

READING
WRITING
GRAMMAR

FCE FAST CLASS



VOCABULARY

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GRAMMAR PRACTICE

NEW FAST CLASS GRAMMAR EXERCISES –UNIT 1

Grammar • Indirect/Reporting Questions

Exercise 1

Complete the second question so that it has a similar meaning to the first one. Use 3–5 words.

1. How old are you? Can you tell me ---- ?

2. What time is it? Do you happen to know ---- ?

3. Would your sister like a drink? Can you find out ---- a drink?

4. What time does your train get in? Can you let me know what time ---- ?

5. Can you meet me for lunch? Will you let me know ---- for lunch?

MODALS • *can, could, be able to*

Exercise 2

More than one answer may be possible.

1. ---you lend me some money until tomorrow?

2. I'm afraid I ---- understand a word he's saying!

3. ----to speak English when you were at primary school?

4. ---you come to football practice on Saturday?

5. It was a pity that I --- to come to the party last night.

6. As we walked through the woods, we----hear a bird singing. It was beautiful.

7. We ---- go to the disco tomorrow night if you like.

8. You ---- go home if you've finished your test.

PHRASAL VERBS

Exercise 8

Complete sentences 1–6 with a phrasal verb so that they have a similar meaning to the first sentences. Use the correct form of a word from A, and a word from B to form the phrasal verbs.

A take come give put pick (x2)

B up (x3) after out off

1. Could you please collect the sheets from the laundry? Would you mind ---- the sheets from the laundry?

2. When was the film released on DVD? When did the film ---- on DVD?

3. We will have to postpone the meeting until next week. The meeting will have to be ---- until next week.

4. I had no difficulty learning the language when I lived in Italy. I quickly ---- the language when I lived in Italy.

5. Are you like your parents? Do you ---- your parents?

6. Pete has just stopped smoking. Pete has just ---- smoking.

QUESTION TAGS

Exercise 9

Question tags with modal verbs Complete the sentences with a suitable question tag.

Example: You are coming to the party, aren't you?

1. You should have told me earlier. -----?

2. I don't need to get up early tomorrow, -----?

3. Ted and Sue can speak Japanese, -----?

4. You were able to get some rest on the train, -----?

5. They might have missed the bus, -----?

6. Your parents can't have forgotten to pick us up, -----?

7. John had to work late last night, -----?

Present simple or continuous? Exercise 3

Complete the pairs of sentences. Write the present simple or continuous form of the verbs in brackets.

1. I ---- it's going to be a fine day today. (think)

2. What ---- about? (think)

3. ---- that people spend too much time watching television? (you / feel)

4. I have to sit down. I ---- very well at the moment. (not feel)

5. My aunt ---- a baby. (expect)

6. I ---- our guests will come now. It's far too late. (not expect)

7. Whatever I do, I always ---- to do my best. (try)

8. What on earth ---- to cook with all those different ingredients? (you / try)

Using Adverbs Exercise 4

Choose the best word (A, B or C) to complete the sentences. (Write the sentences completely)

1. We ---- watch TV after 10 o'clock because we're too tired.

2. I joined a fitness club. I ---- go twice a week, unless I'm feeling lazy.

3. You ---- haven't told me what you would like for dinner. I've asked you three times.

4. I ---- think that life is too short for all the things I want to do. It's sad, but perhaps everyone else thinks like that from time to time.

5. What do you ---- have for breakfast?

6. Haven't you finished your homework----?

7. Our family ---- go on a winter skiing holiday in January. We've done it for years.

The Past Simple Exercise 4

Past simple, past continuous + when and while

Write the correct form of the verbs in brackets to complete the sentences.

- a) 1---- (have) an accident when I 2 --- (cycle) to work because I 3 --- (look) at something else and not the road.
-
- b) Julie 4 --- (work) for a short time in a café while she 5 (study) in Germany because she 6--- (need) some extra money to go on holiday.
-
- c) Sam 7 --- (sit) on the train to Durham, having a coffee. He 8 --- (talk) to another passenger when the train suddenly 9 --- (stop) in the middle of nowhere.
-
- d) I 10---- (forget) my passport because I 11 --- (speak) to a friend on my mobile when the taxi 12 ---- (arrive) to take me to the airport.
-

The Past Simple Exercise 5

Past simple and past continuous passive

Complete the second sentence so that it has a similar meaning to the first sentence.

Use the past simple or past continuous passive. Write between 2–5 words.

1. The box office issued tickets for the concert to students.
Tickets for the concert ---- by the box office.
-
2. They were serving dinner to the hotel guests on the terrace.
Dinner ---- to the hotel guests on the terrace.
-
3. The ski instructors were giving us a demonstration.
We ----- a demonstration by the ski instructors.
-
4. A well-known chef gave me the recipe for this dish.
The recipe for this dish ---- by a well-known chef.
-
5. The tour guide was showing us around the museum when the fire started.
We ----- around the museum by the tour guide when the fire started.
-
6. They didn't tell us about the accident until the next day.
We ---- about the accident until the next day.
-

Past Simple, Past Continuous or Would 7

Complete the text. Write the correct form of one of the verbs below.

Use the past simple, past continuous or would.

become cook tell set check find travel rise sleep decide aim wear arrive spot

It was a beautiful afternoon, so we 1 ---- to try our hand at 'drifting'. Drifting is really a safe way to do a bit of white-water rafting for beginners. The instructor 2 ----- us that on this particular stretch of river, if it had been raining, the water levels 3 ----- and the surface 4 quite rough. Then he 5 ----- that everyone in the group 6 ---- a life jacket.

We 7 ---- down the river in our large, rubber dinghy when we suddenly 8 --- the white, frothing rapids ahead. Somewhat alarmed, we 9 ---- the dinghy straight at the centre of the churning waves and, with some difficulty 10 ---- our way through the rapids. We eventually 11 at our destination further downstream just as the sun 12----. Later, we 13---- a satisfying meal around the camp fire, watching the flames flickering. But before they had died out completely, everyone 14 ---- soundly in their tents.

GRAMMAR EXERCISES –UNIT 4

UNIT 4 Exercise 1

Future forms

Choose the correct use (A, B or C) of the future forms in the sentences.

- I'm going to stay in and wash my hair tonight.
A a prediction
B an intention
C a promise
- It's going to snow!
A probability
B an intention
C an arrangement
- Tidal power will be one of the main sources of energy in the future.
A an intention
B possibility
C a prediction
- I'm catching the 6.30 train tonight.
A probability
B possibility
C a definite arrangement
- Shall I carry that bag for you?
A an intention
B an offer
C determination
- What will you be doing this time next year?
A asking about an action which will be finished at a certain time
B asking about a definite arrangement
C asking about an action which will be taking place at a certain time
- I will pass my exam!
A determination
B a promise
C an arrangement
- We'll have completed Unit 4 by the end of the lesson.
A an arrangement
B an action that will be finished at a certain time
C a prediction
- I'll buy you a new bicycle before we go on holiday.
A a promise
B an intention
C an arrangement

Future Forms – Questions - Exercise 2

Question - Future forms

Complete the sentences. Write the most suitable future form of the verbs in brackets.

More than one answer may be possible.

- Many of the world's natural resources --- (run out) in the next 50 years.

- Do you think it ---- (rain)? The sky looks very black.

- (I / cook) dinner? You look tired!

- Next week at this time I ---- (travel) to Greece.

- I ---- (write) to you every day when I'm on holiday – I mean it!

- We ---- (do) all our exams by the end of the month.

- Don't forget that we ---- (have) the weekly staff meeting at nine o'clock.

- I ---- (finish) this work before tomorrow morning – even if it takes me all night!

Future Continuous or Future Perfect - Exercise 3

Future continuous or future perfect?

Complete the sentences. Write the correct future continuous or future perfect form of the verbs in brackets.

1. I have absolutely no idea what I ---- (do) this time next year.

2. We ---- (finish) this exercise in a couple of minutes.

3. ----- (you / stay) with friends when you're in New York next month?

4. I ---- (complete) all my revision by Friday.

5. Where ----- (the team / play) this weekend?

6. We can eat when you arrive – we ----- (not have) dinner by then.

Future Exercise 4

Other ways of talking about the future

For questions 1–7, complete the second sentence so that it has a similar meaning to the first sentence. You must use between 4–6 words, including the word in brackets.

1. I was finishing the last question in the exam when the fire bell rang.
I ----the last question in the exam when the fire bell rang. (about)

2. The performance is starting any minute now. The performance ----any minute now. (due)

3. I was going to get into the car when I noticed the parking ticket on the windscreen.
I -----into the car when I noticed the parking ticket on the windscreen. (point)

4. We were going on a skiing holiday next week, but Kelly has broken her ankle.
We -----on a skiing holiday next week, but Kelly has broken her ankle. (due)

5. We were thinking of cooking some sausages on the barbecue when it started to rain.
We -----some sausages on the barbecue when it started to rain. (about)

6. The burglar was going to break into the house when he was arrested.
The burglar -----into the house when he was arrested. (point)

7. They are holding the protest march in Trafalgar Square. The protest march -----in Trafalgar Square. (due)

Question Error Correction Exercise 5

Tick the correct sentences. Correct one word in the incorrect sentences.

1. I won't be coming to the party on Saturday.

2. Shall I help you to clean the house?

3. This time tomorrow I'll be travel to Paris with my boyfriend.

4. Will the film on TV have finish by midnight?

5. We were on the point of have dinner when some unexpected guests arrived.

6. The train is due to arrive at 7.15.

7. I hope we'll being spending the summer by the sea this year.

Expressions of Time Exercise 6

Expressions of time

Choose the correct words to complete the sentences.

Use each word once only. There is one extra word you do not need.

1. I've got an appointment at the dentist's --- Wednesday afternoon.

2. The factory will close --- six months' time.

3. What will we all be doing two years --- now?

4. This time --- week, I'll be lying on a beach in Jamaica.

5. I'll buy you a small car ---- you have passed your driving test.

6. I'll be having a job interview ---- eleven o'clock tomorrow.

7. I'll have finished tidying up my room ---- lunch time.

Bound to / Likely to Exercise 7

Complete the second sentence so that it has a similar meaning to the first sentence.

Write the correct form of be bound to or be likely to.

1. It will definitely rain when we are on holiday. It always does.
It---- rain when we are on holiday. It always does.

2. Do you think you will come to the party?
Do you think you ---- come to the party?

3. I know that Laura will be furious when she finds out that you broke her laptop.
Laura ----- be furious when she finds out that you broke her laptop.

4. David really wants to get the job, but I don't think he will get it.
David really wants to get the job, but I don't think he ----- get it.

5. The roads are certainly going to be slippery this morning because of the icy weather.
The roads ---- be slippery this morning because of the icy weather.

HAD BETTER (NOT) Exercise 8

Complete the sentences with the verbs below and the correct form of had better (not).

go out find tell apologise forget ring have

1. I -----an early night tonight because my exams start tomorrow.

2. You ----- your Dad's birthday. You did last year, and he was really upset!

3. If you want to earn some extra money, you ----- yourself a part-time job.

4. You ---- James that you're going out with his ex-girlfriend. He'll be hopping mad!

5. We ----- for a taxi – it's getting late.

6. Jenny is really angry about what you said. You ---- to her.

7. The sea is really rough. We ----- in the boat today.

GRAMMAR EXERCISES –UNIT 5

UNIT 5 Adverbs Exercise 1

Choose the most suitable word in brackets and Write the adverb form of the word to complete the sentences.

1. Pablo was nervous, but he spoke very--- in front of the huge audience at the conservation conference. (confident / free)

2. Although adult turtles are very big, they can swim----- fast. (total / surprising)

3. The young turtles made their way ---- out to sea. (quick / lucky)

4. We watched ----- as the creatures disappeared from sight.
After months of looking after them, it was hard to see them go. (emotional / scarce)

5. I've never been to the turtle farm, but ----- it's really big. (original / apparent)

6. We watched in amazement as the little turtles----- made their way across the sand towards the sea. (gradual / free)

UNIT 5 Making Comparisons Exercise 2

Making comparisons

Complete the comparative sentences with the adjectives below and the words in brackets. Write between 3–4 words, including the adjectives and the words given. Use each adjective once. There is one extra adjective that you do not need.

stressful expensive quick difficult healthy exciting bad

1. Life on an island is----- it is on the mainland because there is not so much to worry about. (less)

2. The traffic in big cities is ----- it is in small towns. (far)

3. It's ----- to find a job in a big city as it is in the countryside because there are lots of big companies. (not)

4. For young people, cities are ----- islands because there is more for them to do. (much)

5. People who live on islands are often ----- city residents because they get more fresh air and exercise. (lot)

6. Sometimes cycling to work in the city is ---- driving because you don't get stuck in the traffic when you're on a bike. (as)

UNIT 5 Present Perfect Simple or Continuous Exercise 3

Complete the sentences. Write the correct present perfect simple or continuous form of the verbs in brackets.

1. Oh dear! You --- your jeans! (tear)

2. What ---- all morning? (you do)

3. My grandparents ---- a flat in the town centre. (just buy)

4. ---- horse-riding? (you / ever try)

5. I ----about giving up my job for a long time now. (think)

6. This is the first time I ---- this part of the country. (visit)

7. My clothes are dirty because I ----- the house. (paint)

8. I'm sorry, but I ----- one of your plates. (break)

9. ----- that new film about gangsters? (you / see)

10. You should have a rest. You ---- on that car all afternoon. (work)

UNIT 5 Past Simple and Present Perfect with SINCE and FOR Exercise 4

Complete the sentences. Write the correct form of the verbs in brackets and **for** or **since**.

- A. I 1---- ----- (not be) to the beach 2 ----- last year.

- B. Yesterday, my sister 3 ---- (wait) for a bus 4 ----- over half an hour.

- C. Ever 5 ----- we 6 ----- (come) to live here, we 7 ----- (be) very happy in this house.

- D. It 8 ---- (be) a long time 9 ----- Ted and I 10 ---- (go) to the cinema.

- E. Dave and Janet 11 -----(be) best friends 12----- years, but then they 13 -----(have) a big fight.

- F. My family 14 -----(live) in this city 15---- three years now.

- G. In the years 16----- my uncle 17---- (leave) Italy, he 18 -----(never speak) Italian.

UNIT 5 If + Present Perfect Exercise 6

Write the correct form of the verbs in brackets to complete the sentences.

Use the present perfect tense and will in each sentence.

1. If our visitors 1 --- (not arrive) by nine, we 2 ---- (start) dinner without them.

2. We 3 ---- (buy) some sandwiches if you 4 ---- (not have) any lunch.

3. If the plane 5---- (already / land), our relatives 6 ----(be) at the meeting area in the arrival lounge.

4. If you 7 ---- (never / be) to the theatre before, we 8 --- (take) you.

5. Brad 9 --- (not be able) to come to the party if his car 10 ---- (break) down.

UNIT 5 CORRECTION 7

Tick the correct sentences. Find and correct one word in the incorrect sentences.

1. _____ I've been studying English since four years.

2. _____ This is the third time I've been to this restaurant.

3. _____ We can't go out. You haven't finished tidying your room still.

4. _____ I've been waiting for you for four o'clock.

5. _____ Ana has been studying English for three years now.

6. _____ Hasn't John finished his homework already?

7. _____ Paul has yet left – you've just missed him.

8. _____ How long has Gina been living in Russia since?

9. _____ Have you seen him for last week?

10. _____ My aunt has been living in the same house for twenty years now

GRAMMAR EXERCISES –UNIT 6

UNIT 6 Past Perfect with Scarcely, Hardly, No Sooner Exercise 1

Past perfect with scarcely, hardly and no sooner. Complete the second sentence so that it has a similar meaning to the first sentence. Write between 4 and 5 words.

1 I had just finished writing when the teacher collected the tests.

I had no sooner ----- the teacher collected the tests.

2 We arrived just as the party ended.

We had scarcely ----- the party ended.

3 They had to leave as soon as they finished breakfast.

They had hardly ----- they had to leave.

4 Just after we left home, it began to rain.

We had scarcely----- it began to rain.

5 As soon as he woke up, Sam realised that he was late.

Sam had no sooner----- he realised that he was late.

UNIT 6 -CAUSATIVE USE of HAVE- Exercise 2

Complete the dialogues using these verbs and the causative use of have.

Write between 3 and 5 words. You will need to add pronouns.

print repair design clean build paint

1A These windows are really dirty. B I know. I'm ----- tomorrow morning.

2A The house is really big, but I don't like the grey walls.

B Yes, but they'll be fine after we ----- a different colour.

3A Where is your car? B It's broken down, so I'm ----- .

4A You've got a new garage. B Yes, we have. We ----- last month.

5A There were some great costumes in the film. B Yes. The director ----- by Natalie Carlucci.

6A You can't change the date of the party now. B Why not?

A Because of the invitations. We've already----- .

UNIT 6 –PAST SIMPLE or PAST PERFECT - Exercise 3

Complete the sentences using the words in brackets. Write one verb in the past simple and one in the past perfect.

1. After I 1 ----- (buy) the shoes, I 2 ----- (realise) that they were a bit too small.

2. We 3 ----- (board) the train after we 4 ----- (get) the tickets.

3. I 5 (tell) you that I 6 (seen) the film before.

4. Sharon 7 ----- (go) to Italy twice before she 8 ----- (visit) Rome for the first time.

UNIT 6 –PAST SIMPLE or PAST PERFECT / active or passive - Exercise 4



Past simple or past perfect, active or passive? Choose the correct words to complete the text.

Last night, the emergency services 1---- (called, had called, were called) out to a warehouse fire in Eastbridge. According to one source, it appeared that the fire 2 ---- (started, had started, had been started) deliberately, although no one yet knows why. When the firefighters 3 (arrived, had arrived, were arrived) on the scene, the fire 4 ---- (already spread, had already spread, was already spread) to a nearby factory. It 5 ---- (took, had been taken, was taken) the crew over six hours to make the area safe. One officer 6 ---- (was told, told, had been told) reporters that he 7 ---- (had never seen, never saw, was never seen) so much damage caused in such a short time before. By morning, the fire 8 ---- (had brought, brought, had been brought) under control.

UNIT 6 PAST PERFECT SIMPLE / PAST CONTINUOUS - Exercise 5

Complete the sentences.

Write the correct past perfect simple or past continuous form of these verbs:

visit try read rain do eat

1. When we went inside, I remembered that I ----- in the restaurant before.

2. It ----- for hours, and the roads were starting to become flooded.

3. I ----- London several times before I decided to go and work there.

4. How long did you say you ----- your current job?

5. Jim mentioned that he ----- for ages to get a really cheap flight to Spain, but he still hadn't found one.

6. I ----- a lot of travel articles about China before I actually went there for the first time.

UNIT 6 PAST SIMPLE, PAST PERFECT SIMPLE, PAST PERFECT CONT. - Exercise 6

Write the correct form of the verbs to complete the sentences. Use each verb once only.

be arrive wake finish meet rain leave know can (not) get work

a) When we 1 ----- up in the morning, we could see that it 2 ----- heavily all night.

b) Once we 3 ----- Angela's fiancé, we 4 ----- that he 5 ----- the right person for her.

c) I 6 ----- back into the house because I 7 ----- my keys in my desk at work.

d) By the time Janet 8 ----- home, I 9 ----- hard in the garden for hours and I 10 ----- planting the new trees.

e)

UNIT 6 TOO MUCH/MANY/NOT ENOUGH Exercise 7

too much / many, not enough

Choose the correct words to complete the sentences.

too much, enough, too many

1. I'm sorry, but we just haven't got ----- money to go on holiday this year.

2. We'll have to hire two coaches. There are ----- students to fit into one coach.

3. Peter's decided not to buy a car. It would cost ----- to run.

4. Some classes have more than forty students in them. I think that's far ----- .

5. You spend ----- time watching TV. You should find something else to do.

6. Maria can't come to the cinema tonight. She hasn't got ----- time.

UNIT 6 A LITTLE/VERY LITTLE/A FEW/VERY FEW Exercise 8

a little / very little/ a few / very few

Choose the correct words to match the meanings.

1. a small, but convenient quantity: _____
2. not much : _____
3. a small, but convenient number : _____
4. not many : _____

UNIT 6 A LITTLE/VERY LITTLE/A FEW/VERY FEW Exercise 9

a little / very little, a few / very few

Choose the correct words to complete the sentences.

1. We have ----- friends in London whom we visit whenever we can.

2. Unfortunately I have ----- free time at the moment.

3. It's a pity, but there are ----- TV programmes that I really enjoy watching.

4. We have ----- spare money so we could buy a new TV this weekend.

5. I hated living in that ugly house so there are ----- things that I miss about the place.

6. We can't buy that sofa because it's too big. We've got ----- space in the living room as it is.

7. The sauce will be nicer if you put ----- pepper into it.

8. We're going to be there all summer and we can't swim all day. I'm going to take ----- good books with me.

UNIT 6 A LITTLE/VERY LITTLE/A FEW/VERY FEW Exercise 10

a little / very little, a few / very few

Write in the correct words to complete the sentences.

1. Would you like some more cake? There's ----- left.

2. Do you know it's Alan's birthday on Saturday? I have ----- ideas for his present.

3. I'll just have ----- milk in my coffee, thank you.

4. There is ----- left to do so we're hoping to finish today.

5. ----- people came to the meeting. We were quite disappointed.

6. I'll come along in ----- minutes – I just have to send an email.

7. Can you hurry up, please? There's ----- time left before the train goes.

8. ----- people succeed in the music business.

GRAMMAR EXERCISES –UNIT 7

UNIT 7 Reporting Statements Exercise 1

Reporting statements

Tick the correct sentences. Find and correct one word in the incorrect sentences.

1. _____ Richard said that he had never climb a mountain before.

2. _____ My friend Jane said that she will see me that afternoon.

3. _____ The film director said that all his films had been successful up to now.

4. _____ The tour guide said that the coach has arrived five minutes early.

5. _____ The organiser of the event said that everybody was having a good time.

6. _____ Bill said that he is going to buy a surfboard, but he didn't buy one in the end.

7. _____ Fiona says that she didn't like spiders. I think she's scared of them.

UNIT 7 Reporting Imperatives Exercise 2

Reporting imperatives

Complete the second sentence using asked or told to report the first sentence.

Write 4–8 words.

1. 'Please do me a favour,' Wendy said to me.
Wendy ----- a favour.

2. 'Don't ever speak to me like that again,' Jacob said to them.
Jacob ----- like that again.

3. 'Take off your shoes, please,' the shop assistant said to the children.
The shop assistant ----- shoes.

4. 'Please tell me your address,' the woman in the bank said to me.
The woman in the bank ----- address.

UNIT 7 Reporting Questions Exercise 3

Reporting questions

Complete the second sentence to report the first sentence. Write between 4–6 words.

1. 'Who is coming to the cinema?' Tom asked me. Tom asked me ----- to the cinema.

2. 'Is anyone hungry?' My mother asked us ----- hungry.

3. 'Where is the museum?' The man asked a passer-by ----- .

4. 'How long have you been waiting for me?'
My girlfriend asked me how long ----- .

5. 'Will you phone me later?'
My brother asked me ----- .

6. 'What time does the train leave?'
The passenger asked us ----- .

UNIT 7 Reporting Verbs Exercise 4

Reporting verbs

Choose the correct reporting verb to complete each sentence.

There is one extra verb you do not need.

wondered, offered, suggested, asked, disagreed, warmed, threatened, complained

1. Paul ----- that we all went to the cinema.

2. The policeman ----- the children that the road was very busy.

3. The customer ----- to the waiter that the soup was cold.

4. Molly looked up at the sky and ----- to herself how many stars there were in the universe.

5. The teacher ----- to keep the children in school if they didn't behave.

6. Dad ----- to help us paint the garage, but I said that we could do it on our own.

7. Peter's mother ----- him if he was sure that he wanted to go on the trip.

UNIT 7 Reporting Speech Exercise 5

Reported speech

Complete the second sentence so that it has the speaker's exact words from the first sentence.

Write 4–6 words.

1. The guard told the passenger not to put his feet on the seats. '----- on the seats.'

2. Francis asked me if I would like to go to the cinema at the weekend.
'----- to the cinema at the weekend?'

3. The teacher said that we had all been working very hard. '----- very hard.'

4. Darren asked me to lend him some money. '----- some money?'

5. The judge warned the defendant not to lie to the jury.
'----- to the jury!'

6. The reporter asked a passer-by to comment on the protest.
'----- comment on the protest?'

7. The policeman told the suspect to get out of her car.
'----- the car!'

8. The passengers complained that the train was always late.
'The train ----- !'

UNIT 7 Reporting Speech Exercise 6

Reported Speech – Key word transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.

Do not change the word given.

Write between 2–5 words, including the word given.

1. 'Trains are running late,' the guard said to us.
TOLD The guard ----- running late.
2. 'How does everyone feel the meeting went?' Robin asked.
KNOW Robin wanted ----- that the meeting had gone.
3. 'Why don't we go for a boat trip?', my cousin said to me.
WENT My cousin ----- for a boat trip.
4. 'Will you be going to England in the summer?' the teacher asked me.
IF The teacher asked ----- be going to England in the summer.
5. 'Please don't tell anyone what I said,' Jane said to me.
BEGGED Jane ----- anyone what she had said.

GRAMMAR EXERCISES –UNIT 8

UNIT 8 ORDER of ADJECTIVES Exercise 1

Choose the correct order of adjectives to complete the sentences 1–6.



1. I still remember the ----- afternoons that we spent at the beach when I was a child.

summer, fantastic, long fantastic, long, summer,
long, fantastic, summer,

2. They live in a ----- villa.

lovely, big, Spanish Spanish, lovely, big,
lovely, Spanish, big,

3. The police are looking for a ----- man.

blonde, tall, strange-looking tall, strange-looking, blonde,
strange-looking, tall, blonde,

4. There's a(n) ----- restaurant on the corner of our street.

little, excellent, Italian Italian, excellent, little,
excellent, little, Italian

5. I bought a(n) ----- photo frame on the internet.

great, new, electronic electronic, great, new,
new, great, electronic

6. She wore a(n) ----- dress.

long, black, expensive-looking expensive-looking, black, long,
expensive-looking, long, black,

UNIT 8 CONDITIONALS Exercise 2

Choose the correct conditional form to match the sentences.

zero conditional, first conditional, second conditional, third conditional

- _____ If you pop round to my house tomorrow evening, I'll cook dinner for you.
- _____ If you'd invited me to the party, I would have come.
- _____ If you boil vegetables for too long, they lose their vitamin content.
- _____ If I were you, I'd take a holiday.
- _____ Glass breaks if you drop it.
- _____ I'd never have come here on holiday if I'd known how crowded it was.
- _____ I wouldn't take the job even if they offered me more money.
- _____ I'll call you tomorrow if I have time.

UNIT 8 ZERO CONDITIONAL Exercise 3

The zero conditional

Write the zero conditional sentences using the words given.

1. you / drop / an egg / it / break

2. I / eat / too much / I / always / put on / weight

3. people / take / regular exercise / they / stay fitter

4. you / leave / ice cream out of the freezer / it / melt

5. people / drive / above the speed limit / they / break the law

UNIT 8 FIRST CONDITIONAL Exercise 4

The first conditional

Write the correct form of these phrases to complete the first conditional sentences.

You will need to make some phrases negative.

enjoy it make yourself ill stop working help you visit Grandma get into the house be able to buy anything

1. If you worry about things too much, you ----- .

2. If you forget to take your wallet, you----- .

3. If we have time this weekend, we----- .

4. If you go to that new Italian restaurant, you ----- .

5. If you're having problems with your homework, I ----- .

6. If you don't recharge your mobile phone, it ----- .

7. If you lose your keys, you ----- .

UNIT 8 The Second Conditional Exercise 5

The second conditional

Write the correct form of the verbs in brackets to complete the sentences.

a If everyone 1 ----- (be) rich, nobody 2 ----- (want) to do any work!

b If you 3 ----- (tidy) your room, it 4 ----- (look) much better!

I 5 ----- (join) a band if I 6 ----- (can) play a musical instrument.

d If we 7 ----- (go) by coach instead of by train, it 8 ----- (save) us some money.

e You 9 (not make) so many mistakes if you 10 ----- (concentrate) a bit harder!

UNIT 8 The Third Conditional Exercise 6

The third conditional

Write the correct form of the verbs in brackets to complete the third conditional sentences.

a If I 1 ----- (not buy) that ring, I 2----- (have) enough money to go out to dinner last night.

b If we 3 ----- (slow) down, we 4 ----- (see) the turning for the motorway in time.

c My hair 5 ----- (not look) so terrible at the wedding if I 6 ----- (not go to) that new hairdresser's.

d If I 7 ----- (know) you were in town yesterday, I 8 ----- (meet) you for lunch.

e If Paula 9 ----- (not fall) asleep on the train, she 10 ----- (not miss) her station.

f If Sean 11 ----- (not play) football last night, he 12 ----- (not break) his ankle.

g We 13 ----- (be able to) see more sights on our holiday if we 14 ----- (hire) a car.

UNIT 8 Unless and In Case Exercise 7

unless and in case

Write unless or in case to complete the sentences.

1. Here's some extra money----- you need it.

2. You won't pass your exams ----- you work harder.

3. Take an umbrella just ----- it rains.

4. ----- you hear from me before, I'll phone you next week.

5. You won't be able to ski properly ----- you have some lessons.

6. Here's my mobile number ----- you need to contact me urgently.

UNIT 8 Zero, First, Second and Third Conditional Exercise 8

Zero, first, second and third conditional

Choose the correct form of the verbs (A, B or C) to complete the sentences.

1 If I were you, I Sam.

- A would marry
- B will marry
- C married

2 We wouldn't have missed the train if we our tickets earlier.

- A bought
- B hadn't bought
- C had bought

3 If it's fine tomorrow, we to the open-air theatre.

- A go
- B 'll go
- C 'd go

4 Your work suffers if you enough sleep.

- A don't get
- B didn't get
- C won't get

5 If you hadn't packed so many clothes, we extra charges on the flight.

- A didn't have to pay
- B wouldn't have had to pay
- C wouldn't have to pay

6 I plenty of time to get ready tomorrow morning if I remember to set the alarm tonight.

- A 'll have had
- B 'll be having
- C 'll have

UNIT 8 Zero, First, Second and Third Conditional Exercise 9

Other forms of the zero, first, second and third conditional

Choose the correct form of the verbs (A, B or C) to complete the sentences.

1 If you to the supermarket now, could you get me some eggs?

- A have gone
- B are going
- C would go

2 We on time for the concert if we hadn't got caught in that traffic jam.

- A might be
- B might been
- C might have been

3 If you TV tonight, you might see the news about Jim.

- A watch
- B will watch
- C would watch

4 We at the party half an hour ago if we'd left a bit earlier.

- A could have been
- B could be
- C were

5 If you Chinese, would you go and spend some time in China?

- A would study
- B would have studied
- C were studying

6 If I tomorrow, I'll meet you for lunch.

- A worked
- B am working
- C would work

7 If you were living abroad, what the most about your country?

- A would you miss
- B will you miss
- C would you have missed

UNIT 8 Conditionals Exercise 10

Conditionals: error correction

Correct sentences. Find and correct one word in the incorrect sentences.

1. If you have taken more time over your composition, you would have got a better mark.

2. If you had drank more slowly, you wouldn't have got hiccups.

3. Would you be offended if I offered you some advice?

4. If we had finished dinner earlier, we can have gone to the cinema.

5. Butter melts if you heat it.

6. If I am you, I would try and have a few hours' rest before the journey.

GRAMMAR EXERCISES –UNIT 9

UNIT 9 Exercise 1

regret (doing), regret (to do)

Write the correct form of the verb regret and the verb in brackets to complete the sentences.

1. Wendy now ----- to university. (not go)

2. We ----- you that your application has not been successful. (inform)

3. Do you ever ----- to the city? (move)

4. Sam doesn't ----- the job. It was starting to get boring. (leave)

5. I----- that I won't be able to come to your party. (say)

6. We ----- the delay to flight SK 198 to Perth. (announce)

UNIT 9 Exercise 2

Expressing wishes about the past

Rewrite the sentences.

Write the correct form of the verb **wish** and the words in brackets. More than one answer may be possible.

1. Colin said the wrong thing at the meeting.
(prepare more carefully)
He _____.
2. The twins bought the same style of jeans.
(be a bit more adventurous)
They _____.
3. We didn't ring Julie to say that we'd be late!
(think about it)
I _____.
4. I shouldn't have eaten so much at the party!
(be so greedy)
I _____.
5. My car is always breaking down.
(never buy it)
I _____.
6. I had a terrible journey home on the motorway last night.
(take the train)
I _____.
7. I forgot to send my aunt a birthday card.
(remember to do it)
I _____.

UNIT 9 Exercise 3

Expressing wishes about the present and the future

Write wishes about the present or the future to complete the sentences. Write between 2–4 words. More than one answer may be possible.

1. William can't stop eating chocolate!
He wishes he ----- it.

2. My friends are always sending me text messages.
I wish they ----- so many messages.

3. I never seem to have any time for myself.
I wish I ----- more time for myself.

4. My son never tidies his room!
I wish he ----- it from time to time.

5. Sarah wants to be taller. She wishes she ----- a bit taller.

6. Brenda talks too much! I wish she ----- so much.

7. The rain in this country really gets me down.
I wish it ----- so wet.

8. We never seem to go out anywhere these days.
I wish we ----- out more often.

UNIT 9 Exercise 4

Wishes and regrets: error correction

Tick the correct sentences. Find the error in the incorrect sentences and Write the correct word or missing word.

1. I regretting to say that I am unable to attend the conference next weekend.

2. If only I would speak English perfectly.

3. I wish I liked Mary, but I don't.

4. I wish Greg would telling me when he is going to be late.

5. If only I did remembered to give my sister the telephone message yesterday.

6. Philip wishes he lives in a nicer house.

7. We wish we would afford to move out of the city.

UNIT 9 Exercise 5

Wishes and regrets: past, present and future

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

You must use between 3–5 words, including the word given.

1. I regret ending my relationship with Bob.

UP: I wish I --- with Bob.

2. I'm sorry now that I had an argument with my best friend.

OUT: I regret --- my best friend.

3. I should have applied for that job in the travel agency.

IN: If only I --- for that job in the travel agency.

4. I hate it when David makes people feel stupid for no reason.

DOWN: I wish David --- for no reason.

5. It's a shame you persuaded me not to go and see that film.

OFF: I wish you --- going to see that film.

6. We wanted to spend the summer in Spain, but at the last minute we couldn't go.

THROUGH: I wish our plans --- to spend the summer in Spain at the last minute.

UNIT 9 Exercise 6

I wish and If only

Write the correct form of the verb in brackets to complete the sentences.

1. If only you ----- me what you were going to do before you did it! (tell)

2. I wish you ----- to me like that all the time! (not talk)

3. If only we ----- win the lottery one day! (can)

4. I wish I ----- rich and famous! (be)

5. If only we ----- to get up so early tomorrow morning! (not have)

6. I wish the children ----- on the ride with us this afternoon. (come)

UNIT 9 Exercise 7

Infinitive or –ing form?

Write the correct form of remember, stop or try, and the verb in brackets to complete the sentences.

1. I don't ----- a letter about the conference, but I might have forgotten. (get)

2. I ----- what the note said, but I couldn't read the writing. (make out)

3. Please ----- about the restaurant – it wasn't my idea to come here. (complain)

4. I ----- with lots of garlic, but the children don't like the taste. (cook)

5. I hope you ----- some stamps for me. You usually forget! (buy)

6. I got lost while I was driving to the station, so I ----- someone for directions. (ask)

7. I ----- long school holidays when I was a child. (have)

8. If you ----- for a minute, I'll tell you what happened to me on the way back from school. (talk)

GRAMMAR EXERCISES –UNIT10

UNIT 10 Exercise 1

before, after, when, while + -ing

Complete the sentences.

Write before, after, when or while + the -ing form of these verbs. More than one answer may be possible.

leave arrive cross travel finish book

1. ----- our exams, we celebrated by going to the cinema.
2. ----- to Russia, we had to get a visa.
3. Soon ----- at the airport, we discovered that all the planes had been grounded.
4. ----- the desert, the truck broke down.
5. I always have toast for breakfast -----home in the morning.
6. ----- your flight, make sure you ask about the baggage allowance.

Grammar • Exercise 2

Passive forms

Complete the second sentence with a passive form. Don't mention by and the agent in the passive sentence.

Write between 2–4 words.

- 1 They need more time to finish the work.
More time -----to finish the work.

- 2 They had to send the letter by airmail.
The letter -----by airmail.

- 3 Someone will repair the car tomorrow.
The car ----- tomorrow.

- 4 They have built a new block of flats in Fulton Street.
A new block of flats ----- in Fulton Street.

- 5 Someone stole my bike yesterday!
My bike ----- yesterday!

- 6 They ought to send emergency supplies to the disaster area.
Emergency supplies -----to the disaster area.

Grammar • Exercise 3

Relative clauses and relative pronouns: error correction

Write the correct sentences. Find a word that is incorrect in the other sentences. Write the correct word.

1. My new boss, which I introduced you to yesterday, is a really nice person.

2. Is this the article who you were talking about?

3. Who is the woman which I saw you talking to in the corridor?

4. Is this the place when you were born?

5. London, which lies on the river Thames, is the capital of England.

6. The race to who I referred is held every winter.

7. This is the car what I bought yesterday.

8. The Oscar-winning actor, whose face is familiar to everybody, has no intention of retiring.

9. Was it Edison whom invented the light bulb?

10. Athens, what is a large city, is the capital of Greece.

UNIT 10 Exercise 4

Defining relative clauses

Choose the correct defining relative clause to complete each sentence.

Use each relative clause only once. There is one extra relative clause you do not need.

who looked after me, we caught, i lost, whose parents, that i rented, where i was educated, when we arrived, who knocked at the door, we ordered

1. The plane ----- arrived two hours late.

2. Could you send the goods ----- by recorded delivery?

3. The nurse ----- was Australian.

4. The car ----- broke down on the way to the hotel.

5. The man ----- came to read the gas meter.

6. Is this the child ----- are millionaires?

7. This is the school ----- .

8. The watch ----- was found in the cloakroom.

UNIT 10 Exercise 5

Defining relative clauses

Combine the sentences to make one sentence with a defining relative clause.
Make any other necessary changes. More than one answer may be possible.

1. There's the museum. I did a project there last year.
There's the museum ----- a project last year.

2. Sam's the new teacher. He's taking our class this year.
Sam's the new teacher ----- our class this year.

3. The picture was painted by Monet. It is hanging over there.
The picture ----- is hanging over there.

4. Ted's that famous writer. His latest book won an award.
Ted's the famous writer ----- won an award.

5. I saw the film yesterday. It's a horror story.
The film ----- is a horror story.

6. The race takes place in the mountains. It's a major tourist attraction.
The race ----- is a major tourist attraction.

UNIT 10 Exercise 6

Defining relative clauses: omitting the pronoun

Tick the sentences where the relative pronoun can be left out.

Write a suitable relative pronoun to complete the sentences where the relative pronoun cannot be left out.

1. Is this the restaurant you went to last week?

2. People who are laid back are usually easy to get on with.

3. Are these the students whose exam results were so good?

4. The girl I was talking to is my best friend.

5. I wasn't talking about that shop – I meant the one which is on the corner of the street.

6. The songs which the German composer wrote are still popular today.

7. I have a friend who writes beautiful poetry.

8. That's the cinema where they sell half-price tickets on Thursday nights.

9. I really enjoyed the book which you gave me for Christmas.

10. July is a month when a lot of our staff go on holiday.

11. The author writes books which I can't put down.

12. I enjoy going to restaurants where the atmosphere is friendly.

13. Is this the dictionary which you were looking for?

Non-defining relative clauses

Complete the non-defining clauses in the sentences using the verbs below and a suitable relative pronoun.

is are covered painted was elected you can do runs

1. The river, ----- through the city, is beautiful.

2. Picasso, ----- Guernica, was a famous artist.

3. Taking video clips, ----- on a mobile phone, is very popular nowadays.

4. The palace, ----- beautifully decorated, is worth visiting.

5. The President, ----- last year, is travelling to Geneva tomorrow.

6. The mountains, ----- in snow from November to April, are very popular with skiers.

UNIT 10 Exercise 8

Non-defining relative clauses

Complete the second sentence so that it means the same as the first, using a relative pronoun.

1. Those mountains are called the Pyrenees. They divide France and Spain.
Those mountains, ----- , divide France and Spain.

2. The tide comes in twice a day. It is particularly low in the summer.
The tide, ----- , comes in twice a day.

3. This shop is owned by a man called Harper. It sells quality goods.
This shop, _____ , is owned by a man called Harper.

4. The film was shot in Spain. It became an overnight success.
The film, ----- , became an overnight success.

5. Maria became a successful actress. Her father was a writer.

GRAMMAR

REFERENCE

GRAMMAR REFERENCE – UNIT 1

REPORTING QUESTIONS

A. When we report a question, we use verbs such as **ask, enquire, need to find out, want to know, wonder**.

1. We can report a **wh-question**.

'**When** is the lecture?' Someone wants to know when the lecture is.

'**How much** is a ticket?' James enquired how much a ticket was.

'**Where** did you eat?' I asked Elaine where she'd eaten.

'**Who** have you invited?' Peter is wondering who we've invited.

'**What** size do you take?' The assistant asked me what size I took.

2. To report a **yes/no question**, we use **if/whether**.

'Is the drug safe?' People are **asking if/whether** the drug is safe.

'Has the car been repaired?' He **wants to know if/whether** the car has been repaired.

After **if/whether** we can use **or not** to stress the need for a **yes/no answer**.

We need to find out **if/whether** the drug is safe **or not**.

We need to find out **whether or not** the drug is safe.

B. In an indirect question the word order is usually subject + verb, as in a statement.

I'll ask when **the bus leaves**.

(Compare: **The bus leaves** at three ten.) NOT ~~I'll ask when does the bus leave.~~

But we can use inversion when the reporting verb comes at the end, as a kind of afterthought.

When **does the bus leave**, I wonder.

C. In an indirect question the tense can change from present to past in the same way as in a statement.

'What **do** you **want**?'
The man asked what we **wanted**.

'**Can** we take photos?'
Anna wondered if we **could** take photos.

D. We can use an indirect question form after **say, tell**, etc when we are talking about the answer to a question.

Did Zoe **say when** she would call?

I haven't been **informed what** time the flight gets in.

I wish you'd **tell me whether** you agree.

TIP: You can use an indirect question when you approach someone to ask politely for information. *Could you tell me where the lift is, please?* is more polite than just asking *Where is the lift?*

MODAL VERBS

A The modal verbs are **can, could, must, should, ought, may, might, will, would**, and **shall**. They express ideas such as ability, necessity, and possibility. A modal verb always has the same form and never has an ending such as **-s, -ing, or -ed**.

B After a modal verb we put an infinitive without to.

We **can** park here.

I **must** go now.

The only exception is **ought**.

I **ought to** go now.

The infinitive can also be **perfect, continuous**, or **passive**.

I **may have shown** you this before.

We **may be shown** the results later.

They **may be showing** the film soon.

C. To form the negative we use **not** or **n't** with the modal verb.

It **might not** work.

We **shouldn't** laugh.

In questions we put the modal verb before the subject.

Can we park here? NOT ~~Do we can park here?~~

D. The verbs **need** and **dare** can be used either as modal verbs or as ordinary verbs.

You **needn't** go. / You **don't need to** go.

MODALS

Here are some meanings expressed by modal verbs.

<u>Use</u>	<u>Example</u>
Necessity	You must be careful.
No necessity	We needn't hurry – there's plenty of time.
The right thing to do	You should revise / You ought to revise before the exam.
Permission	Can/May I ask you a personal question? We couldn't look round without a guide.
Certainty	You must be tired after that long walk. You can't be tired already.
Possibility	I'm not sure, but I may/might go out later. We could go out later if you like.
Ability	Joshua can walk on his hands. No one could hit the target.
Hypothesis	A million pounds would be very useful to me now.

DON'T HAVE TO, NEEDN'T, AND MUSTN'T

A. Don't have to and needn't

We use **don't have to** and **needn't** when we say that something is not necessary.

*You **don't have to** apologize. It's not your fault.*

*You **needn't** apologize. It's not your fault.*

Don't have to is more usual than **needn't**.

B. Need to

There is an ordinary verb **need**, which we can use in positive and negative sentences and in questions. **Need to** means the same as **have to**. To form negatives and questions we use **do**.

- **have to**

*The colours **have to** match.*

*The figure **doesn't have to** be exact.*

***Do we have to** book in advance?*

- **need to** (ordinary verb)

*The colours **need to** match.*

*The figure **doesn't need to** be exact.*

***Do we need to** book in advance?*

- **needn't** (modal verb)

*The figure **needn't** be exact. BUT NOT ~~The colours need match~~*

The modal verb **needn't** is normally used only in the negative.

C. Didn't need to do and needn't have done

We use **didn't need to** for an action that didn't happen because it wasn't necessary.

*It was a lovely day. I **didn't need to take** my umbrella, so I left it at home.*

If something happened which we now see was unnecessary, we can use either form.

*I **needn't have brought** / **didn't need to bring** this umbrella with me, but I didn't realize it would be such a lovely day.*

D. Mustn't

We use **mustn't** to tell someone not to do something or to avoid something.

*You **mustn't** forget your keys.*

*We **mustn't** lose this game.*

Mustn't or **may not** can be used to forbid something.

Students **must not** / **may not** use dictionaries in the exam.

TIP: Mustn't has a different meaning from **don't have to** / **needn't**. Use **mustn't** for a necessity not to do something. Use **don't have to** or **needn't** when there is no necessity.

*I **mustn't** run. I've got a weak heart.*

*I **don't have to** / **I needn't** run. I've got plenty of time.*

PHRASAL AND PREPOSITIONAL VERBS

A. A phrasal verb is a verb + adverb.

Come in and **sit down**.

I **took off** my shoes.

A prepositional verb is a verb + preposition.

I was **looking at** the photo.

We didn't **go into** all the details.

The preposition has an object (the photo, the details).

Some phrasal verbs have no object.

Suddenly the lights **went out**.

Others have an object.

Someone **turned out** the lights.

B. When a phrasal verb has an object, both these orders are usually possible.

We **woke up** the neighbours.

We **woke** the neighbours **up**.

C. The adverb (up) can go before or after the object (the neighbours).

When the object is a pronoun, the adverb goes after it.

The neighbours were annoyed because we **woke** them **up**.

When the object is a long phrase, the adverb usually goes before it.

We **woke up** just about everybody in the whole street.

The adverb can sometimes go in front position for extra emphasis.

The door opened, and **out** ran the boys.

There is usually inversion of subject and verb, unless the subject is a pronoun.

The door opened, and **out** they ran.

D. A prepositional verb always has an object after the preposition.

Lisa paid for the meal.

Lisa paid for it.

Compare these examples.

She looked at it. (prepositional verb – stress on looked)

She put it away. (phrasal verb – stress on away)

E. An adverbial usually goes after the phrasal verb but between a verb and preposition.

The plane **took off** on time.

I **looked** carefully **at** the photo.

F. Many phrasal and prepositional verbs can be passive.

The alarm has been **switched off**.

The matter will be **dealt with**.

TIP

Some **verb + adverb** combinations can be used as a noun, e.g. a **handout** for each student, a **hold-up** at the bank, a car **breakdown**, an hour before **take-off**.

QUESTION TAGS

A question tag refers back to the subject and auxiliary of the main clause.

Subject Auxiliary Tag

Paul **was** joking, **wasn't** he?

A negative tag is auxiliary + n't + pronoun (wasn't he?).

A positive tag is like a negative one, but without n't.

Paul wasn't joking, **was** he?

In simple tenses we use the auxiliary do.

You **came** home early, **didn't** you?

We can use be as an ordinary verb.

That **wasn't** very clever, **was** it?

After I am, the tag is aren't I?

I'm late, aren't I?

A. More about pronouns

We can use the subject there in a tag.

There's lots to do, isn't there?

After this/that or -thing, we use it.

That's right, isn't it?

NOT ... isn't that?

Something went wrong, didn't it?

After these/those or -one/-body, we use they.

These CDs are cheap, aren't they?

Anybody could just walk in, couldn't they?

B. Positive and negative

The usual patterns are these:

- positive statement + negative tag
- negative statement + positive tag.

These tags ask the hearer to agree that the statement is true. A tag is usually an invitation to continue the conversation.

It's cold, isn't it?

It **isn't** very warm, **is** it?

The intonation falls on the tag because the statement is clearly true. But the voice can rise on the tag when the sentence is like a question.

You've got the tickets, **haven't** you?

We can use this rising intonation in a question or request.

You couldn't lend me £10, could you?

C. Positive statement + positive tag

This pattern has a different meaning from the examples above.

I've got no time at the moment. ~ You're busy, **are** you?

Vicky doesn't live here any more. ~ Oh, she's moved, **has** she?

This means that I realize from what you say that she has moved, and I want you to confirm this and continue the conversation.

TIP

Tags are useful when you are making friendly remarks, e.g. about the weather.

THE PRESENT SIMPLE

Form

- A.** The present simple is the base form of a verb, e.g. *know*, *take*.
*You **know** the answer.*
*I usually **take** the bus.*
 The third person singular has **-s** or **-es**.
*Tom **knows** the answer.*
*This colour **matches** my jacket.*
- B.** **In the negative we use do not or don't + base form.**
*I just **do not know** the answer.*
*The instructions **don't make** sense.*
- C.** In the third person singular we use **does not** or **doesn't** + base form.
*Tom **does not know** the answer.*
*The journey **doesn't take** long.*
 NOT *... ~~no takes long.~~*
 AND NOT *... ~~doesn't takes long.~~*
- D.** In questions we use **do** + base form.
***Do** you **know** the answer?*
*What **do** the instructions **say**?*
- E.** In the third person singular we use **does**.
***Does** Tom **know** the answer?*
*How long **does** the journey **take**?*
 NOT *How long ~~takes~~ the journey?*

We do not use **do** with **be** but we sometimes use it with **have** .

Basic uses

- F.** We use the present simple for a present state, e.g. a feeling, an opinion, or the fact that something belongs to someone.
*My friend **likes** hiphop.*
*Do you **think** it's a good idea?*
*This MP3 player **belongs** to my brother.*

We also use the present simple for facts such as what or where things are.

*Silicon **is** a chemical element.*
*York **lies** on the River Ouse.*

- G.** We also use the present simple for repeated actions such as routines, habits, jobs, hobbies, and things that always happen.
*The old man **walks** his dogs every day.*
*I **work** in Oxford. I usually **drive** to work.*
*We **play** volleyball on Wednesdays.*
*I **don't see** my cousins very often.*

Typical time expressions with the present simple are **always**, **often**, **usually**, **sometimes**, **ever/never**; **every day/week**, etc; **once/twice a week**, etc; **on Friday(s)**, etc; **in the morning(s)/evening(s)**, **at ten o'clock**, etc.

TIP

Use the present simple to make generalizations, e.g. *The British don't like living in flats*, and to make scientific statements, e.g. *Food gives you energy*.

THE PRESENT CONTINUOUS

Form

- A. The present continuous is the present of **be** + ing-form.

I'm writing an e-mail.

Those people are waiting for a taxi.

It's raining now, look.

- B. In the negative we use **not** or **n't** after **be**.

I'm not making a noise.

They aren't playing / They're not playing very well.

It isn't raining. / It's not raining.

- C. In questions we put **be** before the subject.

Am I doing it right?

Is it still raining?

Where are you calling from?

Use

- D. We use the present continuous for a present action over a period of time, something that we are in the middle of now. The action has started, but it hasn't finished yet.

Someone is following us.

What are you doing? ~ I'm thinking.

It's a lovely day, and we're all sitting in the garden.

Some typical time expressions with the present continuous are **now**, **at the moment**, **at present**, **just**, **already**, and **still**.

The train is leaving Victoria now.

We're having tea at the moment.

I won't be long. I'm just ironing this shirt.

The customer is still waiting to be served.

The action does not need to be going on at the moment of speaking.

I'm reading an interesting book at the moment. (I do not have the book in my hands.)

Is anyone sitting here? ~ No, it's free. (asking permission to take a seat)

The important thing is that the action has started but not finished.

- E. We also use the present continuous for a temporary routine, something that will last only a short time.

We've got builders at the office, so I'm working at home this week.

They're living in a rented flat until they find somewhere to buy.

Typical time expressions are **this week**, **these days**, **nowadays**, **at/for the moment**, **at present**, and **still**.

TIP

We use the present continuous to talk about things that are developing or changing over a long period, e.g. *The earth is getting warmer.*

PRESENT SIMPLE OR PRESENT CONTINUOUS?

A. The basic difference

We use the present simple for a permanent routine, a state, or a fact.

We **eat** in the canteen most days.

Paul **loves** burgers.

Two and two **makes** four.

We use the present continuous for something we are in the middle of.

I'm **eating** a burger at the moment.

These forms can refer to the future.

B. Routines

We use the simple for a permanent routine and the continuous for a temporary routine.

I usually **travel** to work by car, but it's off the road. I'm **travelling** by bus this week.

C. Always

Always with the continuous means 'very often'. It sometimes expresses annoyance.

I'm **always losing** things.

Compare these sentences.

We **always have** a test. (every lesson)

We're **always having** tests. (very often)

D. States

We use the present simple for a state.

We **need** more money.

Some verbs can be either simple or continuous.

The weather **looks** / **is looking** nice.

E. Present actions

The present simple can be used to describe actions as they happen.

He **shoots!** And it's a goal!

I **add** the sauce and **stir** gently.

Past actions

We can use the present tense for past events to make a story come to life.

I'm **standing** there, and a man **comes** up to me and **grabs** me by the arm ...

We can also use the present to explain the plot of a story.

Macbeth **murders** the King of Scotland, who **is staying** at his castle.

F. The written word

We use the present simple to report the written word.

It **says** in the paper the game is today.

The letter **explains** everything.

We can also use it for what someone has said recently.

Laura **says** she doesn't feel well.

TIP

Use the present simple in instructions and explanations, e.g. *You pull down the File menu and choose Print.*

INTRODUCTION TO ADVERBIALS

Adverbials add more details to a sentence. They tell us how, when, or where something happened.

Slowly the bus drove past.

We have now been waiting **an hour**.

I'm travelling **around the world**.

Often an adverbial is an extra element that could be left out of a sentence.

At last we were off.

OR

We were off.

But sometimes it is necessary to complete the sentence.

Rick's been **to the match**.

The next performance is **tomorrow**.

An adverbial can be a simple adverb (e.g. there, carefully).

No one lives **there**.

I wrapped all the glasses **carefully**.

We can put an adverb of degree (e.g. **very**) in front of the adverb.

The time passed **very quickly**.

An adverbial can also be a prepositional phrase (e.g. **to the park**).

We walked **to the park**.

The queue went **round the block**.

In a strange way, I don't mind failing.

We can use a noun phrase (e.g. **last week**), but this is less frequent.

I saw a great film **last week**.

An adverbial can usually go in more than one place in a sentence.

Naturally we were expecting a call.

We were **naturally** expecting a call.

We were expecting a call, **naturally**.

These places are front position, mid position, and end position.

The best position for an adverbial may depend on what it is (e.g. manner or time), or on its length. A long phrase goes better at the beginning or end.

I can't express it **in simple words**.

NOT ~~I can't in simple words express it.~~

Sometimes we put an adverbial in front position to link with the previous sentence.

I waited for ages. **In the end** I gave up and went home.

An adverbial can also follow a noun that it modifies.

The car **in front** braked suddenly.

The rain **yesterday** spoilt our picnic.

TIP

When there are two clauses, the position of the adverbial can affect the meaning. Compare:

We agreed **immediately** that I would leave. (an immediate agreement)

We agreed that I would leave **immediately**. (an immediate departure)

THE INFINITIVE

A. An infinitive can be with **to** or without **to**.

*I'd prefer **to sit** at the back.*

*I'd rather **sit** at the back.*

Whether we use **to** depends on the grammatical pattern. For example, we use it after **prefer** but not after **would rather**. The most common use of an infinitive without **to** is after a modal verb.

*I **can sit** at the back.*

B. A to-infinitive can have these forms.

Simple: **to do**

*It's great **to see** you.*

Perfect: **to have done**

*I seem **to have left** my umbrella behind.*

Continuous: **to be doing**

*You're lucky **to be living** here.*

Perfect + continuous: **to have been doing**

*A man at the bus stop appeared **to have been drinking**.*

In the negative, **not** comes before the infinitive.

*I'd prefer **not to sit** at the front.*

*It would have been too risky **not to have had** medical insurance.*

C. An infinitive can be followed by an object or complement and/or by one or more adverbials. The infinitive together with such phrases is an infinitive clause.

*A sightseeing tour is the best way **to see the city**. (infinitive + object)*

*I'm doing my best **to keep fit**. (infinitive + complement)*

*I'd be quite happy **to sit at the back**. (infinitive + adverbial)*

Or an infinitive clause can be just an infinitive on its own.

*We decided **to leave**.*

D. In an infinitive clause, a preposition comes in its normal place, often after a verb or adjective.

*It isn't enough money **to live on**.*

*There's nothing **to get excited about**.*

*I need a vase **to put these flowers in**.*

In more formal English the clause can begin with a preposition and relative pronoun.

*It is not enough money **on which** to live.*

TIP

A one-word adverbial can often go after **to** and before the verb, e.g. *Now we've got a chance **to really relax**.* This is called a 'split infinitive'. A few people think it is incorrect, but in fact it is common usage.

USED TO AND DARE

A

Used to

Used to means that something happened regularly or continued for a time in the past but no longer does so.

*I **used to** come here when I was a child.*

*Emma **used to** have a bicycle, but then she sold it.*

There is no present-tense form.

NOT ~~*I use to come here now.*~~

We use **did** in negatives and questions.

*There **didn't use to** be so much crime.*

*What **did** people **use to** do before they had television?*

We can also use **never** for the negative.

*There **never used to be** so much crime.*

B

Used to and be/get used to

Compare these patterns.

*We **used to live** in the country before we moved to London.*

*It was strange at first, but we're **used to living** here now.*

Used to do refers to the past, and **be used to doing** means that something no longer feels strange.

Get used to refers to something becoming more familiar.

*If you go to live in France, you'll have to **get used to driving** on the right.*

C

Would for past habits

In literary English, **would** can be used to talk about past habits.

*Every day my father **would** leave / **used to** leave the house before I was awake.*

With states only **used to** is possible.

*We **used to own** a motorboat.*

D

Dare

Dare can be a modal verb or an ordinary verb, and it takes an infinitive with or without **to**.

*Few people **dare (to)** go out at night.*

*No one **dares (to)** protest / **dare** protest.*

*Who **would dare (to)** resist?*

*One man **had dared (to)** take the risk.*

If you **dare**, you are brave enough, and if you **daren't**, then you are afraid.

Dare is more common in negatives and questions. The negative forms are **don't/doesn't/didn't dare** or **daren't / dare not** (present) and **dared not** (past).

*I **don't dare** look / **daren't** look at the bill.*

*The police **didn't dare to** approach / **dared not** approach the building.*

Questions also have different forms.

*Do you **dare** to try? / **Dare** you try?*

TIP

The **s** in **used** is pronounced **z** in e.g. *I used my key* and **s** in e.g. *I used to go fishing* or *I'm used to the noise*.

THE PAST SIMPLE

Form

A

With most verbs we add **-ed** to form the past simple.

We **finished** our meal and **walked** home.

They **played** football on Tuesday.

The form is the same in all persons.

Some past forms are irregular.

When they **saw** the fire, they **ran** away.

B

In the negative we use **did not** or **didn't** + base form.

We **didn't finish** our meal.

They **didn't run** away.

NOT ~~They no ran away.~~

AND NOT ~~They didn't ran away.~~

In questions we use **did** + base form.

Did they finish their meal?

How fast **did they run**?

NOT ~~How fast ran they?~~

C

Both regular and irregular verbs are the same in all persons. The one exception is the verb **be**.

I **was** / You **were** late this morning.

We do not use **did** with **was** or **were**.

I **wasn't** hungry at lunch.

Were you tired last night?

NOT ~~Did you be tired last night?~~

Use

D

We use the past simple for an action in the past.

I **bought** this coat yesterday.

I **saw** the film three weeks ago.

The war **ended** in 1945.

When **did** the train **arrive**?

The time of the action (*yesterday, three weeks ago*) is over.

The past is the normal tense in stories.

A princess once **walked** into a wood and **sat** down by a stream ...

E

The past simple can also refer to a series of actions in the past.

I often **visited** this place as a child.

He **went** to the Job Centre several times.

We also use the past simple for states.

That party last week **was** great.

The Romans **had** a huge empire.

I **believed** in fairies when I was little.

TIP

Some typical time expressions with the past simple are **yesterday, last week/year, a week/month ago, the other day/week, at ten o'clock, on Monday, in 2001, once, then, next, after that.**

THE PAST CONTINUOUS

A

Form

The past continuous is the past of **be** + ing-form.

*It **was getting** dark.*

*People **were going** home from work.*

*My mobile **wasn't working**.*

*What **were** you **thinking** about?*

B

Basic uses

We use the past continuous to express the idea that at a time in the past we were in the middle of something.

*At 3 a.m. I **was lying** there wide awake.*

*The pub was full of people who **were all watching** football on a big screen.*

*We stood there horrified. Water **was pouring** through a hole in the ceiling.*

Compare the present continuous and past continuous.

*I'm **travelling** around the world. (I **am** in the middle of my journey.)*

*I **was travelling** around the world. (I **was** in the middle of my journey.)*

We sometimes use the past continuous for an action going on over a whole period.

*The builders **were working** all night.*

We could also use the past simple (*worked*) here.

C

Past continuous and simple

An action in the past continuous can happen around a time or around another action.

*It **was raining** at ten o'clock.*

*It **was raining** when I left.*

The past continuous is the longer action (the rain falling), and the past simple is the shorter, complete action (my leaving). The shorter action 'interrupts' the longer one.

*I **was washing** my hair when you **rang**.*

*While we **were waiting**, a man **came** in.*

But when one complete action followed another, we use the past simple for both.

*The bell **rang**, and Tim **went** to the door.*

D

Past states

For a past state we normally use the simple.

*The woman **had** long dark hair.*

*My grandmother **loved** this house.*

NOT ~~*She **was loving** this house.*~~

Some verbs can be either simple or continuous for a temporary state.

*The men **wore** / **were wearing** masks.*

TIP

Use the past simple for the main action and the continuous for the background, e.g. *The sun **was shining**.*

*We **walked** along the beach. People **were lying** in the sun. Children **were playing**.*

WILL AND SHALL

A Form

After **will** we use an infinitive without **to**. **Will** and **will not** have short forms **'ll** and **won't**.

*This book **will change** your life.*

*We **'ll know** the results soon.*

*You **won't get** another chance.*

***Will** you **be** in tomorrow?*

After **I** or **we**, either **will** or **shall** can be used. **Shall** is a little formal.

*I **will be** / I **shall be** at home tomorrow.*

B Will for the future

Will often refers to things in the future that we can be fairly sure about.

*The South **will stay** dry at the weekend.*

*I **'ll be** 25 next year.*

Will does not express a wish or intention.

We can also use **will** with **have to**, **be allowed to**, and **be able to**.

*We're late. We **'ll have to** hurry.*

C An instant decision

We can sometimes use **I'll** / **We'll** for an instant decision.

*It's raining. I **'ll take** an umbrella.*

Compare **will** and **be going to**.

*What do I need? Oh, I **'ll buy** a paper. (I'm deciding now to buy one.)*

*I **'m going to buy** a paper. I **won't be** long. (I've already decided to buy one.)*

D Willingness

Will sometimes expresses willingness.

*My Polish friend **will translate** it for you.*

*I **'ll sit** / I'm willing to sit on the floor.*

Won't or **will not** can express unwillingness or an emphatic refusal to do something.

*The minister **will not agree** to the plan.*

*I **won't listen** to this nonsense.*

E Other uses of will

We use **will** for offers and promises.

*I **'ll hold** the door open for you.*

*(I promise) I **'ll do** my best to help you.*

F Shall I/we or Will I/we ...?

We use **shall I/we** to make an offer, or to ask for advice or suggestions.

***Shall I carry** that for you? ~ Oh, thanks.*

*Where **shall I** put these flowers?*

*What **shall we** do this weekend?*

But we use **will I/we** for the future.

***Will I** need a visa?*

*When **will we** get our results?*

We can use **shall we** for a suggestion.

***Shall we** go / Let's go out somewhere?*

TIP Do not confuse **will** and **want**. Compare *I **'ll sit** down on this seat* (a decision) with *I **want to sit** down, but there aren't any seats* (a wish).

BE GOING TO

A Form

The form is **be going to** + verb.

I'm going to watch television.

It isn't going to rain, is it?

Are you going to buy a ticket?

B Be going to for the future

We can use **be going to** for something in the future.

It's going to be fine next week.

I think United are going to win.

My father is probably going to be in hospital for at least two weeks.

Will is also possible in these examples.

Be going to has a sense of something in the present pointing to the future.

It's ten already. We're going to be late.

This wall is going to fall down soon.

We can see from the time now that we are going to be late, and we can see from the condition of the wall now that it is going to fall down.

C Intentions

We can use **be going to** for a plan or an intention.

They're going to build a house here.

I'm going to start my own business.

This means that I intend to start / I have decided to start it.

With verbs of movement, especially **go** and **come**, we often use the present continuous rather than **be going to**.

I'm going out in a minute.

Of course we're coming to your party.

D Was going to

We can use **was/were going to** for a prediction or an intention in the past.

I knew there was going to be trouble.

I was going to do some shopping, so I took my credit card with me.

This means that I intended to do some shopping.

Sometimes the intended action does not actually happen.

The bus pulled away just as we were going to get on it.

We did not get on the bus because it pulled away too soon.

Sometimes we can also use **would** for a past prediction.

I knew there would be trouble.

I thought that question would come up in the exam.

TIP

Was going to is useful when you are explaining that you meant to do something but didn't actually do it, e.g. *I'm sorry. I was going to finish the report, but I really didn't have time.*

PRESENT TENSES FOR THE FUTURE

A The present continuous

We use the present continuous for what someone has arranged to do.

I'm meeting Kate at the club tonight.

*What **are** you **doing** tomorrow?*

*Julie **is going** to Florida next month.*

This suggests that Julie has made arrangements such as buying her ticket.

The meaning is similar to **be going to** for an intention. We can often use either form.

We're visiting / We're going to visit friends at the weekend.

B The present simple

We can sometimes use the present simple for the future when we are talking about a timetable.

*The meeting **is** on May 13.*

*The train **leaves** in five minutes.*

*What time **do** you **arrive** in New York?*

We do not use the present simple for decisions or intentions.

I'll carry that for you.

NOT ~~*I carry that for you.*~~

They're going to build a road through here soon.

NOT ~~*They build a road through here soon.*~~

C The present tense in a sub-clause

We often use the present simple for future time in a clause with **if, when, as, while, before, after, until, by the time, or as soon as**. This happens when both clauses are about the future.

*If we **meet** at seven, we'll be in time.*

My dad is going to retire when he's sixty.

*Let's wait until the rain **stops**.*

*Call me as soon as you **have** any news.*

NOT ~~*... as soon as you'll have any news.*~~

The same thing happens in a relative clause or noun clause.

*There will be a prize for the person who **scores** the most points.*

*Make sure everything **is** left tidy, will you?*

We also use the present, and not **will**, with the continuous and the perfect.

*I'll relax when I'm **lying** by the pool.*

NOT ~~*... when I'll be lying by the pool.*~~

*Let's carry on until we've **finished**.*

NOT ~~*... until we'll have finished.*~~

TIP

If the main clause has a present-tense verb such as *I expect*, then we do not use another present-tense verb for the future. We say *I expect the rain will stop soon*, not *I expect the rain stops soon*.

WILL, BE GOING TO, OR THE PRESENT TENSE?

A

There is no single 'future tense' in English. There are a number of different forms we can use for the future, e.g. **will** and **be going to**. There is often more than one possible form in a particular context.

B

We use both **will** and **be going to** for the future.

*It'll probably **rain** at the weekend.*

*Look at those clouds. It's **going to rain**.*

The prediction with **be going to** is based on the present situation.

We use **be going to** (not **will**) when the future action seems certain to happen and is very close.

*Help! I'm **going to fall**!*

*I'm **going to be sick**!*

Sometimes we can use either form.

*I **won't be** / I'm **not going to be** late.*

*One day the sun **will cool** down / the sun **is going to cool** down.*

C When we talk about intentions, plans, and arrangements, we use be going to or the present continuous, but not will.

*We're **going to eat** out tonight. (We intend to eat out.)*

*We're **eating** out tonight. (We have arranged to eat out.)*

Will has a different meaning.

*I don't feel like cooking tonight. ~ Well, we 'll **eat** out then.*

Here **will** expresses an instant decision rather than an existing intention.

We use the present simple for a timetable but not for an intention or arrangement.

*The play **starts** at seven thirty.*

BUT NOT ~~*I **act** in a play next week.*~~

D We do not use will to first mention a plan, but we often use it for further details and comments.

*I'm **going** on holiday on Saturday. I'll **be** away for three weeks.*

*We're **going to do** some walking. ~ Oh, that'll **be** nice.*

*They're **going to lay** a new path. The work **will take** a couple of days.*

Note that we do not use the ordinary verb **be** in the present continuous.

*I'll **be** away for three weeks.*

NOT ~~*I'm **being** away for three weeks.*~~

TIP

Don't automatically use **will** for the future. Remember that **be going to** can be used for both predictions and intentions, so it is often the safest choice, especially in conversation.

THE FUTURE CONTINUOUS AND PERFECT

A Future continuous

The form is **will be** + ing-form.

I'll be working all day tomorrow.

We won't be doing much on Sunday.

Will you be staying here long?

We use the future continuous for an action that we will be in the middle of.

In a week's time I'll be lying in the sun.

We'll be having tea at seven.

We sometimes use it for an action over a whole future period.

Sarah will be revising all evening.

We also use the future continuous for an action which will result from a routine or arrangement.

I'll be phoning my mother tonight. (It's part of my regular routine.)

The Queen will be arriving soon. (It's part of her schedule.)

Other forms are possible in this context.

I'm going to phone / I'm phoning tonight.

B Future perfect

The form is **will have** + past participle.

We'll have done half the job soon.

I won't have got home by six.

How long will the casserole have been in the oven?

We use the future perfect to talk about something being over in the future.

I'll have finished this book soon. I'm nearly at the end.

Gemma won't have completed her studies until she's 25.

C Future perfect continuous

The form is **will have been** + ing-form.

Mike is leaving next month. He'll have been working here ten years.

Our neighbours are moving. They won't have been living here long.

How long will the spaceship have been orbiting the earth?

We use this form when we imagine looking back from the future. In the first example, we look back from next month at Mike's work continuing up to that time.

The future perfect focuses on the result of an action.

I'll have written the report by six.

The future perfect continuous focuses on the action going on.

I'll have been writing it for a week.

TIP

You can use the future continuous to ask about someone's plans and see if they fit in with your wishes, e.g. *How long will you be using the tennis court?*

BE TO, BE ABOUT TO, ETC

A **Be to** for an arrangement

We can use **be** + to-infinitive for an official arrangement.

*The Prime Minister **is to visit** Rome.*

*The two companies **are to merge** shortly.*

Be is often left out in news headlines.

*Prime Minister **to visit** Rome.*

B **Be to** for an order

Be to can also express a rule or an order by a person in authority.

*The teacher says we **are to wait** here.*

*You're **not to stay** up late.*

*No one **is to leave** this building.*

C **Be about to** and **be on the point of**

We use **be about to** for the near future.

*The performance **is about to start**.*

*Hurry up. The bus **is about to leave**.*

We can use **just** with **be about to** and **be going to** for the very near future.

*The bus **is just about to leave** / **is just going to leave**.*

Be on the point of means the same as **be about to**. It is followed by an ing-form.

*I'm **on the point of quitting** my job.*

There is no time with these phrases.

NOT ~~*We're about to leave in ten minutes.*~~

D **Be due to**

We can sometimes use **be due** + to-infinitive to talk about a timetable.

*The meeting **is due to take** place today.*

*The train **is due to leave** at four twenty.*

E **Be set to**

Be set + to-infinitive is used in news reports for things expected to happen soon.

*The player **is set to leave** the club.*

*Prices **are set to rise** once more.*

F **Be bound/sure/certain to**

We use these forms to say what will definitely happen in the future.

*There's **bound to be** trouble.*

*The president **is sure/certain to** resign.*

G **Was to, was about to, etc**

We can use the forms in the past tense.

*Daniel fell ill on the day he **was to go** for a job interview.*

*We saw that the bus **was about to leave**.*

*We **were on the point of buying** the flat when we had second thoughts.*

TIP

It is more important to recognize these forms than to use them. You can express most of the meanings differently, e.g. *They have **arranged** to meet.* *We're going to leave **in a moment**.* *There will **definitely** be trouble.*

SHOULD, OUGHT TO, HAD BETTER, AND BE SUPPOSED TO

A
We use **should** and **ought to** when we say what is the right thing or the best thing to do.

*We **should** recycle / We **ought to** recycle as much as possible.*

*You **should** see / You **ought to** see the film. You'll love it.*

In negatives and questions we normally use **should**.

*People **shouldn't** leave litter everywhere.*

*Who **should** we invite to the wedding?*

We can use the continuous or perfect after **should** and **ought to**.

*I **should be doing** some work now.*

*You **ought to have said** thank you.*

B We can also use should to say that something is probable.

*They **should** have my letter by now.*

*There's only a short queue, so we **shouldn't** have to wait long.*

Should implies 'if all goes well'.

*There are no reports of delays, so the train **should** be on time.*

We do not use it for things going wrong.

*The train **will probably** be late.*

NOT *The train ~~should~~ be late.*

C Had better says what is the best thing to do in a particular situation.

*I think James **had better** see a doctor.*

*I'd **better** tidy up this mess, hadn't I?*

Had better is stronger than **should** or **ought to**. *I'd better tidy up* means that I am going to tidy up because it is the best way to deal with the problem.

The negative is **had better not**.

*Come on. We'd **better not** be late.*

*The lorry **had better not** park across the entrance.*

D

We use **be supposed to** for what should happen because it is the rule or the normal way of doing things.

*You're **supposed to** wait in the queue.*

In the negative it means something isn't allowed.

*We're **not supposed to** keep pets here.*

Be supposed to can mean that something is arranged or intended.

*I'm **supposed to** be on holiday, but I keep getting calls from the office.*

*How is this device **supposed to** work?*

TIP

To talk about what people in general say or believe, we can use **be supposed to**. *Too much sugar is supposed to be bad for you* means that people say too much sugar is bad for you.

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We can use **just** with **be about to** and **be going to** for the very near future.

*The bus **is just about to leave** / **is just going to leave**.*

Be on the point of means the same as **be about to**. It is followed by an ing-form.

*I'm **on the point of quitting** my job.*

There is no time with these phrases.

NOT ~~*We're **about to leave** in ten minutes.*~~

D **Be due to**

We can sometimes use **be due** + to-infinitive to talk about a timetable.

*The meeting **is due to take** place today.*

*The train **is due to leave** at four twenty.*

E **Be set to**

Be set + to-infinitive is used in news reports for things expected to happen soon.

*The player **is set to leave** the club.*

*Prices **are set to rise** once more.*

F **Be bound/sure/certain to**

We use these forms to say what will definitely happen in the future.

*There's **bound to be** trouble.*

*The president **is sure/certain to** resign.*

G **Was to, was about to, etc**

We can use the forms in the past tense.

*Daniel fell ill on the day he **was to go** for a job interview.*

*We saw that the bus **was about to leave**.*

*We **were on the point of buying** the flat when we had second thoughts.*

TIP

It is more important to recognize these forms than to use them. You can express most of the meanings differently, e.g. *They have **arranged** to meet.* *We're going to leave **in a moment**.* *There will **definitely** be trouble.*

TIME: AT, ON, AND IN

A We use **at** for a particular time, e.g. a clock time, a meal time, or a short holiday period.

*The match starts **at** three o'clock.*

*I'll see you **at** breakfast.*

*What are you doing **at** Christmas?*

*We're away **at** the weekend. (US: **on** the weekend)*

*We're very busy **at** the moment.*

***At** that time there was no internet.*

B We use **on** with a day.

*The meeting is **on** Tuesday / **on** 8 May.*

*I won't be here **on** that day.*

*What happens **on** Independence Day?*

C We use **in** with longer periods.

*I have to decide **in** the next few days.*

*It's busy here **in** the summer holidays.*

*The term starts **in** September.*

*The company was set up **in** 1997.*

*The church was built **in** the 13th century.*

We also use **in** with part of a day.

*I always work better **in** the afternoon.*

But we use **on** if we say which day.

*Why not come over **on** Friday afternoon?*

*The incident occurred **on** the evening of 27 April.*

D We use **in** for how long something takes.

*Can you run a mile **in** four minutes?*

We can also use **in** for a time in the future measured from the present.

*We'll take our exams **in** three weeks.*

Compare these examples.

*You can walk there **in** half an hour. (It takes half an hour.)*

*I'm going out **in** half an hour. (half an hour from now)*

E Sometimes we use an expression of time without a preposition.

*I received the letter **last Thursday**.*

*I'm starting a new course **next year**.*

*The same thing happens **every time**.*

*I'll see you **tomorrow morning**.*

***A week later** I got a reply.*

We do not normally use **at**, **on**, or **in** with **last**, **next**, or **this**; with **every** or **all**; with **yesterday** or **tomorrow**; or with the adverb **later**.

In some contexts we can either use the preposition or leave it out.

*I was feeling unwell (**on**) that day.*

*Profits were higher (**in**) the previous year.*

*We met (**on**) the following Monday.*

TIP

In informal English, and especially in American English, **on** is sometimes left out before a day, e.g. *I'll see you **Monday**.*

PREPOSITIONS OF TIME

A Place and time

Some prepositions of place can also be used with time.

*I'll be there **between** three and half past.*

*You can do the journey **inside** an hour.*

At, on, and in can also express either place or time.

B During

We use **during** with an event or a specific period of time.

*Nobody works **during** the festival.*

*I suddenly felt ill **during** the meeting.*

*The office will be closed **during** August.*

*I have to be away several times **during** the next couple of months.*

We do not use **during** + length of time.

*The festival went on **for** five days.*

NOT ~~*It went on **during** five days.*~~

During is a preposition; **while** is a conjunction.

*I fell asleep **during** the film.*

*I fell asleep **while** I was watching the film.*

C Till/until and by

We use **till/until** to say when something comes to an end.

*We stayed **till/until** the end of the show.*

*I'll be working here **till/until** next April.*

Till is more informal than **until**.

Not ... till/until means that something happens later than expected.

*We **didn't** arrive **till** one in the morning.*

*We **won't** get the money **until** next year.*

By means 'not later than'.

*I have to be at work **by** nine.*

*They should have replied **by** now.*

***By** the time I got home, I was exhausted.*

*She's going to pay me back **by** Friday. (on Friday or earlier)*

But *before Friday* means 'earlier than Friday'.

D From ... to/till/until

We use **from** for the time something starts.

*Tickets will be on sale **from** tomorrow.*

***From** 6 a.m. there's the noise of traffic.*

For starting and finishing times we use **from ... to** or **from ... till/until**.

*The season is **from** April **to** September.*

*The road will be closed **from** Friday evening **until** Monday morning.*

Americans use **through**, e.g. *from Friday **through** Monday.*

TIP

Do not use **till/until** for place. Say *We walked **as far as** the bridge*, not ~~*until the bridge*~~.

ADVERB FORMS

A We form many adverbs from an adjective + -ly, e.g. fluent (adj.) fluently (adv.).

*Tony speaks French **fluently**.*

For the spelling of adverbs in -ly,

Some adverbs have a form which is unrelated to other words. These

include: **always, just, often, never, perhaps, quite, rather, seldom, soon, very.**

B Some adjectives end in -ly, e.g. friendly, lovely.

*We received a **friendly** greeting.*

We cannot add another -ly to form an adverb. Instead we use a phrase with **manner, way, or fashion.**

*They waved in a **friendly** manner.*

Or we use a different adverb with a similar meaning.

*She's a **lovely** dancer. (adjective)*

*She dances **beautifully**. (adverb)*

We can add -ly to an ing-form.

*It's **surprisingly** cold for August.*

But we do not usually add -ly to a form in -ed, except **excitedly** and **exhaustedly**.

C Some adverbs have the same form as adjectives, e.g. early, fast, hard, high, long, low, still, straight.

*We caught the **fast** train. (adjective)*

*The train was going quite **fast**. (adverb)*

*We didn't have a **long** wait. (adjective)*

*We didn't have to wait **long**. (adverb)*

D Some adverbs can be with or without -ly, e.g. cheap(ly), direct(ly), fair(ly), slow(ly), tight(ly).

*I came as **quick/quickly** as I could.*

The form without -ly is more informal and used only in frequent combinations.

*You'd better **go slow/slowly** along here.*

BUT

*He opened the parcel **slowly**.*

E Some pairs (e.g. hard, hardly) are both adverbs but have different meanings.

*You're working too **hard**.*

*There's **hardly** any time. (almost no time)*

*I went to bed **late**.*

*I haven't seen Donna **lately**. (recently)*

Other pairs include: **deep, deeply; free, freely; high, highly; near, nearly.**

F Good is an adjective, and well is the equivalent adverb.

*He's a **good** player. / He plays **well**.*

For **well** as an adjective, > > 116 Tip.

TIP

Hourly, daily, weekly, and monthly (from **hour, day**, etc) can be adjectives or adverbs: A **daily** newspaper is published **daily**.

ADVERBIALS OF MANNER

A Adjectives and adverbs

Look at these examples.

*We found an **easy** solution.*

*You must be **sensible**.*

An adjective (*easy, sensible*) comes before a noun or after a linking verb such as **be**. >> 115D

Now look at the adverbs.

*We solved the problem **easily**.*

*Try to act **sensibly**.*

An adverb of manner says how something happens. It usually comes after a verb (*act*) or a verb + object (*solved the problem*). Most are formed from an adjective + **-ly**. >> 123

B Linking verb and action verb

Compare the verbs in these sentences.

Linking verb + adjective:

*The official **was polite**.*

Action verb + adverb:

*The official **listened politely**.*

NOT ~~*He listened polite.*~~

A linking verb is one like **be, become, feel, look, seem**. An action verb is one like **argue, drive, meet, listen, work**.

Some verbs can be of either. Write.

*He **looked nervous**.* (appeared)

*He **looked nervously** at us.* (directed his eyes)

*The atmosphere **grew tense**.* (became)

*The tree **grew rapidly**.* (increased in size)

C Prepositional phrases of manner

We can use a prepositional phrase.

*I chose my words carefully / **with care**.*

*He stared at me rather aggressively / **in a rather aggressive manner**.*

*The winning numbers are chosen randomly / **at random**.*

D Position

An adverbial of manner usually goes in end position.

*The sun still shone **brightly**.*

*We continued our work **in silence**.*

A one-word adverb can sometimes come in mid position. >> 122

*I **quickly** ran and got my coat.*

It can sometimes come in front position for emphasis.

***Gently** fry the banana pieces.*

The last two examples are more common in writing than in speech.

TIP

If a verb has a similar meaning to **be**, then it's a linking verb and is followed by an adjective rather than an adverb. *She **seemed/looked** excited* is close to *She **was** excited*.

COMPARISON OF ADJECTIVES

A Regular comparison

Short adjectives usually have a comparative form in **-er** and a superlative form in **-est**.

*It's **warmer** in here than outside.*

*This is the **oldest** building in the town.*

Long adjectives form the comparative and superlative with **more** and **most**.

*Skiing is **more difficult** than it looks.*

*She's the **most irritating** person I know.*

B One-syllable adjectives

Most one-syllable adjectives take **-er/-est**.

*Our new flat is **nicer**.*

NOT *Our new flat is **more nice**.*

Some take either **-er/-est** or **more/most**.

*I feel **safer** / **more safe** on the cycle path.*

Such adjectives include: **clear, fair, free, keen, proud, rude, safe, sure, true**.

We use **more/most** (and not **-er/-est**) with **real, right, wrong** and with adjectives in **-ed**, e.g. **bored, pleased**.

*The story seemed **more real** in the film.*

*Those **most pleased** to go were the kids.*

C Two-syllable adjectives

Many of these take **more/most**.

*Our new place is **more central**.*

These adjectives take **more/most**.

- Ending **-ful**, e.g. **careful, hopeful**
- Ending **-less**, e.g. **helpless, useless**
- Ending **-ing/-ed**, e.g. **boring, annoyed**
- Some others, e.g. **afraid, central, certain, complex, correct, exact, famous, foolish, frequent, modern, normal, recent**.

Some two-syllable adjectives take either **-er/-est** or **more/most**.

*Use the **simplest** / **most simple** method.*

They include: **able, clever, common, cruel, feeble, gentle, narrow, pleasant, polite, quiet, simple, sincere, stupid, tired**.

We use **-er/-est** with most two-syllable adjectives ending in **y** (e.g. **angry, funny, happy**), although **more/most** is also possible.

*Life would be **easier** if I had a job.*

D Three-syllable adjectives

Adjectives of three or more syllables take **more/most**.

*Your health is the **most important** thing.*

TIP

If you are not sure about the correct form, it is generally safer to use **more/most**.

IRREGULAR COMPARISON AND SPECIAL FORMS

A

The adjectives **good** and **bad** have irregular comparative and superlative forms:

- **good, better, best;**
- **bad, worse, worst.**

*Last week we saw a **good** game, but this week we saw an even **better** one. In fact it's the **best** I've seen for a long time.*

*We've had **bad** weather for some time, and now it's getting **worse**. It's the **worst** of the winter so far.*

B

Far has two different comparative and superlative forms: **farther/further** and **farthest/furthest**.

*The **farthest/furthest** moon is 13 million kilometres from Saturn.*

Further can mean 'more' or 'additional'.

*Let's hope there are no **further** problems.*

***Further** details on our website.*

C

Elder, eldest mean the same as **older, oldest**. We use the irregular forms mainly to talk about ages in a family.

*Have you got an **older/elder** brother?*

*Their **oldest/eldest** daughter married a Russian billionaire.*

Elder and **eldest** go before the noun.

NOT ~~*My brother is elder than me.*~~

D

Latest and **last** mean different things. **Latest** means 'furthest ahead in time' or 'newest'.

*What's the **latest** time we can leave and still get there on time?*

*This jacket is the **latest** fashion.*

NOT ~~*This jacket is the last fashion.*~~

Last means 'previous' or 'final'.

*I had my hair cut **last** week. (the week before this one)*

*The **last** bus goes at midnight. (the final bus of the day)*

E

Nearest and **next** mean different things. **Nearest** means 'the shortest distance away'.

*Where's the **nearest** post office? (the one that is closest)*

Next means 'following in a series'.

*I'm going on holiday **next** week. (the week after this one)*

*We have to get out at the **next** stop. (the stop after this one)*

*There's a newsagent's in the **next** street. (the street beside this one)*

TIP

We can use **better** and **worse** as comparative forms of **well** and **ill** to talk about health and illness, e.g. *I expect I'll be well again soon. I certainly feel **better** than I did. I was much **worse** yesterday.*

THE PRESENT PERFECT CONTINUOUS

A

Form of the present perfect cont.

The present perfect continuous is the present of **have + been + ing-form**.

*The game **has been going** on for ages.*

*You **haven't been revising** enough.*

*How long **have you been working** here?*

B

Use

We use the present perfect continuous for an action over a period of time leading up to the present.

*Where have you been? **I've been waiting** here for half an hour.*

*It's wet here. The roof **has been leaking**.*

We do not use the present simple.

NOT ~~*I wait here for half an hour.*~~

The action can be continuing in the present.

*I'm waiting for Tom. **I've been waiting** ages. (I am still waiting.)*

Or the action may have ended recently.

*I'm hot because **I've been running**. (I stopped running a short time ago.)*

We often use **for** and **since**. >> 140

***We've been living** here **for** six months / **since** April.*

We can also use this tense for a series of repeated actions.

***I've been going** to evening classes.*

Present perfect or present perfect continuous?

Present perfect

the result of an action

***I've washed** the car so it's a lot cleaner now.*

how much/many

*Tina **has written** twelve pages of her book.*

repeated actions

***I've been trying** to phone all day.*

a state up to the present

*My friend **has been** in hospital for a month.*

Present perfect continuous

an action going on up to the present

***I've been washing** the car, so I'm rather wet.*

how long

*Tina **has been writing** her report since two o'clock.*

how many actions

***I've tried** to phone at least twenty times.*

(We do not use the continuous for a state.)

Note that with **live** and **work**, either form is possible, e.g. ***I've been living** here since May* or ***I've lived** here since May*.

The continuous is more usual.

HAVE AND GET

A

The passive with **get**

We sometimes form the passive with **get** rather than with **be**.

*Luckily I **got accepted** at art school.*

*Lots of people **get killed** on the roads.*

The pattern is used mainly in informal English, and it has a more limited use than **be**. We can use **get** to talk about good or bad things happening.

We can also use **get** for something happening incidentally, as part of a larger operation.

*The dustbin **gets emptied** once a week.*

But it is not used for a planned action.

*The railway **was privatized** in the 1990s.*

NOT ~~*The railway **got privatized**.*~~

We use **do** in simple-tense negatives and questions.

*The bins **didn't get emptied** yesterday.*

*How often **do** rugby players **get injured**?*

B

Idioms with **get**

We use **get** + passive participle in some idiomatic expressions.

*I'll have to **get washed**. (wash myself)*

*Ed has **got married**. (married someone)*

These include **get washed**, **get shaved**, **get (un)dressed**; **get engaged**, **get married**, **get divorced**.

C

Have/get something done

This pattern means 'cause something to be done'. We use it mainly to talk about professional services to a customer.

*I **had** my car **serviced**.*

*I **got** my car **serviced**.*

This means that I arranged for a garage to service my car. **Get** is a little informal.

Here are some more examples.

*We must **have/get** the machine **repaired**.*

*Lucy **has had** her kitchen **extended**.*

*We're **having/getting** a new tap **fitted**.*

*Where **did** you **have/get** your hair **cut**?*

We can also use **get** informally for a job we do ourselves.

*I must **get** my homework **done**.*

*We **got** everything **packed** and ready.*

D

Have something happen

This pattern has the same form as **have something done** in C. It often refers to an unpleasant experience.

*We **had** a window **broken** in the storm.*

*My sister **has had** some money **stolen**.*

TIP

Do not confuse **had something done** and **had done something**. If *we had the grass cut*, then someone did it for us. If *we had cut the grass*, then we did it before a time in the past (past perfect).

PASSIVE VERB FORMS

A passive verb has a form of **be** and a passive participle.

	Active	Passive
Present simple	They play the game.	The game is played .
Present continuous	They are playing the game.	The game is being played .
Present perfect	They have played the game.	The game has been played .
Past simple	They played the game.	The game was played .
Past continuous	They were playing the game.	The game was being played .
Past perfect	They had played the game.	The game had been played .
Future	They will play the game. They are going to play the game.	The game will be played . The game is going to be played .

We can use short forms, e.g. *It's played every year.*

B

Negatives and questions

In the negative **not** comes after the first auxiliary.

*Motorists **are not killed** by cyclists.*

*The money still **hasn't been found**.*

In a question there is inversion of the subject and (first) auxiliary.

***Has** the money **been found**?*

*When **was** the fax **sent**?*

C

Modal verbs in the passive

We can use the passive with a modal verb, or with a phrase like **have to**.

*Stamps **can be bought** at any post office.*

*The work once **had to be done** by hand.*

*The note **might have been thrown** out.*

*Animals **shouldn't be kept** in cages.*

***Could** the process **be speeded up**?*

D

Phrasal verbs in the passive

Some phrasal and prepositional verbs and verbal idioms can be used in the passive.

*The flats were **knocked down** last year.*

*Has the doctor been **sent for**?*

*Slavery should be **done away with**.*

*The child is always being **made fun of**.*

The adverb or preposition (*down, for, etc*) comes after the participle.

TIP

Be + passive participle can express an action or a state. Compare *The vase was broken by a guest*(action) and *The vase was broken. The pieces lay on the floor.* (state)

QUANTIFIERS

A

What is a quantifier?

A quantifier is a word like **many**, **no**, or **some**.

many times no tickets some water

A quantifier says how many/much. For example, **many** means a large quantity. The choice of quantifier can depend on whether a noun is countable or not.

A quantifier can be more than one word.

lots of fun a few people

Some can have an adverb of degree.

too many emails

quite a lot of money almost all the tickets very little time

We can use a quantifier without a noun.

Most shops are open late, but some close at five. A few close at six.

Of must have a noun phrase or **it/them** after it.

A lot (of the stores/of them) open late.

We use **none** (not **no**) without a noun.

None were open.

B

Large and small quantities

Here are some examples.

A large quantity:

a lot of / lots of letters many questions much discussion
a large number of accidents numerous delays a great deal of work

A neutral quantity:

some money a number of companies

A small quantity:

a few books
a little oil several people a small number of cases
a small amount of electricity

Zero quantity:

no work there isn't any bread

C

Whole and part quantities

To talk about these quantities, we can use words like **all** and **most**.

The story is in all (of) the papers.

The bed takes up most of the space.

Half (of) the audience were asleep.

We often use **of**.

We can use large/small quantifiers with **of** + determiner to express a whole/part meaning. Compare these examples.

I found some information.

(an amount)

Some of the information was irrelevant.

(a part of the total)

We use **none** (not **no**) with **of**.

None of my friends went to the party.

TIP

We can use the whole/part pattern with a singular noun, e.g. *I've read some of this book.*

ENOUGH, SOME MORE ...

A

Enough

We can use **enough** with a plural or uncountable noun.

*There aren't **enough chairs**.*

*Is there **enough room** for all of us?*

We can use **of** for a part quantity.

*I've seen **enough of this film**.*

B

Plenty of and too many/much

Plenty of means 'enough' or 'more than enough'.

*There are **plenty of jobs** available.*

*Don't rush. We've got **plenty of time**.*

For 'more than enough' as a bad thing, we use **too many/much**.

*You always take **too many clothes** on holiday. Why take so many?*

*I put **too much salt** in the soup.*

C

Another and some more

These express an extra quantity. We use **another** with a singular noun and **some more** with a plural or uncountable noun.

*Would you like **another sausage**?*

*Have **some more carrots**.*

*I'll get **some more orange juice**.*

In some contexts we use **any**.

*There isn't **any more orange juice**.*

Another can also mean 'a different one'.

*I'm going to buy **another computer** to replace this one.*

Before **more** we can also use **a lot, lots, many, much, a few, a little, and a bit**.

*I've got **lots more jobs** to do after this.*

*Can't you put **a bit more effort** into it?*

D

Other

Other is an adjective meaning 'different' or 'not the one just mentioned'.

*We crossed to **the other side** of the road.*

*Sarah was there, but I didn't know any of **the other guests**.*

We can use **other** without a noun to refer to a thing or a person.

*Take one bag. Give me **the other (one)**.*

*One twin is taller than **the other (one)**.*

We can use **others** without a noun for more than one.

*Some pubs serve food, but **others** don't.*

*I'm early. The **others** will be here soon.*

Number + **other** means an extra quantity.

*There are **four other** / **four more rooms** upstairs.*

TIP

You can use **another** in a phrase expressing an extra period of time, e.g. *I'm staying on **for another three days** / **for three more days**.*

INDIRECT SPEECH (basic)

A

We use direct speech when we quote someone's words.

'I'll ring you later,' said Jack. (in a story)

'This play really made me laugh.' - *The Post* (an advertisement for a play)

In 'indirect speech' or 'reported speech' we report the meaning in our own words and from our own point of view.

*Jack said **he would ring later.***

*One critic claims **the play is very funny.***

The indirect speech is the object of the reporting verbs **said** and **claims**.

B

We can use a verb of reporting with a that-clause or a wh-clause.

*Polly **said that** she was going away.*

*He **wondered why** it was so quiet.*

Verbs of reporting are verbs like **agree, ask, believe, hear, know, suggest, think, understand**.

We often use **that** in indirect speech, but in informal English we can leave it out, especially after a common verb like **say**.

*Alice says (**that**) she'll be five minutes.*

C

We can sometimes use a to-infinitive clause or a gerund clause.

*Jack promised **to ring later.***

*Someone suggested **going for a walk.***

D

Sometimes there is an indirect object after the verb of reporting.

*No one **told me** you were coming.*

*The police have **warned the public** that the man is dangerous.*

Other verbs in this pattern are: **advise, assure, inform, promise, reassure, remind**.

Sometimes we use a phrase with **to**.

*Can you **explain to me** what's going on?*

*I **suggested to the others** that we should meet them here.*

Other verbs in this pattern are: **admit, announce, complain, declare, mention, point out, recommend, report, say, write**.

E

We sometimes use an adjective such as **sure** or **certain** to introduce indirect speech.

*He's **sure** (that) the figure is wrong.*

F

When reporting two or more sentences, we do not need a verb of reporting in every one.

*The President **said** that the situation was under control. He had sent in the army.*

The second sentence is indirect speech.

TIP

As well as speech or writing, we can also report thoughts, e.g. *I thought I had plenty of time, but I only just made it.* The thought is not necessarily expressed in speech.

TELL, SAY, AND ASK

A

We normally use an indirect object after **tell**.

You **told me** you didn't like Chinese food.

Josh **told us** he was going to London.

NOT ~~Josh told he was going to London.~~

But after **say** we do not use an indirect object.

You **said** you didn't like Chinese food.

Josh **said** he was going to London.

NOT ~~Josh said us he was going to London.~~

B

We can use either a that-clause or a wh-clause after **tell** or **say**.

Kate **told me (that)** she's fed up.

Kate **said (that)** she's fed up.

Kate **told me what** the matter was.

Say + wh-clause is used mostly in a negative statement or a question where the information is not actually reported.

Kate **didn't say what** the matter was.

Did they say how much it would cost?

C

There are a few expressions where we can use **tell** without an indirect object.

He likes **telling stories / telling jokes**.

Don't **tell lies**. You should **tell the truth**.

The children learn to **tell the time**.

Can you **tell the difference** between tap water and bottled water?

D

After **say** we can use a phrase with **to**.

I **said to him**, 'I've been mugged.'

In indirect speech we prefer these patterns.

I **said** I'd been mugged.

I **told him** I'd been mugged.

But we can use a phrase with **to** if the information is not reported.

The PM **said** a few words **to** the visitors.

What did the boss **say to** you?

E

We use **talk** and **speak** to say who spoke, to whom, for how long, or what about.

Daniel was **talking** to a young woman.

The President **spoke** for an hour.

We don't **talk** about politics.

Talk and **speak** are not verbs of reporting.

Laura **said** she was tired.

NOT ~~Laura talked/spoke she was tired.~~

F

We can use **ask** with or without an indirect object.

Simon looked upset, so I **asked (him)** if there was anything wrong.

We use **tell** and **ask** in indirect orders and requests.

We **told/asked** Mike to hurry up.

TIP

Remember that you *say something*, but you *tell somebody something*.

INDIRECT SPEECH

A

People, place, and time

Imagine a situation where Oliver and Tina are at home one afternoon. Tina wants to go out in the car, but it won't start. She rings the garage and asks a mechanic if he can come and repair it. He is too busy to come immediately, but he agrees to come the next morning. He says:

OK, I'll be at your house at eight tomorrow morning.

A moment later Tina says to Oliver:

The mechanic says he'll be here at eight tomorrow morning.

Now the speaker is a different person, so where the mechanic said *I'll be ...*, Tina says *He'll be ...*. And the speaker is in a different place, so *at your house* for the mechanic is *here* for Tina.

Next day the mechanic has not arrived even by nine o'clock, so Tina rings him and says:

You said you would be here by eight this morning.

Now the time has changed. Instead of *tomorrow morning*, Tina says *this morning*. And the promise is now out of date, so *will* changes to *would*.

B

Pronouns and possessives

When you report what someone has said, both pronouns and possessives can change.

'I'm really enjoying myself.'

*Jade said **she** was enjoying **herself**.*

'I like your new hairstyle.'

*Martin said **he** liked **my** new hairstyle.*

C

Adverbials of time

Here are some typical changes from direct to indirect speech.

1. **Now:** **then** / **at that time** / **immediately**
2. **Today:** **yesterday** / **that day** / **on Tuesday**, etc
3. **Yesterday:** **the day before** / **the previous day** / **on Monday**, etc
4. **Tomorrow:** **the next day** / **the following day** / **on Thursday**, etc
5. **this week:** **last week** / **that week**
6. **last year:** **the year before** / the previous year / **in 2005**, etc
7. **next month:** **the month after** / **the following month** / **in May**, etc
8. **an hour ago:** **an hour before** / **an hour earlier** / **at 2.30**, etc

TIP

Except when we talk about time, **this** or **that** usually changes to **the** in indirect speech, or the phrase is replaced by **it**, e.g. *This steak is nice. She said **the** steak was nice. / She said **it** was nice.*

TENSES IN INDIRECT SPEECH

A

We can use a present-tense verb of reporting to report recent statements.

*Robert **says** he's hungry.*

In this case we do not change the tense.

I'm hungry.

He says he 's hungry.

B

A verb of reporting is often in a past tense, even when we report recent statements.

*He **said** he was hungry.*

We often change the tense in indirect speech from present to past.

I'm hungry.

*He said he **was** hungry.*

C

In general we are more likely to change the tense if we are unsure if the statement is still true and still relevant.

*You told me he **lived** in Bath, but actually he lives in Bristol. (untrue statement)*

*The forecast said it **was** going to rain, and it did. (forecast now out of date)*

The past tense is also used to report in a neutral or objective way.

*The PM said it **was** the right decision.*

D

The tense change in indirect speech is from present to past.

'I feel awful.' *She said she **felt** awful.*

'You're crazy.' *He thought I **was** crazy.*

'I've got time.' *I said I **had** time.*

If the verb phrase is more than one word, then the first word changes.

'You're lying.' *I knew she **was** lying.*

'I've finished.' *He said he'd finished.*

So the present continuous changes to the past continuous, and so on.

E

A past-tense verb usually changes to the past perfect.

*'I **won** the game.'*

*He said he'd **won**.*

But *He said he won* is also possible.

A past perfect verb does not change.

F

Will, can, and may change to **would, could, and might**.

'We'll be late.'

I thought we'd be late.

*'I **can't** see.'*

*He said he **couldn't** see.*

Must can be the same or change to **have to**.

*'I **must** go now.'*

*Sarah said she **must** go / she **had to** go.*

Would, could, should, might, ought to, had better, and used to do not change.

*'I **could** help.'*

*He said he **could** help.*

TIP

Changing the tense after **said, told me**, etc is always possible, while keeping it the same can be a mistake. So in general it is safer to change the tense.

REPORTING QUESTIONS

A

When we report a question, we use verbs such as **ask, enquire, need to find out, want to know, wonder**. We can report a wh-question.

'Where did you eat?'

*I asked Elaine **where** she'd eaten.*

'How much is a ticket?'

*James **enquired how much** a ticket was.*

'Who have you invited?'

*Peter is **wondering who** we've invited.*

'When is the lecture?'

*Someone **wants to know when** the lecture is.*

'What size do you take?'

*The assistant **asked me what** size I took.*

To report a yes/no question, we use **if/whether**.

'Is the drug safe?'

*People are **asking if/whether** the drug is safe.*

'Has the car been repaired?'

*He **wants to know if/whether** the car has been repaired.*

After **if/whether** we can use **or not** to stress the need for a yes/no answer.

*We need to find out **if/whether** the drug is safe **or not**.*

*We need to find out **whether or not** the drug is safe.*

B

In an indirect question the word order is usually subject + verb, as in a statement.

*I'll ask when **the bus leaves**.*

(Compare: **The bus leaves** at three ten.)

NOT ~~*I'll ask when does the bus leave.*~~

But we can use inversion when the reporting verb comes at the end, as a kind of afterthought.

*When **does the bus leave**, I wonder.*

C

In an indirect question the tense can change from present to past in the same way as in a statement.

*'What **do** you **want**?'*

*The man asked what we **wanted**.*

*'**Can** we take photos?'*

*Anna wondered if we **could** take photos.*

D

We can use an indirect question form after **say, tell**, etc when we are talking about the answer to a question.

*Did Zoe **say when** she would call?*

*I wish you'd **tell me whether** you agree.*

*I haven't been **informed what** time the flight gets in.*

TIP

You can use an indirect question when you approach someone to ask politely for information. *Could you tell me where the lift is, please?* is more polite than just asking *Where is the lift?*

ADJECTIVES (order)

A

When two or more adjectives come before a noun, there is often a fixed order.

a nice big warm fire

NOT ~~*a warm big nice fire*~~

The order of adjectives depends mainly on the kind of meaning they express. An expression of opinion like *nice* comes first.

B

When we use an adjective and a noun modifier, the adjective comes first.

the old town wall

dark winter evenings

C

The modifiers usually go in the following order, starting with group 1.

1. Opinion: *nice, excellent, awful*, etc
2. Size: *long, large, small, short*, etc
3. Most other qualities: *clear, busy, famous, friendly, soft, quiet*, etc
4. Age: *new, old*
5. Shape: *round, square, fat, narrow*, etc
6. Colour: *blue, red, white, black*, etc
7. Participle forms: *running, missing, covered, broken*, etc
8. Origin: *British, Italian, American*, etc
9. Material: *sandy, paper, plastic*, etc
10. Write: *electronic, human, chemical, money (problems)*, etc
11. Purpose: *alarm (clock), tennis (court), walking (boots)*, etc

Here are some examples.

an old cardboard box (age + material)

a new improved model (age + participle)

a small square room (size + shape)

two excellent public tennis courts (opinion + Write + purpose)

In general the word closest to the noun has the closest link with it. In the phrase *excellent public tennis courts*, the word *tennis* is closely connected with *courts*.

The rules are not absolute. We may prefer a short word before a long one.

a big horrible building

D

A modifier can be a two-word compound.

an old pale blue football shirt *a powerful high-speed electric drill*

E

With two similar adjectives, the shorter one usually comes first.

a bright, cheerful smile Here we can also use **and**.

a bright and cheerful smile

And is not used with different meanings.

a lovely old city

NOT ~~*a lovely and old city*~~

TIP

We use **and** when the adjectives come after a verb like **be**, e.g. *The city is old and lovely*. An expression of opinion (*lovely*) comes last.

CONDITIONALS

A

Most conditional sentences have a clause starting with **if**.

If you haven't got TV, you can't watch it.

We can sit down if we want to.

If I phone the Helpline, they might be able to give me the information.

If you lived on the planet Mercury, you'd have four birthdays in an Earth year.

We can use many different verb forms in conditional sentences. In an open condition (when something may or may not happen), we use the present tense (*If I phone ...*). For something unreal we often use the past tense (*If you lived ...*).

B

There are some verb forms which often go together. These patterns are usually called Writes 1, 2, and 3.

Write 1: If the company **fails**, we **will lose** all our money.

Write 2: If the company **failed**, we **would lose** all our money.

Write 3: If the company **had failed**, we **would have lost** all our money.

There is another pattern we can call Write 0.

Write 0: If the company **fails**, we **lose** all our money.

C

The if-clause usually comes before the main clause, but it can come after it.

If you're in a hurry, you needn't wait.

You needn't wait if you're in a hurry.

A comma between the clauses is more likely when the if-clause comes first.

D

We can use conditional sentences in different ways: not only to give information but also when we request, advise, criticize, and so on.

Requesting: *If you're going into town, could you post this letter for me, please?*

Advising: *If the headache persists, you should consult a doctor.*

Criticizing: *If you'd remembered your passport, we wouldn't be in such a rush.*

Suggesting: *We can go for a walk if you like.*

Offering: *If you're hungry, help yourself.*

Warning: *If you don't copy the file, you risk losing the information.*

Threatening: *If you don't leave immediately, I'll call the police.*

TIP

The standard Writes of conditional are not the only possible verb patterns. In general we can use verb forms in the same way as in other sentences. We can say *We've finished, so we can go home*, so we can also say *If we've finished, we can go home*.

0 AND 1 CONDITIONALS

A

Write 0 is **if ... + present ... + present.**

*If the doorbell **rings**, the dog **barks**.*

*The batteries **take over** if we **lose** power.*

One thing always follows automatically from another.

Write 0 is also used for the automatic result of a possible future action.

*If we **win** the league, we **get** promoted.*

B

Write 1 is **if ... + present ... + will.**

*If it **rains**, we'll **get** wet.*

*If we **don't hurry**, we **won't be** in time.*

*The milk **will go** off if you **leave** it by the radiator.*

This is an open condition. *If it rains* means that it may or may not rain.

We do not normally use **will** in the if-clause.

NOT *if it **will rain**,...*

But we can use **will** in the if-clause for an action happening later than the action in the main clause.

*If this medicine **does me** / **will do** me good, I'll take it.*

C

As well as the present simple, we can use the present continuous or perfect.

*If they're **having** a party, it'll be noisy.*

*If I've **finished** my work by ten, I'll probably watch a film on TV.*

As well as **will**, we can use other modal verbs and similar expressions.

*If they ask me, how **should** I **answer**?*

*I'm **going to look** silly if it all goes wrong.*

We can use the imperative.

*If you make a mistake, **correct** it.*

D

A present tense in the if-clause can refer to the present.

*If it's **raining**, I'm not going out.*

*If you **think** you can do the job, why not apply for it?*

E

We can use **will** in the if-clause for willingness and **won't** for a refusal.

*If Tom **will lend** a hand, we'll soon finish.*

*If the car **won't start**, I'll take the bus.*

F

Instead of a Write 1 with **if you** + simple present, we can use these patterns in informal speech.

*Touch me **and** I'll scream. (If you touch me, I'll scream.)*

*Go away **or** I'll scream. (If you don't go away, I'll scream.)*

TIP

We can use **will** in an if-clause for a request, e.g. *If you'll **take** a seat, someone will be with you in a moment. If you'll just **sign** here, please. Thank you.*

2 CONDITIONALS

A

Write 2 is **if ... + past ... + would**.

*If I **had** the money, I **would buy** a yacht.*

*I'd **tell** you the answer if I **knew** it.*

*If the plane **wasn't** safe, we **wouldn't fly**.*

The past tense expresses an unreal condition. *If I had the money* means that I haven't really got it, but I am imagining a situation where I have.

We do not normally use **would** in the if-clause.

NOT ~~*If I would have the money, ...*~~

B

We also use Write 2 for the future.

*If we **left** early tomorrow, we'd **be** in Manchester by lunch time.*

*If you **lost** the video, you **would have to pay** for a new one.*

Compare Writes 1 and 2.

1: *If we **take** a taxi, it'll be quicker.*

2: *If we **took** a taxi, it'd be quicker.*

Write 1 expresses an open possibility – we may or may not take a taxi. Write 2 expresses a theoretical possibility – something less real.

Normally we do not mix Writes 1 and 2.

NOT ~~*If you break it, you'd be in trouble.*~~

NOT ~~*If you broke it, you'll be in trouble.*~~

B

As well as the past simple, we can use the past continuous or **could**.

*If the sun **was shining**, it'd be perfect.*

*If I **could have** my child looked after, I would go out to work.*

As well as **would**, we can use other modal verbs such as **could** or **might** in the main clause.

*If I had a light, I **could** see.*

*If we **could** re-start the computer, that **might** solve the problem.*

We can also use continuous forms.

*If Shakespeare **was** alive today, he **would be writing** for television.*

C

We can use **would** in the if-clause for a request.

*If you'd just **sign** here, please. Thank you.*

*If you **wouldn't mind** holding the line, I'll try to put you through.*

In a main clause we can use **will** or **can**.

We can also use **would like** in an if-clause, e.g. for a suggestion.

*If you'd **like** to see the exhibition, it would be nice to go together.*

TIP

We can use a Write 2 conditional for a polite request, e.g. *Would it be all right if I brought a friend?* This is less direct and so more polite than *Will it be all right if I bring a friend?*

3 CONDITIONALS

A Write 3 is **if** ... + past perfect ... + **would** + perfect.

*If you **had come** on your bike, you **would have been** in time.*

*My brother **would have been promoted** if he **'d stayed** in his job.*

*We **'d have gone** to the concert if we **'d known** about it. (We **would** have gone if we **had known**.)*

The verb forms refer to something unreal, an imaginary past action. *If you had come on your bike* means that really you didn't come on your bike, but I am imagining a situation where you did.

We do not use the past simple or past perfect in the main clause.

*We **would have got** lost if we **hadn't** bought a map.*

NOT ~~*We had got lost if we hadn't bought a map.*~~

And we do not normally use **would** in the if-clause.

*If you **'d lent** him the money, you **would never have got** it back.*

NOT ~~*If you **would have lent** him the money, you **would never have got** it back.*~~

You may hear clauses such as *if we would have done* in informal speech. But many people regard it as incorrect.

B We can use **could** + perfect in the if-clause.

*If I **could have warned** you in time, I **would have done**.*

As well as **would**, we can use other modal verbs such as **could** or **might** in the main clause.

*If I **'d written** the address down, I **could have saved** myself a lot of trouble.*

*The plan **might not have worked** if we **hadn't** had a piece of luck.*

We can also use continuous forms.

*If he **had had** any money, he **wouldn't have been sleeping** on the streets*

C We can mix Writes 2 and 3.

*If Tom really **was** ambitious, he **would have found** a decent job years ago.*

*If you **hadn't woken** me up in the night, I **wouldn't feel** so tired now.*

We can also use a Write 1 condition with a Write 3 main clause.

*If you **know** London so well, you **shouldn't have got** so hopelessly lost.*

TIP

We can use a Write 3 condition to point out that we were not at fault and to put the blame on someone else, e.g. *If you hadn't insisted on taking so much stuff, we wouldn't have had to pay excess baggage.*

MORE ABOUT IF

A

When and if

Compare these sentences.

When Amy comes, can you let her in? (Amy **will** come.)

If Amy comes, can you let her in? (Amy **might** come.)

We use **if** (not **when**) for an unreal condition.

If I had a camera, I could take a photo.

In some contexts **when** and **if** are both possible.

*I feel nervous **when/if** I'm flying.*

B

Then

After an if-clause we can use **then** in the main clause. **Then** emphasizes the link between the two ideas.

*If the figures don't add up, **then** you must have made a mistake.*

C

Short clauses

We can sometimes use a short clause with **if** without a subject and verb.

*I'd like a sea view **if** (that is) **possible**.*

***If** (you are) **in difficulty**, call this number.*

D

What if

What if asks you to imagine a situation.

***What if** we can't get tickets?*

***What if** you'd had an accident?*

E

Even if

Look at this example.

*I'm going to solve this puzzle **even if** it takes me all night. (It may or may not take me all night, but I'm going to solve it.)*

F

Unless

Unless with a positive verb is equivalent to **if** with a negative verb.

*We'll go broke **unless** we find a sponsor. (... **if** we don't find a sponsor)*

The main clause can be negative.

*You can't play **unless** you're a member. (You can play **only if** you're a member.)*

We do not normally use **unless** meaning **if ... not** in an unreal condition.

***If** I hadn't fallen, I would have won.*

NOT ~~*Unless I had fallen, ...*~~

And we do not use **unless** when talking about a feeling caused by something not happening.

*I'll be upset **if** you don't come.*

NOT ~~*I'll be upset unless you come.*~~

TIP

We can use **what if** to make a suggestion, e.g. ***What if** we all meet up this evening?*

EXPRESSING A CONDITION

A

As long as, provided, etc

As well as **if**, we can use **as/so long as** to express a condition.

*You can smoke **as long as** you do it outside the building.*

*I don't care what a car looks like **so long as** it gets me from A to B.*

We can also use **provided (that)**, **providing (that)**, and **on condition that**.

*The machine will last for years **provided (that)** it is looked after properly.*

*The country was given aid **on condition that** it signed a trade agreement.*

These conjunctions are more formal.

B

In case of, with, etc

We can use the prepositions **in case of** and **in the event of**.

***In case of** fire, break glass. (on a sign)*

(If there is a fire, ...)

***In the event of** a major emergency, local hospitals would be alerted.*

(If there was a major emergency, ...)

The prepositions **with**, **without**, and **but for** can also express a condition.

***With** more time, we could do it properly.*

(If we had more time, ...)

***Without** the map, I'd have got lost.*

(If I hadn't had the map, ...)

***But for** you, I'd have drowned.*

(If it hadn't been for you, ...)

In that case means 'if that is so'.

*I've lost my ticket. ~ **In that case**, you'll have to buy another one.*

Otherwise means 'if that is not so'.

*Hold on tight, **otherwise** you might fall.*

C

In case

Compare **if** and **in case**.

*I'll get some money from the bank **if** I need some.*

(I'll wait until I need some and then get it.)

*I'll get some money from the bank **in case** I need some.*

(I'll get some now because I might need it later.)

We can use **should** after **in case**.

*I had some water **in case** I woke up / I **should** wake up thirsty in the night.*

We can use **in case** as an adverbial.

*I'll take an umbrella (just) **in case**.*

TIP

In American English **in case** can mean the same as **if**, e.g. ***In case** you need any help, let me know.*

TO-INFINITIVE or A GERUND

A
Some verbs can take either a to-infinitive or a gerund with no difference in meaning.

*I **hate to arrive** / **hate arriving** late.*

*We **intend to take** / **intend taking** action.*

*It soon **started to rain** / **started raining**.*

These verbs are: **begin, bother, can't bear, can't stand, cease, commence, continue, hate, intend, like, love, prefer, propose, start.**

B
We usually avoid two ing-forms together.

*I was **intending to study** law.*

NOT ~~*I was **intending studying** law.*~~

After **begin, continue, and start**, a state verb usually has the to-infinitive form.

*I **began to understand** the problems.*

C
Like, love, and hate take either form.

*Kate **likes to cook** / **likes cooking**.*

*I **hate to travel** / **hate travelling** by bus.*

Like takes a to-infinitive when something is a good idea rather than a pleasure.

*I **like to keep** the place tidy.*

Would like, would love, and would hate normally take a to-infinitive.

*Our guest **would like to say** something.*

*We **'d love to go** on a cruise.*

D
The to-infinitive and gerund have different meanings after the verbs on this page.

Remember/forget + to-infinitive is about whether we do necessary actions.

*Did you **remember to turn** off the gas?*

*You **forgot to sign** the form.*

But we use a gerund for memories.

*I can **remember waking** up in the night.*

*I'll never **forget running** that marathon.*

Regret + to-infinitive is for bad news.

*We **regret to inform** you that your application has been unsuccessful.*

Regret + gerund is about the past.

*I **regret wasting** so much time.*

Try + to-infinitive means to do your best.

*I'm **trying to light** a fire.*

Try + gerund means to see if the action will solve the problem.

***Try pouring** some petrol on it.*

Mean + to-infinitive has the sense of 'intend'.

*Sorry. I didn't **mean to step** on your foot.*

Mean + gerund is about a situation making an action necessary.

*An early flight **means getting** up at six.*

TIP

Stop takes a gerund, e.g. **Stop dreaming** and do some work. But we can also use a to-infinitive of purpose after **stop**, e.g. **I stopped to buy** a newspaper.

UNREAL PAST AND SUBJUNCTIVE

A

The unreal present and past

After **as if**, **as though**, **if**, **imagine**, **suppose**, and **supposing**, we can use the past tense for something unreal in the present or something unlikely to happen in the future.

*Imagine you want/**wanted** to murder someone. How would you go about it?*

*Suppose we win/**won** the lottery.*

After **it's time** and **would rather**, we do not normally use the present tense.

*It's time you **had** your hair cut.*

*I'd rather we all **travelled** together.*

For an unreal situation in the past, we use the past perfect.

*Suppose you'd **fallen**. What then?*

*He walked past as if he **hadn't seen** me.*

B

The subjunctive

The subjunctive is the base form of a verb. There is no **-s** in the third person singular.

*We propose that work **go** ahead.*

*It is important that exact records **be** kept.*

We can use the subjunctive in a **that**-clause saying that something is necessary. It follows a clause with e.g. **demand**, **essential**, **insist**, **recommend**, **request**, **suggest**.

The subjunctive is rather formal and used more in America than in Britain, where other forms are often used.

*We propose that work **should go** ahead.*

*It is important that exact records **are** kept.*

There is a past subjunctive form **were**, which we can use instead of **was** in the first and third person singular.

*If I was/**were** a bit taller, I could reach.*

*Suppose the story was/**were** true.*

We can use it after **as if**, **suppose**, etc.

C

Verbs after wish

To wish for a future change, we use **would**.

*I wish Simon **would reply** to my emails.*

To wish that the present situation could be different, we use the past or **could**.

*I wish I **had** more spare time.*

NOT ~~*I wish I **would have** more spare time.*~~

*I wish I **could help**, but I can't.*

For a wish about the past, we use the past perfect or **could** + perfect.

*I wish I'd never **bought** this lousy car.*

*I wish you **could have come** to our party.*

We can use **if only** instead of **I wish**.

***If only** I **had** more spare time.*

TIP

If I were you is useful for giving people advice, e.g. ***If I were you**, I wouldn't worry.*

CLAUSES OF TIME

A

Conjunctions of time

A clause of time often begins with a conjunction.

***After** we'd finished, we all had a rest.*

*Think carefully **before** you decide.*

*I've changed my job **since** I last saw you.*

*Jack could swim **when** he was a baby.*

Others include: **as, as soon as, once, till/until, whenever, while.**

B

Non-finite clauses of time

We can use a gerund with **after, before, on, and since.**

*Think carefully **before deciding.***

We can use a participle after **once, until, when, whenever, and while.**

*Take care **when crossing** the road.*

*Please wait **until told** to proceed.*

We can also use a participle without a conjunction.

*Take care **crossing** the road.*

C

When, while, and as

We use these words for things happening at the same time. **While** and **as** suggest something continuing.

*The model sat still **while** we drew her.*

***As** I was cycling along, I saw a fox.*

But for a time in your life, use **when.**

*I'll be a millionaire **when** I'm thirty.*

We also use **when** with two short actions one after the other.

***When** I clicked the icon, everything froze.*

When can also mean 'every time'.

*I cycle to work **when/whenever** it's fine.*

We can use **as** (not **while**) to say that one change goes with another.

*The mixture hardens **as** it cools.*

D

As soon as, etc

As soon as means that one thing comes immediately after another.

***As soon as** the gates were open, the crowds rushed in.*

We can use these patterns with **no sooner** and **hardly** with a similar meaning to **as soon as.**

*Emma was **no sooner** in bed **than** the phone rang.*

*I had **hardly** started work **when** I felt a pain in my back.*

We can also use inversion.

***No sooner** was Emma in bed **than** ...*

***Hardly** had I started work **when** ...*

TIP

Do not use **by** as a conjunction. Use **by the time**, e.g. *It was midday **by the time** I got to the office*, not *It was midday ~~by~~ I got to the office.*

RELATIVE CLAUSES

A

Relative pronouns

A relative clause follows a noun phrase. The clause identifies which one, or it adds information. A relative pronoun (e.g. **who**, **which**, **that**) replaces a personal pronoun.

*The boy **who** won got a prize.*

NOT ~~*the boy who he won*~~

*The film **that** we saw was really good.*

NOT ~~*the film that we saw it*~~

We can sometimes use a clause without a relative pronoun.

*The film **we saw** was really good.*

B

Commas with relative clauses

Some clauses are separated off from the rest of the sentence by one or two commas and by a short pause in speech.

*Arsenal, **who are third**, play at Chelsea.*

This clause adds information about Arsenal. The sentence would make sense without it.

A clause without commas or pause usually identifies which one we mean.

*The team **that Chelsea face** is Arsenal.*

The team is Arsenal on its own would not make sense.

C

Writes of relative clause

There are five functions that relative clauses can perform.

- Identifying clause

A relative clause without commas can identify which one we mean.

*Who was the man **who said hello**?*

- Classifying clause

A relative clause without commas can say what kind of thing we are talking about.

*We're looking for a pub **that serves food**.*

The clause *that serves food* describes the kind of pub we mean.

- Clause used for emphasis

We can use a relative clause without commas in a pattern with **it + be**.

*It's my husband **who does the cooking**.*

- Adding clause

A relative clause with commas can add more information.

*I was with Ted, **who lives upstairs**.*

- Connective clause

A relative clause with a comma can tell us what happened next.

*I shouted to the man, **who ran off**.*

In spoken English we use two main clauses.

*I shouted to the man, **and he ran off**.*

TIP

Sometimes a relative clause is separated from the noun it relates to, e.g. *The bus was leaving **that we wanted to catch**.*

But in writing you should put the clause next to the noun, e.g. *The bus **that we wanted to catch** was leaving.*

Reading

You are going to read a text about film-makers, the Wachowski Brothers.

For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text

Quickly read the title and the extract for gist. Look at the context, reading what comes before and after to work out the meaning of unknown expressions.

1 Walking around the surprisingly tiny set of the Wachowski brothers' latest movie, *Speed Racer*, is like stepping into a real-life version of a colourful cartoon. One minute stage in the studios has been transformed into a vivid home, full of bright orange plastic chairs and shelves cluttered with all kinds of multi-coloured objects, seemingly taken from the fifties and sixties. At first glance, this bright set seems rather strange. After all, the brothers are the creators of the dark and threatening world of *The Matrix*.

2 The inspiration for the brothers' latest film was an animation film they had both seen called *Ice Age 2*. They thought it was great family fun and they wanted to make a film for their nieces and nephews. *Speed Racer* was the opportunity to tackle a fresh idea. The original show was a Japanese series featuring a young racing car driver and shown on American television as *Speed Racer*. In the film, the brothers set out to create something even more fantastic than their *Matrix* films.

3 Animation usually involves drawing images on computers, but for *Speed Racer* the brothers decided to do something different. They thought it would be entertaining to take that idea and apply photographic techniques. They wanted to make a live action movie built out of layers of photographs.

4 To create their eye-popping universe, the film-makers shot backgrounds in Greece, Morocco, Italy, France and Germany – along with Death Valley and sections of the Californian coast, using still photography. All the locations were shot months in advance of principal photography, and thousands of options were brought to the '3D Visualization Unit', who then created a series of very unusual landscapes. For example, out of the window of a Moroccan palace, you can see the Italian Alps. These strange combinations don't necessarily make sense, but they create very stimulating images.

5 The story follows the evil Royalton Industries' attempt to bring top driver 'Speed' (played by Emile Hirsch) onto their racing team. When he refuses, the company's crazy owner decides to get his revenge, while Speed discovers that the evil firm is fixing some of the biggest grand prix races. This is the cue for a showdown between Speed and Royalton's own devilish driver, played by Korean pop star Rain.

6 There are some great races in the original story, but it's only now that filmmakers can do them **justice** and produce such stunning visual effects. The technology has now advanced enough to be able to do it. Earlier, they'd be trying to have the cars driving down crazy tracks, jumping in the air, and doing things which, basically, can't be done in real life.

7 When the brothers started *The Matrix*, those first images of flying bullets in slow time were done with still cameras, 128 in a row. But the technology has developed so much with computer programs, such as Quick Time Virtual Reality, that they don't need to do that any more. The technology moves forward with every film they make, and they're definitely going to change things with this one as well.

8 It took a long time to bring the film to the cinema screen. Joe Silver, the Wachowski brothers' producing partner, first acquired the rights for a big screen adaptation of *Speed Racer* in 1996, but despite attempts by at least eight writers, he struggled to find a satisfying script. When working with the brothers on *V for Vendetta*, he asked them to outline a story, and that's how it all started. They did amazing things when they made *Vendetta* in Berlin, and it's incredible what they've learned to do since then. Whatever phrase you want to use – pushing the barriers, setting new standards – the Wachowskis are evolving a new way of picture making.

READING EXERCISE 1/1

1. **What comment does the writer make about the set of the Wachowski brothers' latest movie?**
 - a) It's the kind of set the brothers have a lot of fun building.
 - b) It's a type of set the brothers aren't used to building.
 - c) It reminds people of movie sets the brothers made years ago.
 - d) It is based on a cartoon the brothers made quite recently.
2. **The Wachowski brothers decided to go ahead with their latest film because they wanted to**
 - a) make a film which would appeal to their own families.
 - b) recreate a television series originally made in America.
 - c) create a film which would appeal to older audiences.
 - d) produce something better than they had done before.
3. **What is different about the Wachowski brothers' animated film?**
 - a) It consists of images drawn on a computer.
 - b) It has no similarity to a live action movie.
 - c) It is made up solely of hand-drawn images.
 - d) It relies on layers of photographs for its images.
4. **What technique did the Wachowski brothers use to shoot their film?**
 - a) They filmed all the background scenery first in the USA.
 - b) They filmed the backgrounds after the main photography.
 - c) They created the background scenes separately in a special unit.
 - d) They used very few background scenes in the final version.
5. **What is the film mainly about?**
 - a) a driver's attempt to win a grand prix race
 - b) a competition between two racing drivers
 - c) an attempt by a racing driver to fix races that he takes part in
 - d) a struggle between a racing driver and an evil racing team
6. **What does the writer mean by the phrase do them justice in paragraph 6?**
 - a) deal with something in the way it deserves
 - b) give an equal opportunity to
 - c) show equal respect for
 - d) be fair towards
7. **What does this one refer to in paragraph 7?**
 - a) a still camera
 - b) the film
 - c) a new technology
 - d) a computer program
8. **What problem did Joe Silver have producing the film?**
 - a) He found it difficult to buy the rights to the film.
 - b) He couldn't find a writer willing to produce a script.
 - c) He wasn't satisfied with the scripts that writers had produced.
 - d) He couldn't persuade the Wachowskis to do the film.

Reading • Exercise 1/2

Word focus: Descriptive adjectives

Choose the correct adjectives from the text to match the meanings. Use each word once only. There is one word you do not need to use.

1 Walking around the surprisingly tiny set of the Wachowski brothers' latest movie, Speed Racer, is like stepping into a real-life version of a colourful cartoon. One minute stage in the studios has been transformed into a **vivid** home, full of bright orange plastic chairs and shelves cluttered with all kinds of **multi-colored** objects, seemingly taken from the fifties and sixties. At first glance, this bright set seems rather strange. After all, the brothers are the creators of the dark and threatening world of The Matrix.

2 The inspiration for the brothers' latest film was an animation film they had both seen called Ice Age 2. They thought it was great family fun and they wanted to make a film for their nieces and nephews. Speed Racer was the opportunity to tackle a **fresh** idea. The original show was a Japanese series featuring a young racing car driver and shown on American television as Speed Racer. In the film, the brothers set out to create something even more fantastic than their Matrix films.

3 Animation usually involves drawing images on computers, but for Speed Racer the brothers decided to do something different. They thought it would be entertaining to take that idea and apply photographic techniques. They wanted to make a live action movie built out of layers of photographs.

4 To create their eye-popping universe, the film-makers shot backgrounds in Greece, Morocco, Italy, France and Germany – along with Death Valley and sections of the Californian coast, using still photography. All the locations were shot months in advance of principal photography, and thousands of options were brought to the '3D Visualisation Unit', who then created a series of very **unusual** landscapes. For example, out of the window of a Moroccan palace, you can see the Italian Alps. These strange combinations don't necessarily make sense, but they create very **stimulating** images.

5 The story follows the evil Roylton Industries' attempt to bring top driver 'Speed' (played by Emile Hirsch) onto their racing team. When he refuses, the company's crazy owner decides to get his revenge, while Speed discovers that the evil firm is fixing some of the biggest grand prix races. This is the cue for a showdown between Speed and Roylton's own devilish driver, played by Korean pop star Rain.

6 There are some great races in the original story, but it's only now that filmmakers can do them justice and produce such **stunning** visual effects. The technology has now advanced enough to be able to do it. Earlier, they'd be trying to have the cars driving down crazy tracks, jumping in the air, and doing things which, basically, can't be done in real life.

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Reading • Exercise 1/2

Choose the correct adjectives from the text to match the meanings.
Use each word once only. There is one word you do not need to use.

1. with many different colours: _____.
2. new and different: _____.
3. interesting and exciting: _____.
4. with strong and intense colours: _____.
5. very attractive and impressive: _____.
6. full of light: _____.

Reading • Exercise 1/3

Word focus: Same words, different meanings. Choose the correct words to complete the sentences. Use each word twice.

set, rights, minute, top, shot

1. For each film they do, ----actors can earn millions of dollars.

2. You need a microscope to see it. It's --- .

3. They wanted to make her book into a film. She sold the---- to the book for €2 million.

4. I was annoyed when I broke the plate because it was part of a -----.

5. Wait here. I'll be back in a----- .

6. The president was--- in the leg, but he survived the attack.

7. An international conference on human----- will be held in London next week.

8. Very few people have stood on the----- of this mountain.

Missing sentences

First, read the text to form an impression of what it is about and how it is organised. This will help you decide where the missing sentences go.

You are going to read an article about learning Spanish. Seven sentences have been removed from the article.

Choose from sentences A–H the one which fits each gap (1–7).

There is one extra sentence which you do not need to use.

- A. The method you choose is probably down to your personality, ability and lifestyle.
- B. You need to be tolerant and respectful of others in return for the total immersion experience.
- C. Even with only a slight grasp of the language, everything from shopping to eating out and using public transport was far easier and more pleasurable.
- D. Pick a favourite, where you're familiar with the script, and read the Spanish or listen to the soundtrack instead.
- E. It may be the same language, but there are many differences in pronunciation, vocabulary and idioms.
- F. Fast learners can whizz through without having to wait for others to catch up, while perfectionists can go back over lessons again and again.
- G. It also offers a sense of achievement and a more enriching experience in another country.
- H. Either is a good option if you favour the structure of a qualified teacher and, of course, it's a social activity too.

If you love Spain but can't speak the language, take heart – there are plenty of enjoyable and rewarding ways to learn it, as Zoe Ross explains.

Forget about childhood memories – learning a language is fun! **1** ---- Added to which, it's polite and, in some circumstances, essential. I speak from experience. With an opportunity to live in Barcelona for a few months last year, and little more than 'si', 'non' and 'por favor' in my vocabulary, I looked into ways to immerse myself in Spanish. My aim was to learn well, but quickly – and the rewards were instant. **2** --- But I wasn't fooling myself. A little wasn't anywhere near enough.

So it's good to discover, as I did, that if you really want to learn a new language, there are now so many ways to do it. **3** - --- If you want a bit of preparation before your trip, you'll find that most cities and large towns have language courses run by professionally-trained teachers. And it's the same in Spain. Some courses take a classical approach, building up vocabulary, grammar and confidence gradually, with possibly an exam qualification at the end. Others, usually described as 'conversational' courses, offer a less academic method aimed at getting by in everyday situations. **4** ---- But with usually only one or two lessons a week, progress can be slow and you have to work at the rate of everyone else in the class – frustrating if you're a fast learner.

Many reputable companies now offer the opportunity to live with a Spanish family as part of a language course. It's an excellent option in terms of learning – Spaniards are a gregarious bunch so anything from a lively political debate to gossip about the neighbours may be held around the dinner table, and it's up to you to wade in and keep up. But it takes a certain kind of person to adapt to this choice. **5** --- Self-study, in the form of CDs or language software to load onto a PC, is an increasingly expanding market. With both text and sound, you learn to read, write and speak Spanish. Many offer 'homework' exercises to re-cap on what you've learned and are available from beginner to advanced levels, so you can continue to improve to an almost fluent degree. This option doesn't suit everybody, however, particularly if you lack self-motivation, but the real bonus is the flexibility. Learn during your lunch hour, or on an MP3 player on the way to work, or at three in the morning if it takes your fancy! Progress is also entirely personal. **6** ---- With a smattering of Spanish under your belt, there are numerous ways that you can continue to improve. There are the many films on DVD which offer the choice to view in numerous languages or provide foreign subtitles. **7**---- Whichever of these options you choose, my advice is to get stuck in. Spanish is a comparatively easy language, and with a few friendly gesticulations thrown in, you'll feel like a local in no time. Even if the Spaniards you encounter speak faultless English, and you have only a few words and phrases to hand, you'll get a much deeper insight into their joyful culture.

Buen viaje!

Lined writing area with 30 horizontal lines.

Reading • Exercise 2/2

Words and meanings

HASTA LA VISTA, BABY!

If you love Spain but can't speak the language, take heart – there are plenty of enjoyable and rewarding ways to learn it, as Zoe Ross explains.

1 Forget about childhood memories – learning a language is fun! It also offers a sense of achievement and a more enriching experience in another country. Added to which, it's polite and, in some circumstances, essential. I speak from experience. With an opportunity to live in Barcelona for a few months last year, and little more than 'si', 'non' and 'por favor' in my vocabulary, I looked into ways to immerse myself in Spanish. My aim was to learn well but quickly – and the rewards were instant. Even with only a slight grasp of the language, everything from shopping to eating out and using public transport was far easier and more pleasurable. But I wasn't fooling myself. A little wasn't anywhere near enough.

2 So it's good to discover, as I did, that if you really want to learn a new language, there are now so many ways to do it. The method you choose is probably down to your personality, ability and lifestyle. If you want a bit of preparation before your trip, you'll find that most cities and large towns have language courses run by professionally-trained teachers. And it's the same in Spain. Some courses take a classical approach, **building up** vocabulary, grammar and confidence gradually, with possibly an exam qualification at the end. Others, usually described as 'conversational' courses, offer a less academic method aimed at **getting by** in everyday situations. Either is a good option if you favour the structure of a qualified teacher and, of course, it's a social activity. But with usually only one or two lessons a week, progress can be slow and you have to work at the rate of everyone else in the class – frustrating if you're a fast learner.

3 Many reputable companies now offer the opportunity to live with a Spanish family as part of a language course. It's an excellent option in terms of learning – Spaniards are a gregarious bunch so anything from a lively political debate to gossip about the neighbours may be held around the dinner table, and it's up to you to **wade in** and keep up. But it takes a certain kind of person to adapt to this choice. You need to be tolerant and respectful of others in return for the total immersion experience.

4 Self-study, in the form of CDs or language software to load onto a PC, is an increasingly expanding market. With both text and sound, you learn to read, write and speak Spanish. Many offer 'homework' exercises to re-cap on what you've learned and are available from beginner to advanced levels, so you can continue to improve to an almost fluent degree. This option doesn't suit everybody, however, particularly if you lack self-motivation, but the real bonus is the flexibility. Learn during your lunch hour, or on an MP3 player on the way to work, or at three in the morning if it takes your fancy! Progress is also entirely personal. Fast learners can whiz through without having to wait for others to **catch up**, while perfectionists can **go back over** lessons again and again.

5 With a smattering of Spanish under your belt, there are numerous ways that you can continue to improve. There are the many films on DVD which offer the choice to view in numerous languages or provide foreign subtitles. Pick a favourite, where you're familiar with the script, and read the Spanish or listen to the soundtrack instead.

6 Whichever of these options you choose, my advice is to **get stuck in**. Spanish is a comparatively easy language, and with a few friendly gesticulations thrown in, you'll feel like a local in no time. Even if the Spaniards you encounter speak faultless English, and you have only a few words and phrases to hand, you'll get a much deeper insight into their joyful culture.

Buen viaje!

Reading • Exercise 2/ 2

Find this phrase in the text and click on the best explanation (A, B, C or D) for the word in italics.

1. a more enriching experience (paragraph 1)
 - a) money-making
 - b) rewarding
 - c) profitable
 - d) healthy
2. a slight grasp of the language (paragraph 1)
 - a) no knowledge
 - b) some understanding
 - c) a reasonable awareness
 - d) a wide knowledge
3. an excellent option (paragraph 3)
 - a) way
 - b) suggestion
 - c) choice
 - d) decision
4. a smattering of Spanish (paragraph 5)
 - a) a lot of
 - b) an average amount of
 - c) a sufficient amount of
 - d) a little bit of
5. a few friendly gesticulations (paragraph 6)
 - a) actions
 - b) facial expressions
 - c) hand movements
 - d) comments
6. faultless English (paragraph 6)
 - a) formal
 - b) perfect
 - c) inaccurate
 - d) quite good

Reading • Exercise 2/3

Phrasal verbs and meanings

Find the phrases in the text and choose the correct definitions to match the phrasal verbs in *italics* and **bold**.

There is one extra definition which you do not need.

- **manage with what you have**
- **repeat or revise**
- **reach someone who is ahead**
- **not be able to cope with**
- **enter discussion or argument**
- **start doing (something) enthusiastically**
- **increase little by little**

1. ***building up*** vocabulary, grammar and confidence gradually ... (paragraph 2)

2. a less academic method aimed at ***getting by*** in everyday situations. (paragraph 2)

3. it's up to you to ***wade in*** ... (paragraph 3)

4. without having to wait for others to ***catch up*** ... (paragraph 4)

5. perfectionists can ***go back over*** lessons ... (paragraph 4)

6. my advice is to ***get stuck in***. (paragraph 6)



You are going to read an article about ranches (large farms) where visitors can stay in different parts of the world.

For questions 1–15, read the article and choose from the places (A–D).

The places may be chosen more than once.

A The El Questro Wilderness Ranch – Australia

Ranch life starts promptly at daybreak at El Questro, in the north of Western Australia. It was established as a working ranch in the 1960s, but the owner later reduced the number of cattle and developed the property as a remote holiday destination. Although mustering cattle is not on the programme, El Questro gives more than just a glimpse into outback life. Riding and fishing top the action, but for stressed-out city dwellers, the real attraction is the extreme isolation. Visitors stay at one of three different places. Unless you can afford a luxury price tag, the Township is the best bet. It has air-conditioned bungalows and tents, plus a camping ground on the riverbank. It is also the liveliest, with nightly music and entertainment in the Swinging Arm Cafe. Swimming fills in the heat of the day, and in the evenings you can enjoy a peaceful river cruise. The only downside is that the ranch is always full, so pre-planning is essential.

B The Lazy F Working Ranch – USA

The Lazy F Working Ranch is situated on the South Texas plains about 60 miles from the city of San Antonio. The ranch puts a real emphasis on cowboy life because it actually includes a visit to a cattle auction and a rodeo in the local town of Gonzales. Owned by the same family since 1854, this is one of the oldest family ranches in Texas. Guests are encouraged to join in with seasonal tasks on the ranch, and if they feel inclined to do so, they can also receive instruction in essential cowboy skills such as roping techniques and animal feeding. For those who are feeling really adventurous, three times a year, the Lazy F organises a challenging week-long ride on part of the old Chisholm Trail, a 19th-century link between Texas ranches and the Pacific railhead at Abilene, in Kansas. The ranch is open to guests all year round.

C Estancia Los Potreros – Argentina

Some ranches are not known for eco-principles, but Estancia Los Potreros in the hills above Cordoba in Argentina certainly is. It uses solar and wind power to generate 90% of its electricity. The 6,000-acre cattle and horse farm is completely organic, with livestock levels which are low enough to allow natural grasses to grow. The ranch dates back to 1574, when it was used to breed mules for the silver mines in Peru. The ranch has been owned by the same family for the past four generations. The horses on the ranch are Peruvian Pasos, exceptionally sure-footed when rounding up the cattle on mountainous terrain. Guests can join in farm activities or explore the Sierras on horseback, either on a day trip or on longer camping expeditions. Guests stay in adobe (mud and straw) buildings which have en-suite bathrooms as well as other up-to-date facilities.

D Huechahue – Northern Patagonia

Huechahue is a 15,000-acre ranch in northern Patagonia. Property of the same family for four generations, the ranch has always been proud of its vast herds of Hereford cattle. It also offers riding and fishing holidays. Guests stay in three bungalows with eight twin or double rooms and eat communally in the family dining room. The real highlights of this ranch are the cattle drives, ranch-to-ranch safaris, trans-Andean expeditions and most of all, the 'Gacho Games'. These are competitions on horseback for all ages, including children's events such as an egg-and-spoon race, and there is even a competition for riding cattle. With fifty horses, all riding abilities can be catered for. Full board, riding and fishing and transfer costs from the airport are included in the price.

Reading • Exercise 3/1

1. Which ranch is extremely environmentally friendly? _____
2. Which ranch has accommodation at different prices? _____
3. Which ranch gives visitors the chance to see people buying and selling animals? _____
4. Which ranch is popular because it is so far from anywhere? _____
5. Which ranch offers visitors a variety of travelling experiences and competitive events? _____
6. Which ranch has been in existence for several hundred years? _____
7. Which ranch provides an opportunity to go on a ride which follows a historic route? _____
8. Which ranch treats guests like members of the family? _____
9. Which ranch has some nightlife for visitors to enjoy? _____
10. Which ranch asks guests to help with jobs on the ranch throughout the year? _____
11. Which ranch keeps horses that are suited to steep hillsides? _____
12. Which ranch breeds only one type of cattle? _____
13. Which ranch gets fully booked well in advance? _____
14. Which ranch makes no extra charges for most of the activities on offer? _____
15. Which ranch offers traditional accommodation with modern facilities? _____

Reading • Exercise 3/2

Word focus: describing holiday accommodation Choose the correct adjectives to complete the sentences. Use each word once only. There is one extra word which you do not need.

twin, transfer, en-suite, remote, luxury, full, peaceful, up-to-date, air-conditioned

1. We had to pay ----- costs to and from the airport, but everything else was included in the price.

2. The hotel is a very old building, but inside it has very ----- facilities.

3. We booked a ----- room with two beds for our daughters and a double room for ourselves.

4. It's a very hot place to visit, but it's always cool inside the ----- bungalows.

5. This year we decided to book -----board accommodation and eat all our meals in the hotel.

6. Before you book the hotel room, check that it has an ----- bathroom. I don't want to share a bathroom with other guests!

7. The island's a very ----- holiday destination. There's no airport so you can only get there by boat. The trip takes seven hours!

8. We can't afford a holiday with a ----- price tag like that! We'll have to go for something more basic.

Reading • Exercise 3/3

Word focus: compound nouns

Form compound nouns with a word from A and a word from B. Use each word once only.

There is one extra word in A and one in B which you do not need.

Write the correct compound noun below each definition. Then find these nouns in the text.

A: day (x2) high up down out live

B: side break trip stock turn lights back

1. the area of central Australia a long way from the coast or towns: 1 _____
2. the best things about an event or activity: 2 _____
3. a disadvantage of doing something: 3 _____
4. cattle and other animals: 4 _____
5. dawn: 5 _____
6. go to visit a place and come back in a single day: 6 _____



1 Jack had never been anywhere near the house before, and did not care to knock at the great kitchen doors for fear of being taken for a beggar. The yards were empty. Either the horses had been taken out to work now that the ground was softer or else – which was hard to believe – there were no horses at Watching. He went back to the kitchen wing and tried knocking at a small side entrance. A man came out dressed in a black gown, and stood there peering and trembling.

2 ‘Why don’t you take your cap off to me?’ he asked. Jack took it off and held it behind his back, as though it belonged to someone else. ‘That is better. Who do you think I am?’

‘No offence, sir,’ Jack replied, ‘but you look like an old schoolmaster.’

‘I am a schoolmaster, that is, I am tutor to this great house. If you have a question to ask, you may ask it of me.’ With one foot still on the step, Jack related the story of his keepsake, his lost medal *Desideratus*.

‘Very good,’ said the tutor, ‘you have told me enough.’

‘Have you many to teach, sir, in this house?’ asked Jack, but the tutor half-closed his eyes and said ‘None, none at all. Mr Jonas has not been blessed with children.’ ‘If that is so,’ Jack thought, ‘this schoolmaster can’t have much work to do.’

3 But now, at last, here was someone with more sense; a woman who looked like a housekeeper came to see why the side door was open and letting cold air in. ‘What does the boy want?’ she asked.

‘He says he is in search of something that belongs to him.’

‘You might have told him to come in then, and given him something to drink in the kitchen,’ she said, less out of kindness than to put the tutor in his place.

4 Jack’s whole story had to be gone through again, and then again when they got among the servants in the kitchen. Yet really there was almost nothing to tell; the only remarkable point being that he should have seen his keepsake clearly through almost a foot of ice. Still nothing was said as to its being found in any of the yards or ponds.

5 Suddenly, another servant came in – the man who attended on the master, Mr Jonas himself. The man announced that Mr Jonas wanted to see the boy. The other part of the house, the greater part where Mr Jonas lived, was much quieter and grander. In the main hall, Mr Jonas himself stood with his back to the fire. Jack had never before been alone or dreamed of being alone with such a person. ‘What a situation,’ he thought, ‘my aunt Mrs Piercy has brought me into.’

6 ‘I dare say you would rather have a sum of money,’ said Mr Jonas, not loudly, ‘than whatever it is you have lost.’ Jack was seized by a painful doubt. To be honest, if it was a large sum of money, he would rather have that than anything. But Mr Jonas went on, ‘However, you had better understand me more precisely. Come with me.’ And he led the way, without even looking round to see that he was being followed.

7 Jack followed Mr Jonas up a wide staircase. Was it possible that on these dark upper floors no one else was living, no one was sleeping? Through the tall passages, over uneven floors, Mr Jonas, walking ahead, carried a candle in its candlestick in each hand, the flames pointing straight upwards. ‘I am very far from home,’ thought Jack. Then he saw that a door was open to the right. ‘Am I to go in there with you, sir?’

‘Are you afraid to go into a room?’ said Mr Jonas.

8 Inside it was dark, and lying on a large bed was a boy with red hair, much the same colour as Jack’s own. Mr Jonas set down his candles, went over to the bed, took the boy’s wrist and turned it so that the fingers opened. From the open fingers he took Jack’s medal and gave it back to him.

‘You have what you came for,’ said Mr Jonas. ‘You have taken back what was yours.’

9 Later, Jack wondered how much money Mr Jonas would in fact have offered him if he had had the sense to accept it. Anyone who has ever been poor – even if not as poor as Jack Digby – will sympathise with him in this matter.

Reading • Exercise 4/1

You are going to read a continuation of the short story in the Student's Book.

For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

1. How did Jack feel as he went towards the house?

- A puzzled because there was no one about in the yards
- B nervous about who might open the door if he knocked.
- C surprised at seeing a man in black standing at the door
- D worried that people would think he was asking for money

2. What seemed to be the schoolmaster's attitude towards Jack?

- A He was astonished to see someone like Jack near the house.
- B He felt that Jack did not show him the respect he deserved.
- C He was curious to know who Jack was and what he was doing.
- D He had mistaken Jack for someone else that he had known.

3. What was Jack's attitude towards the schoolmaster?

- A Jack supposed that he did not do very much teaching.
- B Jack was afraid to ask him too many questions.
- C Jack felt that he had been sympathetic towards him.
- D Jack thought he was a sensible kind of person.

4. What does the writer mean by had to be gone through?

- A had to be examined carefully
- B had to be explained in detail
- C had to be experienced
- D had to be continued

5. How did Jack feel when he saw Mr Jonas?

- A pleased to be introduced to him
- B worried about how to greet him
- C angry about being forced to meet him
- D nervous about meeting someone like him

6. Why did Jack hesitate to reply to what Mr Jonas said to him?

- A He didn't know whether to agree or not.
- B He didn't understand what Mr Jonas said.
- C He didn't want to disagree with Mr Jonas.
- D He was too frightened to say anything.

7. How did Jack feel as he followed Mr Jonas?

- A amazed at the poor condition of the upper floors
- B certain that they were alone in that part of the house
- C curious to know who might be living in that part of the house
- D worried that the flames on the candles might go out

8. What conclusion does the writer finally come to?

- A Jack could have let the boy on the bed keep the medal he was holding.
- B Jack did the right thing by trying to get his aunt's present back.
- C Jack might have understandably regretted not accepting the money.
- D Jack should have tried to find out why the boy wanted to keep the medal.

Reading • Exercise 4/2

1 Jack had never been anywhere near the house before, and did not care to knock at the great kitchen doors for fear of being **taken for** a beggar. The yards were empty. Either the horses had been **taken out** to work now that the ground was softer or else – which was hard to believe – there were no horses at Watching. He **went back** to the kitchen wing and tried knocking at a small side entrance. A man came out dressed in a black gown, and stood there peering and trembling.

2 ‘Why don’t you take your cap off to me?’ he asked. Jack took it off and held it behind his back, as though it belonged to someone else. ‘That is better. Who do you think I am?’

‘No offence, sir,’ Jack replied, ‘but you look like an old schoolmaster.’

‘I am a schoolmaster, that is, I am tutor to this great house. If you have a question to ask, you may ask it of me.’ With one foot still on the step, Jack related the story of his keepsake, his lost medal Desideratus.

‘Very good,’ said the tutor, ‘you have told me enough.’

‘Have you many to teach, sir, in this house?’ asked Jack, but the tutor half closed his eyes and said ‘None, none at all. Mr Jonas has not been blessed with children.’ ‘If that is so,’ Jack thought, ‘this schoolmaster can’t have much work to do.’

3 But now at last here was someone with more sense; a woman who looked like a housekeeper came to see why the side door was open and **letting** cold air **in**. ‘What does the boy want?’ she asked.

‘He says he is in search of something that belongs to him.’

‘You might have told him to come in then, and given him something to drink in the kitchen,’ she said, less out of kindness than to put the tutor in his place.

4 Jack’s whole story had to be gone through again, and then again when they got among the servants in the kitchen. Yet really there was almost nothing to tell; the only remarkable point being that he should have seen his keepsake clearly through almost a foot of ice. Still nothing was said as to its being found in any of the yards or ponds.

5 Suddenly, another servant came in – the man who attended on the master, Mr Jonas himself. The man announced that Mr Jonas wanted to see the boy. The other part of the house, the greater part where Mr Jonas lived, was much quieter and grander. In the main hall Mr Jonas himself stood with his back to the fire. Jack had never before been alone or dreamed of being alone with such a person. ‘What a situation,’ he thought, ‘my aunt Mrs Piercy has **brought** me **into**.’

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7 Jack followed Mr Jonas up a wide staircase. Was it possible that on these dark upper floors no one else was living, no one was sleeping? Through the tall passages, over uneven floors, Mr Jonas, walking ahead, carried a candle in its candlestick in each hand, the flames pointing straight upwards. ‘I am very far from home,’ thought Jack. Then he saw that a door was open to the right. ‘Am I to go in there with you, sir?’

‘Are you afraid to go into a room?’ said Mr Jonas.

8 Inside it was dark, and lying on a large bed was a boy with red hair, much the same colour as Jack’s own. Mr Jonas **set** **down** his candles, went over to the bed, took the boy’s wrist and turned it so that the fingers opened. From the open fingers he took Jack’s medal and **gave** it **back** to him.

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Reading Exercise 4/2

Find the phrasal verbs in the text and choose the correct meaning (A or B).

taken for 1

A taken to meet

B thought to be

taken out 2

A removed to another place

B sold

went back 3

A entered

B returned

letting ... in 4

A allowing something to enter

B making something stronger

brought ... into 5

A given to me

B created for me

set down 6

A put something down

B put something away

gave ... back 7

A took away

B returned

Reading • Exercise 4/3

1 Jack had never been anywhere near the house before, and did not care to knock at the great kitchen doors for fear of being taken for a beggar. The yards were empty. Either the horses had been taken out to work now that the ground was softer or else – which was hard to believe – there were no horses at Watching. He went back to the kitchen wing and tried knocking at a small side entrance. A man came out dressed in a black gown, and stood there peering and trembling.

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Reading • exercise 4/3

Words connected with buildings

Find these words in the text and choose the correct meanings.

Use each meaning once only. There is one extra meaning which you do not need.

- A set of stairs
- All the rooms on the same level
- Part attached to a larger building
- The plan or layout of a building
- Not the main way into a building
- A narrow corridor leading to rooms
- Ground surrounded by a wall next to a building
- A narrow corridor leading to rooms
- Ground surrounded by a wall next to a building
- A room just inside the entrance
- Stair separating one level from another

1. yard (paragraph 1)

2. wing (paragraph 1)

3. side entrance (paragraph 1)

4. step (paragraph 2)

5. hall (paragraph 5)

6. staircase (paragraph 7)

7. floor (paragraph 7)

8. passage (paragraph 7)



What's the fashion in tourism these days? Fish. Cities all around the world are building razzle-dazzle aquariums to show off their fish collections and at the same time revitalise decaying neighbourhoods. **1** _____ Genoa's aquarium, built in 1922 as the largest in the world, is the third top-paying attraction in Italy. In November 2005, a new world attraction opened with great fanfare in Atlanta, boasting a shark tank the size of a football field. **2** _____ Maybe the last aquarium you visited was a predecessor to these new 'ocean super-zoos', with a few modest tanks in a gloomy cellar. **3** _____ Using state-of-the-art design and technology, aquariums for the 21st century recreate ecosystems from around the world and get visitors up close to the creatures of the deep. And although it's impossible to know what's going on in the brains of fish, they – like many warm-blooded zoo animals – seem happy enough in their new year-round, all-weather habitats, particularly as nearly all of them are raised in special nurseries rather than taken from the wild.

Not only are aquariums a guaranteed hit with the kids – the dreamy and hypnotic water ballets presented in their tanks have the power to charm even the most stressed-out adults. **4** _____ Some of the best aquariums in Europe are to be found in France, and the newest – and one of the most exciting – is the *Cité de la Mer* in Cherbourg, in the north of France. **5** _____ It had already received its millionth visitor by July 2006. Built around the gigantic old transatlantic maritime terminal and opened in 2002, it is home to the pioneering deep-diving bathyscaphe *Archimede*, which descended into Japan's Kouriles Trench in 1961, and a unique *Abyssal Aquarium* with a spiral staircase to a simulated ocean floor. Another attraction is the *Redoubtable*, the largest submarine in the world open to the public, and France's first missile-firing submarine. This is its rightful home, as it was built in Cherbourg. **6** _____ You should allow about three hours to see all of the *Cité de la Mer*'s permanent features, although the building also has a large interactive educational centre and a huge space for year-round exhibitions and events.

In Brest, western Brittany, the five-star aquarium attraction is *Oceanopolis*. This futuristic park opened its doors in June 1990, but underwent a major expansion in 2000, and it is now absolutely massive. **7** _____ Each of the three areas in the aquarium recreates a particular maritime climate – temperate, tropical and polar – and allows you to come eye to eye with the creatures living within it. The fun begins at the entrance, which simulates an underwater descent into the first zone. Here, seals play in a massive basin housing a wave machine, and there are sharks, octopuses, jellyfish and animals you can touch. You can easily spend a full day here. As well as its marine inhabitants, the aquarium tempts you with a variety of places to eat and fantastic views over the yacht harbour.

Missing sentences

Read the article about aquariums. Seven sentences have been removed.

Choose from the sentences A–H the one which fits each gap (1–7).

There is one extra sentence which you do not need to use.

A _____ If that's the case, then I can assure you that you're in for a big surprise.

B _____ If you want a closer look, tours of the vessel take 45 minutes.

C _____ So much so that it takes nearly a million gallons of seawater to support its marine residents.

D _____ Many have been spectacularly successful as tourist attractions.

E _____ A further dip into maritime history comes in the shape of items from a merchant cruiser from the American Civil War, which sank off Cherbourg.

F _____ And underlying these magnificent spectacles is an increased awareness of just how fragile and endangered all this beauty is today.

G _____ Not to be outdone, Dubai has announced that it will build an even bigger tank as part of the world's largest shopping mall.

H _____ It is dedicated to humanity's undersea experience, and is more successful than its creators ever imagined.

Reading • Exercise 5/2

What's the fashion in tourism these days? Fish. Cities all around the world are building **razzle-dazzle** aquariums to show off their fish collections and at the same time revitalise decaying neighbourhoods. Many have been **spectacularly** successful as tourist attractions. Genoa's aquarium, built in 1922 as the largest in the world, is the third **top-paying** attraction in Italy. In November 2005, a new world attraction opened with great fanfare in Atlanta, boasting a shark tank the size of a football field. Not to be outdone, Dubai has announced that it will build an even bigger tank as part of the world's largest shopping mall.

Maybe the last aquarium you visited was a predecessor to these new 'ocean super-zoos', with a few modest tanks in a gloomy cellar. If that's the case, then I can assure you that you're in for a big surprise. Using **state-of-the-art** design and technology, aquariums for the 21st century recreate ecosystems from around the world and get visitors up close to the creatures of the deep. And although it's impossible to know what's going on in the brains of fish, they – like many warm-blooded zoo animals – seem happy enough in their new **year-round**, **all-weather** habitats, particularly as nearly all of them are raised in special nurseries rather than taken from the wild.

Not only are aquariums a guaranteed hit with the kids – the dreamy and hypnotic water ballets presented in their tanks have the power to charm even the most **stressed-out** adults. And underlying these magnificent spectacles is an increased awareness of just how fragile and endangered all this beauty is today. Some of the best aquariums in Europe are to be found in France, and the newest – and one of the most exciting – is the *Cité de la Mer* in Cherbourg, in the north of France. It is dedicated to humanity's undersea experience, and is more successful than its creators ever imagined. It had already received its millionth visitor by July 2006. Built around the gigantic old transatlantic maritime terminal and opened in 2002, it is home to the pioneering **deep-diving** bathyscaphe *Archimede*, which descended into Japan's Kouriles Trench in 1961, and a unique *Abyssal Aquarium* with a spiral staircase to a simulated ocean floor. Another attraction is the *Redoubtable*, the largest submarine in the world open to the public, and France's first missile-firing submarine. This is its rightful home, as it was built in Cherbourg. If you want a closer look, tours of the vessel take 45 minutes. You should allow about 3 hours to see all of the *Cité de la Mer*'s permanent features, although the building also has a large interactive educational centre and a huge space for year-round exhibitions and events.

In Brest, western Brittany, the **five-star** aquarium attraction is *Oceanopolis*. This futuristic park opened its doors in June 1990, but underwent a major expansion in 2000, and it is now absolutely massive. So much so that it takes nearly a million gallons of seawater to support its marine residents. Each of the three areas in the aquarium recreates a particular maritime climate – temperate, tropical and polar – and allows you to come eye to eye with the creatures living within it. The fun begins at the entrance, which simulates an underwater descent into the first zone. Here seals play in a massive basin housing a wave machine, and there are sharks, octopuses, jellyfish and animals you can touch. You can easily spend a full day here. As well as its marine inhabitants, the aquarium tempts you with a variety of places to eat and fantastic views over the yacht harbour.

Compound adjectives

Choose the correct meaning, A or B, for these compound adjectives from the text.

1 razzle-dazzle

- A exciting and entertaining
- B bright and confusing

2 top-paying

- A costing the most to run
- B making the most money

3 state-of-the-art

- A very artistic
- B the best and most recent

4 year-round

- A all the year
- B part of the year

5 all-weather

- A in bad weather
- B in any kind of weather

6 stressed-out

- A unable to relax
- B exhausted

7 deep-diving

- A diving off a high board
- B diving a long way down

8 five-star

- A the best there is
- B five different types

Reading • Exercise 5/3

What's the fashion in tourism these days? Fish. Cities all around the world are building razzle-dazzle aquariums to show off their fish **collections** and at the same time revitalise decaying neighbourhoods. Many have been spectacularly successful as tourist attractions. Genoa's aquarium, built in 1922 as the largest in the world, is the third top-paying attraction in Italy. In November 2005, a new world attraction opened with great fanfare in Atlanta, boasting a shark tank the size of a football field. Not to be outdone, Dubai has announced that it will build an even bigger tank as part of the world's largest shopping mall.

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Question

Words connected with entertainment. Choose the correct nouns from the article to match the definitions.

There is one extra word which you do not need.

collection, spectacles, a hit, experience, attraction, exhibitions, events

1. things are shown to the public at these: _____
2. a person or thing that is very popular: _____
3. things that happen or are organised in a particular place: _____
4. groups of objects or creatures: _____
5. things that are very impressive or exciting to look at: _____
6. things that are interesting or worth seeing or visiting: _____

A Laura Richter, middle school teacher, Maine

Our local history project began many years ago. We examined our curriculum and tried to figure out how we could engage students in a really interesting community study. We began by trying to find out how much the kids already knew about the local community. Before long, we were bringing in community members to meet the students, and sending students out into the town to interview residents who were old enough to remember what life in the town used to be like. The students started capturing what they were discovering in both video and text, and decided to create a website featuring their huge body of historical research, photographs and documentaries. The students are now putting the finishing touches to a historical walking tour of what used to be considered a dying industrial town, but which has now been put firmly on the map by this dedicated group of young local historians.

B Lisa Wilde, high school teacher, New York City

For the majority of our students, this is their last chance to get a diploma. Kids come here for a variety of reasons and often have academic gaps in their education. They alternate a week of school with a week of school-coordinated work in local businesses, and this makes class time extremely precious because students still have to pass their final exams. That said, I try to spend five days every semester on writing poetry. In class, we read poetry and discuss descriptive language, and then the students write poems. Their poems are interesting – often amazing – and I always feel they should be shown to a larger audience. Last spring, they got the opportunity to do just that. There was an exhibition of mounted, enlarged selected students’ poems at our local library. The students read their poems at the opening, and the exhibit’s run was extended twice because of the response. Having their poems in a show has been significant for the students. It’s expanded their horizons, making them feel valued. It’s a testament to the value both of art and of a second chance.

C Karen Gustafson, Girls’ Rock ‘N’ Roll Retreat, Minnesota

This summer, we ran a five-day rock camp for girls aged 10–17. Every day, the girls had two instrument classes, and they met other students in their allotted bands twice a day. While in their bands, they wrote songs – both the music and the lyrics. We worked on stage presence with the girls, which helped them to get over their nerves and build up their confidence a little bit. They also made marketing materials for their bands. They made posters, T-shirts and album covers, and they had a lot of fun with spray paint! The last day was the big concert, where the girls played to a sold-out house. Some people just couldn’t believe that we’d got the girls to play a song in a week – especially when some had never played an instrument before. A lot of mums dropping off their daughters wanted to join in too, so we’re thinking of having a session for more mature would-be rock musicians next year!

D Taki Sidley, high school teacher, Virginia

My school is best known as the setting for the 2000 film *Remember the Titans*, in which Denzel Washington plays a tough coach who unites a football team (and a community) divided along racial lines. Though much about the school has changed since the 1970s story in the film, the school remains quite racially and ethnically diverse, but integrated. In 2007, a group of students in my Photography and Documentary Studies class set out to illustrate that diversity in a 112-page, duotone book of photography. I threw out the idea to my students about making a book, and they seemed excited about it. I had envisioned a book focused on the different ethnic aspects of the school, but the students wanted to focus on diversity in a broader way: individuals’ talents and backgrounds. They searched for classmates who had interesting stories or unique backgrounds to feature in it. Some of the photographs are really different and unusual, and the finished work is a real, professional book of photography.

1. Which person used the school’s reputation to inspire students to produce something unusual? _____
2. Which person is certain that recognition of talent brings a sense of achievement? _____
3. Which person showed students how to sell themselves and their talents? _____
4. Which person has encouraged students to learn more about the past? _____
5. Which person has to maximise the time available for academic study? _____
6. Which person has enabled students to raise the profile of their home town? _____
7. Which person suggested that their students work on a project highlighting their mixed backgrounds? _____
8. Which person inspired other members of their students’ families to follow in their children’s footsteps? _____
9. Which person has created an opportunity for students to use their computer skills? _____
10. Which person allows time in the school programme for students to develop their creative abilities? _____
11. Which person was the inspiration behind a project which was rather different from their original idea? _____
12. Which person helped students to cope with being nervous about appearing in public? _____
13. Which person made students more appreciative of their surroundings? _____
14. Which person feels that there is more to education than just passing exams? _____
15. Which person achieved unbelievable results with absolute beginners? _____

Reading • Exercise 6/3

Phrasal verbs

Complete the sentences with the correct form of these phrasal verbs from the text.

Use each phrasal verb once only. You may need to add pronouns.

drop (someone) off join in find out build up throw out figure out get over set out

1. The history teacher 1----- a few suggestions to her students about their projects.

2. When our teacher asked for volunteers to help build the nature garden, everyone in the class was eager to 2 ----- .

3. Brad's trying to 3 ----- a collection of his favourite music.

4. Could you ask the taxi driver to 4 ----- at the bus station?

5. I just can't 5 ----- how I should start this project, or what I should include in it.

6. I 6 ----- lots of interesting facts about this building – it's got an amazing history.

7. It took Jackie ages to 7 ----- losing her job – she was really upset about it.

8. We 8 ----- to paint one or two rooms in the house, but we've ended up painting all of the rooms!



1 For many years I have wanted to visit Cuba, though my original enthusiasm was the result of a less than intellectual attraction. The first film I ever saw was *Kiss the Boys Goodbye*, starring Mary Martin. One of the tunes, *Sand in my Shoes*, still echoes in my mind:

'You are the moonlit memory I can't seem to lose
That's why my life's an endless cruise
All that is real is the feel of the sand in my shoes
Sand in my shoes, sand from Havana.'

2 At ten, I had no idea of what a city that prompted 'moonlit memories' would be like. But that description made me believe that Havana was a more romantic place than anywhere I had ever visited. Many years on – with Rome and Petra, Paris and Hong Kong, Beirut and Reykjavik to remember – that is still my view. Everything I've heard and read confirms it. And it's not only Havana that, in the words of the song, is 'calling me back to that ever so heavenly shore'. I've waited too long to go to Cuba. In November, my ambition is about to be realised.

3 Of course, Havana will be the highlight of my visit. Aside from the exotic music and the different varieties of food, the capital calls because of its history and architecture. Five hundred years ago it was the great trading port of the Americas. Cuba had no gold, and sugar, coffee and tobacco came 200 years later, but Havana, a superb natural harbour at the entrance to the Gulf of Mexico, was an ideal place to assemble the treasures of the Caribbean before they went to Europe. It became the third-largest city in the New World, bigger than Boston or New York. Its size and wealth made it irresistible to pirates, so the merchants responded by creating a citadel. I shall be touring the city's sights, wandering among the dozens of historical buildings that are like a lexicon of styles in Spanish-American architecture.

4 For years, Havana was where Americans went to enjoy themselves. But Fidel Castro swept all that away, leaving only the memories from the more romantic, pre-revolution residents. Ernest Hemingway lived in Cuba; it was there that he wrote *The Old Man and the Sea*, which won him the Nobel Prize. I'll go to his favourite cafés and restaurants, and hope he was right to proclaim that 'for beauty, only Venice and Paris surpass Havana'. Its climate is certainly more equitable – the Gulf Stream and the trade winds, and Cuba's location (just south of the Tropic of Cancer) keep it temperate year round.

5 Cuba's history is much stormier than its climate. George Keppel, an English earl, captured Havana for King George in 1762, but swapped it for Florida a year later. It was part of the Spanish empire until 1898. Then the *USS Maine* was sunk in Havana harbour and America invaded. When the Spaniards left, they took with them the remains of Christopher Columbus. American domination continued until the revolution in 1959. One of the country's fascinations is the way in which, for 50 years, it has maintained political and economic independence from its mighty neighbour.

6 The tide turned in favour of the Cuban revolutionaries at Santa Clara. It is now home to the Che Guevara Mausoleum and Museum, a dramatic tribute to the revolutionary. Camillo, Che's son, is now project director of the Che Guevara Studies Center in Havana. I shall meet him when my tour stops in the capital.

7 There are many sandy beaches in the country and I propose, during my 12 days there, to get to know some of them. And that is only one of the 'touristy' ways in which I'll be spending my time. I shall spend a day in Trinidad, designated a UNESCO World Heritage Site because of its famous Spanish architecture; visit the Valley of the Sugar Mills; and watch a traditional Cuban potter at work. There will be trips to the wonderfully named towns of Sancti Spiritus and Remedios. But what has really attracted me to Cuba for so long is its turbulent history. For me, the song's 'dreams in the night, dreams of Havana' come true in November.

Reading • Exercise 7/1

Read the article about Cuba.

For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

1. What comment does the writer make about Cuba in paragraphs 1 and 2?
A He has visited more romantic places than Cuba.
B He has no idea what really attracts him to Cuba.
C He feels it is too long since he last visited Cuba.
D He is certain he will not be disappointed by Cuba.
2. Why was Havana such an important trading port 500 years ago?
A It exported sugar and coffee.
B It was in a convenient location.
C It was a trading centre for tobacco.
D It had an excellent man-made harbour.
3. The writer uses the expression 'a lexicon of styles' to emphasise the fact that
A there are many different styles of architecture in Havana.
B there are many books about the architecture in Havana.
C the buildings in Havana were all built in the same period.
D the buildings in Havana all look attractive.
4. What does the writer say about Ernest Hemingway?
A He was attracted to Cuba by the temperate climate.
B He went to live in Cuba after he'd won the Nobel Prize.
C He felt only two places in the world were better than Havana.
D He thought Havana was the most beautiful place he'd seen.
5. What does the writer say about Cuba's interesting history?
A After the invasion of Cuba, a US ship sank in Havana harbour.
B Cuba belonged to King George for many years in the 1700s.
C The British exchanged Cuba for Florida in the 1800s.
D Cuba was under Spanish rule until the late 1800s.
6. What does the writer plan to do in Havana?
A supervise a project on Che Guevara
B visit the Che Guevara Studies Center
C meet Che Guevara's son
D see Che Guevara's house
7. What interests the writer most about Cuba?
A towns like Sancti Spiritus and Remedios
B the country's past
C Cuban songs and music
D the country's coastline

Reading • Exercise 7/2

Adjective forms

Type the correct adjective form of the word in brackets to complete the sentences about Cuba.

1. Cuba is a very ---- place. (romance)

2. Havana has a superb ---- harbour. (nature)

3. Because of its wealth, Cuba was ---- to pirates. (resist)

4. There are many ----- buildings in Cuba. (history)

5. Trinidad is ----- for its Spanish architecture. (fame)

6. You can still visit some of Hemingway's ----- cafés and restaurants. (favour)

7. Cuba has kept its ---- independence for fifty years. (politics)

8. Although Cuba is not a great ---- power, it makes a lot of money out of tourism. (economy)

Reading • Exercise 7/3

Verbs and meanings

Find the verbs in italics in the text and choose the correct meanings, A or B.

Type A or B in the box for each one.

1 prompted: _____

A caused

B reminded

2 confirms: _____

A accepts it

B shows it is true

3 realised: _____

A made true

B made aware of

4 responded: _____

A replied

B reacted

5 proclaim: _____

A publicly say or write

B recommend

6 assemble: _____

A bring things together in one place

B build something

7 propose: _____

A suggest

B intend



1 For many years I have wanted to visit Cuba, though my original enthusiasm was the result of a less than intellectual attraction. The first film I ever saw was *Kiss the Boys Goodbye*, starring Mary Martin. One of the tunes, *Sand in my Shoes*, still echoes in my mind:

'You are the moonlit memory I can't seem to lose
That's why my life's an endless cruise
All that is real is the feel of the sand in my shoes
Sand in my shoes, sand from Havana.'

2 At ten, I had no idea of what a city that **prompted** 'moonlit memories' would be like. But that description made me believe that Havana was a more romantic place than anywhere I had ever visited. Many years on – with Rome and Petra, Paris and Hong Kong, Beirut and Reykjavik to remember – that is still my view. Everything I've heard and read **confirms** it. And it's not only Havana that, in the words of the song, is 'calling me back to that ever so heavenly shore'. I've waited too long to go to Cuba. In November, my ambition is about to be **realised**.

3 Of course, Havana will be the highlight of my visit. Aside from the exotic music and the different varieties of food, the capital calls because of its history and architecture. Five hundred years ago it was the great trading port of the Americas. Cuba had no gold, and sugar, coffee and tobacco came 200 years later, but Havana, a superb natural harbour at the entrance to the Gulf of Mexico, was an ideal place to **assemble** the treasures of the Caribbean before they went to Europe. It became the third-largest city in the New World, bigger than Boston or New York. Its size and wealth made it irresistible to pirates, so the merchants **responded** by creating a citadel. I shall be touring the city's sights, wandering among the dozens of historical buildings that are like a lexicon of styles in Spanish-American architecture.

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Verbs and meanings 7/3

Type the correct form of these verbs from the text to complete the sentences.

proclaim respond propose prompt confirm realise assemble

- a) His ambition to become a great climber was 1 ----- when he reached the top of Mount Everest.

- b) I 2 ----- that we do not discuss this matter today, but leave it until our next meeting.

- c) If you want to pay for the tickets by credit card, you need to 3 ----- your name, address and card details.

- d) The city has been 4 ----- one of the most fascinating places in the world.

- e) What on earth 5 ----- James to make a silly comment like that?

- f) It will be interesting to see how the government 6 ----- to our campaign for a traffic-free city centre.

- g) I've 7 ----- all the things I want to take on holiday, so now I can start putting them in my suitcase.

The sun rose like a pearl into a pale blue sky, and full of optimism, I leapt out of bed. At eight on the dot, I collected my weighty pile of damp clothes from the cleaners.

1 I packed, breakfasted, then made a fatal error. With my rucksack on my back, I left the room. I closed the door, then remembered that I had forgotten to look under the bed, a habit I had adopted since losing a book in France.

Without thinking to remove my rucksack, I went back in, bent down and felt something snap in my back. 2 I said goodbye to my kind hosts, then walked the short distance to the T-junction where the path to Pastorello branches off along a hillside. And here, the rest of my journey became extremely difficult. Walking uphill activated different muscles, and a sudden sharp pain in my back caused me, instinctively, to fling off my rucksack. 3 I struggled to rise, and when I finally got to my feet I could already feel my muscles seizing up.

If past experience was anything to go by, then it seemed likely that I would be out of action for several days, but before that happened, I had to return to the inn. Should I leave my rucksack by the road? No, I decided. 4 Suddenly, it was twice as heavy.

Normal strides were impossible, and using a piece of wood to help me walk, I made my way slowly back to the inn, whose steps I could not climb. I let my pack fall and, leaving it outside, I crept into the bar. The innkeeper and his wife, full of sympathy, gave me coffee while I sat on a hard-backed chair wondering what to do. A boy fetched my rucksack and I swallowed some painkillers. 5 After that, the painkillers started working and I could actually move a bit better, so I decided to take a bus to a small town in the next valley, from which, should my condition worsen, I would go north to Parma.

But when I enquired, I learned that there were no bus routes across the hills. 6 It was only sixteen kilometres, and the day after that, if it was possible, I would walk to my next destination.

The innkeeper lifted the rucksack onto my shoulders, and I took over twenty minutes to cover the 500 metres separating me from the road junction. I stood under a tree for six hot hours, during which time only six cars passed. 7 At 3.30, despairing of ever leaving, I adopted plan three. I lifted my rucksack and started to walk my original route.

Missing sentences

Read the article written by a backpacker in Italy. Seven sentences have been removed from the article.

Choose from the sentences A–H the one which fits each gap (1–7).

There is one extra sentence which you do not need to use.

- A. But I had forgotten my waist-strap and the weight pulled me down to the grass verge, where I fell in a heap.
- B. Sitting still with an L-shaped back was not sensible, so I spent half an hour hobbling round the bar.
- C. Without batting an eyelid, the manageress charged me 33 Euros; but cellophane wrapping for my three shirts was included so I did not argue.
- D. Three stopped, but they were only going a kilometre and, not wishing to be stranded in the middle of nowhere, I turned them down.
- E. Its loss would complicate matters considerably, and so I lifted it, carefully, onto my shoulders.
- F. I straightened up and everything seemed fine, apart from a slight pain where my vertebrae turned into hips.
- G. It took me an hour to reach the bus station, but the bus was late, and when it arrived, I had to sit with my pack on my lap.
- H. So I decided on plan two, which meant that I would hitchhike.



The sun rose like a pearl into a pale blue sky, and full of **optimism**, I leapt out of bed. At eight on the dot, I collected my weighty pile of **damp** clothes from the cleaners.

I packed, breakfasted, then made a **fatal** error. With my rucksack on my back, I left the room. I closed the door, then remembered that I had forgotten to look under the bed, a **habit** I had adopted since losing a book in France. Without thinking to remove my rucksack, I went back in, bent down and felt something snap in my back.

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If past experience was anything to go by, then it seemed likely that I would be out of action for several days, but before that happened, I had to return to the inn. Should I leave my rucksack by the road? No, I decided. Suddenly, it was twice as heavy. Normal **strides** were impossible, and using a piece of wood to help me walk, I made my way slowly back to the inn, whose steps I could not climb. I let my pack fall and, leaving it outside, I crept into the bar. The innkeeper and his wife, full of **sympathy**, gave me coffee while I sat on a hard-backed chair wondering what to do. A boy fetched my rucksack and I swallowed some painkillers. After that, the painkillers started working and I could actually move a bit better, so I decided to take a bus to a small town in the next valley, from which, should my **condition** worsen, I would go north to Parma.

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Reading • Exercise 8/2 Verbs and meanings

Choose the correct word from the text to match each meaning in 1-8. There is one extra word you don't need.

optimism, sympathy, rise, damp, habit, instinctively, fatal, seize up, strides

- 1 _____ : slightly wet
- 2 _____ : lift or increase
- 3 _____ : walking with big steps
- 4 _____ : being positive about things
- 5 _____ : something one does regularly
- 6 _____ : reacting naturally
- 7 _____ : can end in disaster
- 8 _____ : unable to move
- 9 _____ : kindness and understanding

UNIT 8 READING • Exercise 8/3

Easily confused words

Type the correct form of the words in bold to complete the sentences.

rise / raise

What time does the sun 1----- in the morning?

Please 2----- your hand if you would like to go on the class outing.

damp / humid

You can't wear that shirt – it's still 3----- .

The weather will be very hot and 4----- tomorrow.

fall / drop

Please don't 5----- that vase – it's worth a lot of money.

The price of electricity 6----- last month.

sympathy / kindness

When I told my friends why I was late, they were very 7----- about it.

It's very 8----- of you to offer to look after our dog while we're away on holiday.

sensible / sensitive

Tom is a very 9----- person – it's easy to upset him.

It's 10----- to take a photocopy of your passport to carry round with you on holiday.

argue / discuss

We 11----- the matter at the next meeting and made a decision.

I don't like to 12----- with people.

**A Ted Marshall (17)**

I live in a fairly quiet part of town and my friend Polly lives just across the road from me. We've known each other for years and most of the time we're best mates – we'll go everywhere and do everything together. But there are times when she can be really awkward. Sometimes I'm convinced that she says things just to wind me up, and we end up falling out with each other. She has this really irritating habit of saying she's coming round for a chat, then ringing up at the last minute to say she's changed her mind. Now, I'm an incredibly well-organised and, I hope, quite dependable sort of person, and when I say I'll do something, I do it. So in many ways, it's surprising that Polly and I are still so close after all this time. But that's the thing about friendship. You have to make allowances and tolerate things you wouldn't normally be happy about – otherwise you wouldn't be real friends.

B Sarah Newgent (25)

I started a new job about a year ago and I didn't like it much at first. Most of the other people working there seemed quite a bit older than me. But one day I met this really bright guy called Bill. I have no idea why I didn't notice him at first because we're in the same section of the office. Funnily enough, although the office isn't always that busy, we tend not to speak to each other much during working hours. That's the way I prefer it, actually. I don't like everyone knowing who I'm friendly with. But once we're out of the office, we see each other all the time. He's a really nice fellow – in fact, I don't think we've once had an argument about anything. And he's one of those people you'd have complete faith in, no matter what happened. Naturally, I don't go to him with every little problem I have, but I know that if there was a crisis, I could always turn to him for help. I have a very small circle of friends, so Bill's very special.

C Sue Dickens (19)

My friends are very important to me, but the person I really have a great relationship with is my grandmother. There's always been this connection between us – ever since I can remember. I know that some people think the older generation's a bit stuffy and out of touch, but they haven't met my grandmother. She has masses of knowledge and experience, and she's passed such a lot on to me – and it's not the kinds of things you might find by reading books. She has this fantastic sense of humour too. She never really takes anything too seriously, and she's never moody, so she's the person I always go to when I'm feeling a bit low and need cheering up. I suppose our relationship might seem a little unusual in many respects, but I've never felt that there was any generation gap between us because she's so young at heart. One day I might have grandchildren of my own, and I'd really like to be the sort of grandmother she's been to me.

D Will Bradshaw (26)

Kevin and I go back a long way. We actually went to school together, but I don't think that's got anything to do with our friendship. It's more to do with the fact that we're both football fanatics and we go to matches together at least once a week. We actually support the same team, and we travel all over the country to watch them play – not that they always win, but they try hard! Amazingly, we're a bit like two peas in a pod – we have the same likes and dislikes – clothes, food, films, that kind of thing. It makes life easy when you're trying to decide where to go and what to do, or what to buy. When you've known each other for such a long time, you can usually predict what somebody's going to say next, and how they'll react to a certain situation. Now I know that some people might say that being predictable is just boring, but I think it's great. It's a bit like having a twin brother, only ten times better.

Reading • Exercise 9/1

Multiple matching

You are going to read a magazine article about people and relationships.

For questions 1–15, choose from the people (A–D). The people may be chosen more than once.

1. Which person relies on someone in particular to make them feel better?

2. Which person has a friend who reflects their own personality and tastes?

3. Which person cannot remember having any kind of argument with their friend?

4. Which person would like to be more like someone whose qualities they really admire?

5. Which person had the same type of education as their friend?

6. Which person has a friendship which has its ups and downs?

7. Which person would ask their friend for advice if there was a serious problem?

8. Which person is amazed their friendship has lasted so long?

9. Which person usually knows how their friend will behave?

10. Which person feels that friendship is all about putting up with one another?

11. Which person would rather keep personal relationships private?

12. Which person has a relationship which has taught them a lot?

13. Which person thinks their friend sometimes deliberately tries to annoy them?

14. Which person would trust their friend with anything?

15. Which person feels that age is no barrier to friendship?

UNIT 9 READING • Exercise 9/2

Expressions connected with friendship

Find these expressions in the text and choose the correct meanings.

Use each expression once only. There is one expression you do not need to use.

- not see the funny side of things,
- decide to ignore someone's faults
- have been friends for ages
- make someone feel happier
- try to make someone angry
- guess what someone will do
- ask someone's advice
- be really good friends
- trust absolutely
- put up with something
- always do something that's annoying

1. be best mates: _____
2. wind someone up: _____
3. have a habit of (doing something): _____
4. make allowances for (someone or something): _____
5. tolerate (someone or something): _____
6. have complete faith in someone: _____
7. turn to (someone) for help: _____
8. take things too seriously: _____
9. cheer (someone) up: _____
10. go back a long way: _____

A Ted Marshall (17)

I live in a fairly quiet part of town and my friend Polly lives just across the road from me. We've known each other for years and most of the time we're best mates – we'll go everywhere and do everything together. But there are times when she can be really **awkward**. Sometimes I'm convinced that she says things just to wind me up, and we end up falling out with each other. She has this really **irritating** habit of saying she's coming round for a chat, then **ringing up** at the last minute to say she's changed her mind. Now, I'm an incredibly **well-organised** and, I hope, quite **dependable** sort of person, and when I say I'll do something, I do it. So in many ways, it's surprising that Polly and I are still so close after all this time. But that's the thing about friendship. You have to make allowances and tolerate things you wouldn't normally be happy about – otherwise you wouldn't be real friends.

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Adjectives describing personality - Choose a word from the text to match each meaning in 1-8.

Use each word only once. There is one adjective you do not need to use.

awkward, well-organized, dependable, bright, stuffy, irritating, young at heart, moody, predictable

1. not having the personality of an older person: _____
2. doing nothing unexpected: _____
3. clever: _____
4. difficult or clumsy: _____
5. be happy one minute and sad the next: _____
6. having everything in order: _____
7. reliable: _____
8. boring and uninteresting: _____

**HOW RAG-AND-BONE
MAN LEFT GRANDSON
A RARE TREASURE**



- 1** Now that the little gold cup has left the shoebox under his bed and is heading for a new home, John Webber rather wishes he hadn't taken shots at it with his air gun – even though the dents did flatten out nicely with the back of a spoon.
- 2** If scientific tests and expert opinion are correct, his grandfather's gift must represent the best scrap metal find ever. The mystery object may be priceless – genuine lost treasure; a unique piece beaten out of a single sheet of gold in the Middle East, somewhere in the vast empire which spread from Persia to become the largest empire of the ancient world, until overthrown by Alexander the Great in 330 BC. The skill of the Persian empire's metalworkers, who made exquisite objects in sheet gold and silver, was renowned.
- 3** Webber, 70, was given the cup by his grandfather William Sparks, a scrap metal dealer, before his death in 1945. 'Grandad had a very good eye. He was always picking up all sorts of things everywhere he went,' recalled Webber. 'Goodness knows where he got this; he never said. People used to call in to see him on the way home and sell him stuff if they were hard up, usually their gold watches.' Webber was first lent the cup to play with as a child. He assumed that the odd little cup, about 13 centimetres high with the heads of two women looking in opposite directions, their foreheads decorated with knotted snakes, was made of brass, which his grandfather had in large quantities.
- 4** It was only when he was packing up to move house last year that he wondered again about it, and called in a researcher, who sent it for testing on the advice of the British Museum. The scientific report suggested that the gold was ancient, and from the Middle East. Webber now wonders if his grandfather had some idea what it was. 'I think he must have known it was gold, but he used to send a lot of the gold he got to someone else in the family who was a jeweller – so the cup might easily have been melted down. But for some reason, he held onto it.'
- 5** The cup was sold at a small auction house. Webber decided to sell it because he has six grandchildren he would like to help financially. At first, he couldn't make up his mind whether he could bear to go to the auction himself or not, but eventually decided he needed to find out what the cup was really worth.
- 6** In the end, it took less than two minutes to end the fairytale of the shoebox treasure. The gold cup sold for £50,000, the auctioneer's lowest estimate and far less than the original speculation of its value of £500,000, to a mystery buyer standing at the back of the auction room. He apparently wanted to add the cup to his family collection. The catalogue, and the scientific report on which it was based, was full of words like 'probably', 'suggested' and 'appears to be', which made it extraordinarily difficult to say definitely what it was.
- 7** Webber had secretly hoped that the cup might go to a museum in Iran, and that he might get the chance to deliver it himself. 'Never mind – she has a new home now, and good luck to her. And I have money to give to my grandchildren,' said Webber.

Reading • Exercise 10/1

Read the article about a scrap metal dealer who left his grandson an unusual treasure.

For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does John Webber regret?

- A keeping the gold cup in a shoebox for so long
- B having to send the gold cup to the auction room
- C removing the dents in the gold cup with a spoon
- D using the gold cup as target practice for his air gun

2 What comment does the writer make about the gold cup?

- A It was probably made during the time of Alexander the Great.
- B It is probably the best surviving example of Persian metalwork.
- C The workers who probably made it were famous for their skills.
- D There are probably many others like it elsewhere in the world.

3 The writer uses the expression 'had a very good eye' to explain that Webber's grandfather

- A had always had excellent eyesight.
- B knew a bargain when he saw one.
- C had one good eye and one bad eye.
- D watched everything with interest.

4 How did Webber think his grandfather might have come into possession of the cup?

- A by exchanging it for a gold watch belonging to a customer
- B by buying it from someone who needed money
- C by coming across it somewhere by chance one day
- D by visiting the house of someone who needed money

5 Webber suggests that his grandfather

- A had a suspicion that the cup was valuable.
- B had no idea that the cup was made of gold.
- C had wanted to send the cup to be tested.
- D had sent the cup to a family jeweller.

6 How did Webber feel about the auction?

- A He would have preferred not to have the cup auctioned.
- B He was reluctant to attend the auction himself.
- C He was afraid that no one would want to buy the cup.
- D He couldn't wait to find out what the cup would sell for.

7 What comment does the writer make about the auction?

- A The cup made much more money than had originally been expected.
- B The lack of knowledge about the cup had an effect on the selling price.
- C No one was prepared to buy a cup that had such an uncertain history.
- D An unknown buyer purchased the cup for a collection in a national museum.

8 How does Webber feel about what has happened to the cup?

- A disappointed it has not made more money
- B sad it is going back to where it came from
- C delighted it is being handed back to its owner
- D hopeful it will be looked after

UNIT 9 READING • Exercise 10/3

Phrasal verbs

Complete the second sentence so that it has a similar meaning to the first sentence, using one of the phrasal verbs from the text. Use each phrasal verb once only.

head for, call in, pack up, melt down, hold onto

1. 1If you have time, come and see me for a cup of coffee on your way home.
If you have time, ----- for a cup of coffee on your way home.

2. Some people like to keep things that remind them of their childhood.
Some people like ----- things that remind them of their childhood.

3. If you go in the direction of the station, you'll find the post office.
If you ----- the station, you'll find the post office.

4. If you're hard up, you could always have some of your jewellery reduced to its original form and sell it.
If you're hard up, you could always ----- some of your jewellery and sell it.

5. I hate having to get ready to leave at the end of a holiday.
I hate having to ----- at the end of a holiday.

***Key Word
Transformations***

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

1. We must take as much advantage as possible of any opportunity to speak English. **MOST**
We have ----- any opportunity to speak English.

2. Honestly, I don't mind where we go for our summer holidays. **MATTER**
Honestly, ----- me where we go for our summer holidays.

3. Could you speak English when you were younger? **ABLE**
When you were younger, ----- speak English?

4. What's the answer to sixteen minus eight? **AWAY**
If you ----- sixteen, what's the answer?

5. Three hundred students entered the swimming competition last year. **PART**
Three hundred students ----- the swimming competition last year.

6. The students will finish their English course at the end of June. **HAVE**
The English course ----- the beginning of July.

7. There will be no more oil available in this area in 2030. **RUN**
Oil supplies in this area ----- by the year 2031.

8. My sister doesn't like computer games very much. **KEEN**
My sister ----- computer games.

9. 'Did you eat the chocolates?' Maria said to Peter. **ASKED**
Maria ----- eaten the chocolates.

10. Bob hadn't seen his uncle for several years. **GONE**
After several years ----- , Bob saw his uncle again.

Key Word Transformations • Exercise 2

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

1. I needed a cup of coffee this morning but I didn't have time for one. **DONE**
I ----- a cup of coffee this morning but I didn't have time for one.

2. I'm not going to tolerate this untidiness any longer. **UP**
I have no intention ----- this untidiness any longer.

3. We went for a walk although it was raining yesterday. **SPITE**
We went for a walk ----- yesterday.

4. I'm sure it will be raining tomorrow. **BOUND**
It ----- raining tomorrow.

5. Could I borrow some change for the telephone? **LEND**
Could ----- some change for the telephone?

6. It's ages since my sister and I had an argument. **OUT**
My sister and I ----- ages.

7. We are friends although we have disagreements about some things. **DESPITE**
We are friends ----- disagree about some things.

8. Has John caught a cold? **DOWN**
Can you tell me if ----- with a cold?

9. I was really bored by the film last night. **FOUND**
I ----- last night.

10. I think it's time the children went to bed now. **HAD**
I think the children ----- to bed now.

Key Word Transformations • Exercise 3

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between two and five words, including the word given.

1. The problem we were faced with was a serious one. **CAME**

The problem we----- was a serious one.

2. It was a mistake for me not to apply for the job. **WISH**

I----- for the job.

3. Being rich has no connection with being happy. **NOTHING**

Being rich----- being happy.

4. I can't wait to see the sights in London. **FORWARD**

I am -----the sights in London.

5. The tourist trade is much better now than it was last month. **PICKED**

The tourist trade ----- noticeably since last month.

6. Governments should preserve all the world's languages. **OUGHT**

All the world's languages ----- governments.

7. The tennis players' match is still going on. **FINISHED**

The tennis players ----- yet.

8. What time does your plane land tomorrow? **WHEN**

Can you tell----- tomorrow?

9. The family always spent their holidays climbing in the mountains. **USED**

The family's holidays ----- climbing in the mountains.

10. Physical exercise won't hurt you if you are careful. **DO**

Physical exercise won't-----if you are careful.

Key Word Transformations • Exercise 4

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

1. How does a rock climber differ from a mountaineer? **BETWEEN**
What ----- a rock climber and a mountaineer?
-

2. This new dining table is bigger than the one we had before. **NOT**
The dining table we had before ----- this new one.
-

3. It was not a good idea for you to refuse the offer of that job. **DOWN**
You should ----- the offer of that job.
-

4. My teacher suggested that I spent the summer in England. **ADVISED**
My teacher ----- the summer in England.
-

5. The film is not as interesting as the novel was. **MUCH**
The novel ----- the film.
-

6. Will your neighbours look after your dog when you go away? **TAKE**
Do you know if your neighbours----- your dog when you go away?
-

7. Tom, wouldn't it be a good idea to take the students swimming tomorrow? **HOW**
Tom, ----- the students swimming tomorrow?
-

8. Miss Jones first came to teach us a month ago. **FOR**
Miss Jones ----- a month now.
-

9. We are noticing a rise in the cost of living again. **APPEARS**
The cost of living ----- again.
-

10. While we were going home, we had an accident. **WAY**
We ----- home when we had an accident.
-

Key Word Transformations • Exercise 5

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between two and five words, including the word given.

1. I'm worried about that bruise on your hand. **LOOK**

I don't ----- that bruise on your hand.

2. Susan has had no success with her plans to work abroad, unfortunately. **THROUGH**

Susan's plans to work abroad -----, unfortunately.

3. 'Don't forget to phone tomorrow,' said my mother. **TOLD**

My mother ----- to phone the next day.

4. 'Did anyone notice anything unusual?' asked the police officer. **IF**

The police officer wanted to ----- anything unusual.

5. Whatever you do, don't lift that heavy suitcase. **UP**

I'd advise you not ----- that heavy suitcase.

6. Maybe John has not remembered about tonight's party. **COULD**

I suppose John ----- about tonight's party.

7. You should not think that the accident was your fault. **BLAME**

It would be wrong ----- for the accident.

8. I am sure Maria finds reading interesting because she has lots of books. **MUST**

Maria ----- reading because she has lots of books.

9. I hope you were not discouraged by Sandra from going to the concert. **PUT**

I hope Sandra ----- going to the concert.

10. I have been to this restaurant three times now. **TIME**

This ----- I have been to this restaurant now.

Key Word Transformations • Exercise 6

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

1. I am so exhausted that I won't be able to go out tonight. **TOO**
I ----- go out tonight.

2. The runners had a difficult time competing in the race. **PART**
The runners who ----- the race had a difficult time.

3. Do you know when the competition is being held next year? **PLACE**
When ----- next year?

4. It will be necessary to send this letter first class. **HAVE**
This letter ----- first class.

5. 'Are you waiting to be served?' said the waitress to me. **ASKED**
The waitress ----- waiting to be served.

6. Buying those jeans was not a sensible thing for me to do yesterday. **ONLY**
If ----- those jeans yesterday.

7. The owner established the company in 2001. **UP**
The company ----- the owner in 2001.

8. We booked seats but it was not necessary because there was plenty of room. **BOOKED**
We ----- seats because there was plenty of room.

9. It is difficult for Paul to decide what to do. **MIND**
Paul finds it difficult ----- what to do.

10. Bad weather delayed the building project for several weeks. **SET**
The building project ----- for several weeks by the bad weather.

Key Word Transformations • Exercise 7

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between two and five words, including the word given.

1. Sara cleaned every bit of her room before her cousin came to stay. **TOP**

Sara cleaned her room ----- before her cousin came to stay.

2. Travelling by bus is cheaper than travelling by train. **MORE**

Travelling by train ----- travelling by bus.

3. Leaving school made me realise that my childhood was over. **BROUGHT**

Leaving school----- me that my childhood was over.

4. I never find time to tidy my desk. **ROUND**

I never ----- my desk.

Key Word Transformations • Exercise 8

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between two and five words, including the word given.

1. The boats began to move slowly out of the harbour. **WAY**

The boats slowly ----- out of the harbour.

2. One runner did not succeed in finishing the race. **ABLE**

One runner ----- the race.

3. It is not my fault that the glass broke. **BLAME**

You cannot ----- the glass.

4. I am starting to find watching television boring. **FED**

I am beginning to get ----- television.

5. Bad weather makes me feel really unhappy in the winter. **DOWN**

Bad weather ----- in the winter.

6. Fog delayed my flight to Moscow this morning. **UP**

My flight to Moscow ----- this morning.

7. Help was urgently needed in the flooded area of the country. **NEED**

They were ----- in the flooded area of the country.

8. I went to Italy with the intention of learning Italian. **THAT**

I went to Italy ----- Italian.

9. Remember to return the videos you have rented. **BACK**

Don't ----- the videos you have rented.

10. While we were going home yesterday we got caught in a thunderstorm. **WAY**

We got caught in a thunderstorm while we were ----- yesterday.

Key Word Transformations • Exercise 9

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between two and five words, including the word given.

1. Has Mary altered her decision about moving to the countryside? **MIND**

Do you know if Mary ----- about moving to the countryside?

2. I'd like Kevin to stop telling me what to do! **WISH**

I----- telling me what to do!

3. 'Are you pleased it's nearly half-term?' the teacher asked us. **KNOW**

The teacher wanted----- pleased it was nearly half-term.

4. We are earning less than we are spending, I'm afraid. **EXPENDITURE**

Our----- our income, I'm afraid.

5. I don't think having luxuries in life is necessary. **NECESSITY**

I don't having luxuries in life.

6. I don't earn anything like the amount I did before. **NOWHERE**

I earn ----- as I did before.

7. The date for the Barcelona Conference is the 23rd of March. **PLACE**

The Barcelona Conference the 23rd of March.

8. The house was not very attractive in appearance when we first saw it. **MUCH**

The house was----- at when we first saw it.

9. Nobody wants to buy this type of music any more. **LONGER**

There ----- for this type of music.

10. Looking back, I think I was right to study mathematics at university. **REGRET**

Looking back, I ----- mathematics at university.

Key Word Transformations • Exercise 10

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between two and five words, including the word given.

1. Our spending will have to be reduced next year. **BACK**

We will have ----- our spending next year.

2. The children were absolutely certain that the film would be fantastic. **DOUBT**

There ----- minds of the children that the film would be fantastic.

3. Did anyone raise the subject of the school trip? **BROUGHT**

Can you tell me ----- the subject of the school trip?

4. I started learning English three years ago. **BEEN**

I ----- three years.

5. They are moving our oral examination to an earlier date. **FORWARD**

Our oral examination ----- to an earlier date.

6. 'Do you want to go for a walk?' asked Bob. **FELT**

Bob asked me ----- for a walk.

7. Olivia did not concentrate so she made a lot of mistakes. **WOULD**

If Olivia ----- made fewer mistakes.

8. Do you happen to know the time of the next train to London? **COULD**

I wonder ----- me the time of the next train to London?

9. The children are always fascinated by nature programmes on TV. **FIND**

The children ----- when they watch them on TV.

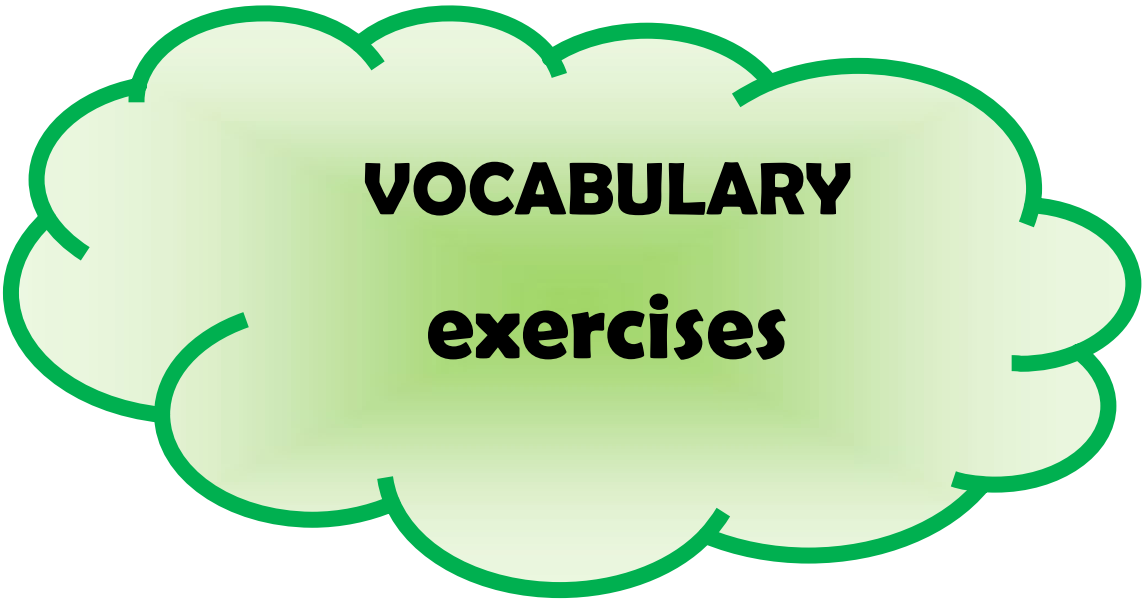
10. 'What about going for a swim?' John said to me. **SHOULD**

John ----- for a swim.

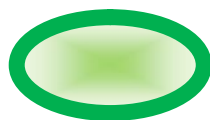
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FAST CLASS

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VOCABULARY
exercises



Exercise 1/NOUN ENDINGS

Unit 1, Vocabulary, Exercise 1 (Write the sentences exactly.)

1. The older --- doesn't seem to understand young people. (**generate**)

2. I thought James was rich. In---- he hasn't got a penny! (**real**)

3. When our holiday was cancelled, it was a big ----for us. (**disappoint**)

4. I can't understand you----. You never do any work. (**lazy**)

5. The natural----of this part of Scotland is absolutely amazing. (**beautiful**)

6. Thank you for your ----during my stay. (**generous**)

7. It took me a long time to make the ---- to become a doctor. (**decide**)

8. They say that ---has nothing to do with material possessions – it's just a state of mind. (**happy**)

9. When I saw Maria, I got the --- that there was something worrying her. (**impress**)

10. Which do you think is more important: earning a lot of money, or job ----? (**satisfy**)

11. It takes a lot of --to succeed when everything seems to be against you. (**determine**)

UNIT 1 • Exercise 2



Which word?

Choose the best words to complete the email. (Write the letter exactly.)

Hello Julia!

A quick email to --- (**tell, make, let**) you know that I'll be arriving on Saturday. Do you think you could --- (**find, meet, see**) me at the bus station? I'll try to --- (**give, phone, call**) you a ring before I get there so you don't --- (**ought-must-have**) to wait around too long for me. I --- (**shouldn't, can't, wouldn't**) wait to see you again! It seems a long time since I last saw you. Could you give me an idea of what kind of clothes to --- (**carry, back, bring**) with me? And what ---- (**about, for, with**) money? Can I --- (**go, get, pass**) by on a small amount, or will I --- (**need, collect, gather**) lots? --- (Talk, Meet, See) you soon.
Tracy

UNIT 1 • Exercise 3

Expressions with way

Choose the correct expressions to complete the sentences. Use each phrase once only. There are two phrases you do not need to use. (Write the sentences exactly.)

by the way, way out of, in the way, out of the way, one way or another, way out

1. ----, we will solve this problem.

2. You want me to go bungee jumping? ---- !

3. Our ---- is very simple, but we love it!

4. ----, did you remember to buy some bread while you were out?

5. I can't see any---- this problem, I'm afraid.

6. The cottage we've bought in the north of Scotland is a bit---

UNIT 1 • Exercise 4

Negative prefixes

Make opposites of these verbs and adjectives using negative prefixes and use them to complete the sentences.

(Write the sentences exactly.)

like true perfect appear forgettable correct expensive

1. The fantastic holidays we had by the seaside when I was a child are ----.

2. The hotel was clean and friendly, and much to our surprise, quite ----.

3. I'm afraid your answer is ----. The right answer is 72.

4. I can't see your phone anywhere, but I'm sure we'll find it. It can't just ----.

5. We live in an ---- world, so don't be too disappointed if things go wrong.

6. What you said about Jack was completely---- ! You shouldn't tell lies about people.

7. Why do you ---- Maria? I think she's a really nice person.

UNIT 1 • Exercise 5



The phrasal verb **pick up**

Choose the correct meaning of pick up to match the sentences. There is one meaning you will not need to use.

(Write the sentences exactly.)

lift, buy, learn, increase, collect, try

1. Would you mind picking me up from the airport?

2. You speak Chinese really well. Was it difficult to pick it up?

3. Has anyone picked up my suitcase and put it in the car? I can't find it.

4. Have cinema ticket sales picked up this month?

5. On your way home this afternoon, can you pick up some milk from the shops?

UNIT 1 • Exercise 6

Other phrasal verbs with up

Choose the correct phrasal verbs to match the words in italics in the sentences.

Use each verb once only. There is one verb you do not need to use. (Write the sentences exactly.)

stand up for, clear up, make up, take in, make up with, keep up with, give up, come up with

1. You'll have to work much harder if you want to *stay on the same level* as the rest of the class.

2. It's a difficult problem, but we have to *think of a solution*.

3. It's raining now, but the forecast said it would become *brighter later on*.

4. I must *stop eating* chocolate. It's too fattening.

5. Can you *support* me in the meeting? I'm really worried about it.

6. Do you think that Ted and Carol will *become friends again* after their argument?

UNIT 2 Exercise 1



Phrasal verbs with take

Complete the second sentence so that it has a similar meaning to the first sentence.
Use between 2–4 words including the correct form of a phrasal verb from the list.

(Copy the sentences exactly.)

take up (x2) take in take off take away take to take over take after take back

1. This shirt is too big. I'm going to return it to the shop.
This shirt is too big. I'm going to --- to the shop.

2. This table occupies too much space in the kitchen.
This table --- too much space in the kitchen.

3. Peter really resembles his father.
Peter really --- his father.

4. If you subtract ten from the total, what do you get?
If you --- from the total, what do you get?

5. I couldn't understand everything that the lecturer was explaining to us.
I couldn't --- everything the lecturer was explaining to us.

6. A French company has just obtained control of our local water supply.
A French company has just --- our local water supply.

7. What time does the plane leave?
What time does the plane ---?

8. I don't know whether to accept the new job I've been offered.
I don't know whether to --- the new job I've been offered.

9. I didn't like Jim when I first met him, but I do now.
I didn't --- Jim when I first met him, but I do now.

UNIT 2 • Exercise 2

Confusing words

Correct words (A, B or C) to complete the sentences.

(Copy the sentences exactly.)

1. Do you know who ---- the match last night?

a) gained b) beat c) won

2. Could you ---- me your dictionary?

a) lend b) take c) borrow

3. Telling lies ---- to me to be a dangerous thing to do.

a) suggests b) believes c) seems

4. We decided to ---- the late-night film on TV.

a) glance b) watch c) stare

5. Can you ---- a secret?

a) keep b) remain c) stay

6. It took me a long time to ---- that Sarah is Toby's sister. She doesn't look like him at all.

a) understand b) realise c) know

7. I am really ---- to my safari holiday.

8.

 a) expecting b) hoping c) looking forward

UNIT 2 • Exercise 3

Complete the second sentence so that it has a similar meaning to the first sentence.

Write between four and five words including *if* and *would* or *could*.

(Copy the sentences exactly.)

1. Are you free to attend the conference? Let us know.

Let us know --- to attend the conference.

2. Is it possible for you to send me some details of the course? I would be very grateful.

I would be very grateful --- some details of the course.

3. Think you might enjoy helping people in the local community? Contact Youth Volunteers.

Contact Youth Volunteers --- people in the local community.

4. Can you put a brochure in the post for me? That would be a great help.

It would be a great help --- a brochure in the post.

5. Do you want to become a news reporter? We can help.

We can help you --- become a news reporter.

6. Try to phone me tomorrow morning. We can discuss the problem then.

--- tomorrow morning, we'll discuss the problem then.

UNIT 2 Vocabulary • Exercise 4

Formal and informal words

Choose the correct formal expression to match the informal words and phrases below.

There is one extra expression which you do not need.

(Write the words exactly.)

finally, take place, reply, received, express, mentioned, convinced

1. joining in: _____
2. please: _____
3. happen: _____
4. give it to: _____
5. answer: _____
6. said: _____
7. the last thing: _____
8. really sure: _____
9. got: _____

UNIT 2 Exercise 5

Expressions with **take**

Choose the correct words to complete the sentences with a suitable expression with take.

There is one extra word which you do not need. **(Write the sentences exactly.)**

advantage, care, up, out, shape, part, time

1. Do you like taking --- in team sports?

2. You work too hard. You should try and take it --- at the weekends.

3. When I was at college I took --- of any opportunities I had to travel.

4. The new sports stadium is beginning to take ---.

5. Please take --- when crossing the road.

6. It takes --- to do something well. You can't rush things.

7. Exams really take it --- of you!

UNIT 2 • Exercise 6

Choose the correct words to complete the text. There is one extra word which you do not need.

(Write the sentences exactly.)

career, working, qualifications, promotion, requirement, job, salary

Sales experience? Why not join Redways?

If you're not simply looking for a 1 ---- but for a long-term2---- with good prospects, then our company might be the one for you! We can offer a competitive 3 ---- with opportunities for4 ---- in the near future. At Redways, we feel it is important to provide our 5---- with a friendly 6 ---- environment, together with interesting challenges. If you have the right experience and 7 ---- and would like to be part of an organisation where 8 ---- and employees really work together as a team, Redways might be the right place for you. Phone us on 087 996 5443 for more information.

UNIT 2 • Exercise 7

Verbs and meanings

Complete the sentences with one of these verbs. Write the correct form of the verb.

(Write the sentences exactly.)

threaten deny suggest promise inform advise claim

1. It's no use ---- that you wrote the letter. I know that you wrote it.

2. I ---- that the next time I'm in town, I'll call you.

3. The person accused of the theft ---- that he is innocent.

4. If you have an accident in your car, you have to ---- the police.

5. I don't know what to do. Can you ---- me whether to take the job or not?

6. I hope you're not ---- that I should pay for the damage!

7. Bob ---- to tell the teacher that he had done Sally's homework for her.

UNIT 2 • Exercise 8

Expressions with count

Choose the correct words and expressions to complete the sentences.

There is one extra expression which you do not need. **(Write the sentences exactly.)**

count towards, lost count of, counting on, count me in, count up to, counts, counting the cost of

1. I'm ---- you all to do your best in the competition.

2. Winning isn't the most important thing. What really ---- is enjoying the game.

3. I have a feeling that the marks for the presentation ---- your final grades.

4. The government is now ---- its transport policies as most cities are now congested with traffic.

5. I've ---- the number of times we've stayed in this hotel.

6. If everyone's going to the beach, you can ---- too.



(Look at the title, then read the text to form an impression of what the text is about, before you think about the missing words.)

For questions 1–12, read the text and think of the word which best fits each gap. Use one word only in each gap.

(Write the text exactly.)

since – soon – there - no – to – own-did – in – over – than – who - could - of -

A different language

'Welcome to Wales: Croeso I Gymru,' the sign says in two languages, as has been the rule everywhere in the country since 1972. There is 1---- shortage of these bilingual signs in Wales: you can see them everywhere. According 2---- most people in the UK, Wales has always been a very different country from the rest 3--- Britain: a country with its 4 --- culture. A strong element of that culture is the Welsh language – the most prominent minority language in the UK. However, only around 20 per cent of the three million people who live there speak it. Famously, the poet Dylan Thomas did not speak the language (though his parents 5 ----). The actor Richard Burton, also from the Welsh valleys, spoke it, and entertainer Tom Jones can sing a few songs in Welsh, but isn't fluent. The point is not perhaps how the language has declined, but how it has survived for so long, when English had been the official language ever 6 ---- 1536. However, as 7 ---- as the Welsh Language Act was passed in 1993, the language had equal status with English.

8 ---- is no doubt that this, combined with television and radio broadcasts in Welsh, helped to keep the language from further decline. 9---- addition, an increase in the number of bilingual primary schools means that the language may soon be spoken by well 10 ---- fifty per cent of the population. Increasingly, tourism may also prove to be a friend rather 11 ----- an enemy, as it tended to be in the past when it contributed to the language's decline. Many new tourist attractions strongly emphasise the language and its place in Wales's cultural identity. So for those 12 ----- are visiting Wales for the first time, deciphering the road signs is the first lesson in one of Europe's oldest languages.

UNIT 3 Exercise 1

Compound adjectives

Choose the correct words to complete the compound adjectives in the sentences. Use each word only once. There is one extra word which you do not need. **(Copy the sentences exactly.)**

loving, traditional, stopping, dropping, filled, storey, biting

1. It's a non --- circus. They don't use any animals in the show.

2. The rollercoaster at the fairground is a nail --- ride!

3. Dogs are fun--- animals. They like to play.

4. A helicopter ride over the Grand Canyon isn't cheap, but the jaw --- view is worth the price!

5. My aunt lives in a fifteen --- apartment building in the centre of town.

6. Come to Adventure World for a fun ---- day of entertainment!

UNIT 3 Exercise 2

Expressions with *kick*

Complete the second sentence so that it has a similar meaning to the first sentence.

Use an expression with ***kick*** in the correct form. Write between **2–4** words. **(Copy the sentences exactly.)**

1. I'm angry about forgetting Sarah's birthday. I could --- for forgetting Sarah's birthday.

2. I'll complain if they give us a bad room in that hotel again. I would --- if they gave us a bad room in that hotel again.

3. They removed John from the football team after he had a fight. John --- of the football team after he had a fight.

4. A big firework display opened the celebrations. The celebrations --- with a big firework display.

5. The door had to be smashed down before the fire-fighters could enter the building. The fire-fighters had to --- the door to enter the building.

6. I could do nothing but wait around for my friend to arrive. All I could do was --- while I waited for my friend to arrive.

UNIT 3 • Exercise 3



Linking ideas

Choose the correct words to complete the text. (Copy the sentences exactly.)

1 --- (In addition, so that, although,) I watch a lot of films on TV at home – sometimes 2 --- (although, while, during) I'm having a late supper – I must admit that I prefer to see films at the cinema. I love the cinema 3 --- (because, so, in order to) I can see all the action on a really big screen. I think a lot of people go to the cinema 4 --- (nevertheless, so that, while) they can appreciate the sound and visual effects more. And 5 --- (however, in addition, moreover) to enjoying a good film, it's also a night out and a chance to meet your friends. 6 ---- (in order to, nevertheless, since), sometimes it's nice just to sit at home on your favourite sofa and relax in front of the TV. It's cheaper, too!

UNIT 3 • Exercise 4

Complete the sentences. Choose *despite*, *in spite of* or *although*.

(Copy the sentences exactly.)

1. We went for a long walk ---- the rain.

2. --- of the cold, we decided to go for a swim.

3. --- Sarah handed her homework in late, she got a good mark for it.

4. We enjoyed the holiday ---- the terrible weather!

5. --- it was their first holiday in Italy, Jim's parents found it easy to pick up a few words of Italian.

6. I like Ted, --- of the fact that he's sometimes rather insensitive.

UNIT 3 • Exercise 5



Words connected with the cinema

Choose the correct words to match the words in *italics* in the sentences.

Use each word only once. There is one extra word or phrase you do not need.

trailer, the screen, starring, acting, supporting role, special effects, leading role, new release, background music

1. They use beautiful *North African songs and Spanish guitar pieces* throughout the film. I've got the CD. _____
2. It's a great film, *with* Naomi Watts and Sean Penn. _____
3. The star won an Oscar for his *performance*. It was brilliant. _____
4. We saw the *advert for the film* in the cinema last week. _____
5. Avatar is definitely the most exciting film to appear in the cinemas this week. _____
6. I don't like to sit too close to it so I always book a seat at the back of the cinema. _____
7. Daniel Radcliffe plays the biggest part in the Harry Potter films. He is Harry. _____
8. All those amazing underwater battle scenes were created on computers. _____

UNIT 3 • Exercise 6

Noun endings: verbs to nouns

Write nouns to match the definitions. Use the verbs below and these endings: **-al, -ance, -er, -edge, -ing, -ion.**

Make any necessary spelling changes.

ignore suspect interpret recognise paint collide survive know instruct

1. the information, understanding and skills that you get from learning or experience: _____
2. a person who translates what somebody is saying into another language: _____
3. when two objects crash into each other: _____
4. not knowing or having information about something: _____
5. staying alive in difficult or dangerous circumstances: _____
6. seeing and remembering someone or something: _____
7. a feeling that something is true or someone is guilty even though you don't have proof: _____
8. teaching, or detailed information about how to do or use something: _____
9. a picture produced by an artist: _____

UNIT 3 • Exercise 7

Adjectives ending in *-ed* and *-ing*

Make adjectives ending in *-ed* or *-ing* from these verbs. Write the adjectives to complete the sentences. Make any necessary spelling changes. **(Copy the sentences exactly.)**

annoy amuse bore terrify amaze embarrass distress

1. I could never go climbing because I'm --- of heights.

2. That new TV comedy show is really ----. Everyone says how funny it is.

3. I was very --- when I met Jim for the second time because I just couldn't remember his name.

4. The news on TV is sometimes very --- because it's all about disasters and wars. There never seems to be much good news.

5. I get very ---- just sitting watching sport on TV. I'd rather be out there taking part in it.

6. If there's one thing I find really --- on a train, it's people who talk loudly on their mobile phone.

7. She's a brilliant magician. Some of the tricks that she does are really --- !

Unit 3 Use of English •

Word formation

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. (Write the text exactly.)

A camping holiday in Canada I had never been camping before, so I was rather nervous when some friends suggested we should go canoeing and camping in a national park near to our home in Canada. However, we 1 ----- (**EVENTUAL**) agreed that it might be an exciting thing to do. So one morning in August, after a 2 --- (**SATISFY**) breakfast of coffee and pancakes, six of us 3 --- (**HAPPY**) set off in three aluminium canoes across one of the lakes in the national park. Canoeing was not a sporting 4 --- (**ACTIVE**) I knew much about, but after an hour or so, I began to see some 5--- (**BAD**) in my canoeing skills. Everything went well until we suddenly noticed some black clouds on the horizon. Within ten minutes we were in the middle of one of the 6 --- (**IMPROVE**) electrical storms I had ever seen. There was nothing for it but to beach the canoes and try to find a 7 – (**SHELTER**) spot to camp for the night. 8—(**FORTUNE**), when we started to unpack our camping gear, we realised that everything we had packed so carefully was soaking wet. ‘This is not my idea of 9 (**ENTERTAIN**) ,’ I thought to myself! We dried what we could around a small camp fire and tried to get some sleep. I might have succeeded if someone hadn’t been thoughtless enough to say ‘Shout if you hear any unfamiliar noises in the night. There are black bears in the area!’ I suddenly felt less than 10 --(**ENTHUSIASM**) about the trip and decided that I wanted to go home!

Unit 4 Exercise 1



Confusing words

Write the correct verbs to complete the pairs of sentences. (Copy the sentences exactly.)

Exercise 1

lose / miss

1. I'm going to -- all my friends when I go to study abroad.
 2. If you --- your passport, you won't be able to leave the country.
-
-

advise / warn

3. I would --- you to revise all the grammar rules before your exam.
 4. Mum did --- us not to go out without an umbrella!
-
-

drop / fall

5. Don't walk too near the edge of the path. You might --- !
 6. If you --- that glass and it breaks, you'll have to pay for it.
-
-

reach / arrive

7. Do you think we'll --- our destination by nightfall?
 8. If we --- at the airport very early, we'll have something to eat.
-
-

Unit 4 • Exercise 2

Making suggestions and recommendations

Choose the correct phrase to complete the sentences.

Use each phrase only once. There is one extra phrase which you do not need. (Copy the sentences exactly.)

suggested that the host families - should be – could definitely show – could give – suggested having dinner – would also recommend going - recommends organizing

1. We --- the exchange students a guided tour of the town.

2. They --- taken to see a play at the theatre.

3. The headmaster ---- a day trip to London.

4. I --- are invited to a farewell party.

5. I --- to visit the local art gallery.

6. The guide --- in the town centre.

Unit 4 • Exercise 3



Emphasising a point

Rewrite the sentences with *What* at the beginning to emphasise the points made.

Write between 4–7 words, including ***What***. (Copy the sentences exactly.)

1. We mustn't forget that some of the exchange students might be feeling homesick.

---- that some of the exchange students might be feeling homesick.

2.

3. They probably don't want too many organised events. --- too many organised events.

4. We must remember that some students need somewhere to study after school hours.

--- that some students need somewhere to study after school hours.

5. Students really need to feel welcome. --- to feel welcome.

Unit 4 • Exercise 4

Expressions with *do*

Choose the expressions with *do* to complete the sentences. Use each expression twice. (Copy the sentences exactly.)
do with – has nothing to do with – could do with – do away with – do without – make do with

1. It's really hot this afternoon. I -- an ice cream.

2. The supermarket is closed so we'll just have to -- bread and milk until tomorrow.

3. I don't want to go out because I'm tired. It --- our argument yesterday.

4. Do you think the government will ever --- free health care in this country?

5. I wish Mike could come to the meeting, but we'll have to --- him. He's ill today.

6. I don't know who sent you that text message, but it --- me!

7. It would be a lot better for the environment if we could --- cars!

8. I must say that I --- some peace and quiet. I have a bit of a headache.

Unit 4 • Exercise 5

Adjectives expressing feelings

Choose the best adjectives to match the situations when you would experience these feelings.
Use each adjective once only. There is one extra adjective which you do not need to use.

curious – surprised – upset – bored – impatient – terrified – disappointed – delighted – excited

1. You are not interested in the TV programme that you are watching. _____
2. You are really looking forward to going to America on holiday. _____
3. You haven't done as well as you expected in an exam. _____
4. You have received an expensive present but you don't know who it's from. _____
5. You have just split up with your boyfriend or girlfriend. _____
6. Your best friend has just got engaged. _____
7. You are waiting in a long ticket queue at the station and your train is going to leave soon. _____
8. Your parents come to visit you unexpectedly at university. _____

Unit 4 • Exercise 6

Phrasal verbs with go

Choose the correct phrasal verbs with go to complete the sentences. Use each phrase only once.

(Copy the sentences exactly.)

go off – go on with – go by – go down with – go over – go in for

1. Wear something warmer. You don't want to --- a cold.

2. Don't let me interrupt you two. Please --- your conversation.

3. I don't --- a lot of physical exercise.

4. Could we --- the grammar again before the test tomorrow?

5. I can't believe how quickly the years ---. My children are both married now.

6. If we don't put the food in the fridge, it will --- quickly in this heat.

Unit 4 • Use of English

For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between 2–5 words, including the word given.

1. The musicians' rehearsal for tonight's concert is still going on.
The musicians still ---- rehearsing for tonight's concert. **FINISHED**

2. How much I earn is not important to me. It--- to me how much I earn. **DIFFERENCE**

3. I know for certain that the manager is not planning to recruit any new players next year.
I can assure you that the manager ---- any new players next year. **INTENTION**

4. Robert Merton wrote the screenplay for the Oscar-winning film.
The Oscar-winning film's screenplay ----Robert Merton. **WAS**

5. We began to study Chinese two years ago. We --- two years now. **FOR**

6. What attracts you about living in this part of the country? Why--- in this part of the country? **WANT**

7. I'm certain that you're excited about your trip to Australia. You ---your trip to Australia. **LOOKING**

8. That cinema near our house closed a month ago. That cinema near our house ---- month. **SINCE**

Unit 5 Exercises 1



Verbs of movement

Write down the correct form of these verbs to complete the sentences. (Write the sentences exactly.)

bob paddle roam stroll sweep

1. The hurricane ---- away everything in its path.

2. Can you see that object ----- up and down in the river?

3. We could ---- down to the sea after dinner and watch the sun set.

4. When we were children, we spent hours --- around the woods behind our house.

5. Dogs don't really swim in water – they -----.

Unit 5 • Exercise 2

Words with similar meanings

Choose the expressions that have similar meanings to the words and phrases below.
Use each expression only once. There is one extra expression you do not need.

takes place, more and more, deserting, in search of, part of, reliable, make it out to be, plenty of, isolated, drawbacks, nearby

1. lonely: _____
2. a lot of: _____
3. close: _____
4. dependable: _____
5. leaving: _____
6. occurs or happens: _____
7. disadvantages: _____
8. trying to find: _____
9. claim it is: _____
10. increasing numbers of: _____

Unit 5 • Exercise 3

Expressions with *feel*

Write one of these words and the correct form of the verb *feel* to complete the sentences.

The same verb may be used in more than one sentence.

isolated like free part of good up to strange

1. Do you ----- staying at home this afternoon, or would you rather go for a walk?

2. _____
3. It certainly----- going back to my old school and remembering what it used to be like.

4. I'm so exhausted that I don't ---- playing tennis tonight. Sorry!

5. You might ----- if you lived on a remote island.

6. I must admit that I never really ----- the community when I lived there because I didn't speak the language.

7. ----- to do what you like this afternoon. We haven't arranged anything special.

8. I had to force myself to get up and go for a run, but I really ----- afterwards.

Unit 5 • Exercise 4



Expressions with *get*

Choose the correct expressions with *get* to match the definitions.

Use each expression once only.

get out of doing something, get nowhere with, get your message across, get away with, get (somebody) down, get on well with, get through, get around to doing something, get together, get over

1. do something bad, but not get caught: _____.
2. find the time to do: _____
3. recover from: _____
4. avoid doing: _____
5. make (somebody) feel unhappy: _____
6. have a friendly relationship with: _____
7. meet: _____

12. Unit 5 • Exercise 5

Expressions with *get*

Choose the correct expressions with *get* to complete the sentences.
Use each expression only once. There is one extra expression you do not need.

**get through - get me down - get together - getting out of - get on well with - get your message across –
getting nowhere with - get over**

1. Polly is never going to ----- splitting up with her boyfriend.

2. Dark winter nights really ---- .

3. Let's ---- for a coffee some time, shall we?

4. Bob always has some excuse for ---- doing the washing-up.

5. All the students managed to ----- their final exams.

6. Do you ---- all your relatives?

7. I feel as if I'm ---- my driving lessons. I'm still terrible!

8. Even if you speak the same language, it's not always easy to ----- .

9. Greg never gets into trouble for being late for work. How does he manage to -----.

10. My room is a mess. One day I'll ---- to tidying it.

Unit 5 • Exercise 6

Complete the second sentence so that it has a similar meaning to the first sentence.

Use an expression with *get* and these prepositions:

out of over on with around to down

1. Watching the news makes me feel really sad because it's always depressing.
Watching the news really ----- because it's always depressing.

2. Tina and Steve are good friends because they both have a great sense of humour.
Tina ---- Steve because they both have a great sense of humour.

3. Sam didn't want to give a speech at his friend's wedding, but in the end he had to.
Although Sam tried, he couldn't ----- giving a speech at his friend's wedding.

4. Why do we never find the time to tidy up the garden?
Why do we never ---- tidying up the garden.

5. Suzie did not recover from her illness quickly.
It took Suzie a long time ----- her illness.

Unit 5 • Exercise 7



Different kinds of creatures

Choose a creature, A, B or C which is an example of each group 1–5.

- | | | |
|---------------------|--------------|-------------|
| 1. mammal | | |
| a) snake | b) mouse | c) frog |
| 2. insect | | |
| a) mosquito | b) spider | c) crab |
| 3. carnivore | | |
| a) sheep | b) wolf | c) rabbit |
| 4. herbivore | | |
| a) dolphin | b) eagle | c) elephant |
| 5. reptile | | |
| a) piranha | b) crocodile | c) shark |

Unit 6 Exercise 1



Phrasal verbs with **look**

Write the correct form of these phrasal verbs with look to complete the sentences. Use each phrase only once.

look back on look up look into look after look out look through look up to

1. My brother's ---- the possibility of becoming a professional photographer.

2. Someone I really -----is my grandmother. I think she's a wonderful person.

3. I hope you ---- your essay carefully before you handed it in to be marked.

4. ----- my childhood makes me feel happy.

5. Aunt Grace thanked my mum for ---- our cousins while she was away on a business trip.

6. -----! The car in front is about to turn right!

7. Could you ---- the meaning of the word 'sensible'?

Unit 6 • Exercise 2

lie and lay

Write the correct form of *lie* or *lay* to complete the sentences.

1. Molly said that Bob was telling the truth, but I knew that he was -----.

2. Helen ---- her hand gently on Polly's arm and told her not to worry.

3. At the weekends, Clive---- in bed until midday, then gets up and watches TV.

4. Please ----- the picture on the table, but be careful not to break the glass.

5. Don't ----- on that sun bed. It's broken!

6. I know that Janet ---- to me yesterday about being ill, but I can't prove it.

7. Paris ---- on the River Seine.

Unit 6 • Exercise 3



Link words

Choose the correct link words to complete the article about a book.

There is one extra word/phrase you do not need.

who – although – because – which - for that reason – however - when

Murder mystery

Because, although, when, where, which, for that reason, however, who

I really enjoyed all of the short stories in Murder Mystery, but the story that I enjoyed most was about a woman 1 ---- went on holiday in the Welsh mountains. 2 ---- it was the longest story in the book, for me it was the most exciting one 3--- - it was about a murder 4---- had happened in a hotel a few years earlier. I like detective stories, so 5----- it was my favourite story in the book. Usually I can guess what's going to happen at the end of the story. 6 ----- , this time I was wrong. It was only 7 ---- I reached the end of the story that I knew I had made a mistake.

Unit 6 • Exercise 4

Choose the correct expression with bottom to match the definitions.

come bottom, from top to bottom, start at the bottom, the bottom has fallen out of, get to the bottom of, a bottomless pit, hit rock bottom

1. completely or thoroughly: _____
2. be at the lowest point ever: _____
3. collapse or failure of (something): _____
4. end up in the lowest or last position: _____
5. find an explanation for: _____
6. begin in the lowest position: _____
7. a never-ending supply or consumption of resources: _____

Unit 6 • Exercise 5

Expressions with bottom

Choose the correct expressions with bottom to complete the sentences.

from top to bottom, come bottom, at the bottom, get to the bottom, a bottomless pit, bottom has fallen out of, hit rock bottom

1. I'm sorry I can't lend you any more money. I'm not ----!

2. Why does my football team always --- of the league?

3. This house is in a terrible state. We need to clean it ----- .

4. Do you think we will ever ---- of this mystery?

5. It's a good time to buy property – house prices have -----.

6. The people who really understand this business are those who started -----.

7. The ---- the luxury car market in the last few months. Nobody can afford to buy one.

Unit 6 • Exercise 6



Phrasal verbs with cut

Choose the correct phrasal verbs with cut to complete the sentences.

1. You should ---- (**cut in, cut off, cut back on**) the snacks that you eat between meals. They aren't good for you.

2. I was chatting to my friend over the internet, but we were --- (cut up, cut off, cut across). All the lights suddenly went out.

3. Excuse me. Can I ----- (**cut up, cut in, cut across**) here? I've got something important to say.

4. Local residents protested about the number of trees they were going to ----- (cut up, cut down, cut across) to build the new motorway.

5. I enjoyed the film at the cinema, but I was disappointed when I watched it again on DVD. The director had ---- (**cut out, cut down, cut across**) a couple of entire battle scenes.

6. This new organisation aims to ----- (**cut up, cut off, cut across**) national barriers by recruiting people from all over the world.

7. The cake will be easier to serve if we cut ---- (**cut it up, cut it off, cut it across**) first.

Unit 6 • Exercise 7

Phrasal verbs with **cut**

Write the correct form of these phrasal verbs with cut to complete the sentences.

cut down cut back cut off cut across cut in cut up cut out

1. This international sports organization ----- all racial and cultural differences.

2. When Bob was working away from home, he felt ---- from his friends and family.

3. She --- the meat and gave the pieces to her pet dog.

4. My parents felt really sad after we ---- the old oak tree. It had been there for years.

5. I managed to ---- red meat from my diet two years ago. The doctor said it was bad for me.

6. Jason always --- when people are talking. He's very rude.

7. We --- on a lot of things at the moment because Simon has lost his job.



For questions 1–12, read the text and think of the word which best fits each gap.

Use only one word in each gap.

at – during – on – with – had – something – out – off – but except – or – which – was – who - by

Lifeboat rescue

Tired and hungry after spending more than five hours in their fishing boat out 1 ---- sea, a father and his three children were rescued by a local lifeboat crew yesterday evening. The boat's outboard motor had suddenly stopped working 2 ---- a family fishing trip. 3 --- no power, the boat had begun to drift at the mercy of the waves when the weather suddenly took a turn for the worse. The rescue marked the end of a four-hour search for the family, who⁴ been reported missing by the children's mother, Jodie Richards. She raised the alarm when they failed to return for lunch. She was convinced that 5 --- terrible had happened to them, so she called the emergency services. Teams of rescuers then set 6 --- in a helicopter and a lifeboat to try and find the fishing boat. Mrs Richards could do nothing 7 ---- wait and hope that the boat would be found by either one rescue team 8--- the other. Mr Richards had raised a small, red sail, 9 he had attached to the top of a piece of wood on the boat. It 10 ---- seen by the helicopter pilot, 11 contacted the lifeboat crew. The family was eventually brought on board the lifeboat one 12 -- one, and the fishing boat was towed back to the harbour. Their first words to the lifeboat crew were 'Thanks, guys. Do you think we could have a nice cup of tea?'

Unit 7 Exercise 1



Phrasal verbs with *hang*

Choose the correct phrasal verbs with *hang* to complete the sentences.

One phrasal verb has two meanings and there is one extra phrasal verb you do not need.

hang on - hang out - hang up - hang about - hang back - hang on

1. Can you ---- a minute while I get a pencil to write down your message?

2. Who do you usually --- with at the weekends?

3. When I phoned to make a complaint, the receptionist decided to --- on me!

4. A lot of young people seem to ---- outside the sports centre at night. Don't they have anything better to do?

5. Please don't ----. Be honest with me and say what you really think about my idea.

6. Please ---- the rail as you walk up these stairs. They're very steep.

Unit 7 • Exercise 2

Preposition + -ing

Complete the sentences using the correct preposition and a suitable verb in the -ing form. Write two words.

of /for/on/in/about V-ing

1. I'm tired ----television. Let's go and play tennis!

2. We blame Jack ----to tell us that we had a test today. He should have remembered.

3. I'm quite good at photography. Are you keen --- photographs, too?

4. My parents aren't interested ---- to modern music.

5. Do you ever get fed up --- the same job day after day?

6. I'm really worried ---- to the dentist tomorrow.

Unit 7 • Exercise 3



Expressions with make

Choose the correct expressions with make to complete the second sentence so that it has a similar meaning to the first sentence. There is one extra expression you do not need.

make the most of - make out - make up - make do with - make a habit of -

1. You should gain as much advantage as possible from your time at university.
You should ---- your time at university.

2. When I looked carefully, I could see a ship on the horizon.
When I looked carefully, I was able to --- a ship on the horizon.

3. There are lots of nice things on the menu, but I can't decide what to have.
There are lots of nice things on the menu, but I can't --- my mind what to have.

4. We'll just have to use whatever food we've got in the fridge tonight.
We'll just have to ---- whatever food we've got in the fridge tonight

5. You shouldn't get used to eating too much fast food.
You shouldn't ---- eating too much fast food.

Unit 7 • Exercise 4

Expressing opinions -Choose the correct words to complete the sentences. There are two extra words you do not need.

against – course – admit – extent – line – trouble – sheer – doubt – well

1. I'm not-- motorways as such, but I don't like the traffic noise they create.

2. With more and more cars on the roads, of --- we need new motorways.

3. You have to --- that the safety aspect is worrying, too.

4. To a certain --- , it doesn't really matter where a new motorway is built.

5. The bottom --- is that if you want good roads, you have to make sacrifices.

6. The --- is that motorways affect the lives of the people who live near to them.

7. It's the --- amount of traffic on the roads that's the problem.

8. There is no --- in my mind that we must find places to build more motorways.

9. It's all very --- being in favour of motorways, but who wants one on their doorstep?

Unit 7 • Exercise 5



Words connected with travelling

Choose the best words to complete the text.

Have you ever been on a guided **1** --- (**journey, tour, flight**) ? Independent **2** --- (**travel, trip, voyage**) has always interested me, and I never thought I would enjoy anything like that until we went on a day **3** ---- (**journey, travel, trip**) in Egypt. We were having a week's cruise in the Mediterranean. The **4**--- (**voyage, flight, travel**) to Cyprus from Birmingham airport had been uneventful. After landing, we were taken to the ship and were soon on our way to Port Said, in Egypt. The **5** --- (**voyage, tour, ride**) by sea from Cyprus takes about sixteen hours, but the weather was bad and some passengers weren't feeling too well. Eventually we arrived at our destination at 5.30 in the morning. The **6**---- (**tour, travel, drive**) to Giza (in an air-conditioned coach) took about three hours. The roads in Egypt were not busy at that time of the day so we had a pleasant **7** -- (**journey, travel, voyage**), and the guide was able to tell us all about the places of interest we passed. Perhaps the most exciting event for my youngest son was a **8** (**drive, travel, ride**) on a camel. However, for us, it was a chance to see things we had only read about in books or seen in photographs.

Unit 7 • Exercise 6

Expressions with eye

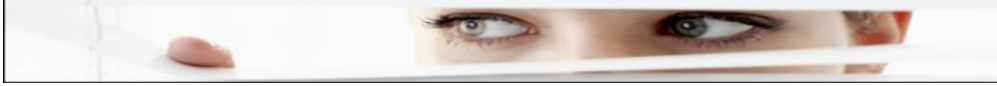
Choose the correct expressions with eye to match the definitions.

There is one extra expression you do not need.

see eye to eye - keep an eye on - catch your eye - keep your eyes peeled - have eyes in the back of your head - up to your eyes in

1. have the same opinion as someone: _____
2. take care of: _____
3. attract your attention: _____
4. look out for something: _____
5. know what's happening all around you: _____
6. be very busy: _____

Unit 7 • Exercise 7



Question

Expressions with eye

Write the correct form of the expressions with eye below to complete the sentences.

see eye to eye have eyes in the back of your head catch your eye up to your eyes in keep an eye on keep your eyes peeled

Could you ---- the dog for a moment while I pop into the supermarket?

1. I won't have time to go out tonight. I'm --- my revision.
2. I'm sorry I let the food burn, but I was on the phone and I don't --- .
3. The shop we want to go to is somewhere on this road, so --- !
4. I was looking through the paper this morning when this job advert -- .
5. My father and I are very different, and we don't always --- .

Unit 7 • Use of English

Word formation-Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

FANTASY – BEAUTY – SURROUND – COMFORT – BE – RELUCTANT – INFINITE – EQUIP – PRACTICE - ENTHUSIASTIC
But is it really camping?

This isn't exactly my idea of a family camping holiday. As a child, my parents took me on some absolutely 1--- trips to Scotland and Wales, where we'd huddle together on thin mats on the hard ground under the 2 --- night sky and cook our meals on a campfire. But now, on my first family camping trip as a parent myself, here I am 3 ---- by, amongst other things, airbeds, pillows, chairs and a table. 'At least we'll be 4 , ' says my husband. Now I don't want to sound unadventurous, but I really can't help thinking that we might as well be staying in a hotel. Isn't going camping all about 5----- in touch with nature? Surely feeling stiff when you wake up after sleeping in a tent is what it's all about? With some 6 --- though, I have to admit that eating at a table is 7--- better than sitting on a cold, hard rock. However, I'm convinced that we have brought with us far more 8 --- than we will ever need. Our 9 about this camping trip led to an extravagant shopping spree at our local camping shop. Getting everything in the car was a real struggle and even though we have a cooker better than the one at home, we still managed to end up eating in a restaurant last night. Next year, we'll be more 10 and just book a week in a hotel!

Unit 8 Exercise 1



Talking about the weather

Choose the correct words to match the definitions.

There is one extra word you do not need.

mist – downpour – lightning – blizzard – hurricane – thunder – heat wave – sleet

1. clouds of tiny drops of water: _____.
2. a heavy, sudden fall of rain: _____.
3. atmospheric electricity: _____.
4. a severe snowstorm with strong winds: _____.
5. a very violent storm with very strong winds: _____.
6. a loud noise in the sky during a storm: _____.
7. a short period of extremely hot weather: _____.
8. a mixture of snow and rain: _____.

33. Unit 8 • Exercise 2

Talking about the weather

Choose the correct words to complete the sentences.

There is one extra word you do not need.

hurricane – blizzard – thunder – mist – lightning – downpour – sleet – heatwave

1. This huge circle on the satellite photo shows a strong --- moving north-eastwards towards the coast of Florida.
_____.
2. The biggest threat to our Arctic expedition is finding ourselves caught in a--- .
_____.
3. Did you hear the---- last night? I couldn't sleep because of the noise!
_____.
4. The early morning---- hung over the valley as we made our way down the mountain.
_____.
5. They say that---- never strikes in the same place twice!
_____.
6. On our way home we got caught in a torrential---- , but it only lasted a few minutes.
_____.
7. I think that---- always makes driving very difficult – after a while, it starts to lie on the road just like snow.
_____.
8. We had a----- last month, and it was almost too hot to work.
_____.

Unit 8 • Exercise 3



Verbs of movement

Write the correct form of these verbs of movement to complete the sentences. More than one answer may be possible.

fling creep fumble crouch tiptoe bound freeze leap stare

I---- in my bag, trying to find the car keys, but they weren't there.

1. Hasn't anyone ever told you that it is rude to ----- at people?

2. I woke at 6.30, ---- off the duvet and quickly got dressed.

3. The lion was waiting to --- out suddenly as the herd of zebra passed by.

4. What on earth are you doing ---- around the house like a burglar?

5. The deer ----- across the road in front of the astonished motorist.

6. Bobby ---- behind the wall where the other boys couldn't see him.

7. If you ---- across the floor when you leave the room, you won't wake the baby.

8. When David noticed that the door to his flat had been forced open, he ----- .

Unit 8 • Exercise 4

Phrasal verbs with set

Choose the correct meanings to match the phrasal verbs with set in the sentences.

Two phrasal verbs have the same definition and there is one extra definition you do not need.

delay - the progress of – leave – write – leave – establish- begin and seem likely to continue

1. The blizzard set our trip back a few hours.: ____

2. What time did you set off for the station this morning? ---

3. Why don't you set your ideas down in a report? ----

4. We set out on our journey with high hopes. -----

5. The charity was set up a few years ago. ----

6. I think this snow has set in for the rest of the afternoon. -----

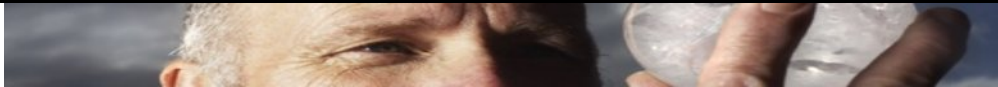
Unit 8 • Exercise 5

Adjectives with opposite meanings

Write letters to complete each adjective with the opposite meanings to the adjective in the clue.

1. enormous: t _____ y
2. thin (a person's build): o _____ t
3. wide: n _____ w
4. ugly: p _____ y
5. happy: m _____ e
6. old-fashioned: m _____ n
7. dark-haired: b _____ e

Unit 8 • Exercise 6



Phrases with **look**

Write the correct form of these phrases with look to complete the sentences.

look (your) age like the look of never look back (not) much to look at look after (yourself) look ahead look around

1. Is your uncle really 75? He doesn't ----- at all!

2. If we had a crystal ball, we could ---- and see the future.

3. Julia's not very well. She really doesn't ----- properly!

4. The restaurant wasn't ----- , but the food was delicious.

5. If you ----- , you might see someone you know well!

6. I don't ---- those black clouds over there. I think it's going to rain!

7. After getting her first novel published, Sarah ----- .

Unit 8 • Exercise 7

Using **adverbs**

Click on the correct words (A, B or C) to complete the sentences.

- It was very hot on the crowded train and I felt hot in my heavy coat.
a) fully b) extremely c) completely
- Although the person sitting opposite Ted seemed ordinary enough, there was something about him that was suspicious.
a) narrowly b) nearly c) slightly
- Susan put her books in her briefcase and ran to catch the bus.
a) hurriedly b) briefly c) hardly
- I have to go now!' said Edward, ending our conversation.
a) presently b) shortly c) abruptly
- Although I knew that I would probably regret it, I agreed to take my younger brother to a theme park.
a) reluctantly b) apologetically c) completely
- We have to take this book back to the library because it's overdue.
a) hurriedly b) straight away c) briefly
- Ben had the nerve to ask me to lend him some money!
a) actually b) absolutely c) realistically

Unit 8 • Use of English

Key word **transformations**

For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

Use between 2 and 5 words, including the word given.

- The annual ski competition is held in these mountains.
The ski competition ----- in these mountains. **PLACE**
-
- The St Bernard dogs saved the lives of the skiers.
It was the St Bernard dogs ----- of the skiers. **RESCUE**
-
- It was impossible to reach the isolated farm when it snowed.
The isolated farm ----- the rest of the world when it snowed. **OFF**
-
- The football fans ran enthusiastically towards their hero.
The football fans ----- towards their hero. **DASH**
-
- We did not have enough time to pack for our trip.
There ---- us to pack for our trip. **TOO**
-
- Supplies were urgently needed to feed the victims of the storm.
The authorities ----- supplies to feed the victims of the storm. **NEED**
-
- What attracts you to this area?
What ---- this area? **FIND**
-
- The local tennis championship was won by a player called Swanson.
A player ---- won the local tennis championship. **WHOSE**

Unit 9 Exercise 1



Talking about feelings and capabilities

Choose the correct expressions to complete the sentences.

Use each expression only once. There is one expression you do not need to use.

not capable of - laid back about - defensive about - unable to - reluctant to - have difficulty

1. Although I'm not bad at the piano, I'm --- performing in a concert or anything like that.
_____.
2. Olivia is very --- her final exams, but I don't know why. If I had a big exam tomorrow, I would be really nervous!
_____.
3. Nick shouldn't be so ----- his cooking. He'll never improve if he can't take any criticism.
_____.
4. If anyone is ----- swim, please contact me and we will arrange for them to have lessons.
_____.
5. We're ---- invite Sam to go on holiday with us again because he always complains.
_____.
6. I always ----- remembering people's birthdays, so I write them in my electronic calendar.
_____.

Unit 9 • Exercise 2

Phrasal verbs with more than two parts

Choose the correct phrasal verbs to match the meanings.

Use each expression only once. There is one expression you do not need to use.

break up with - come down with - face up to - catch up with - be fed up with - get away with

1. end a relationship: _____
2. become ill: : _____
3. cope with a situation: : _____
4. hear someone's news: : _____
5. be tired of: : _____

Unit 9 • Exercise 3

Phrasal verbs with more than two parts

Complete the second sentence so that it has a similar meaning to the first sentence.

Use a word from A in the correct form and a pair of words from B.

A face fed catch break come

B up with (x3) down with up to

1. Finding out what your friends have been doing when you come back from holiday is great.
It's great to ---- your friends when you come back from holiday.
_____.
2. I was sorry to hear that Toby has ended his relationship with Marianna.
I was sorry to hear that Toby has ----- Marianna.
_____.
3. I get annoyed when people tell me to act my age.
I'm ----- people telling me to act my age.
_____.
4. Susan looks as if she's going to catch a cold.
Susan looks as if she might be ---- a cold.
_____.
5. You must deal with the fact that life isn't always what you want it to be.
You have to ---- the fact that life isn't always what you want it to be.
_____.

Unit 9 • Exercise 4

Informal and formal phrases

Write letters to complete each word with a more formal word than the phrase in italics.

1. I am writing about the job advertisement *which I saw* in yesterday's paper.
which a _____ d
_____.
2. Your advertisement *said something about* an online application form.
m _____ d
_____.
3. Could you give me *some extra information* about the job?
some a _____ l information
_____.
4. I like *the idea of* applying for the job.
am I _____ d in
_____.
5. Could you let me know *how much money I would earn*?
what the s _____ y would be
_____.
6. I *hope to hear* from you soon.
look f _____ d to hearing
_____.

Unit 9 • Exercise 5

Words relating to illness

Choose the correct words to match the meanings.

Use each word only once. There is one expression you do not need to use.

cure – patient – medicine – treatment – immunize – outbreak – epidemic – quarantine – hospital

1. successful remedy for an illness or disease: _____

2. someone receiving medical care: _____

3. pills or liquid taken when you are ill: _____

4. a course of action taken to cure an illness: _____

5. give protection against a disease with an injection: _____

6. first appearance of a disease: _____

7. the quick spread of a disease to a large number of people: _____

8. a method of keeping a disease away from others: _____

Unit 9 • Exercise 6

Phrasal verbs with fall

Write the correct form of these phrasal verbs with fall to complete the dialogues.

fall through fall for fall in with fall apart fall out with fall back on

1. Megan: I don't know how I'm going to manage financially if I lose my job.
Sally: You'll have to _____ your savings.

2. Ali: Tony was talking about going skiing next winter.
Josh: I know – and he always expects everyone to _____ his plans, but I can't afford it.

3. Lucy: I wouldn't sit on that chair – it's _____ .
Dan: Well, it looks pretty strong to me. I'll risk it.

4. Sarah: I thought you were moving house last week.
Max: We were going to, but all the arrangements _____ at the last minute.

5. Ivan: Is Greg going out with Polly now?
Simon: Yes, he _____ her in a big way at the end-of-term party.

6. Melanie: I hear Peter has changed his job?
Carl: Yes, he has. He _____ his boss last month and decided to leave.

Unit 9 • Exercise 7



Expressions with put

Rewrite the words in italics using these expressions with put. Write between two and three words.

put up with **(be) put out** **put (somebody) off** **put in for** **put (somebody) down**

1. I was *really upset* when David said he wouldn't be coming to my party. _____

2. Why don't you *apply* for a job in computers? I'm sure you'd enjoy it. _____

3. No one likes her. She's always trying to *make people feel stupid*. _____

4. I didn't like the fish I ate last time we came to this restaurant, but don't let that *persuade you not to have it*. _____

5. I can't move house so I'll just have to *tolerate* my noisy neighbours. _____

Unit 9 • Exercises

Expressions connected with work

Choose the correct expressions to complete the sentences.

Use each expression only once. There is one expression you do not need to use.

full time - good salary - self-employed - temporary - part-time - apply - long hours - resign

1. I make a lot of money in my job. I get a ---- and they pay my expenses.

2. I work at home because I'm ----- .

3. The job I'm doing only lasts for two months. It's ----- work.

4. I'm a student so I need a ---- job. Working just two or three nights a week would be ideal for me.

5. This looks like a good job for me. I think I'll ---- for it.

6. I sometimes work until very late at night – you have to work ---- when you own a restaurant.

7. I hate this job. In fact, I'm going to ----- !

Unit 9 • Use of English •



For questions 1–12, read the text below and decide which answer best fits each gap.

Why are people so interested in sport?

I don't share the enthusiasm of many of my friends and relatives for sport. To my 1 ---- (**belief, opinion, mind, idea**), it's merely a hobby, but it seems to be 2 ---- (**far, largely, lot, many**), more than that to them. This is an attitude that I cannot really 3---- (**guess, imagine, realize, understand**) . I am not at all interested in finding out the latest football score, or even watching sport on TV, but as soon as the sports fanatics I know see that a match is scheduled, they make for the TV 'on' switch at top 4 (hurry, speed, haste, rush), . Surely such dedication can't be any good for anybody? Maybe my attitude towards sport can be 5 (**mentioned, explained, told, said**) by my rather unpleasant memories of playing hockey at school in the pouring rain and freezing cold. If the weather had been kinder, perhaps 6 (**having, doing, taking, making**) part in the sport might have been more enjoyable. As it was, not even the thought of winning the game managed to 7 – cause, make, result, fast, force) me feel that the activity was worth all the effort I put into it. One thing does fascinate me about sports fanatics, 8 (**yet, even, although, however**) , and that is the pleasure they take in 9 ---- (**commenting, talking, meaning, describing**) the match they have just watched. They don't even seem to care if they occasionally 10 ---- (**fall through, fall out, fall off, fall over**) with their best friends about the outcome. All that seems to interest them is convincing anyone willing to listen that they are right! Sport may well be a 11 --- (**way, manner, means, route**) of life for some people, but as far as I am 12 ---- (**covered, included, concerned, contained**), give me a good book and a comfortable armchair any day of the week!

Unit 10 Exercise 1



Phrasal verbs with turn

Write the correct form of these phrasal verbs with turn to complete the sentences.

One phrasal verb is used in two sentences.

turn back turn down turn into turn out turn over

1. Surely you're not thinking of ---- an offer like that. It's the chance of a lifetime!

2. When the mist began to fall on the mountain, the walkers ---- .

3. Caterpillars ---- butterflies.

4. The weather's ----- nice again today, hasn't it?

5. If you ---- the page, you'll see the article I wrote.

6. The TV's really loud and I'm trying to sleep. Can you ----- the volume, please?

50. Unit 10 • Exercise 2

Phrasal verbs with turn

Rewrite the phrase *in italics* using a phrasal verb with turn. Write two words.

1. If you can't do the questions in one part of the exam, *move on* to the next page.

2. That music is very loud. Can you *reduce* the volume?

3. Is it possible for aggressive children to *become* nice adults?

4. Why did *he* *decide not to accept* the job offer?

5. The bad weather made us stop *our journey and go back* home.

6. Don't worry about it. It will *be* alright in the end.

51. Unit 10 • Exercise 3



Expressions with change

Replace the words *in italics* in the sentences using the correct form of these expressions with change.

Use each expression once only.

change the subject change money change your clothes change your mind change trains

1. I wanted to carry on discussing the children's education, but Ted started *talking about something* different.

2. Do you want to *alter your decision* about what you have ordered to eat?

3. We had to stop at Banbury Railway Station and get *another connection* to London.

4. I wanted to *buy some local currency*, but the bank was shut.

5. Have I got time to *put something different on* before we go to the theatre?

52. Unit 10 • Exercise 4

Word formation

Write down the correct form of the word in brackets to complete the sentences.

1. After some ----, I decided which job I wanted to take. (consider)

2. The teacher ---- explained to the parents that their child was not the brightest student in the class. (tact)

3. I don't think that was a very ---- comment to make. (amuse)

4. Do you have any ---- as to where we might go tonight? (suggest)

5. It was very ---- of you to give me those beautiful flowers! (think)

6. What's the ---- between fried and mashed potatoes? (differ)

7. Could you put your ----- here on this document, please? (sign)

8. The rain has ----- ruined our picnic! (complete)

53. Unit 10 • Exercise 5

Words connected with buying and selling

Choose the correct words to match these words with their opposites.

Use each word once only. There is one extra word you do not need.

save - decrease - supply - income - consumers - purchases - sellers - manufacturers

1. spend: _____
2. increase: _____
3. demand: _____
4. expenditure: _____
5. suppliers: _____
6. sales: _____
7. buyers: _____

54. Unit 10 • Exercise 6



Words connected with buying and selling

Choose the correct words to match the meanings.

Use each word once only. There is one extra word you do not need.

Market - customers - brands - products - industry - factory - earnings - profits - companies - merchandise

1. demand for goods: _____
2. people who buy goods and services: _____
3. names of products made by a particular company: _____
4. any goods made by human beings: _____
5. a branch of trade or manufacture: _____
6. a place where goods are manufactured: _____
7. money made by working: _____
8. money made by selling for more than the production cost: _____
9. business organisations selling goods or services: _____
10. a formal word for goods that are on sale: _____

Unit 10 • Exercise 7



Verbs and prepositions

Write the correct preposition to complete the phrases.
One preposition can be used twice.

for on by into up to

1. to branch out ---

2. pay --- credit card

3. spend money --- something

4. appeal -- somebody

5. put pressure ----- somebody

6. sell something ---- a lot of money

7. buy ---- a lot of something

Unit 10 • Exercise 8



Phrasal verbs with **bring**

Choose the correct phrasal verbs with bring to match the meanings.
Use each word once only.

1. mention in conversation: _____.

2. launch a new product: _____.

3. make something difficult succeed: _____.

4. introduce a new measure or law: _____.

5. make something happen earlier: _____.

6. return: _____.

7. cause to fall: _____.

8. make happen: _____.

Unit 10 • Exercise 9

Phrasal verbs with bring

Write the correct form of the phrasal verbs below to complete the sentences.

Add pronouns if necessary.

bring off **bring about** **bring in** **bring down** **bring back** **bring up** **bring forward** **bring out**

1. Congratulations on your success – I'm delighted you managed to!

_____.

2. I have your dental appointment – it's now Monday instead of Tuesday.

_____.

3. Have you heard that they're a new law on smoking?

_____.

4. The new model of our popular sports car was a few weeks ago.

_____.

5. Bad publicity was responsible for the new minister.

_____.

6. Please don't the subject of politics at dinner – Sam will go on for hours.

_____.

7. Have you any idea what the train crash?

_____.

8. Remember to the library books you've borrowed after three weeks.

_____.

Unit 10 •Use of English•

Word formation

For questions 1–10, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Student fashion show

A professional fashion show has never been my idea of a great night out, but my sister is studying clothes design at college and her class put on an end-of-term fashion show to which I was invited. I didn't really want to go because I expected the whole thing to be a 1--- (**DISASTER**) failure, so I rather 2 --- (**UNWILLING**) agreed to go along. However, the introduction to the show was very 3 ---- (**IMPRESS**) indeed – with all the models performing handstands and cartwheels. All the physical activity made it look a bit too 4--- (**ATHLETE**) for a fashion show to me – but it certainly succeeded in getting the attention of the audience! I had expected all the models to be female, but 5 --- (**SURPRISE**) enough, there were quite a few males modelling the clothes, too. They say there's never anything totally new in fashion, but the show proved this to be 6 ---- (**TRUTH**) . Everything that the students had created looked new and 7 --- (**ATTRACT**). As I looked around the audience, I could see what I suspected might be people looking for new talent. And what better place to look than a student fashion show! To make the whole thing more 8 --- (**ENTERTAIN**) , the young designers had asked their audience to be the judges of their success or failure, and award a first, second and third prize for the designs. There were so many 9 ---- (**STYLE**) ones to choose from that we had a hard time. But my

Writing

UNIT 1 Writing

Informal email

Read the exam question, then write your answer in 120–150 words in an appropriate style in the text box.

You have received an email from your English-speaking pen-friend Harry, who is planning to come to your country for a two-week holiday. Read Harry's email and the notes you have made. Then write an email to Harry, using all your notes.

From: Harry Cooper

Sent: 1st April

Subject: Summer holiday

Hi! Great news! I've got two weeks free this summer and I'd really like to spend the time touring round your country.

What do you think I should try and see?

(Make some recommendations)

Another thing, what would be the best way to travel?

(Say how and why)

I will also need somewhere to stay – but not too expensive, of course.

(Suggest some alternatives)

If I do come, will you be free to travel round

with me for some of the time? It would be great if you could.

(Unfortunately, no because ...)

Hoping to hear from you soon.

Harry

Practice: Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Unit 1, Writing

Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

To Harry Cooper
Subject Summer holiday
Date 3rd April

Hi Harry.

Good to hear from you. It's great that you are coming to my country for a holiday.

You can see a lot of things in two weeks. The best things to see are the capitol city, the mountains and the area by the sea. The most interesting way travelling is in coach. That way you see more and it isn't expensive.

As for somewhere to stay, there are plenty of youth hostels and bed and breakfast places. But you might prefer to bring a tent. That would be the cheapest way.

I'm sorry but I won't be able to come with you because I've got a summer job working in a hotel by the sea. Maybe we can see us when you visit the coast.

All the best for now.

[132 words]

Comments on the sample answer:

Although there are some mistakes ('way travelling' instead of 'way to travel', 'in coach' instead of 'by coach', 'us' instead of 'each other' and 'capitol' instead of 'capital'), this is quite a good answer. The writer has mentioned all the points referring to the notes he has made and has given Harry the information he asked for. At 132 words, the answer is within the word limit [120-150 words]. The writing is laid out like an email and the writer has used paragraphs to introduce the different sections. The style and vocabulary are suitable for an informal email, e.g. the use of the contractions 'isn't', 'I'm' and 'won't', and the informal expression 'Good to hear from you'. The grammar and spelling are also mainly accurate.

UNIT 2 Writing

Formal letter

Read the exam question, then write your answer in 120–150 words in an appropriate style in the text box on the right.
1 Your college is organising a variety show to raise money to buy more books for its library. Read the letter sent out to students who might be interested in taking part in the show and the notes you have made.

Dear students,

I am writing to inform you about an interesting event which will take place this term.

(Need to know when)

The college is organising a variety show to raise money to buy more books for its library.

The show will be performed entirely by college students.

If you would like to audition to take part in the show, **(Say yes)**

let us know what you can do by completing the reply **(Explain what)**

slip and handing it in to the college secretary. In addition, please send in your ideas for what might be included in the show. If you have any questions, **(Make suggestions)**

please do not hesitate to contact me.

Yours sincerely,

Brian Sutherland

College Principal

Write your letter. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Unit 2, Writing
Sample answer and comments

Dear Mr Sutherland,

Thank you for your letter about the variety show. It seems a very good way to raise money to buy new books and I would be very interested in take part in an audition. I can play the guitar and sing quite well. There is, however, one thing I would like to ask you. Could you possibly let me know exactly when the show will it take place? I will be away for some of the time this term so I need know.

As for my ideas for the show, I would suggest that you have a mixture of completely different things, for example, dancing, singing, people playing musical instruments and perhaps performing some short plays.

I look forward to your reply. When I know exactly when the show is, I will complete the reply slip and hand it in.

Yours sincerely,
Sarah Goodwin

(147 words)

Comments on the sample answer:

Although there are some mistakes ('interested in take part' instead of 'interested in taking part', 'the show will it take place' instead of 'the show will take place', 'I need know' instead of 'I need to know', and 'peforming' instead of 'performing'), this is quite a good answer. The writer has mentioned all the points referring to the notes she has made. At 147 words, the answer is within the word limit (120–150 words). The writing is laid out like a formal letter and the writer has used paragraphs to introduce the different sections. The style and vocabulary are suitable for a formal letter, e.g. no contractions are used, but more formal expressions like 'I would suggest that you have' and 'I look forward to' are used. The grammar and spelling are also mainly accurate.

Unit 3, Writing

Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

FILMS I LOVE AND HATE

I go to the cinema regularly because I prefer to see films on a big screen.

The kinds of films I like are fast-moving and have plenty of action. I am particularly interested in special effects so I watch the trailers for new releases very careful because I do not want to lose any good films. A enjoyable film for me should also have memrable background music that I want to listen to again after I have seen the film.

So what kind of films do I hate? I really dislike films which are badly acted or have very little story, like love stories, for example. I get very board in the cinema if nothing much is happening on the screen and I feel that the acting is terrible. If the person in the leading role is not a very good actor, then I feel I have wasted my money on the cinema ticket.

For these reasons, I always try to go to films that I think I will enjoy.

(170 words)

Comments on the sample answer:

Although there are some mistakes ('very careful' instead of 'very carefully', 'lose' instead of 'miss', 'A enjoyable' instead of 'An enjoyable', 'memrable' instead of 'memorable', and 'board' instead of 'bored'), this is quite a good answer. The writer has answered the question by including both films she likes and films she hates, and giving reasons for her opinions. Anyone reading the article would be interested in it. At 170 words, the answer is within the word limit (120–180 words). The writing is neatly laid out in paragraphs to introduce the different sections. The neutral style is suitable for an article, e.g. no contractions are used and, although the article is written in the first person (I), the style is not too informal. There is a wide range of vocabulary connected with the topic, and the grammar and spelling are mainly accurate.

Unit 4, Writing

Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

Report on the farewell weekend for school leavers

Here are some suggestions for the farewell weekend for school leavers.

Where to go

What students would enjoy most is visiting a place where there is plenty to do and see. I would recommend a visit to our capital city as many students have never been there. The visit would therefore be very memorable and a good end to the school year.

Places to stay

There are many places which students could stay in the capital. However, what students need is cheap accommodation which is not too far from the city centre. The best place would probably be a Youth Hostel, where students could have breakfast and an evening meal without to spend too much money.

Activities during the trip

Students should definitely be taking on a sight-seeing tour of the city. I also recommend that they visit at least one museum, and go to see a show after dinner one evening. I suggest that they are also given some free time to go shopping, or visit one of the parks in the city.

(174 words)

Comments on the sample answer:

Although there are some mistakes ('places which' instead of 'places where', 'accomodation' instead of 'accommodation', 'without to spend' instead of 'without spending', 'be taking' instead of 'be taken', and 'definitly' instead of 'definitely'), this is quite a good answer. The writer has covered all the points requested in the report. At 174 words (excluding the title), the answer is within the word limit (120–180 words). The report is neatly laid out in sections with clear headings. The neutral style is suitable for a report, e.g. no contractions are used and, although the writer uses the first person (I), the style is suitably impersonal. There are a variety of suggestions, a range of grammatical forms, and the grammar and spelling are mainly accurate.

Unit 5, Writing

Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

The world would be a better place without tourism.

Everybody would agree that tourism is one of most important industries in the world today but not everyone would agree that the world would be a better place without it.

It is certainly true that tourism brings many advantages to a country. **First of all**, it brings in money, and **secondly**, it provides jobs for local people. It also creates a market for locally produced arts and crafts. Some countries depend totally for the money tourism brings in and the people living in those countries would have a much more difficult life without it. **On the other hand**, tourism also has many disadvantages. Providing what tourists need often results in too much building in beautiful places and a lose of local and national identity. Another point is that tourism can also be very bad for the environment and can destroy places of natural beauty and historic monuments.

To sum up, tourism has both good and bad points. Perhaps the best way of deal with it is not to get rid of it completely but to control its development.

(178 words)

Comments on the sample answer:

Although there are some mistakes ('of most important industries' instead of 'of the most important industries', 'depend totally for' instead of 'depend totally on', 'a lose' instead of 'a loss', 'environment' instead of 'environment', and 'of deal' instead of 'of dealing'), this is a good answer. The writer has written an essay which introduces the topic, takes into consideration both the advantages and the disadvantages of tourism, and arrives at a conclusion. At 178 words (excluding the title), the answer is within the word limit (120–180 words). The essay is neatly laid out in paragraphs introducing the different sections. The neutral style is suitable for an essay, e.g. no contractions are used and the style is suitably impersonal. There is a range of link words leading the reader through the writer's argument, and the grammar and spelling are mainly accurate.

Letter based on a set book (Part 2)

Read the exam question, then write your answer in **120–180** words in an appropriate style in the text box on the right.

1 You have read a book in class that you very much enjoyed. Write a letter to an English friend recommending the book. Say what was so special about the book and why you enjoyed it so much. Write your letter.

Unit 6, Writing

Sample answer and comments

Dear Debbie,

How are you? Well, I hope.

I'm writing to tell you about a book we've been read in class. It's called 'The No. 1 Ladies' Detective Agency' and it's by a writer called Alexander McCall Smith. It's about a woman in Botswana, Africa who sets out her own detective agency and the problems she and her female assistant have trying making a success of it.

I really enjoyed reading this book. It was very different from other books I have read and very entertaining. Each case that the lady detective, Mma Ramotswe, deals with shows a different picture of life in that country so I felt that I learned a lot and it was fun to read. Mma Ramotswe is a very sympatric character and reading the book makes you feel that all human beings can have useful and interesting lives.

I'm sure you would enjoy reading it. If you can't find it where you live, you can always lend my copy.

Write soon,

All the best,

Angela

(169 words)

Comments on the sample answer:

Although there are some mistakes ('we've been read' instead of 'we've been reading', 'sets out' instead of 'sets up', 'trying making' instead of 'trying to make', 'diffrent' instead of 'different', 'sympathic' instead of 'sympathetic', and 'lend' instead of 'borrow'), this is quite a good answer. The writer has written a letter which explains why the book is so special and why she enjoyed it so much. At 169 words, the answer is within the word limit (120–180 words). The letter is neatly laid out in paragraphs introducing the different sections. The style is suitable for an informal letter, e.g. contractions are used and the style is friendly and personal. The grammar and spelling are also mainly accurate.

Unit 7, Writing

Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

The best television series I have ever watched.

The best television series I have ever watched is a science-fiction series called Doctor Who. It is not a new series and there have been many different doctors across the years but it has always been popular.

There are many things I really like about it. **Firstly**, although it is a series, each episode is a completely different story. The stories are always exiting because there are different kinds of strange creatures who try to take over the world. The special effects are also fantastic.

The doctor travels around in a telephone box which is really a space ship. He travels through time and visits different periods of history. This makes the series more interesting because it shows what it might have be like to live then.

What is also really exiting is that the doctor and his assistant, a woman who travels with him, and the people they visit are always in some terrible danger but they succeed to escape in the end.

I **would recommend** anyone interested in science fiction this series.

(174 words)

Comments on the sample answer:

Although there are some mistakes ('across the years' instead of 'over the years', 'exiting' instead of 'exciting', 'might have be' instead of 'might have been', 'succeed to escape' instead of 'succeed in escaping', and 'I would recommend anyone interested in science fiction this series' instead of 'I would recommend this series to anyone interested in science fiction'), this is quite a good answer. The writer has written a review explaining why it is the best series he has ever watched and recommending it to readers. The reader would have a clear impression of what the series is about. At 174 words, the answer is within the word limit (120–180 words). The review is neatly laid out in paragraphs introducing the different sections. The style is suitable for a review, e.g. no contractions are used and the style is neutral and not too formal or informal. The grammar and spelling are also mainly accurate.

UNIT 8

Writing • Exercise 1 Question 1 Story (Part 2)

Read the exam question, then write your answer in 120–180 words in an appropriate style in the text box on the right.

1 You have seen this advertisement in a newspaper and have decided to enter the competition.

So you think you can write?

Why don't you find out by entering our short story competition? Your story must begin with the following words:

Anna was cycling back from college one evening when she heard a loud bang.

The best entries will be published in our weekly literary supplement.

Write your story.

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

Anna was cycling back from college one evening in winter when she heard a loud bang. She looked round to see what it was and noticed that a car has crashed into the wall of a near building.

Two men quickly got out the car and went to look at the hole they had made in the wall. They were wearing masks and seemed to carrying guns. Then Anna noticed that the hole they had made was in the wall of the bank. She suddenly reliased that the men were going to rob the bank. She quickly took out her mobile phone and called the police. The person she spoke to said that someone would be there immediately.

A few minutes later a police car came round the corner. Its siren was making a loud noise. It was then that Anna noticed a small group of people on the other side of the street with a camera. They were waving to attract attention. 'Oh, no!' she thought. 'They must be making a film!'

(173 words)

Comments on the sample answer:

Although there are some mistakes ('a car has crashed' instead of 'a car had crashed', 'near building' instead of 'nearby building', 'got out the car' instead of 'got out of the car', 'to carrying' instead of 'to be carrying', and 'reliased' instead of 'realised'), this is a good answer. The story follows on from the prompt sentence. The story is not too complicated and it does not go off the point. It is also interesting so the reader will be motivated to finish it to find out what happens. The ending is quite unexpected and this, too, makes the story more interesting. At 173 words, the answer is within the word limit (120–180 words). The story is neatly laid out in paragraphs introducing the different sections and the narrative style is suitable for a story. The grammar and spelling are also mainly accurate.

Formal transactional email

Read the exam question, then write your answer in 120–150 words in an appropriate style in the text box on the right.

- 1. You have seen this advertisement in a newspaper. Read the advertisement and the notes you have made.

See the world and earn some money!

If you like to travel and would like to earn some money this summer, _____ How long for?
why not come and work for us?

We need energetic young people in several _____ Which ones?
European countries to _____

pick fruit. We will pay for you to travel to your destination, _____ Any choice of transport?
provide you with meals and _____

accommodation, and pay you for the work you do. _____ How exactly?

If you are interested, email us on fruitpickers.com.

Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Sample answer and comments

From: Alice Martin
Sent: 1st February
Subject: Summer work

Dear Sir/Madam,

I am writing in reply to your advertisement in yesterday newspaper for fruit pickers. I am interested in applying for a job but I need a little more information. First of all, how long would the job last? Would it be all summer or just one or two weeks?

You mention several European countries. Could you possibly let me know exactly which countries you have work in? Regarding travel to the destination, what form of transport do you pay for? Is it possible to choose how we would like to travel?

I would also like to know how we would be pay for the work we do. Is it on daily basis or does it depend for the amount of fruit we pick?

I'm look forward to hearing from you soon.

Yours faithfully,
Alice Martin

(135 words)

Comments on the sample answer:

Although there are some mistakes ('yesterday newspaper' instead of 'yesterday's newspaper', 'be pay' instead of 'be paid', 'on daily basis' instead of 'on a daily basis', 'depend for' instead of 'depend on', and 'I'm look forward' instead of 'I look forward'), this is quite a good answer. The writer has mentioned all the points referring to the notes she has made. At 135 words, the answer is within the word limit (120–150 words). The writing is laid out like a formal email and the writer has used paragraphs to introduce the different sections. The style and vocabulary are suitable for a formal email, e.g. no contractions are used, but more formal expressions like 'Could you possibly let me know' and 'look forward to hearing' are used. The grammar and spelling are also mainly accurate.

UNIT 10

Informal transactional letter

Read the exam question, then write your answer in 120–150 words in an appropriate style in the text box on the right. 1 You have seen this advertisement on your college noticeboard and bought the bicycle. Read the advertisement and the notes you have made.

For sale - Ladies' bicycle

Fed up with paying to travel on public transport?
Now's your chance to get your own set of wheels.

My bicycle is in good condition and comes with a useful saddle bag. ___ has holes in the bottom

The bike has four gears and is lightweight. ___ they don't work; heavy to push

It's a real bargain at £55. ___ not worth it

Contact me at this address:
Paula Sanders, 12 High Road, Bridgetown, Sussex S23

Write a letter to the person who wrote the advert. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate to the situation.

Unit 10, Writing, Exercise 1
Sample answer and comments

Read the sample answer. Do you think it's a good answer? Look at the comments below it and find out.

Dear Paula,

Thanks for delivering the bike to me this morning. I'm sorry to say, however, that after I've tried it out for the first time, I was very disappointed with it. First of all, the saddle bag's got several holes in the bottom so it's not use at all really. Secondly, although the bike has four gears, I find almost impossible to get them to work.

Your advert described the bike as being lightweight. Unfortunately, I don't find it lightweight. It's very heavy to ride and even more difficult to push.

I really don't feel that the bike was a bargain at all and I don't consider that it was worth the £55 I paid it. I'd like to return it to you and ask for a refund of my money.

Hoping to hear from you soon.

Laura Marsdon

(137 words)

Comments on the sample answer:

Although there are some mistakes ('after I've tried it out' instead of 'after I'd tried it out', 'disapointed' instead of 'disappointed', 'it's not use' instead of 'it's no use', 'I find almost impossible' instead of 'I find it almost impossible', and 'I paid it' instead of 'I paid for it'), this is quite a good answer. The writer has mentioned all the points referring to the notes she has made. At 137 words, the answer is within the word limit (120–150 words). The writing is laid out like an informal letter and the writer has used paragraphs to introduce the different sections. The style and vocabulary are suitable for an informal letter, e.g. contractions are used (*don't, it's, I'd*) and informal expressions like *Thanks for, bag's got* and *at all really* are used. The grammar and spelling are also mainly accurate.

ANSWER KEY

**GRAMMAR
PRACTICE**

Unit 1, Grammar, Exercise 1

1. how old you are
2. what time it is
3. if your sister would like
4. your train gets in
5. if you can meet me

Unit 1, Grammar, Exercise 2

1. can / could
2. can't / am not able to / 'm not able to
3. Were you able
4. can / could
5. wasn't able / was not able
6. could / were able to
7. can / could
8. can / could

Unit 1, Grammar, Exercise 3

1. A
2. C
3. B
4. B
5. A
6. C
7. B
8. C

Unit 1, Grammar, Exercise 4

1. has got to write / 's got to write
2. have got to revise / 've got to revise
3. have got to buy / 've got to buy
4. has got to move
5. have got to answer

Unit 1, Grammar, Exercise 5

1. Students ought
2. We should
3. You shouldn't
4. We needn't
5. All young children have to
6. You don't have

Unit 1, Grammar, Exercise 6

1. needn't have arrived
2. didn't need to buy / didn't have to buy
3. didn't need to postpone / didn't have to postpone
4. needn't have gone
5. didn't need to take / didn't have to take
6. needn't have written

Unit 1, Grammar, Exercise 7

1. might
2. could
3. should
4. may
5. need
6. must have been
7. couldn't
8. mustn't

Unit 1, Grammar, Exercise 8

1. picking up
2. come out
3. put off
4. picked up
5. take after
6. given up

Unit 2, Grammar, Exercise 1

- | | |
|------|-------|
| 1. B | 7. C |
| 2. A | 8. A |
| 3. C | 9. B |
| 4. C | 10. A |
| 5. B | 11. C |
| 6. A | 12. B |

Unit 2, Grammar, Exercise 2

1. is doing, is raining / 's raining
2. owns, goes
3. are learning / 're learning, are visiting
4. prefer, hate
5. know, am hurrying / 'm hurrying

Unit 2, Grammar, Exercise 3

1. think
2. are you thinking
3. Do you feel
4. am not feeling / 'm not feeling
5. is expecting
6. do not expect / don't expect
7. try
8. are you trying

Unit 2, Grammar, Exercise 4

1. B
2. A
3. C
4. A
5. C
6. B
7. C

Unit 2, Grammar, Exercise 5

1. to be preserved
2. to do
3. to speak
4. to be used
5. to be disappearing / to disappear
6. to keep
7. to be dying out
8. to learn
9. to be protected

Unit 2, Grammar, Exercise 6

1. to have done
2. to do
3. to have been doing
4. to have been done
5. to be doing
6. to be done

Unit 2, Grammar, Exercise 7

1. B
2. C
3. B
4. C
5. A
6. B

Unit 3, Grammar, Exercise 2

- | | |
|------------------|---------------------------|
| 1. was walking | 8. were doing |
| 2. began | 9. called |
| 3. was shining | 10. met |
| 4. was blowing | 11. was shopping |
| 5. arrived | 12. was listening |
| 6. were watching | 13. cooking / was cooking |
| 7. rang | 14. heard |

Unit 3, Grammar, Exercise 3

- | | |
|-------------------|-------------------|
| 1. were skiing | 7. checked |
| 2. wanted | 8. occurred |
| 3. was getting | 9. were making |
| 4. were beginning | 10. saw |
| 5. were looking | 11. were shouting |
| 6. arrived | 12. caught |

Unit 3, Grammar, Exercise 4

- | | |
|-----------------|------------------|
| 1. had | 7. was sitting |
| 2. was cycling | 8. was talking |
| 3. was looking | 9. stopped |
| 4. worked | 10. forgot |
| 5. was studying | 11. was speaking |
| 6. needed | 12. arrived |

Unit 3, Grammar, Exercise 5

- | | |
|----------------------------|---------------------------------|
| 1. were issued to students | 4. was given to me |
| 2. was being served | 5. were being shown |
| 3. were being given | 6. weren't told / were not told |

Unit 3, Grammar, Exercise 6

- | | |
|----------------|--------------------|
| 1 used to be | 6 wouldn't let |
| 2 used to rent | 7 used to do |
| 3 would take | 8 didn't use to do |
| 4 would get up | 9 used to arrive |
| 5 used to go | |

Unit 3, Grammar, Exercise 7

- | | |
|-------------------------|-----------------|
| 1 decided | 8 spotted |
| 2 told | 9 aimed |
| 3 would rise / rose | 10 found |
| 4 would become / became | 11 arrived |
| 5 checked | 12 was setting |
| 6 was wearing | 13 cooked |
| 7 were travelling | 14 was sleeping |

Unit 4, Grammar, Exercise 1

- | | | |
|------|------|------|
| 1. B | 4. C | 7. A |
| 2. A | 5. B | 8. B |
| 3. C | 6. C | 9. A |

10.

Unit 4, Grammar, Exercise 2

1. will run out / are going to run out / will have run out
2. is going to rain / 's going to rain / will rain
3. Shall I cook
4. will be travelling
5. will write / 'll write / am going to write / 'm going to write
6. will have done / 'll have done
7. are having / 're having / have / will be having / 'll be having
8. will finish / 'll finish / will have finished / 'll have finished

Unit 4, Grammar, Exercise 3

1. will be doing / 'll be doing
2. will have finished / 'll have finished
3. Will you be staying
4. will have completed / 'll have completed
5. will the team be playing / 'll the team be playing
6. won't have had / will not have had

Unit 4, Grammar, Exercise 4

- | | |
|--------------------------------|---------------------------------|
| 1. was about to finish | 5. were about to cook |
| 2. is due to start | 6. was on the point of breaking |
| 3. was on the point of getting | 7. is due to be held |
| 4. were due to go | |

Unit 4, Grammar, Exercise 5

- | | |
|---------------|--------------|
| 1. won't | 5. having |
| 2. [correct] | 6. [correct] |
| 3. travelling | 7. be |
| 4. finished | |

Unit 4, Grammar, Exercise 6

- | | | |
|------|--------|------|
| 1 on | 3 from | 6 at |
| 2 in | 4 next | 7 by |
| | 5 when | |

Unit 4, Grammar, Exercise 7

- | | |
|-----------------|----------------|
| 1 is bound to | 3 is bound to |
| 2 are likely to | 4 is likely to |
| | 5 are bound to |

Unit 4, Grammar, Exercise 8

- | | |
|-------------------------|-------------------------|
| 1 had better have | 4 had better not tell |
| 2 had better not forget | 5 had better ring |
| 3 had better find | 6 had better apologise |
| | 7 had better not go out |

Unit 5, Grammar, Exercise 1

- 1 confidently
- 2 surprisingly
- 3 quickly

- 4 emotionally
- 5 apparently
- 6 gradually

Unit 5, Grammar, Exercise 2

- 1 less stressful than
- 2 far worse than
- 3 not as difficult / not so difficult

- 4 much more exciting than
- 5 a lot healthier than
- 6 as quick as

Unit 5, Grammar, Exercise 3

- 1 have torn / 've torn
- 2 have you been doing
- 3 have just bought
- 4 Have you ever tried
- 5 have been thinking / 've been thinking

- 6 have visited / 've visited
- 7 have been painting / 've been painting
- 8 have broken / 've broken
- 9 Have you seen
- 10 have been working / 've been working

Unit 5, Grammar, Exercise 4

- 1 haven't been / have not been / 've not been
- 2 since
- 3 waited
- 4 for
- 5 since
- 6 came
- 7 have been / 've been
- 8 has been / 's been

- 9 since
- 10 went
- 11 were
- 12 for
- 13 had
- 14 have lived
- 15 for
- 16 since
- 17 left
- 18 has never spoken

Unit 5, Grammar, Exercise 5

- 1 just
- 2 yet
- 3 still

- 4 ever
- 5 just
- 6 still
- 7 never
- 8 already

Unit 5, Grammar, Exercise 6

- 1 have not arrived / haven't arrived
- 2 will start / 'll start
- 3 will buy / 'll buy
- 4 have not had / haven't had

- 5 has already landed
- 6 will be
- 7 have never been
- 8 will take / 'll take
- 9 will not be able / won't be able
- 10 has broken

Unit 5, Grammar, Exercise 7

- 1 for
- 2 [correct]
- 3 yet
- 4 since
- 5 [correct]

- 6 yet
- 7 already
- 8 for
- 9 since
- 10 [correct]

Unit 6, Grammar, Exercise 1

- 1 finished writing than
- 2 arrived when
- 3 finished breakfast when
- 4 left home when

- 5 woken up than
- 6 finished cooking when
- 7 put the phone down when
- 8 fallen asleep when

Unit 6, Grammar, Exercise 2

- 1 having them cleaned / going to have them cleaned
- 2 have them painted / have had them painted / 've had them painted / have painted them / 've painted them
- 3 having it repaired
- 4 had it built
- 5 had them designed
- 6 had them printed

Unit 6, Grammar, Exercise 3

- 1 had bought / 'd bought
- 2 realised
- 3 boarded

- 4 had got / 'd got
- 5 told
- 6 had seen / 'd seen

- 7 had been / had gone
- 8 visited

Unit 6, Grammar, Exercise 4

- 1 were called
- 2 had been started

- 3 arrived
- 4 had already spread
- 5 took

- 6 told
- 7 had never seen
- 8 had been brought

Unit 6, Grammar, Exercise 5

- 1 had eaten / 'd eaten
- 2 had been raining

- 3 had visited / 'd visited
- 4 had been doing

- 5 had been trying
- 6 had read / 'd read

Unit 6, Grammar, Exercise 6

- 1 woke
- 2 had been raining / 'd been raining / had rained / 'd rained
- 3 had met / 'd met
- 4 knew
- 5 was

- 6 couldn't get / could not get
- 7 had left
- 8 arrived / had arrived
- 9 had been working / 'd been working
- 10 had finished / 'd finished

Unit 6, Grammar, Exercise 7

- 1 *enough*
- 2 too many

- 3 too much
- 4 too many

- 5 too much
- 6 enough

Unit 6, Grammar, Exercise 8

- 1 a little
- 2 very little

- 3 a few
- 4 very few

Unit 6, Grammar, Exercise 9

- 1 a few
- 2 very little

- 3 very few
- 4 a little
- 5 very few

- 6 very little
- 7 a little
- 8 a few

Unit 6, Grammar, Exercise 10

- 1 a little
- 2 a few
- 3 a little
- 4 very little

- 5 Very few
- 6 a few
- 7 very little
- 8 Very few

Unit 7, Grammar, Exercise 1

- 1 climbed
- 2 would
- 3 [correct]
- 4 had
- 5 [correct]
- 6 was
- 7 doesn't / does not

Unit 7, Grammar, Exercise 2

- 1 asked me to do her
- 2 told them never to speak to him
- 3 asked the children to take off their / told the children to take off their
- 4 asked me to tell her my
- 5 told us not to forget to do our

Unit 7, Grammar, Exercise 3

- 1 who was coming
- 2 if anyone was / whether anyone was
- 3 where the museum was
- 4 I had been waiting for her / I'd been waiting for her
- 5 if I would phone him later / if I'd phone him later / whether I would phone him later / whether I'd phone him later
- 6 what time the train left / what time the train was leaving

Unit 7, Grammar, Exercise 4

- | | |
|--------------|--------------|
| 1 suggested | 4 wondered |
| 2 warned | 5 threatened |
| 3 complained | 6 offered |
| | 7 asked |

Unit 7, Grammar, Exercise 5

- 1 Don't put your feet / Please don't put your feet / Do not put your feet / Please do not put your feet
- 2 Would you like to go
- 3 You have all been working / You've all been working
- 4 Can you lend me / Could you lend me / Please can you lend me / Please could you lend me
- 5 Don't lie / Do not lie
- 6 Can you give me your / Could you give me your / Please can you give me your / Please could you give me your
- 7 Get out of / Please get out of
- 8 is always late / 's always late

Unit 7, Grammar, Exercise 6

- 1 told us trains were / told us that trains were
- 2 to know how everyone felt / to know how everybody felt
- 3 suggested that we went / suggested we went
- 4 me if I would / me if I'd / if I would / if I'd
- 5 begged me not to tell

Unit 8, Grammar, Exercise 1

- 1 fantastic, long, summer
2 lovely, big, Spanish

- 3 strange-looking, tall, blonde
4 excellent, little, Italian

- 5 great, new, electronic
6 expensive-looking, long, black

Unit 8, Grammar, Exercise 2

- 1 first conditional
2 third conditional
3 zero conditional

- 4 second conditional
5 zero conditional
6 third conditional

- 7 second conditional
8 first conditional

Unit 8, Grammar, Exercise 3

- 1 If you drop an egg, it breaks.
2 If I eat too much, I always put on weight.
3 If people take regular exercise, they stay fitter.

- 4 If you leave ice cream out of the freezer, it melts.
5 If people drive above the speed limit, they break the law.

Unit 8, Grammar, Exercise 4

- 1 will make yourself ill / 'll make yourself ill
2 will not be able to buy anything / won't be able to buy anything
3 will visit Grandma / 'll visit Grandma
4 will enjoy it / 'll enjoy it
5 will help you / 'll help you
6 will stop working / 'll stop working
7 will not be able to get into the house / won't be able to get into the house / 'll not be able to get into the house

Unit 8, Grammar, Exercise 5

- 1 was
2 would want
3 tidied
4 would look

- 5 would join / 'd join
6 could
7 went
8 would save / 'd save

- 9 wouldn't make / would not make / 'd not make
10 concentrated

Unit 8, Grammar, Exercise 6

- 1 hadn't bought / had not bought
2 'd have had / would have had
3 'd slowed / had slowed
4 would have seen / 'd have seen
5 wouldn't have looked / would not have looked
6 hadn't gone to / had not gone to
7 'd known / had known
8 would have met / 'd have met

- 9 hadn't fallen / had not fallen
10 wouldn't have missed / would not have missed
11 hadn't played / had not played / hadn't been playing / had not been playing
12 wouldn't have broken / would not have broken
13 would've been able to / would have been able to
14 'd hired / had hired

Unit 8, Grammar, Exercise 7

- 1 in case
2 unless

- 3 in case
4 Unless

- 5 unless
6 in case

Unit 8, Grammar, Exercise 8

- 1 A
2 C

- 3 B
4 A

- 5 B
6 C

Unit 8, Grammar, Exercise 9

- 1 B
2 C
3 A

- 4 A
5 C

- 6 B
7 A

Unit 8, Grammar, Exercise 10

- 1 had
2 drunk
3 [correct]

- 4 could
5 [correct]
6 were / was

Unit 9, Grammar, Exercise 1

1 regrets not going / regretted not going / regrets not having gone / regretted not having gone

2 regret to inform

3 regret moving

4 regret leaving

5 regret to say / regret saying

6 regret to announce

7 regret not revising / regretted not revising / regret not having revised / regretted not having revised

Unit 9, Grammar, Exercise 2

1 wishes he had prepared more carefully / wishes he'd prepared more carefully / wished he had prepared more carefully / wished he'd prepared more carefully

2 wish they had been a bit more adventurous / wish they'd been a bit more adventurous / wished they had been a bit more adventurous

3 wish I had thought about it / wish I'd thought about it

4 wish I had not been so greedy / wish I hadn't been so greedy / wish I'd not been so greedy

5 wish I had never bought it / wish I'd never bought it

6 wish I had taken the train / wish I'd taken the train

7 wish I had remembered to do it / wish I'd remembered to do it

Unit 9, Grammar, Exercise 3

1 could stop eating

2 didn't send me / wouldn't send me / didn't send / wouldn't send / did not send me / would not send me

3 had / could have

4 would tidy / tidied

5 was / were / could be

6 didn't talk / wouldn't talk

7 wasn't / weren't

8 went / would go / could go

Unit 9, Grammar, Exercise 4

1 regret

2 could

3 [correct]

4 tell

5 had

6 lived

7 could

Unit 9, Grammar, Exercise 5

1 hadn't broken up / had not broken up

2 falling out with

3 had put in / 'd put in

4 wouldn't put people down / would not put people down

5 had not put me off / hadn't put me off

6 had not fallen through / hadn't fallen through

Unit 9, Grammar, Exercise 6

1 had told / 'd told

2 would not talk / wouldn't talk / did not talk / didn't talk

3 could

4 was / were

5 did not have / didn't have

6 would come

Unit 9, Grammar, Exercise 7

1 remember getting

2 tried to make out

3 stop complaining

4 tried cooking

5 remember to buy / remembered to buy

6 stopped to ask

7 remember having

8 stop talking

Unit 10, Grammar, Exercise 1

- 1 After finishing
- 2 When travelling / Before travelling
- 3 after arriving

- 4 When crossing / While crossing
- 5 before leaving
- 6 When booking / While booking / Before booking

Unit 10, Grammar, Exercise 2

- | | | |
|------------------|--------------------|-------------------------------------|
| 1 is needed | 3 will be repaired | 5 was stolen |
| 2 had to be sent | 4 has been built | 6 ought to be sent / should be sent |

Unit 10, Grammar, Exercise 3

- | | | |
|----------------|----------------|--------------|
| 1 who / whom | 5 [correct] | 9 who / that |
| 2 that / which | 6 which | 10 which |
| 3 that | 7 that / which | |
| 4 where | 8 [correct] | |

Unit 10, Grammar, Exercise 4

- | | |
|-----------------------|---------------------------|
| 1 we caught | 5 who knocked at the door |
| 2 we ordered | 6 whose parents |
| 3 who looked after me | 7 where I was educated |
| 4 that I rented | 8 I lost |

Unit 10, Grammar, Exercise 5

- 1 where I did
- 2 who is taking
- 3 that was painted by Monet / painted by Monet / by Monet
- 4 whose book
- 5 that I saw yesterday / I saw yesterday / which I saw yesterday
- 6 which takes place in the mountains / that takes place in the mountains

Unit 10, Grammar, Exercise 6

- | | | |
|----------------|--------------|--------------------------|
| 1 [correct] | 7 who | 13 [correct] |
| 2 who | 8 where | 14 who / that |
| 3 whose | 9 [correct] | 15 where |
| 4 [correct] | 10 when | 16 whose |
| 5 that / which | 11 [correct] | |
| 6 [correct] | 12 where | |

Unit 10, Grammar, Exercise 7

- | | |
|---------------------|----------------------------|
| 1 which / that runs | 4 which is |
| 2 who painted | 5 who was elected |
| 3 which you can do | 6 which / that are covered |

Unit 10, Grammar, Exercise 8

- 1 which are called the Pyrenees
- 2 which is particularly low in the summer
- 3 which sells quality goods
- 4 which was shot in Spain
- 5 whose father was a write

Reading

Answer Key

Unit 1, Reading

Unit 1, Reading, Exercise 1

- | | | |
|------|------|------|
| 1. a | 4. d | 7. c |
| 2. a | 5. d | 8. c |
| 3. d | 6. a | |

Unit 1, Reading, Exercise 2

1. multi-coloured
2. fresh
3. stimulating
4. vivid
5. stunning
6. bright

Unit 1, Reading, Exercise 3

1. top
2. minute
3. rights
4. set
5. minute
6. shot
7. rights
8. top
9. shot
10. set

Unit 2, Reading

Exercise 1

1. G The words It also offers ... refer back to learning a language is fun in the previous sentence by introducing more points in favour of learning a language. The sentence following the gap continues to give more points with the words Added to which ...
2. C The words Even with only a slight grasp of the language and far easier and more pleasurable refer back to the words the rewards were instant in the previous sentence.
3. A The word method refers back to ways to do it in the previous sentence.
4. H The word either refers back to the comparison of two types of language course discussed in the previous two sentences. Mentioning a qualified teacher links the sentence back to the word courses in the two previous sentences and the words professionally-trained teachers earlier in the paragraph.
5. B You need to be tolerant and respectful of others refers back to it takes a certain kind of person in the previous sentence, and total immersion experience is what is being described in the rest of this paragraph.
6. F Mentioning how fast learners and perfectionists can progress refers back to the previous sentence: Progress is also entirely personal.
7. D References to the script and the soundtrack refer back to the DVD mentioned in the previous sentence and the words view in numerous languages or provide foreign subtitles.

Exercise 2

- 1 B
- 2 B
- 3 C
- 4 D
- 5 C
- 6 B

Exercise 3

- 1 increase little by little
- 2 manage with what you have
- 3 enter a discussion or argument
- 4 reach someone who is ahead
- 5 repeat or revise
- 6 start doing (something) enthusiastically

Unit 3, Reading

Exercise 1

- 1 C Text C says *Some ranches are not known for eco-principles, but the Estancia Los Potreros ...certainly is. It uses solar and wind power and the cattle and horse farm is completely organic.*
- 2 A Text A says *Visitors stay at one of three different places, then adds Unless you can afford a luxury price tag, the Township is the best bet.*
- 3 B Text B mentions *a visit to a cattle auction.*
- 4 A Text A says that *the real attraction of the Wilderness Ranch is the extreme isolation.* Other ranches in the text may be in remote locations, but this is not mentioned in the text.
- 5 D Text D mentions both travelling experiences and competitive events. These are the *cattle drives, ranch-to-ranch safaris, trans-Andean expeditions ... and the Gaucho Games, which are competitions on horseback for all ages.*
- 6 C Text C says that the Estancia Los Potreros, in Argentina, *dates back to 1574.*
- 7 B Text B mentions a *week-long ride on part of the old Chisholm Trail, a 19th-century link between Texas ranches and ... Kansas.*
- 8 D Text D says that guests *eat communally in the family dining room.* Texts B and C mention the families that own the ranches, but they don't say whether guests are treated like members of the family by them.
- 9 A Text A mentions *nightly music and entertainment in the Swinging Arm Café.*
- 10 B Text B says *Guests are encouraged to join in with seasonal tasks on the ranch,* implying that they are invited or asked to do so. Text C says that guests *can join in farm activities,* but there is no mention of whether they are encouraged to do so or whether those activities happen throughout the year.
- 11 C Text C says *The horses on the ranch are Peruvian Pasos, exceptionally sure-footed when rounding up the cattle on mountainous terrain.*
- 12 D The ranch in Text D has *vast herds of Herford cattle.* No other type of cattle is mentioned in the texts.
- 13 A Text A mentions that the Wilderness Ranch *is always full, so pre-planning is essential.*
- 14 D Text D says *Full board, riding and fishing, and transfer costs from the airport are included in the price.* The other texts mention the activities that the ranches offer, but not whether they are included in the price.
- 15 C Text C says *Guests stay in adobe (mud and straw) buildings which have en-suite bathrooms as well as other up-to-date facilities.*

Unit 3, Reading, Exercise 2

Correct answers:

- | | |
|-------------------|------------|
| 1 transfer | 5 full |
| 2 up-to-date | 6 en-suite |
| 3 twin | 7 remote |
| 4 air-conditioned | 8 luxury |

Unit 3, Reading, Exercise 3

- 1 outback
- 2 highlights
- 3 downside
- 4 livestock
- 5 daybreak
- 6 day trip

Exercise 1

1 (B) Incorrect

The text says that Jack did not care to knock at the great kitchen doors for fear of being taken for a beggar. For fear of means wanting to avoid something happening, rather than being nervous about something. Jack was not nervous about who might open the door if he knocked.

2 (C) Incorrect

The schoolmaster doesn't ask Jack any questions about who he was or what he was doing there, but instead says 'If you have a question to ask, you may ask it of me.'

3 (C) Incorrect

The writer doesn't mention whether Jack thought he had been sympathetic to the schoolmaster or not.

5 (B) Incorrect

The text says *Jack had never before been alone or dreamed of being alone with such a person*. Jack may be unsure about how to greet Mr Jonas, but this is not mentioned in the text.

6 (D) Incorrect

The text doesn't say that he was too frightened to say anything, but that he was seized by a painful doubt.

7 (D) Incorrect

The text says that Mr Jonas was walking with a candlestick in each hand, the flames pointing straight upwards, meaning that the flames were burning strongly and there was no wind to put them out.

8 (C) Correct

The text says Later, Jack wondered how much money Mr Jonas would in fact have offered him if he had had the sense to accept it. The writer adds that anyone who has been poor will sympathise with him in this matter.

Unit 4, Reading, Exercise 4/2

1 B

2 A

3 B

4 A

5 B

6 A

7 B

Unit 4, Reading, Exercise 4/3

1 ground surrounded by a wall next to a building

2 part attached to a larger building

3 not the main way into a building

4 stair separating one level from another

5 a room just inside the entrance

6 a set of stairs

7 all the rooms on the same level

8 a narrow corridor leading to rooms

Exercise 1

1 D - *Many* refers back to the word *aquariums* in the previous sentence. The words *the third top-paying attraction in Italy* in the sentence after the gap refer back to *spectacularly successful as tourist attractions* in the missing sentence.

2 G - The words *an even bigger tank* in the missing sentence refer back to *a shark tank the size of a football field* in the previous sentence.

3 A - The words *If that's the case* and *you're in for a big surprise* in the missing sentence refer back to *Maybe the last aquarium you visited* and the description of a older aquarium with *a few modest tanks in a gloomy cellar* in the previous sentence.

4 F - The words *these magnificent spectacles* refer back to the *dreamy and hypnotic water ballets*, in the previous sentence, that have *the power to charm even the most stressed-out adults*.

5 H - The word *it* in the missing sentence refers back to the *Cité de la Mer* in the previous sentence. The words *is more successful than its creators ever imagined* are explained in the following sentence, which says: *It had already received its millionth visitor by July 2006*.

6 B - The words *the vessel* refer back to the submarine mentioned in the previous two sentences. The sentence after the gap follows on from the information that the submarine tour takes *45 minutes* by saying: *You should allow about three hours to see all of the Cité de la Mer's permanent features*.

7 C - The words *so much so that it takes nearly a million gallons of seawater* refer back to the statement that the aquarium is *absolutely massive* in the previous sentence.

Unit 5, Reading, Exercise 2

1 A

2 B

3 B

4 A

5 B

6 A

7 B

8 A

Unit 5, Reading, Exercise 3

1 exhibitions

2 a hit

3 events

4 collections

5 spectacles

6 attractions

Exercise 1

Correct answer:

- 1 D The person in Text D says that his school *is best known as the setting for the 2000 film Remember the Titans* about an ethnically divided school. He says that *the school remains quite racially and ethnically diverse* and that in 2007, a group of his students *set out to illustrate that diversity in a 112-page, duotone book of photography*.
- 2 B The person in Text B says *Having their poems in a show has been significant for the students. It's expanded their horizons, making them feel valued*.
- 3 C The person in Text C says *They also made marketing materials for their bands. They made posters, T-shirts and album covers*.
- 4 A The person in Text A says that teachers sent students *out into the town to interview residents who were old enough to remember what life in the town used to be like*.
- 5 B The person in Text B says that students *alternate a week of school with a week of school-coordinated work in local businesses*. She says *this makes class time extremely precious because students still have to pass their final exams*.
- 6 A The person in Text A says that *what used to be considered a dying industrial town has now been put firmly on the map by this dedicated group of young local historians*.
- 7 D The person in Text D says *I threw out the idea to my students about making a book*. He says *I had envisioned a book focused on the different ethnic aspects of the school*.
- 8 C The person in Text C says *a lot of mums dropping off their daughters wanted to join in too*.
- 9 A The person in Text A says that the students *decided to create a website featuring their huge body of historical research, photographs and documentaries*.
- 10 B The person in Text B says that although class time is *extremely precious*, she tries to *spend five days every semester on writing poetry*.
- 11 D The person in Text D says *I had envisioned a book focused on the different ethnic aspects of the school, but the students wanted to focus on diversity in a broader way: individuals' talents and backgrounds*.
- 12 C The person in Text C says *We worked on stage presence with the girls, which helped them to get over their nerves and build up their confidence a little bit*.
- 13 A The person in Text A says that teachers wanted to *engage students in a really interesting community study* and mentions *sending students out into the town to interview residents*. She later mentions that the students have now become *a dedicated group of young local historians*.
- 14 B The person in Text B says that although time is *extremely precious* and students *have to pass their final exams*, she tries to *spend five days every semester on writing poetry*. Later she says that writing poetry with students has *expanded their horizons*, and that *it's a testament to the value both of art and of a second chance*.
- 15 C The person in Text C says *Some people just couldn't believe that we'd got the girls to play a song in a week – especially when some had never played an instrument before*.

Unit 6, Reading, Exercise 2

- 1 B completing
 2 A become known
 3 B widened their experience
 4 B control their fear
 5 A of different nationalities and cultures

Unit 6, Reading, Exercise 3

- 1 threw out
 2 join in
 3 build up
 4 drop me off
 5 figure out
 6 found out
 7 get over
 8 set out

Exercise 1**1 (C) Incorrect**

The writer says *For many years I have wanted to visit Cuba*, and later adds *I've waited too long to go to Cuba*, so we know that he has not yet been there.

2 (A) Incorrect

The writer says that five hundred years ago *Cuba had no gold, and sugar, coffee and tobacco came 200 years later*.

3 (B) Incorrect

A *lexicon* usually means the collection of all the words used in a language or a dictionary of these words, but in this case the writer says that the buildings are *like a lexicon*; he is not talking about a specific book.

4 (C) Correct

The writer quotes Hemingway, who said that *'for beauty, only Venice and Paris surpass Havana'*, meaning that he thought that only those two cities were more beautiful.

5 (C) Incorrect

The writer says *George Keppel, an English earl, captured Havana for King George in 1762, but swapped it for Florida a year later*. The British exchanged it in the 1700s, or the 18th century, not the 1800s.

6 (B) Incorrect

The writer mentions that Che Guevara's son is *project director of the Che Guevara Studies Center in Havana*, but doesn't mention whether he will visit this place.

7 (B) Correct

The writer says *what has really attracted me to Cuba for so long is its turbulent history*.

Unit 7, Reading, Exercise 2**1** romantic**2** natural**3** irresistible**4** historical**5** famous**6** favourite**7** political**8** economic**Unit 7, Reading, Exercise 3****1** A**2** B**3** A**4** B**5** A**6** B**7** A**Unit 7, Reading, Exercise 4****1** realised**2** propose**3** confirm**4** proclaimed**5** prompted**6** respond / responds**7** assembled

Unit 8, Reading, Exercise 8/1

1 C - The mention of the writer being charged *33 euros* and the *cellophane wrapping for my three shirts* refers back to collecting *my weighty pile of damp clothes from the cleaners* in the previous sentence.

2 F - *I straightened up* continues on from *bent down* in the previous sentence. Mention of a *slight pain where my vertebrae turned into hips* refers back to the previous line where the writer says he *felt something snap* in his back.

3 A - The writer says a pain caused him to *fling off his rucksack* in the previous sentence. He says *I had forgotten my waist-strap*, referring to a part of his rucksack that was still attached to him, so the falling rucksack *pulled me down to the grass verge*.

4 E - *It* refers to the rucksack, and so *its loss would complicate matters considerably* refers back to *Should I leave my rucksack by the road?* and *No, I decided* in the previous two sentences.

5 B - *Hobbling round the bar* reminds us that he *crept into the bar* earlier in the paragraph. *An L-shaped back* refers back to the *hard-backed chair* mentioned earlier in the paragraph.

6 H - In the previous sentence the writer says that there were *no bus routes across the hills*. In the missing sentence, the writer says *So I decided on plan two, which meant that I would hitchhike*.

7 D - *Three stopped, but they were only going a kilometre* refers back to *only six cars passed* in the previous sentence.

Unit 8, Reading, Exercise 8/2

1 damp

2 rise

3 strides

4 optimism

5 habit

6 instinctively

7 fatal

8 seize up

9 sympathy

Unit 8, Reading, Exercise 8/3

1 rise

2 raise

3 damp

4 humid

5 drop

6 fell

7 sympathetic

8 kind

9 sensitive

10 sensible

11 discussed

12 argue

Unit 9, Reading, Exercise 1

- 1 C The person in Text C says *she's the person I always go to when I'm feeling a bit low and need cheering up.*
- 2 D The person in Text D says *we have the same likes and dislikes – clothes, food, films, that kind of thing.*
- 3 B The person in Text B says *I don't think we've once had an argument about anything.*
- 4 C The person in Text C says *One day I might have grandchildren of my own, and I'd really like to be the sort of grandmother she's been to me.*
- 5 D The person in text D says *We actually went to school together.*
- 6 A The person in Text A says *there are times when she can be really awkward and Sometimes I'm convinced that she says things just to wind me up. He says that sometimes we end up falling out with each other.*
- 7 B The person in Text B says *I don't go to him with every little problem I have, but I know that if there was a crisis, I could always turn to him for help.*
- 8 A The person in Text A says *in many ways, it's surprising that Polly and I are still so close after all this time.*
- 9 D The person in Text D says *When you've known each other for such a long time, you can usually predict what somebody's going to say next, and how they'll react to a certain situation.*
- 10 A The person in Text A says *You have to make allowances and tolerate things you wouldn't normally be happy about – otherwise you wouldn't be real friends.*
- 11 B The person in Text B says *we tend not to speak to each other much during working hours. She adds That's the way I prefer it, actually. I don't like everyone knowing who I'm friendly with.*
- 12 C The person in Text C says *She has masses of knowledge and experience, and she's passed such a lot on to me – and it's not the kinds of things you might find by reading books.*
- 13 A The person in Text A says *Sometimes I'm convinced that she says things just to wind me up.*
- 14 B The person in Text B says *he's one of those people you'd have complete faith in, no matter what happened.*
- 15 C The person in Text C says *I know that some people think the older generation is a bit stuffy and out of touch, but they haven't met my grandmother. Later, she says I've never felt that there was any generation gap between us because she's so young at heart.*

Unit 9, Reading, Exercise 9/2

- 1 be really good friends
- 2 try to make someone angry
- 3 always do something that's annoying
- 4 decide to ignore someone's faults
- 5 put up with something
- 6 trust absolutely
- 7 ask someone's advice
- 8 not see the funny side of things
- 9 make someone feel happier
- 10 have been friends for ages

Unit 9, Reading, Exercise 9/3

- 1 young at heart
- 2 predictable
- 3 bright
- 4 awkward
- 5 moody
- 6 well-organised
- 7 dependable
- 8 stuffy

Unit 10, Reading, Exercise 10/1

1 (B) Incorrect

The writer doesn't say that John Webber regrets having to send the cup to the auction room. The writer implies that he wishes he had taken more care with it.

2 (C) Correct

The writer says that it was made *somewhere in the vast empire which spread from Persia*, then adds *The skill of the Persian empire's metalworkers, who made exquisite objects in sheet gold and silver, was renowned*.

3 (C) Incorrect

This is not the correct meaning of the expression *to have a good eye*.

4 (C) Incorrect

John Webber says that his grandfather *was always picking up all sorts of things everywhere he went*, but doesn't suggest that he came across the cup somewhere by chance.

5 (C) Incorrect

The writer doesn't say that John's grandfather wanted to send the cup to be tested; he *called in a researcher* when the family was preparing *to move house*, and the researcher *sent it for testing on the advice of the British Museum*.

6 (C) Incorrect

The writer doesn't suggest that John Webber was afraid that nobody would want to buy the cup.

7 (D) Incorrect

The writer says that the cup was sold *to a mystery buyer standing at the back of the auction room*. The writer adds *He apparently wanted to add the cup to his family collection*.

8 (C) Incorrect

John Webber says *She has a new home now*, referring to the cup and its new owner.

Unit 10, Reading, Exercise 10/2

1 B

2 B

3 A

4 B

5 A

6 A

Unit 10, Reading, Exercise 10/3

1 call in

2 hold onto

3 head for

4 melt down

5 pack up

Key Word

Transformations

Answer Key

EXTRA PRACTICE – ANSWER KEY

Extra practice, Key word transformations, Exercise 1

- 1 to make the most of
- 2 it doesn't/does not matter to
- 3 were you able to
- 4 take eight away/away eight from
- 5 took part in

- 6 will have finished by
- 7 will (have) run out
- 8 isn't/is not very keen on
- 9 asked Peter if he had/he'd
- 10 had gone by

Extra practice, Key word transformations, Exercise 2

- 1 could have done with
- 2 of putting up with
- 3 in spite of the rain
- 4 is/'s bound to be
- 5 you lend me
- 6 haven't/have not fallen out for /

- haven't/have had it out for
- 7 despite the fact that we
- 8 John has gone/come down
- 9 found the film really boring
- 10 had better go

Extra practice, Key word transformations, Exercise 3

- 1 came up against
- 2 wish I had/I'd applied
- 3 has nothing to do with
- 4 looking forward to seeing
- 5 has picked up

- 6 ought to be preserved by
- 7 have not/haven't finished their/the match
- 8 me when your plane lands
- 9 used to be spent
- 10 do you any harm

Extra practice, Key word transformations, Exercise 4

- 1 is the difference between
- 2 was not/wasn't as big as
- 3 not have turned down
- 4 advised me to spend
- 5 was much more interesting than
- 6 will take care of

- 7 how about taking/how about you take
- 8 has been teaching us/has been our teacher for/has taught us for
- 9 appears to be rising/going up
- 10 were on our way

Extra practice, Key word transformations, Exercise 5

- 1 like the look of
- 2 have fallen through
- 3 told me not to forget/to remember
- 4 know if anyone had noticed
- 5 to pick up

- 6 could have forgotten
- 7 to blame yourself/yourselves
- 8 must be interested in/must have an interest in
- 9 didn't/did not put you off
- 10 is the third time

Extra practice, Key word transformations, Exercise 6

- 1 am too exhausted to
- 2 took part in
- 3 is the competition taking place
- 4 will have/need to be sent
- 5 asked me if I was
- 6 only I had not/hadn't bought

Extra practice, Key word transformations, Exercise 7

- 1 from top to bottom
- 2 is more expensive than
- 3 brought it home to
- 4 get round to tidying
- 5 to make yourselves at

Extra practice, Key word transformations, Exercise 8

- 1 made their way
- 2 was not/wasn't able to finish
- 3 blame me for breaking
- 4 fed up with watching
- 5 (really) gets me down

Extra practice, Key word transformations, Exercise 9

- 1 has changed her mind
- 2 wish (that) Kevin would stop
- 3 to know if we were
- 4 expenditure is more/greater than
- 5 see the/any necessity of/in

Extra practice, Key word transformations, Exercise 10

- 1 to cut back on
- 2 was no doubt in the
- 3 if anyone brought up
- 4 have been learning English for
- 5 is being brought/moved forward

- 7 was set up by
- 8 needn't/need not have booked
- 9 making/to make up his mind
making/to make his mind up
- 10 was set back

- 6 were/was taller I could
- 7 put me through to
- 8 what we need is
- 9 who this umbrella belongs to
- 10 who/that came up with

- 6 was held up by fog
- 7 in urgent need of help
- 8 so that I could learn
- 9 forget to take/bring back
- 10 on our way home

- 6 nowhere near as much
- 7 takes place/will take place/is taking place on
- 8 not much to look
- 9 is no longer any demand
- 10 do not/don't regret studying

- 6 if I felt like going
- 7 had concentrated she would have/she'd have
- 8 if you could tell
- 9 always find nature programmes fascinating
- 10 suggested (that) we should go

VOCABULARY ANSWER KEY

UNIT 1

Unit 1, Vocabulary, Exercise 1

1. generation
2. reality
3. disappointment
4. laziness
5. beauty
6. generosity

Unit 1, Vocabulary, Exercise 2

1. let
2. meet
3. give
4. have
5. can't

Unit 1, Vocabulary, Exercise 3

1. One way or another
2. No way
3. way of life

Unit 1, Vocabulary, Exercise 4

1. unforgettable
2. inexpensive
3. incorrect
4. disappear

Unit 1, Vocabulary, Exercise 5

1. collect
2. study
3. lift

Unit 1, Vocabulary, Exercise 6

1. keep up with
2. come up with
3. clear up

7. decision
8. happiness
9. impression
10. satisfaction
11. determination

6. bring
7. about
8. get
9. need
10. see

4. By the way
5. way out of
6. out of the way

5. imperfect
6. untrue
7. dislike

4. increase
5. buy

4. give up
5. stand up for
6. make up

UNIT 1 Use of English•

1. said - The correct word here is said because it can be followed by that.
2. causing - The correct word here is causing, meaning making something happen, in this case, harm.
3. recommend -The correct word here is recommend, meaning to advise people to do something.
4. kept -The correct word here is kept meaning put in a particular place.
5. think -Think is the correct word here because it can be followed by of.
6. make -The correct phrase is make a noise.
7. stayed -The correct phrase is stay up late, meaning to stay awake for longer than usual before going to bed.
8. seems -Seems to have been means that something appears to have been the case, but the writer cannot be certain.
9. amount -The correct phrase is any amount of, meaning that it doesn't matter how much.
10. so -So is the correct word here, meaning therefore.
11. tell -The correct collocation with stories is tell.
12. experiences -The correct word here is experiences, in this case referring to the feelings, skills, knowledge and enjoyment that people can get from playing computer games.

UNIT 2

Unit 2, Vocabulary, Exercise 1

- | | |
|--|---------------|
| 1. take it back / take the shirt back | 5. take in |
| 2. takes up | 6. taken over |
| 3. takes after | 7. take off |
| 4. take 10 away / take ten away / take away 10 / take away ten | 8. take up |
| | 9. take to |

Unit 2, Vocabulary, Exercise 2

- | | |
|------|------|
| 1. C | 5. A |
| 2. A | 6. B |
| 3. C | 7. C |
| 4. B | |

Unit 2, Vocabulary, Exercise 3

- | | |
|--|--|
| 1. if you would be free | 4. if you could put / if you would put |
| 2. if you could send me / if you would send me | 5. if you would like to |
| 3. if you would enjoy helping | 6. If you could phone me / if you would phone me |

Unit 2, Vocabulary, Exercise 4

- | | |
|-----------------------|--------------|
| 1. participating in | 6. mentioned |
| 2. could you possibly | 7. finally |
| 3. take place | 8. convinced |
| 4. hand it in to | 9. received |
| 5. reply | |

Unit 2, Vocabulary, Exercise 5

- | | |
|--------------|---------|
| 1. part | 5. care |
| 2. easy | 6. time |
| 3. advantage | 7. out |
| 4. shape | |

Unit 2, Vocabulary, Exercise 6

- | | |
|-----------|--------------|
| 1. | 5. promotion |
| 2. job | 6. staff |
| 3. career | 7. working |
| 4. salary | |

8. qualifications

Unit 2, Vocabulary, Exercise 7

1. denying
2. promise
3. claims
4. inform

Unit 2, Vocabulary, Exercise 8

- 1.
2. counting on
3. counts
4. count towards

9. employers

5. advise
6. Suggesting
7. threatened

5. counting the cost of
6. lost count of
7. count me in

UNIT 2 Use of Language •

1. No - The correct phrase is there is no shortage of, meaning there are plenty of [bilingual signs in Wales]. The second part of the sentence says you can see them everywhere.
2. to -The correct phrase is according to, meaning this is said by [most people in the UK].
3. Of -The correct phrase is the rest of, meaning the remaining part of something, in this case all the other parts of the UK except Wales.
4. Own -The phrase of its own means something that belongs only to it – in this case a culture that belongs to Wales.
5. did / could -The text states that Welsh poet Dylan Thomas did not speak Welsh, but contrasts this with his parents, who did / could speak Welsh.
6. Since -The correct phrase is ever since, meaning for all the time since [1536].
7. Soon -As soon as expresses a link between two actions or events that happen immediately after each other. In this case, immediately after the Welsh Language Act was passed in 1993, Welsh had equal status with English.
8. There - The correct phrase is There is no doubt that, which is used at the start of a sentence to introduce information that the writer thinks is certainly true.
9. In -The correct phrase is In addition, which is used to express a further point about a subject, and here refers back to the points made in the previous sentence to explain the survival of the Welsh language.
10. Over -Well over is the correct phrase, meaning a lot more than and referring here to fifty per cent of the Welsh population.
11. Than -The correct phrase is rather than, meaning instead of. In this case the writer says that in the future tourism may prove to be a friend instead of an enemy of Welsh.
12. Who - The correct word here is who, which refers back to those, meaning those people.

Unit 3, Vocabulary, Exercise 1

1. traditional
2. biting
3. loving

4. dropping
5. storey
6. filled

Unit 3, Vocabulary, Exercise 2

1. kick myself
2. kick up a fuss
3. was kicked out

4. kicked off
5. kick in / kick down
6. kick my heels

Unit 3, Vocabulary, Exercise 3

1. although
2. while
3. because

4. so that
5. in addition
6. nevertheless

Unit 3, Vocabulary, Exercise 4

1. despite
2. in spite
3. although

4. despite
5. although
6. in spite

Unit 3, Vocabulary, Exercise 5

1. background music
2. starring
3. acting
4. trailer

5. new release
6. the screen
7. leading role
8. special effects

Unit 3, Vocabulary, Exercise 6

1. knowledge
2. interpreter
3. collision
4. ignorance
5. survival

6. recognition
7. suspicion
8. instruction
9. painting

Unit 3, Vocabulary, Exercise 7

1. terrified
2. amusing
3. embarrassed
4. distressing

5. bored
6. annoying
7. amazing

Unit 3, Use of English, Exercise 1

1. **eventually** - The adverb form is needed coming before agreed, describing when this happened.
2. **satisfying** - The adjective form is needed to describe the noun that follows: breakfast.
3. **happily** - The adverb form is needed here to describe the verb that follows: set off.
4. **activity** - The noun form is needed here following the adjective sporting.
5. **improvement** - The noun form is needed here as an object after the verb phrase began to see.
6. **worst** - The superlative form of the adjective is needed here to form the expression one of the + superlative adjective + I had ever + verb.
7. **sheltered** - The adjective form is needed to describe a place, in this case, a spot to camp.
8. **Unfortunately** - The adverb form unfortunately is needed here to introduce a sentence describing a difficult or unhappy situation.
9. **entertainment** - The noun form is needed here following the words not my idea of.
10. **enthusiastic** - The adjective form is needed here to describe the author's feelings following the words I suddenly felt. The adjective does not need a negative prefix following the words less than.

Unit 4, Vocabulary, Exercise 1

- miss
- lose
- advise
- warn
- fall
- drop
- reach
- arrive

Unit 4, Vocabulary, Exercise 2

- could give
- should be
- recommends organising
- suggest that the host families
- would also recommend going
- suggested having dinner

Unit 4, Vocabulary, Exercise 3

- What we must not forget is
- What they probably don't want is / What they probably do not want is
- What we must remember is
- What students really need is
- What is very important is
- What we should remember is / What we mustn't forget is / What we should not forget is / What we shouldn't forget is
- What they ought to have are

Unit 4, Vocabulary, Exercise 4

- could do with
- make do with / do with
- as nothing to do with
- do away with
- do with/ do without
- has nothing to do with
- do away with
- could do with

Unit 4, Vocabulary, Exercise 5

- bored
- excited
- disappointed
- curious
- upset
- delighted
- impatient
- surprised

Unit 4, Vocabulary, Exercise 6

- go down with
- go on with
- go in for
- go over
- go by
- go off

Unit 4 • Use of English

1. **haven't/have not finished** /The present continuous sentence becomes a present perfect sentence to express the idea that the musicians have not finished rehearsing.
2. **makes no difference or doesn't**/does not make any difference /The correct phrase here is makes no difference [to me] or doesn't make any difference [to me], expressing the idea that it is not important to me.
3. **has no intention of recruiting or hasn't any intention of recruiting** /The correct phrase here is have no intention of (doing something), meaning to definitely not want or plan to (do something).
4. **was written by** /The passive form is needed here because the Oscar-winning film's screenplay becomes the subject of the sentence and the missing words are followed by by.
5. **have been studying Chinese for** /The past simple in the first sentence becomes the present perfect in the second sentence to express the idea of the action continuing over a period of time with for.
6. **do you want to live** /The question Why do you want ---? is needed here to express the idea of being attracted to doing something.
7. **must be looking forward to** /The correct phrase is be looking forward to. The modal form must is needed before the verb to express certainty.
8. **has been closed since last** /The past simple in the first sentence becomes the present perfect in the second sentence to express the idea of the action continuing since a particular time in the past.

Unit 5

Unit 5, Vocabulary, Exercise 1

1. Swept
2. Bobbing
3. Stroll
4. Roaming
5. paddle

Unit 5, Vocabulary, Exercise 2

1. Isolated
2. plenty of
3. nearby
4. Reliable
5. Deserting
6. takes place
7. Drawbacks
8. in search of
9. make it out to be
10. more and more

Unit 5, Vocabulary, Exercise 3

1. feel like
2. felt strange
3. feel up to / feel like
4. feel isolated
5. felt part of
6. Feel free
7. felt good

Unit 5, Vocabulary, Exercise 4

1. get away with
2. get around to doing something
3. get over
4. get out of doing something
5. get (somebody) down
6. get on well with
7. get together
8. get through
9. get nowhere with
10. get your message across

Unit 5, Vocabulary, Exercise 5

1. get over
2. get me down
3. get together
4. getting out of
5. get through
6. get on well with
7. getting nowhere with
8. get your message across
9. get away with
10. get around

Unit 5, Vocabulary, Exercise 6

1. gets me down
2. gets on well with
3. get out of
4. get around to / get round to
5. to get over

Unit 5, Vocabulary, Exercise 7

1. B
2. A
3. B
4. C
5. B

Unit 5, Use of English, Exercise 1

1. **lies** - The correct phrase is the secret lies in, which is used to introduce a previously unknown and important piece of information and means the secret is to be found in.
2. **growing** - The correct phrase is a growing demand, meaning an increasing need for something.
3. **convinced** - The correct word here is convinced, meaning that the experts strongly believe that something is true.
4. **about** - The correct expression is do something about, meaning to face or attempt to solve a problem.
5. **run out** - The correct phrasal verb here is run out, meaning be completely used up or finished.
6. **reason** - The correct word here is reason because the next sentence introduces the reason why what is mentioned in the previous sentence is happening.
7. **because** - The word because is needed here to link the statement made at the beginning of the sentence with an explanation of why that statement is true.
8. **thought** - The correct expression here is are thought to be, meaning that people believe that this is the case.
9. **risk** - The correct phrase here is at risk. Danger would have been correct if the preposition here was in instead of at.
10. **where** - The relative pronoun where is needed here to complete the defining relative clause describing the word places.
11. **However** - The correct word here is however because it introduces a statement which contrasts with the previous sentence and is followed by a comma which separates it from the next piece of information.
12. **somewhere** - The correct word here is somewhere, meaning that although the site has already been selected, it is either unknown to the writer, or the writer doesn't want to say where it is.

Unit 6

Unit 6, Vocabulary, Exercise 1

1. looking into
2. look up to
3. looked through
4. Looking back on
5. looking after
6. Look out
7. look up

Unit 6, Vocabulary, Exercise 2

1. lying
2. laid
3. Lies
4. Lay
5. Lie
6. Lied
7. lies

Unit 6, Vocabulary, Exercise 3

1. who
2. Although
3. because
4. which
5. for that reason
6. However
7. when

Unit 6, Vocabulary, Exercise 4

1. from top to bottom
2. hit rock bottom
3. the bottom has fallen out of
4. come bottom
5. get to the bottom of
6. start at the bottom
7. a bottomless pit

Unit 6, Vocabulary, Exercise 5

1. a bottomless pit
2. come bottom
3. from top to bottom
4. get to the bottom
5. hit rock bottom
6. at the bottom
7. bottom has fallen out of

Unit 6, Vocabulary, Exercise 6

1. cut back on
2. cut off
3. cut in
4. cut down
5. cut out
6. cut across
7. cut it up

Unit 6, Vocabulary, Exercise 7

1. cuts across
2. cut off
3. cut up
4. cut down / had cut down / 'd cut down
5. cut out
6. cuts in
7. are cutting back

Unit 6, Use of English, Exercise 1

1. at - The correct phrase is at sea, meaning on the sea in a boat.
2. during / on- During or on can both be used here to show that the event happened while the family were still on the fishing trip.
3. With -With is needed here before the words no power to express the fact that the boat has no power.
4. had -The past perfect passive is needed here to show that the family was reported missing before the search took place.
5. something - Here something expresses the idea that the mother thinks that a terrible thing has happened, but doesn't know exactly what it is.
6. out / off- Both set out and set off can be used here to express the fact that the rescue services departed to search for the family.
7. but / except -The correct phrase here is could do nothing but / except wait, meaning could only wait.
8. or- Or here completes the phrase either ... or meaning that one rescue team might find the family if the other did not.
9. which -Which is needed here to complete a non-defining relative clause which gives extra information about the small red sail.
10. was - Was is needed here to complete the passive verb form was seen.
11. who -Who here refers to the helicopter pilot and completes a non-defining relative clause.
12. by -The correct phrase here is one by one, meaning one (person) at a time.

Unit 7

Unit 7, Vocabulary, Exercise 1

1. hang on
2. hang out
3. hang up
4. hang about
5. hang back
6. hang on

Unit 7, Vocabulary, Exercise 2

1. of watching
2. for forgetting
3. on taking
4. in listening
5. with doing / of doing
6. about going

Unit 7, Vocabulary, Exercise 3

1. make the most of
2. make out
3. make up
4. make do with
5. make a habit of

Unit 7, Vocabulary, Exercise 4

1. against
2. course
3. admit
4. extent
5. line
6. trouble
7. sheer
8. doubt
9. well

Unit 7, Vocabulary, Exercise 5

1. tour
2. travel
3. trip
4. flight

Unit 7, Vocabulary, Exercise 6

1. see eye to eye
2. keep an eye on
3. catch your eye

Unit 7, Vocabulary, Exercise 7

1. keep an eye on
2. up to my eyes in
3. have eyes in the back of my head

Unit 7, Use of English

1. **fantastic** - The adjective form is needed to describe the noun trips.
2. **beautiful** - The adjective form is needed after the and before night sky.
3. **surrounded** - The shortened form of the passive [I am] surrounded is needed before by.
4. **comfortable** - The adjective form is needed after the subject, we, and the verb be.
5. **being** - The gerund form is needed after all about.
6. **reluctance** - The noun form, reluctance, is needed after the quantifier, some, to describe the feeling of being reluctant.
7. **infinitely** - The adverb, infinitely, is needed here to give more information about the word better.
8. **equipment** - The noun form, equipment, is needed here as an object after the words we have brought with us.
9. **enthusiasm** - The noun form, enthusiasm, is needed here after the possessive pronoun, our.
10. **practical** - The adjective form is needed after we'll be.

5. voyage
6. drive
7. journey
8. ride

4. keep your eyes peeled
5. have eyes in the back of your head
6. up to your eyes in

4. keep your eyes peeled
5. caught my eye
6. see eye to eye

Unit 8 • Use of English •

Unit 8, Vocabulary, Exercise 1

1. mist
2. downpour
3. lightning
4. blizzard

5. hurricane
6. thunder
7. heat wave
8. sleet

Unit 8, Vocabulary, Exercise 2

1. hurricane
2. blizzard
3. thunder
4. mist

5. lightning
6. downpour
7. sleet
8. heat wave

Unit 8, Vocabulary, Exercise 3

1. fumbled
2. stare
3. flung
4. leap
5. creeping / tiptoeing

6. leapt / bounded
7. crouched / crept
8. tiptoe
9. froze

Unit 8, Vocabulary, Exercise 4

1. delay the progress of
2. leave
3. write

4. leave
5. establish
6. begin and seem likely to continue

Unit 8, Vocabulary, Exercise 5

1. tiny
2. overweight
3. narrow
4. pretty

5. miserable
6. modern
7. blonde

Unit 8, Vocabulary, Exercise 6

1. look his age
2. look ahead
3. look after herself
4. much to look at
8. looked back
5. look around / looked around
6. like the look of
7. never looked back / has never looked back / 's never

Unit 8, Vocabulary, Exercise 7

1. B
2. C
3. A
4. C
5. A
6. B
7. A

Unit 8, Use of English, Exercise 1

1. takes place annually - The phrasal verb to take place means to happen. It is followed by the adverb annually formed from the adjective annual.
2. that / which came to the rescue - The relative pronoun that or which is needed here to refer to whoever or whatever did the action. The correct phrase is come to the rescue meaning to rescue or help to rescue someone.
3. was cut off from - The phrasal verb to cut off means to prevent someone from reaching or leaving a place. The passive was cut off is needed here with the preposition from.
4. made an enthusiastic dash / enthusiastically made a dash -The correct phrase is make a dash meaning to run suddenly and quickly, in this case, towards the football player.
5. was too little time for -The correct phrase here is too little, meaning not enough. To have time for something means to have time to do it.
6. were in urgent need of -To be in need of something means that you need something which you don't have or don't have enough of: in this case, supplies. The adverb urgently becomes the adjective urgent and is placed before need.
7. do you find attractive about -The phrase to find attractive means to like or to be attracted by, and takes the preposition about.
8. whose name was / is Swanson -The relative pronoun whose is needed here to complete the defining relative clause. The present simple or the past simple form can be used here because the championship was in the past, but we can assume that Swanson is still alive.

Unit 9

Unit 9, Vocabulary, Exercise 1

1. not capable of
2. laid back about
3. defensive about
4. unable to
5. reluctant to
6. have difficulty

Unit 9, Vocabulary, Exercise 2

1. break up with
2. come down with
3. face up to
4. catch up with
5. be fed up with

Unit 9, Vocabulary, Exercise 3

1. catch up with
2. broken up with
3. fed up with
4. coming down with
5. face up to

Unit 9, Vocabulary, Exercise 4

1. appeared
2. mentioned
3. additional
4. interested
5. salary
6. forward

Unit 9, Vocabulary, Exercise 5

1. cure
2. patient
3. medicine
4. treatment
5. immunise
6. outbreak
7. epidemic
8. quarantine

Unit 9, Vocabulary, Exercise 6

1. fall back on
2. fall in with
3. falling apart
4. fell through
5. fell for
6. fell out with

Unit 9, Vocabulary, Exercise 7

1. put out
2. put in for
3. putting people down
4. put you off
5. put up with

Unit 9, Vocabulary, Exercise 8

1. good salary
2. self-employed
3. temporary
4. part-time
5. apply
6. long hours
7. resign

Unit 9, Use of English, Exercise 1

1. **mind** -The correct phrase is to my mind, which means in my opinion. Both belief and opinion would be correct answers here if the preposition in the text was in.
2. **far** -The correct phrase is far more, which means a lot more. Many would be correct if it was followed by a countable noun, and lot would be correct if it was preceded by a.
3. **understand** - The correct word is understand, to complete I cannot really understand, meaning that the writer is unable to work out in his mind why people have this attitude.
4. **speed** - The expression at top speed means as fast as possible.
5. **explained** - The correct word here is explained because it is the only word that can be used to introduce a reason why something is true, and this reason follows this word in the text.
6. **taking** - The phrasal verb to take part means to participate in an activity; in this case, playing sport.
7. **make**-To make someone feel something means to cause or force them to feel it. The words cause and force are incorrect here because they need to be followed by an object + to.
8. **however** -Whilst all of the words here can introduce a statement which contrasts with the statements before it in some way, the correct word here is however because the other words cannot be followed by and.
9. **describing** -The correct word here is describing, here meaning talking about what happened in detail. The words commenting and talking could also be correct if they were followed by a preposition.
10. **fall out** -The correct phrasal verb here is to fall out, meaning to have a dispute or argument.
11. **way** -The correct phrase here is way of life, meaning the way that you choose to live or something that influences how you live, as here.
12. **concerned** -The correct phrase here is as far as I am concerned, meaning from my point of view.

Unit 10

Unit 10, Vocabulary, Exercise 1

1. turning down
2. turned back
3. turn into
4. turned out
5. turn over
6. turn down

Unit 10, Vocabulary, Exercise 2

1. turn over
2. turn down
3. turn into
4. turn down
5. turn back
6. turn out

Unit 10, Vocabulary, Exercise 3

1. changed the subject
2. change your mind
3. change trains
4. change money / change my money / change some money
5. change clothes / change my clothes

Unit 10, Vocabulary, Exercise 4

1. consideration
2. tactfully
3. amusing
4. suggestion / suggestions
5. thoughtful
6. difference
7. signature
8. completely

Unit 10, Vocabulary, Exercise 5

1. save
2. decrease
3. supply
4. income
5. consumers
6. purchases
7. sellers

Unit 10, Vocabulary, Exercise 6

1. market
2. customers
3. brands
4. products
5. industry
6. factory
7. earnings
8. profits
9. companies
10. merchandise

Unit 10, Vocabulary, Exercise 7

1. into
2. by
3. on
4. to
5. on
6. for
7. up

Unit 10, Vocabulary, Exercise 8

1. bring up
2. bring out
3. bring off
4. bring in
5. bring forward
6. bring back
7. bring down
8. bring about

Unit 10, Vocabulary, Exercise 9

1. bring it off
2. brought forward
3. bringing in
4. brought out
5. bringing down
6. bring up
7. brought about
8. bring back

Unit 10, Use of English, Exercise 1

1. **disastrous** -The adjective form is needed to describe the noun failure that follows.
2. **unwillingly** -The negative form of the adverb is needed here before the verb agree because the words that precede it make it clear that the writer expected the event to be a failure.
3. **impressive** -The adjective form is needed to describe the words the introduction to the show which precede it.
4. **athletic** -The adjective form is needed to describe the pronoun it, which refers to the introduction to the fashion show.
5. **surprisingly** -The adverb form is needed here to complete the phrase surprisingly enough, which contrasts the second clause of the sentence with the first.
6. **untrue** -The negative form of the adjective is needed following the conjunction but to describe this, which refers to the saying that nothing is new in fashion.
7. **attractive** -The adjective form is needed to describe the things that the students had created for the fashion show.
8. **entertaining** -The adjective form is needed to refer to describe the whole thing, which refers to the fashion show.
9. **stylish** -The adjective form is needed to describe ones, which refers to the designs created for the fashion show.
10. **incredibly** -The word incredibly is needed here to be a quantifier for the word pleased which follows it, showing how pleased the writer is.