

Grammar

Verb forms to talk about the past

- 1 Look at these extracts 1–8 from Listening Part 4. Match the underlined verb forms with the explanations a–g. There are two verb forms you can match with one explanation.



- 1 We loved his stories of the strange creatures he'd seen.
- 2 When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing.
- 3 When she invited me to come out on one of her trips ...
- 4 We've listened to them so many times.
- 5 He'd drop whatever he was doing.
- 6 She never used to panic.
- 7 Even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site.
- 8 He's been spending a lot of time recently getting this new show ready.

- a something that happened at a specific time in the past
- b a repeated action or habit in the past which doesn't happen now
- c an activity which started before and (possibly) continued after an event in the past
- d something which happened before another activity or situation in the past
- e something which happened before another activity or situation, with an emphasis on the length of time
- f an activity that started in the past and is still happening, with an emphasis on the length of time
- g something that has happened more than once at times which are not stated between the past and the present

→ page 177 Language reference: Verb forms to talk about the past

- 2 Put the verbs in brackets into the simple or continuous form of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen has been working (work) in Singapore since he (leave) university two years ago, but next year he expects to be transferred to Hong Kong.
- 2 Alexander takes university life very seriously. He (study) here for six months and he still (not go) to a single party!
- 3 Maria (come) round to dinner last night. She (start) telling me her life story while I (make) the salad and (continue) telling it during dinner.
- 4 Ivana (have) a splitting headache yesterday evening because she (work) in the sun all day and she (not wear) a hat.
- 5 I (grow) up in a house which (belong) to my great-great-grandfather. We (sell) it now because it was too big for our small family.

- 3 Circle the correct alternative in *italics* in each of the following sentences.

- a My teachers (1) *were often getting* / *often used to get* annoyed with me when I was at school because I (2) *never used to bring* / *had never brought* a pen with me and I (3) *would always ask* / *have always asked* someone if I could borrow theirs.
- b The village (4) *used to be* / *would be* very quiet and remote until they (5) *built* / *had built* the motorway two years ago. In those days everybody (6) *would know* / *used to know* everyone else, but since then, a lot of new people (7) *came* / *have come* to live in the area and the old social structures (8) *gradually changed* / *have gradually been changing*.
- c When I was a child, both my parents (9) *used to go* / *were going* out to work, so when they (10) *would be* / *were out*, my grandmother (11) *was looking* / *would look* after me.



Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them.

A made B gave C said D expressed

- 2  Exam candidates often use the wrong verb when they should use *give* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- When you print the article, we also expect you to give an apology.
 - Her report on the trip did not show accurate information so we were quite confused.
 - I have some suggestions to give before the forthcoming trip.
 - I hope your company will give me at least a partial refund.
 - I'm so grateful that you have made me the chance to attend the course.
 - In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
 - Installing modern technology will give a good impression of the college.
 - Our evening lectures were made by 'experts' who knew nothing about the subject.
 - There is another recommendation I would like to give concerning the club.
- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.
- a speech, lecture, talk, performance
 - (someone) information, details, advice, instructions
 - a(n) recommendation, comment, apology, suggestion
 - someone a(n) chance, opportunity
 - someone a refund, their money back
 - a phone call
 - an impression on someone
 - someone an impression

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4 you

- complete six sentences with between three and six words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage grammar, vocabulary and collocations.

- 1 Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

For questions 1–4, 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 three and six words, including the word given.

- His actions were based on what his uncle advised him to do.
ADVICE
The basis for his actions him.
A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised
- Alba made every effort to arrive at the meeting on time.
BEST
Alba to the meeting on time.
A did her best to get
B made the best to arrive
C tried very hard to make it
- Unless the product is in perfect condition, we cannot return your money.
REFUND
We will be unable the product is not in perfect condition.
A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

Vocabulary

Collocations with **make**, **get** and **do**

1 Form collocations with the words in **bold** by writing **make**, **get** or **do** in the correct form in the gaps in these extracts from Listening Part 1.

- But you a conscious **decision** to learn it when you were in Mongolia, didn't you?
 - What's essential, though, is **an effort**.
 - I remembered those dictation **exercises**.
 - As a language teacher it would my life a lot **easier**.
 - **the questions right** would be useful training for many interviewers.
- 2 Exam candidates often use the wrong verb with the words and phrases in the box. Write each word or phrase in the correct column of the table below. Two words/phrases can be written in more than one column.

a **comment** a course a decision a mistake a **job**
 an effort a point a proposal a qualification
 a suggestion activities an apology business
 complaints changes exercise further information
 friends harm one's money back one's best
 some shopping sport household chores the cooking
 the right choice use of something an improvement

make	get	do
a comment	a job	a job

3  Each of the sentences below contains a mistake made by candidates with a collocation of **make**, **do** or **get**. Correct the mistakes.

- Before working in our shop you first make a one-week course in developing photos.
- A lot of my time was wasted, so I think I should receive some of my money back.
- She did everything possible to turn the trip more pleasant.
- We were made to work very hard at school and that certainly didn't make me any harm.
- We need to reduce the time taken to achieve all the tasks mentioned above.

- Other members of the club have given suggestions about a quiz or karaoke night to form part of our social programme.
- We'd be very grateful if you'd make your best to solve this problem.
- You can spend lots of time at this holiday camp practising exercise and having a great time!



Reading and Use of English | Part 3

Exam information

In Reading and Use of English Part 3

- you read a text of 150–170 words with eight gaps and one example (0)
- in each gap you write the correct form of the word given in CAPITALS at the end of the line.

This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes.

1 Work in small groups. How many words can you form from each of these base words?

govern care critic child break occasion force
 deep fragile friend repair

Example

govern: government, governmental, governable, ungovernable, ungovernably, governing, governor

2 Look at your answers to Exercise 1. Which of these suffixes did you use?

-ion, -ment, -less, -ise, -ally, -hood, -able, -ly, -ful, -en, -ity, -ship

Which of the suffixes above are used to form

1 verbs? 2 nouns? 3 adjectives? 4 adverbs?

3 Can you think of other suffixes which are used in each of the categories 1–4 in Exercise 2? For each suffix, write one word as an example, e.g. nouns: -ness: kindness.

Grammar

Expressing purpose, reason and result

1 Match the beginnings of these sentences (1–8) with their endings (a–h).

- 1 I thought I should pick the language up while I was there, **so**
- 2 It might be better to set up a simulation of the job in question **so as to**
- 3 The candidate often lacks the sort of cultural background that would stand them in good stead in these situations, **with the result that**
- 4 They used to give us dictations in class **to**
- 5 I always write new vocabulary down in my notebook in **case**
- 6 Pavla is studying languages at university **with the intention of**
- 7 We found the lecturer difficult to hear **due to**
- 8 You'll need to use a microphone, **otherwise**
 - a eventually working as an interpreter.
 - b I forget it.
 - c I immersed myself in the life of the local community.
 - d the people at the back won't hear you.
 - e the poor acoustics in the hall.
 - f their responses take the interviewer by surprise.
 - g see whether the candidate has the skills and attitude they're looking for.
 - h make sure we knew things like putting a double 'p' in 'approve'.

2 Answer the following questions.

- 1 Which of the **bold** words/phrases in Exercise 1 express
 - a a purpose?
 - b a reason?
 - c a result?
- 2 Which of the words/phrases are followed by
 - a an infinitive?
 - b a noun / verb + -ing?
 - c a clause?

→ page 170 Language reference: Expressing purpose, reason and result

3  Exam candidates often make mistakes with words and phrases to express reason, purpose and result. Circle the correct alternative in *italics* in each of the following sentences.

- 1 My Italian is excellent *because* / *due to* I lived in Italy for four years.
- 2 *By* / *For* technical reasons, the flight was delayed for several hours.
- 3 Over the last decade, our lives have changed a lot *because of* / *by* computers.
- 4 Could you please send us a brochure *so as* / *so that* we can see exactly what you are offering?
- 5 I hope the organisation's efficiency will improve *for not to* / *in order not to* waste people's time and money.

Writing | Part 2

A report

Exam information

- In Writing Part 2 you do one writing task from a choice of three.
- The possible tasks are an email/letter, a proposal, a report or a review.
- You must write between 220 and 260 words.

1 Read the following writing task and answer the questions below.

An international media company is investigating the influence that television programmes imported from English-speaking countries have on different countries around the world. You have been asked to write a report on English-language TV programmes in your country. In your report you should address the following:

- how popular these programmes are and why
- the effect they are having on local culture
- any changes you would recommend.

Write your **report**.

- 1 Who is expected to read this report?
- 2 Should you use a formal or informal style?
- 3 What are the four main points you should deal with?
- 4 In what order would you deal with them?

Vocabulary and grammar review Unit 1

Vocabulary

1 Complete each of the sentences below by writing the correct form of *give, do or make* in each gap.

- 1 The minister a rousing speech at the end of the conference.
- 2 Carrie sat through the entire meeting without a single suggestion to solve the problem.
- 3 We our students plenty of opportunities to speak to ensure they become fluent.
- 4 Fergus a pretty bad impression in Saturday's match, so the manager is him just one last chance or he'll be dropped from the team.
- 5 If you'd just me the details, I'll take a note of them and pass them to the person responsible.
- 6 I never expected to see you at the concert because the last time we met, you me the impression that you didn't like classical music.
- 7 If you're not completely satisfied with the result, we'll you a full refund.
- 8 Patsy is just a phone call at the moment, so she'll be with us in a sec.

Grammar

2 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 three and six words, including the word given.

- 1 I received some very useful advice from Gustavo.
FOUND
I me very useful.
- 2 The opportunity to study at university should be open to everyone.
BE
Everyone to study at university.
- 3 The first time Carla went skiing was last Monday.
NEVER
Carla last Monday.

4 We were all favourably impressed with Paola's lecture.

FAVOURABLE

The lecture on all of us.

5 Students don't spend their free time in the same way as fifty years ago.

CHANGED

The way students spend their free time fifty years.

6 Without a receipt, they will not return your money.

REFUND

They will not you have a receipt.

3 Circle the best alternative in *italics* in the sentences below.

- 1 We got to the park quite soon after lunch and fortunately the rain *stopped* / *had stopped* by then.
- 2 We'd stood / We'd been standing in the rain for at least twenty minutes before the bus arrived, by which time we *were feeling* / *had been feeling* pretty cold and wet, as you can imagine.
- 3 I've driven / I've been driving along this road a thousand times – I could almost do it with my eyes shut!
- 4 You'd expect Fran to be looking tired because *she's studied* / *she's been studying* for her final exams for the last three weeks.
- 5 Maisie ate / *had been eating* sweets all evening so it was not surprising she didn't want any supper!
- 6 I think people *used to work* / *would work* much harder in the past than they do nowadays.
- 7 So much noise *had come* / *had been coming* from our flat all afternoon that eventually the neighbours complained and we had to explain that we *repaired* / *were repairing* the heater and that we'd be finishing soon.
- 8 We always used to go to the Mediterranean for our holidays when I was a child. I think we *went* / *used to go to* Ibiza at least five times.

Vocabulary and grammar review Unit 2

Vocabulary

- 1 For questions 1–8, read the text below. 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.

The evolution of linguistics

Linguistics has undergone two great revolutions in the past 70 years. In the late 1950s Noam Chomsky *theorised* that all languages were built on an underlying (1) grammar embedded in human genes. A second shift in linguistics – an (2) of interest in small and endangered languages – has focused on the (3) of linguistic experience. Field linguists are more interested in the (4) that make each language unique and the ways that culture can be (5) in a language's form. At present some 85 percent of languages have yet to be documented. Understanding them can only (6) our comprehension of what is similar in all languages.

Different languages highlight the range of human experience, revealing that aspects of life that we have a (7) to think of as true of all languages, such as our experience of time, number or colour, are in fact quite (8) In the Siberian language Tuva, for example, the past is always spoken of as ahead of one and the future is behind one's back.

THEORY
UNIVERSE

EXPLODE

VARY

CHARACTER

INFLUENCE

RICH

TEND

CHANGE

- 2 Complete each of these sentences with a word/phrase relating to language (the number of letters in each word is given at the end of the sentence).

- You've got to be able to write for this job. We can't afford to have people making mistakes. (10 letters)
- Amina expresses her ideas very clearly – but then she's a highly young woman. (10)
- Having lived in Chile for seven years, Philippe has a perfect of Spanish. (7)
- It takes a great deal of practice to achieve in a language. (7)

- I prefer to the language while I'm visiting the country rather than going to classes. (4, 2)
- Maria's English is virtually perfect although her is Greek. (6, 6)
- With a Japanese father and a French mother, Motoko is completely (9)

- 3 Complete these sentences by writing the correct form of *make*, *get* or *do* in the gaps.

- Lee has been working hard because he needs to better professional qualifications.
- The new principal is planning on quite a few changes to the way this college is run.
- How long have you been your current job?
- It was a difficult decision, but I think you the right choice.
- I don't understand you. What point are you trying to ?
- It wouldn't you any harm to take a bit more exercise!

Grammar

- 4 Complete each of these sentences with a word or phrase from the box.

due to in case otherwise so as so that with the intention of

- I caught an earlier train finishing the report before my boss arrived in the office.
- Natalie delivered the parcel herself to make sure it arrived safely.
- If I were you, I'd take your bank card your money runs out.
- You really should write new vocabulary in your notebook, you'll forget it.
- Services on North-East Trains were cancelled today a train drivers' strike.
- Amin covered his face as he left the building no one would recognise him.