

RICHARD SIDE AND GUY WELLMAN

**GRAMMAR
AND
VOCABULARY**

for

**CAMBRIDGE ADVANCED
AND PROFICIENCY**

WITH KEY



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Syllabus map

Unit one

page 16

Grammar *Problem tenses*

OVERVIEW

Perfect tenses; continuous tenses; the future

Vocabulary

- 1 **Present Perfect** Present Perfect with other tenses; idiomatic phrases
- 2 **Other Perfect tenses** Past Perfect / Future Perfect; Perfect infinitives and *-ing* forms
- 3 **Continuous** Perfect Continuous; Past Continuous for plans, polite requests; Continuous infinitives; Perfect Continuous passive
- 4 **The future** Future forms; *will* in time and *if*-clauses; common phrases to refer to the future
- 5 **Stative verbs** Uses in Continuous and non-Continuous tenses
- 6 **Collocation** Meaning; fixed and open; grammatical forms

Unit two

page 32

Grammar *Passives*

OVERVIEW

Form, and reasons for using, the passive

Vocabulary

- 1 **Agents and objects** Mention of agents; verbs with two objects; limitations of passive
- 2 **Passive and infinitive** Infinitives after certain passive verbs; passive infinitives; report verbs
- 3 **Get and have** Causatives; *Get + -ed*; *I've had my car stolen*, etc.
- 4 **Transitive to intransitive** Changing subject without using passive; meanings of ergative verbs
- 5 **Verbs common in the passive** Verbs with no agent; *-ed* adjective or passive?; prepositions with passives; phrasal verbs
- 6 **Phrasal verbs** Prepositions and particles; position of object; prepositions after passives

Unit three

page 48

Grammar *Modal verbs 1*

OVERVIEW

Basic grammar; main uses of modals 1; alphabetical list of modals

Vocabulary

- 1 **Predicting** Certainty; possibility; expressing opinions
- 2 **Truth and possibility** True / untrue; expressing opinions; giving reasons; expressing annoyance
- 3 **Necessity, duty, advice** *Must, have to, should, needn't, don't have to* etc.; other verbs for necessity and advice
- 4 **Possibility, probability, certainty** Likelihood: *bound to*, etc.; improbability
- 5 **Obligations** Legal / institutional, moral, personal obligations; freedom of choice

Unit four

page 62

Grammar *Modal verbs 2*

OVERVIEW

Main uses of modals 2; key difficulties with meanings

Vocabulary

- 1 **Intention, frequency, habit** Intention / refusal; offers / requests; frequency
- 2 **Ability, permission** *Can / Could v. was / were able to*; theoretical possibility; permission; register
- 3 **Should; modals in the past** Special uses of *should*; modals in the past; modal Perfects
- 4 **Frequency** Adverbs and phrases; adjectives; habits and trends
- 5 **Ability, quality and achievement** Dependent prepositions; collocation; connotation; metaphor

Unit five

page 80

Grammar *Subjunctives and Unreal Past; Conditionals*

OVERVIEW

Subjunctives; Unreal Past; conditionals; *when* and *if*; alternatives to *if*

Vocabulary

- 1 **Subjunctives and Unreal Past** Present and Past subjunctive; Unreal Past
- 2 **Likely conditionals** Verb forms; *will / won't* in *if*-clauses; mixing time references; false conditionals
- 3 **Unlikely conditionals** Verb forms; *would* in *if*-clauses; *If... are to / were to*
- 4 **Past conditionals** Verb forms; *would have... would have*; omitting *if*, etc.
- 5 **Metaphor** Compound adjectives and nouns; single words; idiomatic phrases
- 6 **Prefixes and suffixes** Changing meaning; prefixes in non-existent words; suffixes and part of speech; suffixes changing meaning

Unit six

page 100

Grammar *Linking clauses*

OVERVIEW

Types of clause; reasons for use; position

Vocabulary

- 1 **Time and Reason** Time clauses: *Ever since*, etc.; Reason clauses: *because*, etc.
- 2 **Result and Purpose** Result clauses: *so*, etc.; Purpose clauses: *in order to*, etc.
- 3 **Concession clauses** Position of linking words; background information; unexpected contrast
- 4 **Purpose and effect** Purpose / intention; result, cause and effect
- 5 **Agreeing or not** Not giving in; weighing things up; giving in

Unit seven

page 114

Grammar *Adjectives and adverbs*

OVERVIEW

Position of adjectives and adverbs; adverbs from adjectives; adverbial phrases

Vocabulary

- 1 **Adjective structures** Adjectives after nouns; structures after adjectives; *late, lately*, etc.
- 2 **Inversion** After negative adverbs; uses
- 3 **Making comparisons** Comparatives; similarities; double comparatives; preferences; *as / like*; *as if / though*
- 4 **Differences and similarities** Collocation; synonyms; modifiers; linking phrases; idiomatic phrases
- 5 **Sentence adverbs** Definition; uses

Unit eight

page 128

Grammar *Nouns and articles*

OVERVIEW

Countable / uncountable: *a / an, the*, or no article; other determiners

Vocabulary

- 1 **The or no article** *The* with nouns always singular; nouns without articles; general or specific: adding *the*
- 2 **Singular, plural, uncountable** Always plural; uncountable with *-s*; collectives; *There is / are*; uncountable / countable
- 3 **Classifying** Referring to groups: plural, *the, a / an*; special groups
- 4 **Adjectives and verbs as nouns** *The unemployed, the supernatural*, etc.; gerunds with / without *the*
- 5 **Singular, plural and uncountable** Common phrases: *on foot, in all weathers*, etc.
- 6 **Compounds** Noun + noun; adjective + noun; adjective + adjective; other combinations

Unit nine

page 144

Grammar *Determiners and pronouns*

OVERVIEW

Pronoun v. determiner; using determiners together; singular, plural, uncountable; common phrases

Vocabulary

- 1 **all, both, the whole, neither, either, no, none** Uses; common phrases
- 2 **Each and every** Differences in meaning / use; singular / plural; common phrases
- 3 **One and another, other(s), one another, each other** Uses; common phrases
- 4 **Quantifiers: much, many, (a) few, etc.** Articles; use in negatives / questions; formality; common phrases
- 5 **Any, some, somewhere, anywhere, etc.** Uses; common phrases
- 6 **Amount and extent** Extent and degree; words expressing quantity
- 7 **Groups of and parts of** Describing groups; informal phrases; collocation

Unit ten

page 162

Grammar *Noun clauses*

OVERVIEW

Definition; types; position

Vocabulary

- 1 **That-clauses** After nouns / adjectives / report verbs; as subject; omitting *that*; comparison with relative clauses
- 2 **Wh-clauses** Uses; with prepositions; with infinitives; *whether* and *if*; exclamations
- 3 **To-infinitive and -ing clauses** Sentence position; differences; adding subjects; common phrases
- 4 **Reference: this, that, these, those; such; so** Time / distance; referring back; common phrases
- 5 **Nouns from phrasal verbs** Position of particle; transitive / intransitive; noun v. phrasal verb
- 6 **Lack, shortage and excess** The haves; The have nots

Unit eleven

page 182

Grammar *Relative clauses*

OVERVIEW

Defining / non-defining; relative pronouns; position of pronouns

Vocabulary

- 1 **Words used with relative pronouns** Prepositions; relatives after pronouns / determiners / *wh-* words
- 2 **Omitting relative pronouns** When to omit; replacing clauses; descriptive clauses
- 3 **Nominal relative pronouns** Definition; uses; followed by *to*-infinitive; *what* before a noun; contact clauses
- 4 **Reference words** Types of reference: specifying, arranging, focusing, etc.
- 5 **Problems and solutions** Facing problems, finding solutions, etc.; collocation; idiomatic phrases

Unit twelve

page 196

Grammar Emphasis

OVERVIEW

Stress / intonation; stronger words; repetition; sentence adverbs; passives; other grammatical changes

Vocabulary

- 1 **Fronting** Definition; uses; fronting noun clauses; introduction phrases
- 2 **Introductory *There* and *It*** Dummy subjects; *it* + clause / + report verb; referring forward
- 3 **Emphasis using *What*, *All* and *It*** *What / All I am going to do is ...* etc.; *It was Tim who ran into the office.*
- 4 **Nominalisation** Definition; uses; *have a talk, make a comment*, etc.
- 5 **Substituting one phrase for another** Using adverbs / nouns / adjectives / phrases; multiple changes
- 6 **Intensifying and emphasising** Adjectives; collocation; adverbs of degree; exaggeration; adverbials, etc.

Unit thirteen

page 212

Grammar Reported speech

OVERVIEW

Grammar / vocabulary changes; orders / questions; flexible changes

Vocabulary

- 1 **Tenses in reported speech** Tenses of report verb; reporting past / present tenses; reporting modal verbs
- 2 **Report structures** Types of clause; infinitive and *-ing*; impersonal reports; summarising; personal comments
- 3 **Quoting, reporting and interpreting** Referring directly; doubting; interpreting
- 4 **Communicating** Ways of speaking; phrasal verbs; idiomatic phrases

Unit fourteen

page 224

Grammar Verb complementation 1

OVERVIEW

Transitive / intransitive; structures after verbs; link verbs

Vocabulary

- 1 **Reflexive and reciprocal verbs** Use; verbs always / commonly reflexive; meaning changes
- 2 **Verbs + *that*-clauses and adjectives** Verb + *that*-clause; verb + describing noun / adjective
- 3 **Verbs + prepositional / adverbial phrases** Verbs of movement / position; verb + phrase / + adverb / + *way*
- 4 **Dependent prepositions** Verb / adjective / noun + preposition; prepositional phrases
- 5 **Expressing knowledge and belief** Collocation; common phrases

Unit fifteen

page 238

Grammar Verb complementation 2

OVERVIEW

Using two verbs; preposition + *-ing*

Vocabulary

- 1 **Verbs followed by *ing* or infinitive** Differences; perfect *-ing*; verb + *-ing* or bare infinitive
- 2 **Verbs followed by infinitive** Verb + *to*-infinitive / *to be* / Perfect Infinitive / bare infinitive; *for* + object
- 3 **Verbs followed by *as*** Defining a role or function; *as* + noun / adjective; defining objects; similar structures
- 4 **Competition, opposition, disagreement** Collocation; word formation; prepositions
- 5 **Starting / ending; creating / destroying** Common phrases; phrasal verbs

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Introduction

ABOUT THIS BOOK

Who is this book for?

This book is for any advanced student of English but it is particularly relevant to people studying for the Cambridge Certificate in Advanced English (CAE) or the Certificate of Proficiency in English (CPE) exams. We assume that anybody using this book has a reasonable knowledge of and ability to use English, at least up to Cambridge First Certificate standard.

What sort of grammar is in this book?

This book covers the main areas of English grammar at advanced level and concentrates on areas you need to pass the exams. It looks, for example, at verb and noun structures, adverb and adjective structures, and ways of linking complex sentences and texts. It also provides information on style and register, for example whether some structures are more typical of written or spoken English. Although grammar and vocabulary are obviously important in all areas of the advanced exams, special attention is given to structures which are frequently tested in Paper 3 – Use of English. For example, modal verbs (see Units 3 and 4) and relative clauses (see Unit 11) have occurred in virtually every Paper 3 in the CPE exam in recent years. Some areas of grammar, such as relative clauses and determiners (see Unit 9), occur most frequently in the cloze test (see page 14 below), while modal Perfects are very common in sentence gapped sentences – the practice exercises in the book reflect this. Other areas of grammar, such as articles (see Unit 8), may cause you more difficulty in Paper 2 – Composition. Again, the practice exercises in the book reflect this.

What sort of vocabulary is in this book?

At advanced level, there is an enormous amount of vocabulary to learn. No book can hope to cover it all. It is also much more difficult to predict vocabulary which will occur in the exams. This book focuses on areas of vocabulary that are useful in a wide range of situations, e.g. agreeing and disagreeing, frequency, problems and solutions, starting and ending, etc. Words that combine

frequently with others are a particular focus. This involves a consideration of collocation (see Unit 1.6) as well as what grammatical structures we can use with certain words.

Each Unit has two Sections dedicated to vocabulary, but there is also a lot of vocabulary in the Grammar Sections: groups of words often share similar grammatical patterns, e.g. verbs that are commonly followed by *that*-clauses or *to*-infinitive structures (see Unit 14.2), or verbs that are commonly followed by *it* + clause (see Unit 12.2). The Sections often end with examples of common phrases and idioms which use the grammatical structures. Vocabulary Sections complement the preceding Grammar Sections where possible, whilst others deal with separate topics. The Syllabus map (pages 6–9) shows this.

Some of the grammar or vocabulary in the book may be formal or used in limited contexts, though language that would normally be considered specialised, such as legal or technical jargon or academic or literary usage, is not included because it is not tested in the exams.

How can I use this book?

There are many different ways to use this book. You can use the **Contents** or **Syllabus map** to look up a particular area of grammar or vocabulary that you want to study. Or, you may want to study complete Units in the order in which they appear. Several options are available to you. References within the Sections will point you in the direction of explanations of related areas of grammar or vocabulary in other Sections or Units.

THE ENTRY TEST

Each Unit begins with an **Entry test**. Each exercise in this test is related to one of the Grammar Sections within the Unit. If you have difficulties with an exercise, there is a cross-reference to the relevant Section which will provide all the explanation and practice you need. On the other hand, if you find the exercise easy, it may mean that you are perfectly competent in that area of grammar and you may wish to ignore that Section.

THE OVERVIEW

The **Overview** provides a summary of the grammar which students in advanced classes should already be familiar with. For example, with relative clauses (see Unit 11) you should already know about the differences between defining and non-defining

relative clauses – these are summarised in the Overview. The *Watch Out!* boxes highlight areas that often continue to cause difficulty. If you have any difficulties with the points covered in the Overview, look at *Grammar and Vocabulary for First Certificate* by Luke Prodromou (Longman).

THE GRAMMAR SECTIONS

Each Unit has between two and five **Grammar Sections** which deal with aspects of a particular area of grammar. These Sections contain explanations and descriptions with many of example sentences. The page ends with a short exercise so that you can check whether you have understood the main grammar points.

PRACTICES

Opposite is a page of related practice exercises. The first practice is always a straightforward test of understanding the main grammar points in the Section; the later practices are more complicated and reflect the level and style of the advanced exams. These practices can be done in class or for homework. If you are doing them in class, you may want to discuss your answers with other students or with your teacher before checking the correct answers in the **Key** at the back of the book (in 'with Key' editions). Discussion helps everybody to understand and remember the main facts or issues.

THE VOCABULARY SECTIONS

Each Unit has two **Vocabulary Sections**. These deal with a particular area of vocabulary such as words connected with differences and similarities (see Unit 7.4) or competing (see Unit 15.4). Lexical areas such as collocation, word formation, phrasal verbs, prepositions and idiomatic phrases are also covered, specifically in particular Sections and generally in other Vocabulary Sections. There are several short Pre-practices within the explanations. The main Practice exercises contain much of the vocabulary presented in the explanations but also add other related items.

THE EXAM PRACTICES

At the end of each Unit there is an **Exam practice** which revises the grammar and vocabulary in the whole Unit using CAE and CPE-type exercises. Each paper has the same score so that you can monitor your general progress as you work with different Units.

THE PROGRESS TESTS

After Units 5, 10 and 15 there are **Progress tests** in CAE and CPE-exam format. They revise the grammar and vocabulary of the previous five Units together with any other previous Units.

Will I pass Proficiency if I do everything in this book?

One textbook is never enough to become fluent. We recommend that you read widely in English (books, magazines, newspapers...) as well as take every opportunity to listen to English (satellite television, film, radio...) and speak the language, so that you can use it naturally and easily. Everybody can learn a language (we have all already learned at least one!), but it takes time, patience and hard work.



ABOUT THE EXAMS

What level are CAE and CPE?

CAE is an advanced exam at a level between Cambridge First Certificate in English and CPE. It is recognised by many British Universities for English Language entry requirements at undergraduate level. CPE is more widely recognised for the same purpose as well as being a qualification in many countries to teach English. A pass at CPE is an indication that you should be able to follow lectures in English, write essays, understand the books you need to read, and contribute effectively in undergraduate seminars and classes. In other words, it is quite a high level. For both exams, grades A, B and C are passes. D is a narrow fail and E is a fail.

Both exams consist of five papers. The first three papers are normally taken on the same day. Papers 4 and 5 may be on different days within a week or two of the other papers.

PAPER 1

CPE – Reading Comprehension (1 hour)

The first part, Section A, consists of twenty-five multiple choice vocabulary questions. The second part, Section B, consists of fifteen multiple choice comprehension questions on three texts.

CAE – Reading (1 hour 15 mins)

There are four texts followed by a total of approximately fifty matching and multiple choice questions.

PAPER 2

CPE – Composition (2 hours)

You must complete two writing tasks of 350 words each out of a choice of five topics. These usually include a discussion of a topic, a description of something such as a festival or city, a story and a letter. You also have the option to write about one of three prescribed reading texts, usually novels.

CAE – Writing (2 hours)

You must complete two writing tasks usually including a letter, report, memo, information sheet, review, article, etc., but not a story. Section A is a compulsory task based on reading information with a maximum of 450 words. Section B consists of one task from a choice of four.

PAPER 3

This book concentrates on grammar and vocabulary needed for Paper 3, although this information is essential for all the other Papers in the exams.

CPE – Use of English (2 hours)

The first part of this paper, Section A, consists of four different grammar and vocabulary tasks based on a short text and sets of sentences. The second part, Section B, asks you to read a passage, answer a number of comprehension and vocabulary questions, and summarise a specified aspect of it.

CAE – English in Use (1 hour 30 mins)

This paper focuses on grammar, vocabulary and register, and includes tasks such as gap filling, proof reading and text completion.

PAPER 4

CPE – Listening Comprehension (approximately 40 mins)

CAE – Listening Comprehension (approximately 45 mins)

Both CAE and CPE consist of recordings of three or four different spoken situations, such as conversations, interviews, extracts from radio programmes, recorded telephone messages, etc., and a variety of matching, completion and multiple choice tasks.

PAPER 5

CPE – Speaking (approximately 15 mins)

CAE – Speaking (approximately 15 mins)

This part of the exam consists of a conversation with an examiner. You are asked to talk about some photographs, give opinions and discuss some issues. The examiner will assess your pronunciation, fluency, range of vocabulary, grammatical accuracy and general ability to hold a natural conversation in English. CAE interviews are conducted in pairs – you will be asked to discuss things both with the examiner and the other candidate.

What types of questions can we expect in CPE?

PAPER 1

Multiple choice

In Section A, there are twenty-five multiple choice vocabulary items in a question like this example:

In this section you must choose the word or phrase which best completes each sentence. **On your answer sheet**, indicate the letter **A, B, C** or **D** against the number of each item **1** to **25** for the word or phrase you choose. Give **one answer only** to each question.

- 1 Even the tiniest of dust can damage delicate electrical equipment.
A piece **B** portion **C** shred **D** speck

(Answer: 1 D)

This question tests your knowledge of the different meanings of words, collocations, etc.

PAPER 3

Cloze test

In Section A there is a short passage (under 200 words) in which twenty words are missing. You must decide what the words are. Example:

Fill each of the numbered blanks in the passage with **one** suitable word.

THE HERRING GULL

The herring gull's ability to eat almost (1), from fish to the young of its own kind, has made it one of the (2) species in Britain to be actually thriving at this time. Its (3) have multiplied in recent years because of the increasing (4) of edible refuse which is a by-product of modern life. ...

(Answers: eat almost (1) *anything* from fish to... one of the (2) *few* species... etc.)

Words typically gapped include pronouns (including relative pronouns), articles, determiners and linking words such as *however, but, such...that*. It can also test collocation and prepositions.

Sentence transformation

In the second part of Section A, there are eight sentence transformations which ask you to rewrite a sentence using a different beginning. Example:

Finish each of the following sentences in such a way that it is **as similar as possible to the sentence printed before it**.

- (a) All the people I have contact with disapprove of the changes.

None

(Answer: None of the people I have contact with approve of the changes.)

Areas tested include conditionals, reported speech, inversion, changing verbs to nouns, etc.

Gapped sentence

Section A continues with six gapped sentences where several words are missing in each gap. Example:

Fill each of the blanks with a suitable word or phrase

- (a) You should that into account before you went and spent all your money.

(Answer: You should **have taken** that into account before you went and spent all your money.)

Areas commonly tested in this question include modal verbs, conditionals and idiomatic phrases.

Word transformation

Section A ends with eight sentences which must be rewritten using a given word that cannot be changed in any way. Example:

For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

- (a) Nobody else in the country possesses his skills on the trumpet.
unmatched

.....

(Answer: His skills on the trumpet are unmatched by anybody else (or anyone else) in the country.)

This question tests your knowledge of common phrases and changing verbs to nouns, etc.



What types of questions can we expect in CAE?

The CAE has been revised from December 1999. In CAE, specific grammar and vocabulary questions are all in Paper 3 – English in Use. The Paper includes six Parts and a total of 80 questions.

MULTIPLE CHOICE CLOZE

This consists of a passage with fifteen gaps. For each gap you must choose one word from a choice of four.

OPEN CLOZE

The only exercise that is similar to CPE is the cloze test (a gapped passage). There are fifteen gaps in the CAE exam.

ERROR CORRECTION

A text about sixteen lines long is provided. Most lines have either an extra, unnecessary word which you must find, or a spelling or punctuation mistake which you must correct.

WORD FORMATION

This new task is similar to FCE but the base words are more difficult and may involve more changes. There are two passages in which you are required to write the missing word in the correct part of speech using the word given. For example, *transform* becomes *transformation*. Remember to check whether you need to make a noun plural, an adjective negative, etc. There are fifteen gaps.

INFORMATION TRANSFER

This consists of a gapped text in which you are asked to rewrite information from another text in a different style or register. For example, you may have to fill the gaps in an informal letter with information taken from an advertisement. You must make any necessary changes in vocabulary and grammar so that the style is appropriate. There are thirteen gaps.

DISCOURSE CLOZE

A text is provided from which various phrases have been omitted. From a list of these phrases, you are asked to put back the correct phrase in each gap. There are six gaps and three distractors.

What about the other exercises and papers in CAE and CPE?

In addition to the above tasks, you will need to be able to recognise and use a wide range of grammar and vocabulary in order to:

- understand the reading passages in Paper 1
- write letters and compositions in the Paper 2
- answer the questions in Paper 3 Section B
- understand what is being said in the Paper 4
- understand and speak to the examiner and other candidates in Paper 5.

The grammar and vocabulary in this book will be a great help.

Problem tenses

Entry test

- 1 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

EXAMPLE: I've never had to work all through the night before.

This is *the first time I've had to work all through the night*.

- a Most of us became salesmen when we left university.
Most of us have
- b Our current manager started working here ten years ago.
Our current manager has
- c I haven't heard from Sarah for a couple of months.
The last
- d I used to find computers difficult before I started taking these lessons.
Since
- e Michael Owen is the best player I've seen so far in this competition.
I've yet

SCORE

FOR PRESENT PERFECT, SEE SECTION 1.

- 2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: As soon as he saw *what had* happened, he switched off the electricity.

- a When I started working for this company, I an architect for six years.
- b She'd studying marine biology but she finally decided on geography.
- c They on the road for a mere five minutes when they had a puncture.
- d It's almost half past nine: I would think they got there by now.
- e My intention is finished my studies by June.

SCORE

FOR FUTURE PERFECT, PAST PERFECT AND OTHER PERFECT FORMS, SEE SECTION 2.

- 3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: I *have been* writing this composition all evening.

- a What doing with yourself over the last couple of days?
- b I to fix the engine all morning, but finally had to admit defeat.
- c Next summer, I living here for ten years.
- d He claimed meaning to tell me about it but somehow forgot.
- e I was asking her if she'd like to come to the races on Saturday.

SCORE

FOR CONTINUOUS TENSES, SEE SECTION 3.

- 4 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: Look out! We're *going* to hit the car in front!

- a At this rate, we're be exhausted by the time we finish.
- b The minute the train standstill, get on and try to find a seat.
- c By December, he'll working there for eighteen months.
- d They claim to be virtually on achieving everything they set out to do.
- e We were just about the house when Sue called.

SCORE

FOR FUTURE FORMS, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

1 USES OF PERFECT TENSES

Present Perfect

We use Present Perfect to talk about things that took place:

- during a period that includes past and present:
They've been waiting here for an hour.
- in the past, but we're not saying exactly when:
Don't tell me he's bought another new car!
- in the past with an effect or result in the present:
I'm afraid I've forgotten my key.
- with the time adverb *just* meaning 'a short time ago' (American English uses Past Simple here):
She's just gone out.

Past Perfect

We use Past Perfect to talk about things that took place:

- before something else in the past (see Section 2.1):
I took the decision after I had spoken to John.
- during a period before an event in the past:
All day I'd been feeling nervous but the feeling vanished as soon as I saw her.

Future Perfect

We use Future Perfect to talk about:

- something that will be finished before a specified time in the future (see Section 2.2):
I'll have signed nearly a hundred letters by tonight.

For, since, already, yet, still, often, etc.

We often use Perfect tenses with these time words.

- Note important variations in their position:
We still haven't heard from Olga. We'd still not heard from her by the time evening arrived. (= more formal) I haven't heard a convincing explanation of her absence yet. She's phoned already. Has she phoned already? She's already phoned. She hasn't already phoned, has she?

2 USES OF CONTINUOUS TENSES

We use Continuous tenses to talk about things:

- continuing over a period, and temporary.
Continuous tenses show that we either view the event as incomplete, or that we don't know or don't need to say when it started or finished:
We're studying Shakespeare at school at the moment. (= temporary activity during these weeks)

It was raining when we left the building. (= we don't know or aren't interested in when the rain started or when it will finish)

- that are in the process of changing:
William's piano playing was improving every day. I think I'm getting more forgetful as I grow older.
- With verbs that describe a short action, e.g. *hit, knock, blink*, the action is repeated rather than continuous:
I've been ringing him all morning but he never seems to be in.
- We often use Past Continuous and Past Perfect Continuous to set the background to narrative events. Because it may not be clear when the activity begins or ends, they give the impression you are arriving in the middle of a scene:
Jo had been working all morning and was now spending a happy half hour doing nothing more taxing than staring into space. She was looking forward to her holiday in Scotland in a few days' time.

3 EXPRESSING THE FUTURE

English does not have one future tense. Instead, we use other tenses and modal verbs to refer to the future (see Section 4):

This time next week we'll be sitting our exams. (= we'll be in the middle of them)
When you arrive, you are to go straight to the registration desk.

watch out!

We don't use Present Perfect when an exact past time is mentioned and there is no connection with the present:

✗ *We've been to London in 1997.*
✓ *We went to London in 1997.*

- But we can use the Present Perfect if the period mentioned includes the past and present:
We've been here since half past six. I haven't done much work today. It's been raining for ages.
- We use Past Perfect for something that happened before something else. We can only use it with another Past tense:
I went to see him because his wife had asked me to.
- We omit *will* in time clauses (see Sections 1.4 and 4.2):
✗ *I'll phone you as soon as we will have arrived.*
✓ *I'll phone you as soon as we have arrived.*

SECTION I

Present Perfect

Present Perfect often combines with other tenses in the same sentence.

1 USES WITH OTHER PRESENT TENSES

We use Present Perfect with other Present tenses:

- with report/comment verbs or phrases (*guess, imagine, suppose, etc.*):
I reckon Gloria's been held up in traffic. Do you suppose they've forgotten they're meant to be here?
- with the phrase *This is / It's / That's the first / second / only, etc. time ...*:
This is the first time he's been late. It's the only time I've ever really got angry with him.
- when an event is unusual or unique in your life (often with a superlative and *ever* or *never*):
I've never met anybody who is so absent-minded.

However, we commonly use a Past tense to refer to somebody who is dead:

Princess Diana was the most extraordinary person I've ever read about.

- when commenting on the present results of something in the past (usually with *appear, seem, sound, etc.*):
He sounds as if he has run all the way here. It seems they've already decided without consulting us.

2 USES WITH PAST TENSES

We use Present Perfect with Past tenses:

- to describe states or events that have continued since a time in the past (with *since, ever since, etc.*):
He's been a bit more careful since he had that warning. Ever since I first heard it I've been trying to find a recording of that song.
- to describe long-term or repeated feelings and thoughts about past events:
I've often wondered why he decided to become a teacher. I've always felt we did the wrong thing when we took her on as an assistant.

3 USE WITH ANOTHER PRESENT PERFECT

We use Present Perfect with another Present Perfect:

- to describe two states that have existed since a time in the past:
Since I've known him, he's always worn the same sweater.

4 USE WITH FUTURE FORMS

In time clauses (after *when, as soon as, until, before, etc.*) we don't use *will*, and so the Future Perfect *will have done* is not possible. In these cases we use the Present Perfect to refer to the future:

We'll continue the meeting when he's recovered his composure.

5 USE WITH SINCE AND YET

Note the position and emphatic uses of *since* and *yet*:

There was no news this morning but we've since learned that she's in Rome.

I haven't met anyone yet who can run as fast as him.
or: *I've yet to meet anyone who ...*

6 COMMON PHRASES

- They've made it!* (= They've succeeded) *I've had enough.* (= I'm fed up. I don't want to do any more)
- You've had it!* (= You're in trouble) *That's torn it!* (= You, we, etc. have done something that someone else will complain strongly about)
- Now you've done it!* (= You've done something seriously wrong)
- She's arrived.* (= She's achieved fame, success, acceptance, etc. at last)
- He's lost it.* (= He's lost his patience or self-control)
- You've got me there!* (= Good point: I've no idea what the solution is)



? check

Correct these sentences.

- It's the third time he missed a meeting.
- As soon as he will finish, he's going home.
- This is the best lasagne I ever have.
- Since we've known each other, he always shows impeccable manners.
- Since I've met her, I've never seen her lose her temper.

Practice

1 Tick (✓) the sentences that are correct. Correct those that are not.

- a Do you think Vicky's always known the truth about us?
- b That's been the second time you've forgotten to post something for me.
- c I haven't seen Peter since he begins seeing his new girlfriend.
- d Ever since we met, you never asked me what I prefer to do.
- e In all my life, I never spoke to someone who is quite so stupid.
- f I don't think Paul and Carol have seen much of each other of late.
- g This is the only occasion that I've seen him wearing a tie.
- h Since he's lived here, he was usually extremely friendly.
- i They'll join us after they'll get a bite to eat.
- j He says he hasn't yet come to a final decision.



2 Fill each of the gaps in this passage with one suitable word.

I've often (1) that Stefan's success as a teacher is due to his eccentricity as much as his knowledge of the subject. From the first time he ever (2) into a classroom, students have always loved him. They've probably (3) met anybody who displays such an extraordinary mixture of enthusiasm and great personal warmth. It (4) also probably the first time they've (5) somebody who always wears a leather jacket and a scarf even at the height of summer.

3 Fill each of the gaps in this passage with one suitable word.

'When did you really begin to feel at home here?' Paul asked.
 'Oh, you've (1) me there!' John replied. 'Let's just say you won't feel you truly belong until you've (2) out with your colleagues and then made it up several times. Over the summer I've (3) it with all of them countless times, often over quite trivial things. I've lost (4) of the times I've said to myself – That's it! I've had (5)! But I come back the next day, time after time. I've often (6) why I do. As far as the boss goes, just wait until you make a major mistake. Your colleagues will go "Oooh, now you've (7) it!" or "Um, that's (8) it!", and the boss comes in and just smiles at you. Then you'll know you've (9) it. Then you'll definitely have (10).

4 Fill each of the blanks with a suitable word or phrase.

Example: I'm not going to go out again until *the storm has* blown over.

- a I'll phone him just as soon as typing all these letters.
- b I looked for that book everywhere but I'm afraid across it yet.
- c This isn't the first time he away from home.
- d I spoke to Sylvia last night: she sounds had a hard time recently.
- e I went to the new pizzeria last night: it does the eaten.
- f I've never understood what football so popular.
- g Since he got home from the camp, he but sleep.
- h I've yet over the shock of seeing her there.

5 Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: Make sure you finish this book before you start on the others.
 Don't start *the other books* until you have finished this one.

- a Nobody has seen Jo for over a month.
Jo was
- b Bergkamp's goal was the most extraordinary one I have ever seen.
I've yet
- c No one has asked me that before.
This is the first time
- d The journey to Paris took much longer before they built the Channel Tunnel.
Since the
- e It's almost a year since I stopped smoking.
I gave /
- f This café used to be a lot more popular before they opened the new one next door.
Since

SECTION 2

Other Perfect forms

1 PAST PERFECT

Not always necessary

Past Perfect emphasises that we are talking about a period before a time in the past. If the time sequence is clear (e.g. because we use *after*), both Past Simple and Past Perfect are possible. At other times Past Perfect is essential to understanding the sequence, and we often add *already*, *as soon as*, or *until*:

I got to work after Simon arrived / had arrived.
When I arrived, they'd already started. (= they started before I arrived)
When I arrived, they started. (= I arrived before they started)

With definite time

Unlike Present Perfect, we can use Past Perfect with a definite time reference:

I arrived at nine o'clock but he had got there at eight.

With before

There is one exception to the time sequence rules on Past Perfect. When we use *before*, the verb in Past Simple can refer to something that takes place before the verb in Past Perfect. The first action may prevent the second from happening:

The waiter took my plate away before I'd finished eating.
I was blamed for it before I'd even had a chance to defend myself.

Unfulfilled plans

We use Past Perfect with report verbs and with *hope*, *intend*, *expect*, etc. to talk about plans that have not yet been fulfilled. *Had* is usually stressed in speech with this use:

I had hoped to talk to him but he was too busy to listen.
I had thought of phoning him but decided against it.

2 FUTURE PERFECT

With by

We can often use Future Perfect with the preposition *by* or the phrase *by the time* meaning 'at some point before the time mentioned or indicated':

It's taking her so long to write that book that by the time she's finished it people will have forgotten the incident it's based on.

Predicting

We can also use *will have done* to say what we think has probably happened:

There's no point phoning: they'll have gone out.

- We can use *should / ought to* or *may / might* instead of *will* if there is some uncertainty about the prediction of present or future:
I should have finished making this cake by the time Sue comes home. (= I think I will have, but I'm not sure. See Unit 4, Section 3.2 for modal Perfects)

3 USES OF PERFECT INFINITIVES

We use Perfect infinitives:

- after link verbs like *seem* and *appear* to refer to a previous time period (an ordinary *to*-infinitive will usually refer to the present or future):
There seems to have been some sort of mistake.
- after phrases expressing emotions and feelings:
I'm sorry to have kept you waiting.
She was felt not to have met the standards required.

4 PERFECT -ING FORMS

When talking about results and time, we can use a Perfect *-ing* form to emphasise that one thing happens before another:

I didn't remember having met her before. Having finally grasped what I meant, he got down to work.

watch out!

Perfect passives can sometimes be confusing because we use both *be* (= passive) and *have* (= Perfect) as auxiliaries:

The refugees have been prevented from entering the country. This picture is thought to have been painted by a pupil of Rembrandt's.

? check

Which of the points in this Section do these examples illustrate?

- 'How did you become a teacher?' 'I'd intended to be an actor, but things didn't work out.' 1
- I turned on the computer, but before I had managed to log on there was a power cut. 2
- After he told me what he wanted, we talked about the plans for the next day. 2
- The exhibition will have finished by the time I get around to seeing it. 2
- They appear to have accepted most of your terms.

Practice

1 Match the beginnings (1–8) with a suitable ending (a–h).

Example: 0 + i

- | | |
|---|---|
| (0 After I'd finished teaching earlier that morning) | a and had come to ensure that the school was run efficiently. |
| 1 He told me that | b he had made a terrible mistake. |
| 2 I asked him | c that he wanted to enrol as a student. |
| 3 He explained how a young man | d had come to reception. |
| 4 John had immediately assumed | e that the man was able to explain there had been a misunderstanding. |
| 5 So, before the young man had had a chance to say anything | f what had happened. |
| 6 John, who was in a terrible hurry, then left the man to it, | g John had given him an application form. |
| 7 It wasn't until he returned ten minutes later | h wondering why he looked so puzzled. |
| 8 He was actually a school inspector | (i I found John standing outside my classroom.) |

2 Correct any sentences that are unacceptable.

- By the time he is 50, he will live in this country for half his life.
- It's a surprise party and they won't know anything about it until they got here.
- They're probably planning a quiet evening together; I know they won't have guessed what we're doing.
- The other seventy guests should be arrived before Mikis and Maria.
- By the time we ~~will~~ have finished, everybody will have eaten and drunk as much as they can.

3 Cross out and correct eight errors in this extract from a composition. A ninth error has already been corrected.

Dear Sir^e
I had~~d~~ recently been on a two-week holiday with your company to the island of Thassos.

I am sorry to ~~have said~~ say that it was the worst holiday I've ever had. Over the years I went on many holidays to Greece, a country I have now come to know quite well. I think I can safely say that, until this year, all of those holidays were wonderful. For example I have once spent six weeks on Crete, which I had not visited before. I had loved that holiday so much that I returned every spring for the last four years.

This year, however, was different. I honestly consider this to had~~d~~ been the worst holiday of my life. This is not the fault of Thassos: the fault lies entirely with your company whose inability to organise the simplest thing is quite unbelievable.

As both the outward and return flights have been delayed for several hours, there was nobody to meet us at the airport or transfer us to our hotel, and when we eventually did reach the hotel, we discovered it had been built over a mile from the beach. Reading your brochure carefully, we feel this was not what we have expected.

4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

Example: Don't use that milk until you've finished this carton.

Make sure *you've finished this carton before you use that milk.*

- I'm sure he will arrive before you get there.
By the time
- I reckon the journey to Cornwall is over 200 miles.
By the time we get
- After keying that report, could you perhaps check this order for me?
When that
- I'm sure Helen will have got there before everyone else.
Helen is
- We will fax you further details on receipt of your completed application form.
Having

5 Fill each of the blanks with a suitable word or phrase.

Example: All the best things *will have gone* if we don't get to the sale soon.

- I was really happy when they announced decided to get married.
- She proceeded to fix the faulty wiring, having first been switched off.
- It wasn't until he mentioned the conference that I met before.
- By next Christmas we decorating the house.
- He is planning completed all his coursework by next week.
- It's six o'clock: I imagine they for the airport by now.
- The suspect is believed fled the country.
- After he had lost his glasses, he but to buy another pair.

SECTION 3

Continuous forms

1 USES OF PERFECT CONTINUOUS TENSES

Like other Perfect tenses, Perfect Continuous tenses focus on a past period that leads up to a later one. Perfect Continuous tenses, as with other Continuous tenses, show that an event continues and/or is temporary:

I've been meaning to tell you about it since the weekend. Next October I'll have been playing with this team for ten years. He'd been driving for hours and he needed a rest.

- We use Past or Present Perfect Continuous to talk about something that is incomplete, just finishing or about to change. The Past and Present Perfect Simple can suggest the action is finished:
*I'd been staring at the computer screen all evening when a solution suddenly struck me. I've been reading 'War and Peace' again. (= I may not have finished)
I've read War and Peace again. (= I've finished)*
- The Continuous can emphasise the action; the Simple focuses on the result:
What have you been doing? (= tell me about your activities) *What have you done?* (= tell me the result of your activities)
- The difference between choosing Continuous or Simple may only be a matter of emphasising that something is continuing and/or temporary:
I've been waiting here for over an hour.
(= emphasising that I still am)

2 USING PAST CONTINUOUS FOR PLANS

We can use Past Continuous to talk about plans in the past:

We were meeting at 8 o'clock and I was already late.

- We use *was going to* to talk about plans in the past that we still haven't carried out or that we no longer intend to carry out:
I was going to phone you but I forgot.
- We can use *I was thinking...* to introduce vague future plans:
I was thinking of going to London this weekend.

3 USING PAST CONTINUOUS FOR POLITE REQUESTS

We often use Past Continuous to introduce polite requests, suggestions or inquiries so that they

become more an invitation to discuss the subject than a demand for a yes or no answer:

*I was thinking – would you mind swapping seats?
I was wondering if you wanted to go out this evening.
Were you looking for anything in particular?*

watch out!

Note we can't use *I was thinking* with *whether* or *if*:

- ✗ *I was thinking whether you'd like to come round to my place for coffee?*
- ✓ *I was thinking – would you like to come round to my place for coffee?
I was wondering whether you'd like to come round to my place for coffee?*

4 CONTINUOUS INFINITIVES

Verb and other structures that can be followed by a *to*-infinitive can also be followed by a Continuous infinitive to emphasise that something is still continuing or is temporary:

It's ridiculous for him to be driving in central Athens at his age.

Several cyclists are thought to have been taking drugs during the race.

5 PERFECT CONTINUOUS PASSIVE

The Perfect Continuous passive is very uncommon because it involves two forms of *be*:

The Botley Road has been being widened for the past six weeks.

? check

Match the example sentences (1–5) with the explanations (a–e) of the uses of the Continuous.

- 1 I was going to try to finish this this evening.
 - 2 I was wondering whether you'd thought of going to see that new film?
 - 3 He was blinking rapidly in the unaccustomed sunlight.
 - 4 I was thinking of meeting Suzette later.
 - 5 I've been thinking a lot recently about your idea.
- a repeated action
 - b plans you no longer have or are no longer sure about
 - c vague future plans
 - d polite suggestion
 - e emphasising the continuing activity

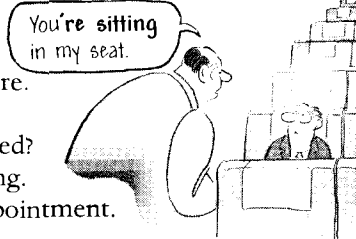
Practice

1 Tick (✓) the correct sentence, a or b.

Example: Which sentence would be said after one particular meal?

a I've eaten too much. ✓ b I've been eating too much.

- Which sentence refers to a temporary situation?
 - That lamp sits on that table over there.
 - You're sitting in my seat.
- Which activity is probably not completed?
 - I've been writing this essay all evening.
 - I've written to him asking for an appointment.
- Which is a gradual process?
 - The increase in traffic noise is becoming a real nuisance.
 - John becomes President of Oxford Rotary Club in July.
- Which would you say when you look out of the window early one morning?
 - It's been raining. b It was raining.
- Which is a more certain plan?
 - I was thinking of spending the weekend at my sister's.
 - I'm planning to spend the weekend at my sister's.
- You saw a colleague waiting for a bus on your way to work. Which would you say to your other colleagues when you get to the office to explain why she was there?
 - She might have gone to see her dentist.
 - She might have been going to see her dentist.



3 Match the questions (1–8) with suitable answers (a–h).

- Why didn't you call?
 - When do you think they'll be here?
 - Why did they look so hot and sweaty?
 - Why couldn't we use the rooms?
 - Why are they so exhausted?
 - Why didn't the students respond?
 - Why were they apprehended?
 - What time are they setting off tomorrow?
- They could be arriving at any moment.
 - I think they'd been working out in the gym.
 - They must have been doing something wrong.
 - I was going to, but I clean forgot.
 - They weren't listening.
 - Well, they hope to have been driving for five hours by lunchtime.
 - They were being cleaned.
 - They've been working all day up in the attic.

4 Write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: My original intention was to drive all the way. **going**

I was going to drive all the way.

- It occurred to me that you might like to come round this evening. **wondering**
- Our arguments over politics go back years. **arguing**
- My son has finally come to accept that there's no such thing as a free lunch. **dawning**
- Who is the organiser of this event? **running**
- I think he's at last beginning to agree with me. **round**

2 Tick (✓) the most suitable underlined verb. Sometimes both may be possible. The first has been done for you.

I don't normally go to the cinema. Not because I don't like it but because it's just a habit I have never got into. However, on this occasion I decided (✓) / was deciding to go because my friends had been constantly going / had constantly gone ⁽¹⁾ on about this film all week and eventually wore me down. It starred / was starring ⁽²⁾ some ephemeral Hollywood actor whom I had vaguely heard of but couldn't put a face to. We got to the cinema early to find people were already waiting / already waited ⁽³⁾ outside which suggested that my friends weren't the only ones who thought it was worth seeing – although I could still think of several other things I would rather having been doing / do ⁽⁴⁾ at that moment.

In the end, the film turned out / was turning out ⁽⁵⁾ to be not half as bad as expected, though I would have preferred / would have been preferring ⁽⁶⁾ something with a bit more action. The plot centred on two men who were planning to carry out some immensely complicated robbery, though what they completely failed to realise / were completely failing to realise ⁽⁷⁾ was that all the time their plans were being closely monitored / were closely monitored ⁽⁸⁾ by the police. Somewhat unpredictably, however, they got away with it because they changed / were changing ⁽⁹⁾ their plans at the last minute. It was okay but I'm not thinking / I don't think ⁽¹⁰⁾ of going again.

SECTION 4

The future

1 WAYS OF REFERRING TO THE FUTURE

The following table summarises the different structures we use to talk about the future.

Form	Example	Meaning
will	<i>I'll just go and get my coat.</i>	= an immediate decision about what you are going to do
will	<i>You'll be sick if you eat more chocolate.</i>	= a general prediction
be going to	<i>I'm going to stop in a minute.</i>	= a personal intention
be going to	<i>Look out! We're going to hit the car in front.</i>	= a prediction after looking at what is happening now
Present Continuous	<i>We're going to the café. Won't you join us?</i>	= fixed plans / arrangements
Present Simple	<i>The coach leaves in ten minutes.</i>	= an unalterable arrangement or fact
will + Continuous	<i>Don't phone too early because I'll be putting the baby to bed.</i>	= an action that will be in progress some time in the future
will + Continuous	<i>We'll be working on this until the end of the year.</i>	= an activity that will be happening during a period in the future
will + Continuous	<i>I'll give your letter to him – I'll be seeing him later.</i>	= an action that will happen because it is regular or decided
will + Perfect	<i>We'll have driven over five hundred miles by the time we get there.</i>	= an event that will be finished before a specified time in the future
will + Perfect Continuous	<i>We'll have been living here for ten years next May.</i>	= a state of affairs in progress for a period up to a specified time in the future
be + to-infinitive	<i>He is to be given an award. You're to stay here until you've apologised.</i>	= an official arrangement or order

- We use *shall* with *I* or *we* with the same meaning as *will*. However, it is becoming increasingly formal – its most common current use is in polite offers or to ask advice (see Unit 3, Section 1.1):
Shall I open the door for you? What shall we do now?

2 WILL IN TIME CLAUSES AND IF-CLAUSES

We omit *will* in time clauses after *when*, *as soon as*, *until*, *before*, etc:

I'm not going to speak to her until she's apologised.

However, with conditional clauses (after *if*, *unless*, *providing*, etc.) we can use *will*, but only:

- when we want emphasis and *will* makes an intention or promise stronger:
If you will insist on the best, then you must expect to pay more for it.
- in polite requests – *will* means 'be willing to':
If you'll hold these bags for me, I can open the door.

- We use *would* instead of *will* in reported speech and conditionals:
*They promised they would work on it all weekend.
Harry asked me if I would help him out.*

3 COMMON PHRASES

I'm (just) about to go out. (= in a very short time)

We were on the point of leaving when the bell rang.

We're due to meet in half an hour.

? check

Match the examples with the meanings in the table.











- Are you going to the match tomorrow?
- Are you going to go out this evening or not?
- My driving licence expires in 2030.
- I've had enough. I'll finish this tomorrow.
- We'll be sending you more details in the post.

Practice

1 Tick (✓) the most appropriate of the underlined words.

- a She looks very pale. I think she'll / she's going to faint.
- b I'll / I'm going to do that for you, if you like.
- c I'll be / I'm going to be a rocket scientist when I grow up.
- d 'Somebody's at the door.' 'I'll / I'm going to see who it is.'
- e I need to be home early today so I leave / am leaving at 4.00.
- f We'll be in plenty of time providing the traffic is not / will not be too bad.
- g She asked if I would / will be so kind as to give her a lift.
- h What sort of job do you think you will do / will be doing in a few years time?
- i By the time you get back, all the food will have gone / will go.
- j The two Prime Ministers are to / shall discuss the current economic crisis.

2 Fill each of the numbered gaps in this passage with one suitable word.

-  'Remember that by the terms of the contract you are due (1) to leave before midday,' the voice said.
-  'Yes. Yes, I know. I was (2) about to pack when you rang.'
-  'Midday,' the voice repeated.
-  'I know. As I said, I was on the (3) of leaving – packing, then leaving.'
-  'That is (4) you want to pay for another week,' the voice continued.
-  'No. No, I'll (5) out by twelve,' I stammered.
-  'It does say very clearly on your door that all guests are (6) vacate their rooms by midday,' the voice went on, quite unnecessarily, I thought.
-  'Look. I've told you,' I shouted, 'I'll have (7) before the clock strikes twelve! I'm (8) in less than fifteen minutes. The flies, ants and cockroaches will soon (9) partying in a punctually vacated apartment. Have no fear.'
-  'Kindly remember that the new occupants (10) in at ...'
-  'I know! Midday!' I screamed, and threw down the phone.

3 Fill each of the gaps in the following sentences with a suitable word or phrase.

- Example:* I was just about to have a cup of coffee when Sue called.
- a He was resigning when the news of his promotion came through.
 - b Our builder told me he best to get the materials as soon as he could.
 - c I think we'd better leave this restaurant as soon the bill.
 - d If that little boy carries on like that, he accident before long.
 - e By the time I qualify, I law for six years.
 - f Our company is over by a multi-national.

4 A word is missing from most of the numbered pairs of lines in the passage. Mark the place with a line /, and write the missing word on the right. If a pair of lines does not need a word added, put a tick (✓). The first two have been done for you.

- Despite all the lessons we have learned from history, it is difficult to conceive what people are likely / be doing ✓
..... to.
- 1 a hundred years / now. During this century, so many changes have
2 taken place that any idea as to what new invention is about become
3 an integral part of our lives has become more of a guessing game
4 than ever. For a start, in ten years' time, today's
5 innovations will probably have out of date.
6 There / little doubt that many of our habitual, taken-for-granted
7 activities such as shopping and going to school will disappeared by
8 the year 2100, largely due to the growth of electronic media. But what
9 we have little idea about is how this affect our personal relationships.
10 Or rather, not ours as this will be long after we left this earth. What
11 concerns us is how our great-great-grandchildren / be living.
12 Will people still talking to each other face to face, or
13 only via computers? Will they still be able to find a friendly shoulder
14 to cry on when they feeling low? In the long run, who knows?

Vocabulary

SECTION 5

Stative verbs

1 NOT NORMALLY USED IN THE CONTINUOUS

Some verbs are not normally used in the Continuous. They describe states that stay the same rather than actions or events that change. The most common stative verb is *be*. Others include:

- emotional states (e.g. *love, doubt, care*), and senses (e.g. *smell*):
I only want to ask you a simple question.
Do you prefer to travel by bus or by train?
- mental processes (e.g. *believe, feel, remember*):
Do you realise / ~~Are you realising~~ what they're doing?
I suspect / ~~am suspecting~~ we're not making as much profit as we should. I understand / ~~am understanding~~ everything you're saying.
- verbs that describe a sense of permanence because they are not actions:
How many cars does / ~~is~~ your family own / ~~owning~~?
I think what we need / ~~are needing~~ for the trip depends / ~~is depending~~ on the weather. Who ~~is~~ / does this book belonging / belong to? This dress fits / ~~is fitting~~ me perfectly. What ~~is~~ / does that lorry containing / contain?
- We use *can* or *could* with *see, hear, taste, smell, understand* and *remember* to describe what is or was happening at the time:
That's strange: I couldn't smell anything burning when I went to bed last night.

1 Tick (✓) the verbs underlined below if they are stative.

- The summary included all the main points contained in the article.
- In my opinion she deserves all the criticism she gets.
- I prefer to use my old computer at home to the ones at work.

2 WHEN STATIVE VERBS CAN BE USED IN THE CONTINUOUS

We can use some stative verbs in the Continuous:

- when they have an active meaning:
I'm tasting this to see if there is enough salt.
She's being rather obstinate at the moment.
- when they emphasise change or development:
More schools will be including Shakespeare on their syllabuses.
- Sometimes using Simple or Continuous involves a change in meaning:
I'm thinking about going to see Hamlet. (= trying to reach a decision) I think Shakespeare's brilliant. (= my opinion)
I'm seeing her later. (= I have an appointment)
I see what you're on about. (= I understand)
- We use verbs that refer to physical feelings (e.g. *hurt, ache, feel*) in the Simple or Continuous with little or no difference of meaning:
My head aches / is aching. How are you feeling / do you feel now?

2 Tick (✓) if the verb forms in these sentences are acceptable:

- I think I'm now recognising the extent of the task – we have taken on.
- Shakespeare's plays are involving a relatively small number of female parts.

watch out!

A small group of verbs with meanings related to mental activity, e.g. *admit, agree, deny, promise*, etc., act like stative verbs. We don't use them in the Continuous except for emphasis:
Are you actually denying that you took my pen?

Practice

1 In the following pairs of sentences decide if one or both are acceptable. Tick (✓) those that are and put a cross (X) by those that are not.

Example: I'm owning over 200 CDs. X
I own over 200 CDs. ✓

- I'm not liking ice-cream.
 - I don't like ice-cream.
- The verdict depends on whether the jury believed the key witness.
 - The verdict is depending on whether the jury believed the key witness.

- 3 a I can see somebody moving in the trees over there.
b I keep seeing somebody moving in the trees over there.
- 4 a He is believing that aliens kidnapped his daughter.
b He believes that aliens kidnapped his daughter.
- 5 a She has a baby boy.
b She's having a baby boy.
- 6 a Are you still feeling sick?
b Do you still feel sick?
- 7 a I've been thinking about you for some time.
b I think about you all the time.
- 8 a This box is containing all the relevant documents.
b This box contains all the relevant documents.
- 9 a He's an idiot.
b He's being an idiot.
- 10 a Understanding how to use the computer is essential in this job.
b I understand how to use computers and so I can do this job.

2 Decide whether the underlined verbs are in the best tense. Tick (✓) those that are acceptable and correct those that are not.

Topic: Describe someone you like or dislike

I don't like to admit to disliking anyone, but I have to confess that there is one of my classmates who I am particularly disliking (1). We have studied (2) together in the same class for the last few years and I begin (3) to feel that I have been having (4) enough. It's not that he is an unpleasant person, in fact in other circumstances I am feeling (5) sure that we would get on fine. It is just that when you have sat (6) next to someone for so long in such an artificial environment as a classroom, you find (7) that the smallest thing can start to get on your nerves. I thought (8) about this only the other day after the person in question – let us call him George, though that is not his real name – had been trying (9) to help me with an exercise in our text book. I was realising (10) immediately that he really wasn't knowing (11) what he talked (12) about. This was not a problem but what annoyed (13) me was the fact that he refused (14) to listen to my explanations. The exercise was consisting (15) of reading a text and answering questions on it and I am not thinking (16) that he had been reading (17) the text. I didn't know what to say. I was going to tell (18) him to stop being so stupid but that would have been sounding (19) rude. So in the end I just sat (20) and said nothing.

3 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence but using the word given. This word must not be altered in any way.

Example: I may go to work overseas.

thinking I'm thinking of going to work overseas.

- a I was wondering whether to ask Richard to help me out.
suppose
- b Reading between the lines, I think the honeymooners are enjoying themselves.
sounds
- c I can't possibly finish this work without your help.
depending
- d The new receptionist certainly has plenty of confidence.
lack
- e My young niece was always tired because she was found to be without enough iron.
lacking

4 Tick (✓) the word or phrase that best completes each sentence.

- 1 After so many years, it is great to see him C..... his ambitions.
a get b realise c possess d deserve
- 2 The review committee three practising lawyers and a retired businessman.
a consists b comprises c is made up d encloses
- 3 Don't worry; this is nothing that you.
a matters b entails c concerns d complicates
- 4 As always, I am with everything you say.
a agree b agreeing c agreeable d in agreement
- 5 I doubt whether he will actually carry out his threats.
a highly b deeply c absolutely d seriously
- 6 It may be raining, but I'm enjoying myself.
a thoroughly b highly c extremely d desperately
- 7 I hope there won't be a repetition of these unfortunate events.
a deeply b strongly c sincerely d thoroughly
- 8 That voice sounds: I'm sure I know her.
a known b usual c familiar d remembered
- 9 He finally got the reward he so richly
a owes b earns c deserves d justifies
- 10 What happens next entirely on you.
a depends b revolves c trusts d relies

SECTION 6

Collocation: an introduction

1 WHAT IS COLLOCATION?

Words that occur together frequently 'collocate'. Words that don't collocate never occur together. If we try, they sound unnatural and wrong:

- ✗ *Time speeds / travels / rides / moves.* (= they don't collocate)
- ✓ *Time flies / goes by / wears on / passes.* (= they collocate)
- There are no rules we can use to learn collocations. There is often no logical reason why some words are possible and others are not:
We can talk about an academic year. (but not ~~a studying year~~) *Discussions can be productive or fruitful.* (but not ~~proliffic~~)
- We learn a collocation by discovering it, learning it and using it – in the same way as other vocabulary.

2 FIXED COLLOCATIONS

In 'fixed' collocations, particular words occur together, and the combination has a special meaning. Other words are not possible and so we can learn these compounds and common phrases as a combination of words. We can also think of idiomatic expressions and dependent prepositions as types of collocation:

I had to go on a crash course to learn Spanish. The children arrived safe and sound. My boss usually arrives at 8 o'clock on the dot. I'll be back in a flash.

- We can sometimes choose between fixed collocations that mean the same thing:
She was back in a flash or: *She was back (as) quick as a flash.*
- Fixed collocations can be changed by using different grammatical forms or making additions:
You're in danger of pricing yourself out of the property market. I want you back here on the precise dot of eleven. Will they honour their election pledges?

1 Circle the only word that completes the fixed collocation in this sentence.

Please arrive in time for the meeting.
a fine b great c best d good

3 OPEN COLLOCATIONS

In 'open' collocations, we can choose from a limited set of words to combine with another word. We need a full understanding of the meanings of individual

words, but there is often no logical reason why some words collocate and others don't:

We can talk about a fragile peace, or an uneasy peace. (but not ~~a tender peace, an unsteady peace or a weak peace~~)

- Sometimes choosing which collocation to use depends on the position of the word in the sentence:
We may agree unconditionally, but we don't normally unconditionally agree.

2 Circle any words we can combine with timing in this sentence:

The police arrived with timing just as the gang were leaving the bank.

a best b perfect c immaculate d total e exquisite

4 GRAMMATICAL FORMS

- adjective + noun: *I remember my formative years.*
- adverb + adjective: *I'm hopelessly addicted to coffee.*
- noun + noun: *The government have just unveiled their policy review.*
- verb + noun: *We will honour our pledge to reduce unemployment.*
- dependent preposition: *Personally, I think they should be ashamed of themselves.*
- part of a longer phrase: *It's always interesting to delve into the past.*

3 Circle the word which fills the gap.

1 People were moved by the photographs in the newspapers.

a genuinely b totally c earnestly d lovingly

2 Nothing you say will make a of difference to my decision.

a fragment b scrap c gram d grain

3 Paul is a real introvert in contrast his brother Andrew.

a with b by c to d against

Practice

1 Underline the words (a or b) that collocate in these sentences.

- 1 There's a time for completing this task.
a barrier b limit
- 2 Wine growers in Bordeaux recorded a harvest this year.
a bumper b boom

- 3 I'd better you on the latest developments.
a update b acquaint
- 4 I recall learning about such things in the and distant past.
a dark b dim
- 5 1989 was a year for Europe.
a monumental b momentous
- 6 They all watches before setting off in different directions.
a standardised b synchronised
- 7 I agree with everything you said.
a whole-heartedly b unconditionally
- 8 I'm satisfied your progress so far.
a for b with
- 9 I think her performance was affected by the behaviour of the crowd.
a adversely b wrongly
- 10 I'm committed to the idea of equality of opportunity.
a lovingly b passionately

2 Put one of the following words in each of the sentences below.

next time-consuming matter surely
twinkling nick immemorial kill
long-standing time

- 1 Let's leave it at that for the being and continue tomorrow.
- 2 Slowly but the band is becoming more and more popular.
- 3 In the of an eye the swindler had vanished, never to return.
- 4 In to no time they had become the best of friends.
- 5 The Whittington family have lived there since time
- 6 I arrived in the of time to prevent a potential disaster.
- 7 I wandered around the city centre to time before my appointment.
- 8 Cooking good French food can be a very job.
- 9 They had a agreement to keep each other fully informed of developments.
- 10 In a of minutes the whole building had been razed to the ground.

3 In the following text, circle the underlined word that collocates with those around it.

For the past eight years or so, Lecturer in Zoology Tim Guilford and his colleagues have spent / used (1) a lot of time anxiously scrutinising / scanning (2) the

horizon, stopwatch in hand, waiting for the return of a pigeon to the loft at the University Field Station in Wytham. The research is devoted / allocated (3) to understanding the clues that pigeons use to enable them to navigate around their home land / territory (4). The experiments involve releasing / discharging (5) pigeons from a variety of sites up to 35 kilometres away, and measuring how long it takes them to get home / go home (6) under different conditions. They are not studying the pigeon for what it's traditionally famed in / for (7), which is its navigation abilities from unfamiliar areas. Rather, it seems there is a huge space / gap (8) between what we know about birds and other large vertebrates migrating over very long distances, and what we know about how rats and birds get their bearings / positions (9) in small areas. It seems we do not know much about what most animals fill / pack (10) their time with – that is, finding their direction / way (11) around their familiar area in relation to each other and to home.

4 Underline the word or phrase that best completes each sentence.

- 1 The team won the championship four years
a running b passing c following d rotating
- 2 I still see my old classmates now and
a occasionally b then c sometimes d here
- 3 My watch seems to be several minutes a day.
a forwarding b gaining c progressing d moving on
- 4 I'm afraid I'm really for time at the moment.
a hurried b short c pulled d pressed
- 5 This iniquitous system of taxation is unlikely to change in the future.
a far b close c predictable d foreseeable
- 6 The music increases in towards the end of the movement.
a tempo b time c rhythm d beat
- 7 He was wounded in the stages of the battle.
a closing b middle c intermediate d end
- 8 The performance will start on six.
a exactly b punctually c dead d just

Exam practice 1

1 Finish each of the sentences in such a way that it is **as similar in meaning as possible to the sentence before it**.

- a It's only after a few weeks that you begin to feel at home here.
You won't
- b He's almost certain to leave before we do.
By the time
- c Lucas was last heard of a week ago.
Nobody
- d Theo is the most infuriating person I've ever met.
I've yet
- e Never before have I seen Anita with her hair in such a mess.
This is
- f This type of car used to sell very well before the more modern 306 was produced.
Since
- g It appears that they sent us the wrong information.
They
- h It seems we made a mistake.
We
- i The President clearly felt the ministers he sacked had not acted swiftly enough.
The ministers sacked
- j I'm glad I got out of there: it was hell.
I'm glad to

SCORE _____

2 Fill each of the blanks with a suitable word or phrase.

- a Our train if we don't get to the station soon.
- b By next month we paying for the car.
- c He is thought deeply depressed at the time, but recovered later.
- d As soon as he came through the door, he realised to the wrong room.
- e This isn't the first time people aback by his behaviour.

SCORE _____

3 Fill each of the numbered blanks with **one** suitable word.

Many towns and cities around the world (1) up a particular image or memory as soon as they (2) mentioned, whether it is due to a catastrophic earthquake that shattered it, an aeroplane that came down just outside it, or a madman with a gun (3) amok through the streets in the dim and (4) past. Glastonbury is now established as (5) to this group. 'Have you been to Glastonbury?' will rarely be a query as to whether you have (6) passed through the town on your travels. Almost certainly it will be a reference to the twenty-odd-year-old Festival of Music whose home it is. What is (7) in the media as 'an instant town the size of Oxford' appears there for three days in late June and (8) inhabited by around 100,000 people, most of whom will have (9) up to £100 a ticket for the privilege. In the last year or so, a sometimes quite heated argument has (10) out along the lines of 'Are you too old for Glastonbury?' As we milled yesterday amongst the crowds, opinion seemed evenly divided. Never (11) been to such a festival before, 17-year-old Nathalie Worsnip failed to see why 40-somethings who (12) had their day should spoil things for people like her who (13) going to Glastonbury for the first time. She suspected the former would be '..... (14) like mad for middle-aged has-beens' and ignore up-and-coming young bands who had (15) to break into the big time. On the other hand, reformed hippie and university lecturer, David Stone, pointed out that it was his generation who had (16) Glastonbury on the map. There had (17) nothing like it before, and he failed to see why they could not follow through what they had (18) in the late seventies. The Festival's future and its ethos seem uncertain. Will grandfathers still (19) attending in ten years' time, or will they (20) been banned in the interests of today's (and tomorrow's!) music?

SCORE _____



4 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap.

As time (1), the power of newspapers seems to be on the (2). This is odd because in the relatively (3) past people were predicting that the influence of the written word would diminish in (4) proportion to the rate of increase of the spoken word and moving image through TV and video. The Internet, cable and satellite television, Teletext and multi-media computers in (5) other home should surely have (6) for newspapers by now, particularly alongside a perceptible resurgence in the audiences for news-carrying radio stations. How have these organs survived, let alone (7), particularly on a Sunday? Why do people who have seen a football or tennis (8) live or on the small screen rush the next day to read a (9) version of it in four or five columns which surely cannot mean more to the reader than that self-same viewer of the previous afternoon or evening? Why would anyone who has seen a film and formed a (10) impression of it the following day read a review of the (11) film in a newspaper? To see if s/he is right? Isn't that what friends are for? Don't we have colleagues for just that purpose – to see if our ideas on any (12) song, film or programme tally with others'? What is this product that (13) of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time (14) to be leading a charmed life. When it finally goes, though, many may come to mourn its (15).

- | | | | |
|----------------------|-------------|-------------|------------|
| 1 A flies | B passes | C goes | D drags |
| 2 A increase | B rise | C expansion | D build |
| 3 A latest | B distant | C immediate | D recent |
| 4 A exact | B direct | C precise | D equal |
| 5 A all | B any | C every | D one |
| 6 A done | B gone | C stood | D set |
| 7 A flourished | B bloomed | C flowered | D rooted |
| 8 A game | B set | C match | D meeting |
| 9 A curtailed | B cut | C reduced | D potted |
| 10 A vivid | B coloured | C bright | D direct |
| 11 A above-mentioned | B aforesaid | C latter | D previous |
| 12 A given | B taken | C subjected | D written |
| 13 A comprises | B contains | C consists | D informs |
| 14 A out | B being | C given | D present |
| 15 A perishing | B dying | C falling | D passing |

SCORE _____

TOTAL SCORE _____

Passives

Entry test

- 1 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.
- a The car completely destroyed my motorbike.
My motorbike
 - b Second prize was awarded to an unknown author from Patras.
An unknown author from Patras
 - c The judge refused him permission to appeal against the decision.
He
 - d Blur have earned several million pounds from their new album.
Blur's new album
 - e They suggested we try a new method of checking how much we were spending.
We

SCORE

FOR OBJECTS AND AGENTS WITH THE PASSIVE, SEE SECTION 1.

- 2 Fill in each of the blanks with a suitable word or phrase.
- a My proposals were rejected and I was back down.
 - b I think he needs told to keep his nose clean.
 - c The problem was been told where the fire escapes were.
 - d His son is believed kidnapped by separatist guerrillas.
 - e Under the old proposals, candidates were been given an extra 15 minutes to complete their papers.

SCORE

FOR INFINITIVES AND -ING FORM PASSIVES, SEE SECTION 2.

- 3 Fill the blanks with a suitable word or phrase.
- a The video machine is behaving strangely but we're fixed next week.
 - b The lights keep flickering; we must to look at the wiring for us.
 - c Ian's not the easiest person to get on with; that's something you'll have to.
 - d I car broken into the other day and the radio stolen.
 - e Elderly people can get in by conmen going from house to house.

SCORE

FOR STRUCTURES WITH GET AND HAVE, SEE SECTION 3.

- 4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.
- a Leaving that dress in the sun has made it fade.
That dress
 - b We watched the men sail the boat into the harbour.
We watched the boat
 - c I dropped the glass and cracked it.
The glass cracked
 - d I added flour to the sauce and thickened it.
The sauce
 - e They're selling a lot of copies of that new single.
That new single

SCORE

FOR TRANSITIVE TO INTRANSITIVE WITHOUT USING THE PASSIVE, SEE SECTION 4.

TOTAL SCORE

SECTION 2

Ability, permission

1 ABILITY IN THE PRESENT AND FUTURE

Can is the most common modal we use to talk about ability:

*I can give you a lift this evening if you like.
Can you pick up spiders?*

CAN OR BE ABLE TO?

We sometimes use *be able to* with the same meaning as *can*:

I can't / am not able to give you an answer at the moment.

- We use modals like *will* with *be able to* as a future form of *can*:
One day people will be able to go for a holiday on the moon. I might be able to help you.
- We also use *be able to* in the infinitive and *-ing* form. We sometimes use verbs like *feel* and *seem* instead of *be*:
I'd like to be able to write as well as that. I like being able to do exactly what I please. I don't seem able to find the energy for playing football these days.
- We commonly use *can*, not *be able to*, with the meaning 'know how to', and with verbs related to the senses like *see*, *hear*:
Can you read music? I can smell something burning.
- *Could*, and sometimes *would be able to*, are common in conditional sentences. *Could* is more tentative than *can*:
I could come a bit earlier if that would be helpful.

2 THEORETICAL POSSIBILITY

Rather than expressing ability, we sometimes use *can* to say that something is possible in theory:

Speaking in public can be quite traumatic for many people. It can still be very hot in Egypt in September.

3 ABILITY IN THE PAST

Could

We often use *could* as a past form of *can*:

I could hear a noise and went outside.

Could have or was able to?

We use *could have* to say we were able to do something, but in fact we didn't:

He could have helped me, if he'd tried. (= but he didn't)

- For general ability in the past we also use *was able to*, though *could* is more common:
I could / was able to swim when I was five years old.
- For a specific event showing success after trying, we use *was / were able to*, *managed to* or *succeeded in*, but not *could*:
I was able to / managed to solve her problems for her.
- We can also express conditional past ability with *would have been able to*:
I wouldn't have been able to find her in that crowd even if I'd known she was there.

Couldn't have

We use *couldn't have* to say we were not able to do something so we didn't:

He couldn't have helped me anyway. (= he didn't)

4 PERMISSION

We use *can* and *could* as well as other modals to give and ask for permission:

*Can I go now? No, you can't. I won't let you.
They asked if they could go.*

5 POLITENESS AND FORMALITY

When giving or asking for permission, or making requests or offers, the degree of politeness or formality depends strongly on the situation, stress and intonation, and who is speaking to whom. As an approximate guide, *may* and *might* are more polite and formal; *could* and *would* are more polite than *can* and *will*:

'Can I leave early today?' 'Of course you may.'

Could I possibly use your phone?

Visitors to the college may not enter private rooms.

- We often use *might* with *wonder*:
I wonder if I might have your attention for a moment.
- However, because *may* and *might* are formal, they can sound aggressive or sarcastic:
Might I suggest that you talk to the manager about it? And where have you been, may I ask?

? check

Which of these sentences does not express ability, theoretical possibility or permission?

- You may leave the room when you have finished.
- May I be of any assistance?
- I can't open this door: it's stuck.
- I could have told him last week if he'd asked me.
- Believe it or not, crocodiles can make good pets.

Exam practice 6

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. For each numbered line 1–16, write the unnecessary word in the spaces. Some lines are correct. Indicate these with a tick (✓). The exercise begins with two examples.

There is a very outspoken group of people who want to ban
 hunting wild animals. Their argument is [✓]such that killing animals
 1 is cruel and unnecessary, while especially in those cases where
 2 animals are hunted more for sport than for eating or for purposes
 3 of such conservation. While there are others who find this total
 4 opposition an example of blind prejudice, the majority of people
 5 view the debate with somewhat mixed feelings such as the issue can
 6 quickly become a moral minefield. Is hunting animals because of
 7 they are pests, like foxes, less acceptable than killing them
 8 for food? And where does fishing fit into the discussions? Not so that
 9 much as those who catch a few fish to eat or sell, but rather
 10 those people who spend hour after hour immediately sitting on the
 11 river bank with no intention of the killing or eating their catch.
 12 On to a fish being caught, the 'sportsman' weighs it, photographs it
 13 if it is large enough and worth boasting about, and then returns it to
 14 the water, often with a so nasty wound in its mouth from the
 15 hook, in order that to be caught again another day. Should this pastime
 16 of millions of people, bizarre even though it may be, also be banned?

SCORE _____

2 Finish each of the following sentences in such a way that it is **as similar in meaning as possible to the sentence printed before it**.

- a We may as well start the meeting, now that we're all here.
 As
- b We've made some progress in that we now have all the medical records on disk.
 Inasmuch
- c As soon as Suzette heard the news, she rang all her friends to tell them.
 On
- d The train was so slow we might as well have gone by car.
 We made
- e It may be a good idea to arrange a rendezvous or we might get lost.
 So
- f The main speaker spoke with enormous conviction and carried the audience with him.
 Such
- g Anne stayed up to finish the work, even though she was exhausted.
 Despite
- h The mountain route is obviously dangerous, but there is no alternative.
 Dangerous
- i You can increase your offer by 20% but I'm afraid I still won't sell.
 Even
- j I'm sorry but I don't understand your position, though I'd like to.
 Much

SCORE _____

- 7 He gave up studying after suffering a nervous
 a collapse b breakdown c failure
 d malfunction
- 8 Concorde is the only commercial plane to have broken the sound
 a frontier b barrier c boundary d limit
- 9 The hospital called for volunteer blood after their supplies ran low.
 a givers b contributors c donors d suppliers
- 10 One of the most devastating weapons of modern time is the missile.
 a directed b instructed c programmed
 d guided

3 Combine the words to make a compound.

Examples:

roses / bunch	a bunch of roses
boots / ski	ski boots
day / work	a day's work
stick / walk	a walking stick
two hands / backhand	a two-handed backhand
cloud / sky	a cloudy sky
building / four storeys	bed / sea
price / gas	coat / paint
prices / gas	length / arm
edge / water	hair / breadth
stone / throw	film / popularity
door / car	film / story
shirt / button	room / corner
sentence / ten years	bar / steel
world / end	industry / car
pan / fry	book / 200 pages
apple / core	book / club
heart / matter	degree / university
hesitation / moment	shore / sea

4 Underline the word that best completes each sentence.

- 1 He did very well in the knowledge quiz.
 a widespread b common c general
 d ordinary
- 2 The government requires everybody to make a financial contribution towards their education.
 a higher b high c highest d highly
- 3 Police are meeting members of the ethnic community in order to improve race
 a relationships b relations c relatives
 d relativity

- 4 The state exists in order to provide free education and health care to the less well-off.
 a social b benefit c welfare d nanny
- 5 Unemployment is paid to people who are unable to find any work.
 a security b money c service d benefit
- 6 The factory made huge improvements in its general management and control.
 a quality b level c standard d equality
- 7 Industrial have improved with the introduction of a shorter working week.
 a relationships b relations c relatives
 d relativity
- 8 Coal, oil and other similar resources may eventually be replaced by solar energy.
 a nature b nature's c natural d native
- 9 Arms was the main issue discussed at the leaders' summit.
 a control b controls c controlling d controlled
- 10 The Prime Minister is an old at these conferences, having been to so many.
 a hand b man c time d goat

5 Fill each of the numbered blanks with one suitable word.

I was reading an article in our sister newspaper the other day in which an eminent columnist was suggesting that as a nation we had been slow to respond to the sea- (1) which our generation is experiencing in all aspects of day-to-..... (2) life. As I devoured my take- (3) pizza I started making a simple list of words which, if they did exist thirty years ago certainly had different connotations and in most cases did not exist at all: ozone (4), greenhouse (5), (6) ROM, mobile (7), (8) dish, (what was wrong with just three TV channels?) community (9) (to avoid all those prison riots?), remote (10), (11) print-out, jungle (12) – whatever has happened to music?

Not so long ago a previous population had to acquaint themselves with terms like brain (13) as all the egg-heads headed across the Atlantic and (14) power, as all the others started sticking daffodils in their hair. And before that a generation had to learn about the vacuum (15), the assembly (16), the burglar (17), the washing (18), the hair (19) and the fridge- (20). New words are coming into the language now at a frightening speed and, to respectfully disagree with my colleague, I believe we are, generally speaking, coping pretty well.



Exam practice 8

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1–14, write the unnecessary word in the space shown. Some lines are correct. Indicate these lines with a tick (✓). The exercise begins with two examples.

- Beliefs which go back deep into the time lie behind many of our present day attitudes to birds. People have often regarded birds as having close
- 1 affinities with mankind because, like the humans, birds go on two legs, sing,
 - 2 show off and construct homes. Dances from many different cultures are
 - 3 copied from the courting displays of birds. Some birds were thought to warn
 - 4 of disaster or foretell a good fortune, according to the circumstances
 - 5 in which they were sighted. In the parts of Scotland, it is still lucky
 - 6 to hear the cuckoo while you are out of walking, but not before you have
 - 7 eaten a breakfast. The Welsh used to believe that you would flourish
 - 8 if you were standing on a grass or green leaves when the bird sang, but if
 - 9 you were on to barren ground you would not live to hear its call another
 - 10 year. Children in many parts of Britain still believe that it is unlucky
 - 11 to see a single crow or magpie, but lucky to see two. The birds were also
 - 12 involved in medicine: the ancient Greeks and Romans for example believed in
 - 13 that the way to cure blindness was to eat the heart of a raven or owl
 - 14 or eagle – all the birds well known for their keen eyesight.

SCORE _____

2 Fill each of the numbered blanks with **one** suitable word.

The Grizzly bear, symbol of North America's wilderness, is under severe threat in one of (1) heartland habitats. (2) Grizzly is (3) sub-species of the Brown bear, but is bigger, stronger and fiercer. A Grizzly, for example, can kill (4) deer with one blow of (5) paw. This animal is now concentrated in Alaska and western Canada where it is being hunted in a way that will put it on the road to extinction, according to (6) Environmental Investigation Agency, which says the British Columbia government regards Grizzlies as a (7) to be hunted without having a (8) knowledge (9) how many there are in the province. This may be folly in the (10) as there is a danger that (11) species may be dwindling faster than the (12) can reproduce. Their forest (13) is also under continual assault from clear-cut logging, road-building, and mining for (14) resources. The agency has (15) proven track (16) in highlighting early warning (17) of major declines in important species, providing for example much of the (18) of large-scale ivory poaching which led to the 1989 (19) on commercial trade to try to save (20) African elephant.

SCORE _____



3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: His excuse that he *had been held* up in traffic just didn't hold water.

- (a) We are friends and I hope so for a very long time.
- (b) She didn't tell the librarian she had lost the book for to pay for it.
- (c) He was so charming, I just had to tell him what a to meet him.
- (d) Considering been through, he is still remarkably sane.
- (e) I turned the stereo down so able to concentrate on the work in hand.
- (f) What no one beforehand could possibly the degree of public condemnation of the scheme.

SCORE _____

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: His incompetence caused us to lose the account.

due

We lost the account due to his incompetence.

- (a) I thought he might have forgotten our appointment so I faxed him.

case

.....

- (b) The intentions of the last government were far clearer than the present one's.

like

.....

- (c) I have no idea how to respond to their letter.

loss

.....

- (d) A lot of people have said that the leadership is too inexperienced.

often

.....

- (e) We will of course take into account her comparative youth.

allowances

.....

- (f) He was driving so fast that there was no way he was going to stop.

such

.....

- (g) Ironically, the new model is nowhere near as reliable as the old one.

superior

.....

- (h) I still see my old college friends occasionally.

while

.....

SCORE _____

SECTION 5

Starting and ending; creating and destroying

1 STARTING

There are many common phrases related to starting things:

Mothers give birth to babies, farmers plant their crops, gardeners sow the seed, businesses and funds are set up, and bank customers open accounts.

1 Fill the gaps below with the verbs listed.

initiate found pass create evoke formulate

- a an institution
- b an impression
- c memories of one's youth
- d proceedings against someone
- e a response to a demand
- f a new law

2 Do the same with these items.

form arouse instil conjure up adopt embark

- a an image of peace and harmony
- b feelings of bitterness
- c a new policy
- d on a solo career
- e an alliance
- f a sense of responsibility in someone

2 ENDING

There are also many common phrases related to ending things:

People die, pass away and 'go to meet their maker', crops fail, the seed falls on stony ground and bank customers close accounts.

A newspaper reporter might write of whole communities being massacred, annihilated, wiped out, slaughtered, even butchered.

Reputations can be ruined, destroyed, forever tarnished or stained, in tatters, in ruins.

Public figures can be cut down to size, brought down to earth with a bump, stripped of their dignity, reduced to ciphers, consigned to the scrap-heap, be kicked out of office or just stand down.

Companies can close, shut down, cease trading, be taken over, go out of business, go bankrupt, go to the wall, go into liquidation or simply call it a day.

3 Match a first half (1–6) with a second half (a–f) to make complete sentences.

- 1 His career took off with two successful films
- 2 They got engaged in spring
- 3 He was made skipper last season
- 4 He joined the fitness club in August
- 5 He took up the post in 1997
- 6 He set up the company in 1996

- a but within weeks he had cancelled his membership.
- b but then he faded into oblivion.
- c but it folded in 1998.
- d but within three months he was stripped of the captaincy.
- e but he broke it off soon afterwards.
- f but was relieved of his position six months later.

3 PHRASAL VERBS

There are many phrasal verbs related to starting and ending. Note how particles and prepositions can have quite different meanings according to the verb we use them with;

*start up open up sign up
close up finish up dry up
start out branch out open out
die out wipe out fade out
start off lift off shoot off
go off wear off finish off*

4 Which of the verbs above fit in the gaps in the following sentences? Use an appropriate form.

- a I think this milk has – smell it.
- b It's time the company into different areas.
- c It would be awful if the great turtle were to
- d He suddenly in the middle of his speech.
- e Don't worry; the effects of the injection will in a few hours.

Practice

1 Underline the words or phrases that can complete each sentence. One, two, three or all four options may be possible.

- 1 This old jacket of mine is out.
a wearing b throwing c fallen d worn
- 2 Our organisation was in 1960.
a found b established c set up d founded
- 3 I think we should this new policy of co-operation.
a embrace b adopt c accept d introduce

e Across went the ball and down / over went the goalkeeper.

4

- a That this happened is incredible.
 b It is amazing that she should want to leave so soon.
 c That she should want to leave so soon is amazing.
 d Where he went after the party is a mystery.
 e How he escaped continues to mystify the police.
 f That you believe him I find incredible.

5

- (1) is (2) point (3) What (4) fact (5) point (6) chance (7) behaviour (8) question (9) Finding (10) I (11) Neither (12) metres / yards (13) consider / feel (14) an (15) out

SECTION 2

check

a X b F c B d X e F

Practice p 201

1

a It's b There's c it's d There's
 e It's f There's g there's h It's
 i There's j It's k It's l It's

2

- a It's only just dawned on me what our director meant by that comment.
 b It's a pity you weren't at the party; you would have enjoyed it.
 c It is hoped that this new drug will be a success.
 d It occurred to me all of a sudden that we had been stitched up.
 e It eventually transpired that all the goods had been stolen.
 f The polls give every indication of a landslide victory for the presidential party.

3

a find it b me as c who think / find / consider it d it to e believed / accepted among f it to

4

- a seems to have been an accident over there.
 b good (that) we decided to come by train.
 c quite incredible how fast (or: the speed at which) young children acquire language.
 d to have been a terrible row when the mistake was discovered.
 e is no excuse for such behaviour.
 f to you which restaurant we go to.

SECTION 3

check

a W b X c C d X e C

Practice p 203

1

a 4 was b 2 is that l c 3 that d 3 that e 1 What f 3 that g 2 until h 4 but

2

- a What happened is that you chickened out, isn't it (or: didn't you)?
 b What she did is upset all her colleagues with her arrogance.
 c How you feel after getting your results is how many others are feeling.
 d Where you made your mistake is (in) failing to appreciate the (strength of) the competition.
 e What attracted him to this job is having authority over others.

3

- 1 a Where we took him was (to) the hospital.
 b It was to the hospital that we took him.
 c The hospital is where we took him (to).
 2 a My GP is who(m) I went to see.
 b It was my GP who(m) / that I went to see.
 c The person who(m) / (that) I went to see was my GP.
 3 a It's the spices that are amazing.
 b What is amazing are the spices.
 c The spices are what is amazing.
 4 a It's the location that was important.
 b What was important was the location.
 c The location is / was what was important.
 5 a £15 was how much I had to pay for the ticket.
 b It was £15 that the ticket cost.
 c The amount I paid for / spent on the ticket was £15.
 6 a How young / old he looks!
 b What is amazing is how young / old he looks.
 c It is amazing how young / old he looks.

4

- a what you know but who (you know).
 b until he took his hat off that I recognised him.
 c only when she opened her mouth that I realised she was a foreigner.
 d you are born that determines your accent, it's where you spend your childhood.

- e he did that brought about his downfall, it was / but lying about it.
 f at a time like that (that) you realise who your real friends are.
 g he tells them (or: the jokes) that's funny, not the jokes themselves.
 h the salary increase that made me stay on, it was you.

SECTION 4

check

- a A sharp fall in the value of sterling...speculation about the government's economic policy.
 b The total eradication of smallpox...the direct result of an intensive programme of immunisation.
 c It is a truth universally acknowledged...a single man in possession of a good fortune...in want of a wife.

Practice p 205

1

- a size is the room exactly? (or: What is the size of the room exactly?)
 b is the speed limit on motorways in Britain?
 c would be your reaction if such a thing happened?
 d is your precise height? (or: What is your height precisely?)
 e is the distance from your house to the school?
 f is the weight of this package?
 g is his official standing / position in the firm's hierarchy?
 h is the government's official policy / position / stand on capital punishment?

2

a have b took c give d make e gave
 f give g make h have i took j gave

3

- a of a valid passport is essential / obligatory for any traveller to the sub-continent.
 b great / enormous influence on modern composers.
 c as no surprise to find the builders had already gone home.
 d is a constant threat of violence in some large cities.
 e what I said / my explanation totally unacceptable.
 f was only a brief reference (in the article) to the problem of inner-city crime (in the article).
 g was unanimous approval of / for the decision to implement tougher parking restrictions.

- 3 a up b out c back d out e on f up...for
 4 a point b Spit c syllable
 d confidence e words f plain g cross
 h secret i shop j gab

Practice p 220

- 1**
 a roared b enquired c said with a smirk
 d chortled e said under his breath
 f snapped g admitted h shrieked
 i chanted j hinted k stammered l declared

- 2**
 a of b out c out d up e in f off g
 up h in i across j through k in l
 back m in n out o up p on q in

- 3**
 a Can I fill you in on the latest figures?
 b The actor suddenly dried up.
 c She couldn't bring herself to apologise.
 d She laid (specific) emphasis on the
 need for absolute confidentiality.
 e I tried to talk him out of making any
 rash promises.
 f I finally talked her into selling her
 collection.
 g I couldn't work out what he was
 driving at.

- 4**
 (1) start (2) speak (3) out (4) Refer
 (5) out (6) on (7) touch (8) into
 (9) other (10) another (11) out (12) in
 (13) full (14) with (15) battle
 (16) match (17) down (18) with
 (19) into (20) round

Exam practice 13

- 1**
 (1) seen / regarded / quoted (2) that
 (3) laugh (4) reeling (5) it
 (6) admitted / confessed (7) comparing
 (8) pointed (9) had (10) As
 (11) made (12) chat (13) according
 (14) not (15) dissuade / discourage
2
 a persuaded not to study (or: dissuaded
 from studying) medicine by my uncle.
 b me that my behaviour had been at best
 ill-advised.
 c that she was really fed up with all the
 fuss people had made over the past
 couple of weeks.
 d if / whether I would be able to give her a
 lift in the morning.
 e if we couldn't go to America that / this
 year, whether (perhaps) we could / might
 the following / the next / next year.
 f to lend me her car for a couple of days if
 I promised to return it by the weekend.
 g is generally accepted (or: is accepted by
 most people) that something has to be
 done about over-population.

- h that it was extremely unlikely that I would
 be asked to give evidence.
 i not to smoke while I was in the house.
 j for causing / having caused so much
 upset.

- 3**
 a by going b denied that he
 c regarded / accepted / acknowledged as
 d to be one e of having

- 4**
 (circle:) 1 A 2 B 3 D 4 C 5 C
 6 A 7 B 8 D 9 D 10 A

- 5**
 a The teacher saw through his story
 immediately.
 b I can't make head nor tail of what she
 says.
 c His analysis of the situation went (right)
 over my head.
 d The manager levelled most of his
 criticisms at his players' attitude.
 e I think most of her mistakes can be put
 down to over-enthusiasm.
 f You are jumping to conclusions (which
 are ill thought through and incorrect).
 g Their announcement caught us by
 surprise.
 h My parents always turned a deaf ear to
 my complaints about my sister.
 i Don't beat about the bush.
 j There is no way you are going to talk me
 out of going on holiday with her.

- 3**
 a The contribution the stage hands made to
 the production went unnoticed.
 b That noise is going to (or: will) drive me
 mad if it goes on much longer.
 c Personally, I think his refusal to co-
 operate constitutes a breach of contract.
 d He emerged unhurt / unscathed from the
 accident. (or: He emerged from the
 accident unhurt / unscathed.)
 e I don't like to see so much machinery
 standing idle because of the recession.

- 4**
 (1) on (2) at (3) well (4) together
 (5) way

SECTION I

check

- e X b ?

Practice p 227

- 1**
 a He *blamed* himself for the contract
 being lost.
 b He *busied* himself with various
 mundane tasks.
 c She *prided* herself on her reputation as
 an old dragon.
 d He *keeps repeating* himself.
 e If you want to run 400 metres in under
 48 seconds, you'll have to *exert* yourself
 more.
 f She *drew* herself up to her full height in
 order to intimidate him.
 g You really ought to *assert* yourself in
 situations like that.
 h They *distanced* themselves from the
 project's failure.

- 2**
 1 Don't belittle yourself. – Don't put
 yourself down so much.
 2 Be yourself. – Stop putting on an act.
 3 Keep calm. – Don't get yourself
 worked up.
 4 Stop kidding yourself. – Stop deluding
 yourself.
 5 Don't push yourself so hard. – Give
 yourself a break.
 6 Pull yourself together. – Get a grip of
 yourself.

- 3**
 (1) tell (2) let (3) Position (4) look
 (5) be (6) blame (7) allow (8) Ask
 (9) distinguish (10) control (11) put
 (12) rate (13) limit (14) make

- 4**
 a We *collided*. b We *embraced*.
 c We *fought*. d We *made up*.
 e We *married*. f We *split up*.

5

Unit 14

Entry test

- 1**
 a They busied themselves (with) preparing
 the house for the visitors.
 b The director always prides himself on
 taking time to listen to his employees'
 complaints.
 c If you don't want to join in, suit yourself /
 yourselves. (or: Suit yourself / yourselves
 as to whether you join in or not.)
 d You don't have to commit yourself /
 yourselves (definitely) yet: think about it
 for a bit.
 e She drew herself up to her full height
 and looked down on us with contempt.
2
 a that the only possible cause of her illness
 was overwork.
 b what method they used to achieve such
 a fine polish.
 c to remain a surprise until the last
 moment.
 d that my great uncle was / had been of
 African descent.
 e fact that they knew exactly what they
 were doing.

- a I couldn't bring myself to tell her what had really happened.
 b Of course most heating systems switch themselves on and off automatically now.
 c I simply couldn't contain myself when I saw them together.
 d It's very difficult to defend yourself convincingly against such allegations.
 e You can all of you help yourselves to the fruit in that box.
 f I could kick myself.

SECTION 2

check

- a verb followed by *that*-clause; *the fact that*
 b *to*-infinitive
 c adjective after intransitive verb
 d verb followed by an adjective, or by *to be* + adjective e *wh*-clause

Practice p 229

- 1 (underline:) 1 a, b, c 2 c, d 3 a
 4 a, b, c, d 5 d 6 b 7 a, b, c, d
 8 a, b, c 9 c 10 a, c, d 11 a, c 12 a
- 2
 a Don't rule out the possibility that he didn't do it alone.
 b The fact that he's never had a real father should be taken into (or: should be given) consideration.
 c The fact that he's had fifteen different homes must / should not be overlooked.
 d It's of no importance that he's of royal blood, but all the same...
 e His fortune is estimated to be (or: It is estimated that his fortune is) more than \$2 billion.
- 3 (underline:) 1 a, b, c 2 a, b, c, d, f
 3 a, b, c 4 a, b, d, e 5 a, b, e, f
 6 a, b, d, e 7 a, c, e 8 a, b, c, d
 9 a, c, e, f, h 10 a, b, c, e, f, g, i

SECTION 3

check

- a verb of movement
 b verb + *way*
 c verb + *adverb*
 d verb + object + prepositional/adverbial phrase
 e verb of position

Practice p 231

- 1 (1) b (2) f (3) a (4) e (5) d (6) i
 (7) k (8) c (9) h (10) j
- 2 a *creases...easily* b *have fallen dramatically*
 c *(has) reacted badly* d *eat healthily* e *run smoothly*
 f *are rising / have been rising steadily* g *behave badly*
 h *start promptly*
- 3 a *worked* b *find* c *lied* d *wormed*
 e *smashed* f *inched* g *dug* h *fought*
- 4 (1) c, r (2) a, j (3) f, i (4) g, m
 (5) e, q (6) b, n (7) o, p (8) d, e
 (9) h, k

SECTION 4

Pre-practice

- 1 a from b for
 2 a with b in
 3 a to b with
 4 a at b under

Practice p 232

- 1 1 i 2 h 3 f 4 b 5 a 6 g 7 e 8 c
 9 j 10 d
- 2 a *about* b *about* c *in* d *against*
 e *in* f *over* g *against* h *of* i *of*
 j *over*
- 3 h and i
- 4 a *incumbent* b *prone* c *intent*
 d *devoid* e *reminiscent* f *inclined*
 g *inherent* h *impervious* i *conductive*
 j *conversant*
- 5 a in b By c without d out
 e under f for g out h on
 i in...with j out...out
- 6 (underline:) 1 b 2 a 3 b 4 c 5 d 6 c
 7 b 8 d

SECTION 5

Practice p 234

- 1 a X b ✓ c X d X e ✓ f ✓ g X h X

- 2 (underline:) 1 c 2 c 3 b 4 c 5 a 6 b
 7 a 8 b 9 c 10 c 11 a 12 a

- 3 a I have a firm belief (or: I am of the firm belief) that what students know should be tested in ways other (or: in other ways) than formal examinations.
 b I was willing to believe that the taxi driver knew London like the back of his hand.
 c We are in two minds as to whether to submit an account of what happened in detail or just a brief summary.
 d After all this time I still have a working knowledge of French but I haven't a clue when it comes to German.
 e I believe wholeheartedly that blood sports should be banned.
 f He is no stranger to situations when employees think they have a greater knowledge of how the company works than the boss does.
 g I have no conception of how people will be living a hundred years from now.
 h I couldn't possibly know / have known that the party would be such a shambles.

- 4 (underline:) 1 a, b, c 2 a, b, d 3 a, b
 4 c 5 a, d 6 b, c 7 c 8 b 9 a, b
 10 c 11 a, c 12 a (b is possible)

Exam practice 14

- 1
 a The director distanced himself / herself from the petty financial arguments over the film.
 b You've got to face (up to) the fact that you are too old for that sort of thing nowadays.
 c My husband prides himself enormously on his cooking.
 d Everyone fell silent when he entered.
 e She proved (to be) less reliable than we had hoped.
 f The committee is comprised of senior management and representatives from the shop floor.
 g All of us escaped unscathed from the explosion (or: emerged unscathed from / after the explosion).
 h We made sure we were well positioned to watch the parade.
 i We must stick together in the crowd.
 j The traffic in front of us (just) inched forward.
- 2
 a yourself to another biscuit (if you like).
 b himself up to his full height, he passionately denied any involvement in the affair.

Progress test 1 p. 96

1

(1) in (2) over (3) can / may (4) take (5) become (6) all (7) are (8) have / need (9) is (10) expressed / displayed (11) repeated (12) forget (13) spans / crosses (14) Built (15) swept / washed (16) have (17) to (18) would / can / could (19) must / should (20) top

2

- (a) have been reimbursed if we hadn't taken legal advice.
- (b) well have run up those debts intentionally.
- (c) taken / accepted the job I was offered in January, I would be on twice the salary (I am now). (or: be earning twice as much (as I am now).)
- (d) had / got my car serviced for a long time.
- (e) have let me know you were coming.
- (f) time I realised what was happening, she'd (had) left (or: gone).
- (g) ought to / should be planning our next holiday?
- (h) the first time we've had arguments with that particular harbour master.

3

- (a) had been working
- (b) to be (held)
- (c) time I order
- (d) not been
- (e) better be / get sorted
- (f) chance of

4

- (a) You shouldn't have taken what he said for granted.
- (b) His choice (or: What choice he has) for further education is dependent on / upon his exam results.
- (c) If by any chance you are placed (or: you find yourself) under arrest, you don't have to say anything.
- (d) The new minister seems to have a flair for fielding awkward questions.
- (e) It is common for people to find their first experience of sky-diving rather sickening.
- (f) Most of what he said was inaudible.
- (g) They have been excluded from union meetings since their shocking behaviour at the last one. (or: Since their shocking behaviour at the last one, they have been excluded from union meetings.)
- (h) Generally, school children comprise the majority of the audience.

5

- 1 D 2 B 3 D 4 B 5 C 6 A 7 A
- 8 A 9 B 10 B 11 C 12 A 13 B
- 14 D 15 B 16 D 17 C 18 D
- 19 B 20 B 21 A 22 C 23 A
- 24 D 25 D

Progress test 2 p. 178

1

(1) some (2) herd (3) How (4) tuft / clump / mouthful (5) what (6) each (7) such (8) so (9) that (10) as (11) like (12) Not (13) so ('this' is also possible) (14) so (15) though / as (16) signal / show / express (17) order (18) how (19) what (20) the

2

- (a) near as badly-off as they were twenty years ago.
- (b) time you arrive, the chairman will have (just) left.
- (c) should be / were so openly hostile towards her proposal was difficult to understand.
- (d) was the club owner extremely rich, he also became a media celebrity. (or: did the club owner become a media celebrity, he was also extremely rich.)
- (e) we delay, the less likely (or: more unlikely) we are to clinch the deal.
- (f) comparison between his work and hers / her work and his.
- (g) moment / minute we have received the information, we'll let you know.
- (h) disconnect this lead in an emergency. (or: in cases of emergency should this lead be disconnected.)

3

- (a) to / we remain
- (b) fear she would have (or: fear of having)
- (c) pleasure it was
- (d) all / everything / what he has
- (e) as to be (or: that I would be)
- (f) have foreseen / predicted was / is

4

- (a) I faxed him in case he had forgotten our appointment.
- (b) The present government's intentions are nothing like as clear as the last one's.
- (c) I am at a loss as to how to respond to their letter.
- (d) It has often been said that the leadership is too inexperienced.
- (e) We will of course make allowances for her comparative youth.
- (f) He was driving at such a speed that there was no way he was going to stop.
- (g) Ironically, the old model is far superior to the new one.
- (h) I still see my old college friends once in a while.

5

- 1 B 2 B 3 B 4 A 5 D 6 B 7 D
- 8 A 9 C 10 B 11 B 12 A 13 D
- 14 B 15 C 16 A 17 B 18 C
- 19 D 20 D 21 D 22 C 23 A
- 24 C 25 C

Progress test 3 p. 252

1

(1) founded / created (2) who (3) took (4) that / which (5) as (6) depended (7) which (8) would (9) to (10) from (11) what (12) as (13) It (14) where (15) calling (16) any (17) could / might (18) things / phenomena / that (9) by (20) to

2

- (a) to his employees arriving late.
- (b) as the gun went off, everyone started to panic.
- (c) the best of my knowledge, this has never happened before.
- (d) whose attitudes to work I simply fail to understand.
- (e) using it (or: a language) regularly can you really master a language (or: it.)
- (f) the short of it is that Joseph's not up to the job.
- (g) fact that management never consulted them that alienated the workforce.
- (h) to think what might happen next.

3

- (a) have meant / involved
- (b) denied having
- (c) to appreciate is how
- (d) was how she
- (e) to die / drop dead
- (f) off as

4

- (a) I couldn't bear to watch the final scene and (I) had to turn away. (or: The final scene was too much to bear and I had to turn away.)
- (b) She warned me against getting too angry about my in-laws' comments.
- (c) I know I don't express myself clearly sometimes.
- (d) Why should anyone pride themselves on the fact that they got (or: on getting) rid of 200 jobs?
- (e) I think (that) what upset me more than anything was his attitude. (or: I think his attitude is what upset me more than anything.)
- (f) Would you believe she spent no less than £50 on her new hair-do?
- (g) The police are treating (the circumstances of) her death as suspicious.
- (h) We shouldn't put too much emphasis on (the importance of) finishing on time.

5

- 1 C 2 D 3 A 4 C 5 B 6 C 7 D
- 8 A 9 A 10 C 11 A 12 C 13 D
- 14 B 15 A 16 C 17 A 18 D
- 19 C 20 B 21 C 22 A 23 D
- 24 D 25 B

