left to sell
- send for sb** to ask or tell someone to come to you by sending them a message
- send off** if a sports player is sent off, they are forced to leave the field because they have broken the rules
- send up sb/sth** to make someone or something seem silly by copying them in a funny way
- set aside** to keep something, especially time or money, for a special purpose, or only use it for that purpose
- set back** to delay the progress or development of something
- set off** to start to go somewhere
- set up sth** to start a business or organization
- show off** to try to make other people admire you, by behaving in a way that you think makes you seem intelligent, skilful, or rich, but in fact is just annoying or silly
- shut down** if a business, factory, shop, etc., is shut down or shuts down, it closes and stops working for a long time or permanently
- sleep in** to sleep later than usual in the morning, especially because you do not have to go to work or school
- slow down** to start to move slowly or to make someone or something do this
- sort out sth** to successfully deal with a problem, a difficult situation, or a disagreement
- speak up!** to begin to speak more loudly
- stand for sth** to represent a word, phrase, or idea
- stand out** to be very easy to see or notice
- stand up to sb/sth** to defend yourself and refuse to let a powerful person or organization treat you badly or unfairly
- start sth up** to begin to exist and operate, or to make something do this – used about businesses, organization, programmes and systems

- stay in** to remain at home, especially in the evening
- stay out** to not come home at night, or to come home late, especially when someone is expecting you
- stay over** to spend the night at someone else's house instead of going home
- stick sth out** to continue doing something that you find difficult or unpleasant for as long as possible or until it is finished
- take after sb** to be like your mother, father, grandfather, etc., because you look like them, or because you have a similar character, or similar abilities
- take sth away** if you take one number away from a second one, you reduce the second one by that number
- take sth back** to return a book or something else to the library or shop that you borrowed it from
- take sth back** to admit that you were wrong to say something
- take sb back** to make you remember a period of time in the past.
- take sth down** to write down something that someone is saying or something that can be seen for a short time only
- take sth in** to understand and remember facts and information
- take off** if a plane or bird takes off, it leaves the ground and rises into the air
- take sth off** to remove something that you are wearing
- take sb off** to copy the way that someone speaks or behaves in order to make people laugh
- take sb/sth on** to agree to do some work or to accept a responsibility
- take sb on** to start to employ someone
- take sb out** to go with someone to a place such as a restaurant, theatre or club, when you are paying for everything, or when you are showing them a place that they have not been to before
- take sth out** to remove something from a bag, your pocket, etc.
- take sth over** to start being responsible for something or doing a job that someone else was responsible for before you
- take to** to start to like a person, or place, especially when you first meet them or first go there
- take sth up** to start doing a particular activity or kind of work
- take up sth** to use up a particular amount of time, space or effort
- take up** to accept an offer, opportunity or challenge
- talk back** to answer your parents, teacher, manager, etc., rudely after they have criticized you or told you to do something
- talk sb into sth** to persuade someone to do something by explaining to them why they should do it
- talk sb out of sth** to persuade somebody not to do something that they were intending to do, by explaining to them why they should not do it
- tear sth down** to deliberately destroy a building, wall, etc., because it is not needed any more or is not safe
- tell sb/sth apart** if you can tell people or things apart, you can see the difference between them, so that you can recognize each of them and do not confuse them
- tell sb off** if someone in authority such as a teacher or a parent tells you off, they speak to you angrily about something wrong that you have done
- think of sth** to find a new idea, suggestion, etc., by thinking about it
- think sth over** to think very carefully about an idea or plan before you decide whether you will accept it or not agree to it
- throw sth out** to get rid of something that you do not want or do not need
- tidy sth up** to make a place look neater by putting things in their proper place
- try sth on** to put on a piece of clothing to see if it fits you or to see if you like it
- turn back** to stop when you are travelling and start going back in the direction that you came from, especially because it is dangerous or impossible for you to continue
- turn sth down** to reduce the amount of sound, heat, etc., produced by a machine such as a radio or a cooker
- turn down sb/sth** to decide not to accept an offer or an opportunity to do something
- turn into sb/sth** to change and become a different type of thing or person
- turn sth off** to make a light, machine or engine stop working, or to stop the flow of gas, water, or electricity, by pressing a switch, turning a tap, etc.
- turn sth on** to make a light, machine, or engine start working, or start the flow of gas, water or electricity, by pressing a switch, turning a tap, etc.
- turn out** to happen in a particular way, or have a particular result
- turn to sb** to go to someone for advice, sympathy, or help
- turn up** to arrive somewhere, particularly when you are expected there
- use up sth** to use all of something so that there is none left
- wash sth up** to wash plates, dishes, knives, etc., especially after a meal.
- watch out!** to be careful and pay attention because something bad may happen – used especially when warning someone to be careful.
- wear sth out** if you wear out clothes, materials, equipment, etc., or if they wear out, they gradually become weak or damaged by being used a lot until they cannot be used any longer.
- wear sb out** to make someone feel extremely tired
- work at sth** to try hard to improve or achieve something
- work sth out** to calculate the answer to a problem that involves numbers, amounts, prices, etc.
- write back** to reply to a letter that someone sent you, by writing a letter to them
- write sth down** to write something on a piece of paper
- write sth out** to write something on paper, especially in a very complete, detailed, or neat way
- write up** to write a report, article, etc., in its final form, especially using notes that you made earlier

Verbs and prepositions

A

abbreviate to
absent yourself from
accuse sb of sth
adapt to
add in/on
admire sb for
advise sb on/to
agree on/over/about/
to/with
aim (sth) at
apologise to sb for sth
appear to
apply to sb for
argue about/for/against/
with
arrange for/with
arrest sb for sth
attach to

B

ban sb from
bargain away/for/with
beat at/down/in/off/up
beg sb for
begin by/with
believe in
belong to
benefit from
blame for
boast of/about
borrow from
bump into
burst into

C

care about/for/of
change for/in/to/into
charge at/for/in/with
cheat sb out of
choose between
collide with
combine with
comment on
commit to
communicate with/to
compare to/with
compensate for
compete against/with
complain to/about/of
compliment on
concentrate on
concerned about/in/with
confess to
confide in/to
confront with
confuse with

congratulate on
conjure up
consent to
consider for
consist of
consult on/about
contrast with/to
contribute to
convert into/to
convict sb of sth
convince of
co-operate in/with
cope with
correspond with
count for
cover in/with
crash into
criticise for
cry about/for/over
cure of

D

date back to/from
deal in/with
decide about/against/
between/on
declare war on
depend on
decrease in
defend from/against
delight in/with
demand from
depart from
depend on/upon
descend to
despair of
deter from
determine on/to
develop into
die for/from/in/of
differ from/in/about/on
direct at/towards
disagree with/on/about
disapprove of
discourage sb from
discuss with
dismiss from
dispose of/with
disqualify from
dissuade from
distance yourself from
distinguish between
divide among/by/into
do sth about sth
dream of/about
dress in

E

economise on
elaborate on
elope with
empty out of/into/onto
encourage in
end in/with
engage in
enlist in/for
enter into
escape from
exchange for
exclude from
excuse for/from
expel from
experiment with/on
explain to

F

fail in
familiarise with
feature in/on
feed on
fetch for
fight with/about/against
fill with
finish of/by/with
fit in/into/with
focus on
forget about
forgive for
free from

G

gain by/from/in
gaze at/upon
giggle at
glance at
glare at
glisten with
graduate from/in
grow in/into/out of
grumble to/at/about/over
guarantee for
guess at

H

happen to/upon
harmonise with
hear about/of
help oneself to
hesitate about/over/at
hint at
hold sth against sb
hope for
hurry to

I

identify with
impress on/upon
improve on
include in
increase in/by
indulge in
infect with
infer from
inform of/about
inject into/with
inquire into/about
insert in
insist on
insure against
interfere in/with
introduce to
invest in
invite to
involve in
issue to/with

J

joke about/with
judge by/from

K

key sth into sth
knock at/on
know of/about

L

lack in
laugh about/at/with
lay in/on/under
lead into
lean on/towards/
against/over
leave for/to/with
lecture on/for/about
lend to
lie to/about
limit to
link with/to
listen for/to
live by/at/for/in/on/with
long for/in

M

mean to/by
meet with
mention to
misinform about
mislead into
mistake for
mix with

N

nag at
negotiate with/on
nod to/at
nominate as/for
notify of

O

object to
obtain for
occur to
offer to
operate on/with
originate in/from
own up to

P

pack with
pardon for
part with
participate in
pay be/for/in
peek at
persist in
persuade to/into
phase out
place on
plant with
play at/with
plead with
point at/to
pose for
praise for
pray to
prefer to
prepare for
present with/to
press for
pretend to
prevent from
pride oneself on
profit from
prohibit from
promise to
prosecute for
protect against/from/with
protest about/against/at
provide for/with

pull at/on
publish for
punish for

Q

qualify as/for
quarrel with/about/over
quiet down
quote from

R

reach for
react against/to
readjust to
reason with
rebel against
receive from
recite from
reckon on
recommend to/for
recover from
reduce to/by
refer to
refrain from
register at
relate to
release from
relieve of
rely on/upon
remark on/at/upon
remind of/about
remove from
replace by/with
reply to
report on
rescue from
reserve for
resign from
resolve to
resort to
respond to/with
rest on/upon
restrict to
result in/from
retire from/to
return to
revolt against
revolve around

reward for/with
rhyme with
rob of
rush to

S

save from
say to
search for
see in/to
seem to
send for
sentence to
separate from/out
serve with/to
set about/on
settle down to
shame into
share with/in/out
shelter from
shoot at
shout at/for/to
sigh for/with
signal to
smile at/to
soak in/with
speak to/about/with/of
specialise in
spend on
split into
spy on
stack up
stare at
steal from
stop from/at
straighten out/up
strike as
submit to
succeed in/at
sue for
suffer/for/from/with
supply with/to
support in/with
surrender to
suspect of
swear to/about
sympathise with

T

talk to/into/about/with
tamper with
team up with
tempt into
testify to
thank for
think about/of
threaten with/to
throw at/to/in
tie to
trade in
transform into
translate from/into
treat to/with/for
trick into
trouble about
trust with/to
try to
turn into/around/
over/aside/to

U

undertake to

V

vary in
volunteer for
vote for/against

W

wait for/on
warn against/about/of
waste on
watch for
win at/by/in
wink at
wish for
work on/at/in
worry about/over/of
write to sb about sth

Y

yell about/at/out

Z

zero in (on)
zoom in/out/ in on

Adjectives and prepositions

A

able to
absent from
absorbed in
acceptable to
accompanied by
according to
accountable to
accustomed to
acquainted with
active in
addicted to
adequate for
adjacent to
afraid of/to
agreeable to
ahead of
allergic to
amazed at/by
amused at/by
angry at/with/for/about
annoyed at/about/with
anxious about/for/to
apparent in/from/to
appropriate to
ashamed to/of
astonished at/by
attached to
aware of

B

bad at/to
beneficial to
bored with/by
bound with/to
brilliant at
busy with

C

capable of
careful about/of/with
certain about/of
characteristic of
clever at/with
close to
combined with
committed to
composed of
concerned about/for/in/with
confident about/of
confined to
connected to
conscious of
consistent with

content with
contrary to
convenient for
convinced of
critical of
cross at/about
crowded with
cruel to
curious about

D

damaging to
deaf in/to
dear to
dedicated to
deep in sth
deficient in
delighted with/at/about
dependent on
deprived of
descended from
determined about/on
devoted to
different from/to
disappointed in/about/at/
with/by
disgusted about/at/by/with
displeased with
dissatisfied by/with
distracted from/by
distressed by
dressed in
due for/to

E

eager for
early for
efficient in/at
engaged in sth/to sb
enthusiastic about
envious of
equal to
equivalent to
essential to/for
excellent at/with
excited about/by/at
experienced in/with
expert in/at/on/with
exposed to
expressive of

F

faced with
famed for
familiar to/with

famous for
fatal to/for
favourable to
fearful of
fed up with
filled with
fine for
fit for
fond of
fortunate in
free from/of
friendly to/towards/with
frightened at/of/by
frustrated in
full of
furious at/with/about

G

generous of/with/to
glad of
good at/for/with
grateful to/for
guilty of

H

happy at/in/with
harmful to
honest about/in/with
hopeless at/with
horrified of/at

I

ideal for
identical with/to
ignorant of
ill with
immune to
impatient with sb for sth
implicated in
impolite to/of
important for/to
impressed at/by/with
incapable of
inclined to
inconvenient to
indifferent to
inefficient at/in
inexperienced in
inferior to
informed about
innocent of
intent on
interested in
involved in/with
irrelevant to

irrespective of
irritated by/with

J

jealous of

K

keen on
kind to/of
known for

L

late for
latest in
liable for/to
limited in
locked in
lucky in/at

M

made of/from
married to
mean to
miserable at/about
missing from
mistaken about/for/in
modest about

N

necessary for/to
nervous about/of
new to
next to
nice to/of/about
noted for

O

obliged to
obvious to
occupied with/in
offended at/by
opposed to
opposite to/of
optimistic about/in

P

pessimistic about/in
pleasant to/for
pleased at/with/about
polite to/of
poor in/at
popular with
possessive about/of
preferable to
preoccupied with
previous to

proficient in/at
prone to
proud of
puzzled about/by/at

Q

qualified for
quick in/at

R

ready for
recognisable to
related to
relevant to
respected for
responsible for/to
restricted to
resulting from/in
right about/to/in

S

sad about/at

safe from
satisfied with/by
scared of/by
secret from
sensible about/of
sensitive to
separate from
serious about
shocked at/by
short of
shy of/with
sick about/over/with/of
similar to
skilful at/with/in
skilled with/in/at
slow at
smart at
sorry about/for
strict about/with
subject to
successful in/at

sufficient for
suitable for
suited for/to
superior to
sure about/of
surprised at/by
suspicious of/about
sympathetic to/
towards/with

T

terrified at/of
thankful for
thoughtful/less of
tired of
typical of

U

unaware of sth
unfaithful to
unfit for
unhappy at/about

uninterested in
unqualified for
unreasonable about/of
unwilling to
upset about/with/by/at
used for
useful in/to/for

V

visible from/to
vital to

W

weak in/at
worried about
wrong in

Y

young for/in

Prepositional phrases

A

at the age of
at the beginning of
at one's best
at the bottom of
at the corner
at all costs
at ease
at the end
at fault
at first
at first hand
at first sight
at a glance
at a guess
at heart
at home
at large
at last
at least
at length
at a loss
at the moment
at most
at once
at peace/war with
at present
at random
at the same time
at the seaside
at short notice

at the time
at times
at the weekend

B

by accident
by all accounts
by bus/plane/train/etc.
by chance
by degrees
by far
by force
by hand
by heart
by luck
by means of
by mistake
by nature
by now
by oneself
by phone
by profession
by request
by sight
by surprise
by the time
by the way

F

for ages
for certain

for a change
for ever
for fun
for good
for granted
for hire
for keeps
for instance
for life
for love
for nothing
for once
for one's sake
for the sake of
for the time being
for a walk
for a while

I

in addition
in advance of
in agreement with
in aid of
in all
in answer to
in bed
in the beginning
in brief
in any case
in cash
in charge of

in colour
in common
in comparison with
in conclusion
in good/bad condition
in confidence
in control of
in danger
in the dark
in debt
in demand
in detail
in difficulty
in doubt
in exchange for
in fact
in fashion
in favour of
in fun
in future
in general
in good time
in hand
in haste
in hiding
in honour of
in the hope of
in a hurry
in someone's interest
in the limelight

in the long run
 in love (with)
 in the meantime
 in a mess
 in a bad/good mood
 in the mood (for)
 in mourning
 in need of
 in the news
 in the name of
 in the nick of time
 in a nutshell
 in one's opinion
 in order to
 in other words
 in pain
 in particular
 in the past
 in person
 in place of
 in practice
 in principle
 in private/public
 in reality
 in return
 in the right
 in ruins
 in secret
 in self-defence
 in short
 in sight of
 in some respects
 in succession
 in bad/good taste

in theory
 in time
 in touch (with)
 in tune with
 in turn
 in use
 in vain
 in the way
 in writing
 in a word
 in the wrong

O

off colour
 off duty
 off limits
 off the peg
 off the record
 off school/work
 on account of
 on average
 on bail
 on balance
 on behalf of
 on board
 on business
 on call
 on condition that
 on the contrary
 on credit
 on demand
 on a diet
 on the dole
 on duty

on edge
 on fire
 on the floor
 on foot
 on the one/other hand
 on holiday
 on impulse
 on the increase
 on one's knees
 on leave
 on loan
 on the market
 on one's mind
 on the move
 on the news
 on one's own
 on page ...
 on the phone
 on principle
 on purpose
 on sale
 on schedule
 on second thoughts
 on sight
 on strike
 on bad/good terms (with)
 on time
 on top of
 on a trip
 on the way (to)
 on the whole
 out of breath
 out of character

out of condition
 out of control
 out of danger
 out of date
 out of doors
 out of fashion
 out of focus
 out of luck
 out of order
 out of the ordinary
 out of place
 out of practice
 out of print
 out of the question
 out of reach
 out of season
 out of sight
 out of step
 out of tune
 out of turn
 out of work

U

under age
 under arrest
 under one's breath
 under control
 under discussion
 under the impression (that)
 under orders
 under pressure
 under repair
 under the weather

Irregular verb list

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
arise	arose	arisen	build	built	built
awake	awoke	awoken	burn	burnt	burnt
be	was	been	burst	burst	burst
bear	bore	born(e)	buy	bought	bought
beat	beat	beaten	can	could	(been able to)
become	became	become	catch	caught	caught
befall	befell	befallen	choose	chose	chosen
begin	began	begun	come	came	come
bend	bent	bent	cost	cost	cost
bind	bound	bound	creep	crept	crept
bite	bit	bitten	cut	cut	cut
bleed	bled	bled	deal	dealt	dealt
blow	blew	blown	dig	dug	dug
break	broke	broken	do	did	done
breed	bred	bred	draw	drew	drawn
bring	brought	brought	dream	dreamt	dreamt

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eaten	sew	sewed	sewn
fall	fell	fallen	shake	shook	shaken
feed	fed	fed	shine	shone	shone
feel	felt	felt	shoot	shot	shot
fight	fought	fought	show	showed	shown
find	found	found	shrink	shrank	shrunk
flee	fled	fled	shut	shut	shut
fly	flew	flown	sing	sang	sung
forbid	forbade	forbidden	sink	sank	sunk
forget	forgot	forgotten	sit	sat	sat
forgive	forgave	forgiven	sleep	slept	slept
freeze	froze	frozen	slide	slid	slid
get	got	got	smell	smelt	smelt
give	gave	given	sow	sowed	sown
go	went	gone	speak	spoke	spoken
grind	ground	ground	speed	sped	sped
grow	grew	grown	spell	spelt	spelt
hang	hung	hung	spend	spent	spent
have	had	had	spill	spilt/spilled	spilt/spilled
hear	heard	heard	split	split	split
hide	hid	hidden	spin	spun/span	spun
hit	hit	hit	spit	spat	spat
hold	held	held	spoil	spoilt	spoilt
hurt	hurt	hurt	spread	spread	spread
keep	kept	kept	spring	sprang	sprung
kneel	knelt	knelt	stand	stood	stood
know	knew	known	steal	stole	stolen
lay	laid	laid	stick	stuck	stuck
lead	led	led	sting	stung	stung
learn	learnt	learnt	stink	stank	stunk
leave	left	left	strike	struck	struck
lend	lent	lent	swear	swore	sworn
let	let	let	sweep	swept	swept
lie	lay	lain	swim	swam	swum
lie	lied	lied	swing	swung	swung
light	lit	lit	take	took	taken
lose	lost	lost	teach	taught	taught
make	made	made	tear	tore	torn
mean	meant	meant	tell	told	told
meet	met	met	think	thought	thought
pay	paid	paid	throw	threw	thrown
put	put	put	understand	understood	understood
quit	quit	quit	undertake	undertook	undertaken
read	read	read	wake	woke	woken
ride	rode	ridden	wear	wore	worn
ring	rang	rung	weave	wove	woven
rise	rose	risen	weep	wept	wept
run	ran	run	win	won	won
say	said	said	wind	wound	wound
see	saw	seen	withdraw	withdrew	withdrawn
seek	sought	sought	write	wrote	written
sell	sold	sold			

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