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Introduction

CPE Reading & Use of English is designed to prepare students for Paper 1 of the revised Cambridge CPE examination. This book will help students successfully bridge the gap between FCE level and the more advanced English needed for success at CPE. Students are given the opportunity to build on their existing language skills, and emphasis is given to both grammar and vocabulary. Students also have the chance to familiarise themselves with the format of the new CPE examination, with ample exam practice being offered in each unit.

There are fifteen units in the book, each of which is comprised of four parts. These parts are organised as follows:

**PART 1 – Grammar**
- **Grammar Presentation**: a clear presentation of all grammatical structures to help students revise their knowledge, with emphasis on more advanced phenomena.
- **Grammar Practice**: practice of the grammar presented in the unit.
- **Similar meaning in another way**: presentation of common transformations to consolidate students’ knowledge before they attempt the Proficiency-level transformations which follow.
- **CPE Transformations**: further practice of structures, along with a number of more challenging transformations.
- **Advanced Language Points**: a selection of advanced-level material which helps candidates gain confidence in their use of the English language.

**PART 2 – Language Development**
- **Verbs, Adjectives, Nouns with Prepositions**: presented in alphabetical order and practised in context.
- **Idioms**: presented in alphabetical order and encompassing the wide range of advanced idiomatic usage required at this level.
- **Prepositional Phrases**: extensive coverage and practice of prepositional phrases required at this level.
- **Word Usage**: designed to acquaint students with everyday collocations in English.
- **Collocations**: further practice in advanced-level collocations.
- **Phrasal Verbs**: reinforcement and extension of students’ knowledge of phrasal verbs, presented in alphabetical order. (Some units also introduce a number of nominal forms.)
- **Words Easily Confused**: an exercise in which students have to choose between commonly confused words, according to context.
- **Derivatives**: an alphabetical list designed to provide students with a wealth of derivatives, essential for success in the word formation task in the CPE examination.
- **Wordplay**: practice in recognising subtle differences between phrases as well as avoiding errors.
- **Word Combinations**: words combined to make set phrases, invaluable to candidates as these expressions are used throughout the CPE examination.
- **Correct or Incorrect**: presentation of areas of the language where mistakes are commonly made.
- **Word Distractors**: exercises based on word distractors providing practice in recognising and understanding their correct use.

**PART 3 – Vocabulary Practice**
- A variety of topically-related vocabulary exercises designed to help students in the Reading & Use of English text(s) in Part 4.

**PART 4 – Reading & Use of English**
- Exam-style texts giving students practice in the skills required for the revised CPE examination.

**Exam Practice**
- Includes exam-style texts to not only help students familiarise themselves with the revised exam format, but also offer them a chance to perfect their exam techniques and put their learning into practice.

This book will provide students with extensive coverage of the intricacies of English usage and prepare them for the demands of the revised Cambridge CPE examination.
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## General description

**PAPER FORMAT**
For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading comprehension tasks.

**TIMING**
1 hour 30 minutes

**NO. OF PARTS**
7

**NO. OF QUESTIONS**
53

**TASK TYPES**
Multiple-choice cloze, open cloze, word formation, key word transformation, multiple matching, gapped text, multiple choice.

**TEXT TYPES**
From the following: books (fiction and non-fiction), non-specialist articles from magazines, newspapers and the Internet.

**LENGTH OF TEXTS**
2,900 - 3,400 words in total

**ANSWER FORMAT**
For Parts 1, 5, 6 and 7, candidates indicate their answers by shading the correct lozenges on the answer sheet. For Parts 2 and 3, candidates write their answers in capital letters in the space provided on the answer sheet. For Part 4, candidates write their answers on the answer sheet but capital letters are not required.

**MARKS**
For Parts 1-3, each correct answer receives 1 mark; for Part 4, each correct answer receives up to 2 marks; for Parts 5-6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark. There are a total of 72 marks available for the test.

## Structure and tasks

### PART 1

**TASK TYPE AND FOCUS**
Multiple-choice cloze. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.

**FORMAT**
A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.

**NO. OF QS**
8

### PART 2

**TASK TYPE AND FOCUS**
Open cloze. The main focus is on awareness and control of grammar with some focus on vocabulary.

**FORMAT**
A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.

**NO. OF QS**
8

### PART 3

**TASK TYPE AND FOCUS**
Word formation.
The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.

**FORMAT**
A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.

**NO. OF QS**
8

### PART 4

**TASK TYPE AND FOCUS**
Key word transformations.
The focus is on grammar, vocabulary and collocation.

**FORMAT**
Six discrete items with a lead-in sentence and a gapped response to complete in 3-8 words including a given 'key' word.

**NO. OF QS**
6

### PART 5

**TASK TYPE AND FOCUS**
Multiple choice.
Understanding of detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).

**FORMAT**
A text followed by 4-option multiple-choice questions.

**NO. OF QS**
6

### PART 6

**TASK TYPE AND FOCUS**
Gapped text.
Understanding of cohesion, coherence, text structure, global meaning.

**FORMAT**
A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.

**NO. OF QS**
7

### PART 7

**TASK TYPE AND FOCUS**
Multiple matching.
Understanding of detail, opinion, attitude, specific information.

**FORMAT**
A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.

**NO. OF QS**
10
Part 1

For questions 1 - 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

0 A putting        B fixing        C placing        D fitting

0 A putting        B fixing        C placing        D fitting

A Silent World

Linda Philips sighed once again, and (0) ....... on a brave face, (1) ....... ‘What’s the matter?’ to her daughter, Emma. For she knew only too well that for a while, her daughter had been lost in a (2) ....... of her own; one that would end in a (3) ....... of tears. In preparation for Emma’s entry into the world, where communication on any level would be of the (4) ....... importance, Linda had put a strain on the family by taking the time to learn sign language. It is no secret that the majority of people are insensitive to the (5) ....... of children generally, let alone those who are deaf. Like a radar, Emma was starting to (6) ....... up the subtle meanings of their sidelong (7) ....... and experience the hurt which (8) ....... follows. The pain of rejection takes a long time to subside.

1 A signed         B mouthed       C elaborated      D announced
2 A universe       B planet        C place           D world
3 A flow           B downpour      C flood           D rush
4 A highest        B maximum       C utmost          D supreme
5 A wants          B desires       C needs           D essentials
6 A gather         B pick          C collect         D catch
7 A looks          B glances       C gazes           D glimpses
8 A admittedly     B loosely       C remarkably      D inevitably
Part 2

For questions 9 - 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers in capital letters on the separate answer sheet.

Example: ITS

RED ALERT

The colour red plays a vital role in our everyday life, and symbolic value is used in a variety of situations without us being aware of it.

The importance of the colour for us humans must derive primarily from the colour of blood, there is also a natural occurrence in plants and animals to act as a warning (of poison, for example or imminent attack). In addition, red is the colour you see in the depths of a fire, and in the sun it sets in the sky.

In modern life, red denotes warning and danger, and the sight of it automatically us more alert. It is used for road signs showing prohibition, on taps for hot water, for buttons that will produce radical results if pressed and teachers' corrections.

It is also the colour of love, anger and passions. The blood and the heart have always been seen as closely connected with feelings, the extent that people with emotional disturbances were often bled by doctors in the Middle Ages in the mistaken belief that they had much blood in them. Here, however, we can perhaps see another source of red as danger; if you see a person growing red in the face, it is often best to beat a hasty retreat, they explode.
Hypersensitive Canines

Tonic-clonic seizures are the most serious form of the (0) DISORDER, and involves (17) ....................... of consciousness and convulsions of the body. It can be extremely (18) ....................... for sufferers since these attacks often come on without warning, meaning they can injure themselves by falling or be at risk from, for example, (19) ....................... vehicles if they collapse in a road. One afflicted boy, who suffered up to five seizures a day, had by the age of eleven sustained two serious concussions and a number of broken teeth from falls.

There are dogs, like guide dogs for people with partial or total (20) ....................... , trained to help sufferers deal with attacks by alerting parents or (21) ....................... the victim is not in a position of danger. However, a very small percentage of dogs are also what is called ‘seizure-alert’; that is, they can sense a coming seizure up to half an hour before it happens and forewarn their owners. Even minutes can give the victim the time to find a safe place, or even take a seizure-blocking medicine if that is available to and (22) ....................... for them.

It is not known quite how these dogs know an attack is approaching, but trainers look for dogs that possess a (23) ....................... sensitivity to sounds and smells, and a natural empathy with people. It is possible that such dogs are more sensitive to the trademark symptoms that precede an attack, or maybe there is a particular smell (24) ....................... one. Whatever the reason, the dog can literally change the life of the sufferer long trapped by their illness.
Part 4

For questions 25 - 30, 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 eight words, including the word given. Here is an example (0).

Example:

0. To my mind, you paid too much for that dress.

worth

To my mind, ................................................................. you paid for it.

0. the dress isn’t / wasn’t worth what

Write only the missing words on the separate answer sheet.

25. I managed to persuade Bob to lend me his car.

talk

I managed to ................................................................. me his car.

26. I go trekking now and again with my brother.

once

I go trekking ................................................................. with my brother.

27. Nearly every month there is a new environmental disaster.

passes

Hardly ................................................................. a new environmental disaster.

28. Nobody can foresee what David’s reaction to the news will be.

seen

It ................................................................. David will react to the news.

29. He almost cried when you shouted at him.

 verge

He was ................................................................. when you shouted at him.

30. Nobody said they objected to the plan.

objections

Nobody ................................................................. the plan.
You are going to read an extract from a novel. For questions 31 - 36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

**A Glimmer of Hope**

‘You cannot just take and take, and never give anything back,’ Laurence used to say to his two sons. He was talking about growing and the soil but, as with his other pearls of farming wisdom, Mark often found himself applying it to life as well, even in the city, where he and Andrew had made their home, far from the dark hillsides of North Yorkshire.

Mark visited often enough, while Andrew tended to stay away – ironically they both acted for much the same reason. When Mark had told his father he was not interested in running the farm, Laurence had not said much; when, two years later Andrew said the same (standing in the same spot overlooking the pastureland where the sheep grazed – the only place they could ever get their father to stand still a while and talk), he had said nothing at all.

Another thing he’d taught them: ‘Clouds are the last place to look for signs of a wet winter.’ Meaning, the smaller, subtler signs were by far the most telling. The way birds behaved. Certain sensitive plants. And his silence had spoken volumes; that though he would never dream of telling his sons how to live their lives, he was clearly unable to comprehend how he had failed to communicate the beauty of farming to them.

As soon as they were old enough to be trusted not to get themselves into mischief, he had had them out with him at every available opportunity: riding on either side of him on the tractor, listening to the blades of the reaper slice through the lush spring grass; watching with him through the flock near lambing time, watching him check each expectant ewe, knowing each one by name; standing by him at the auctions, fairs and markets as he slowly negotiated the price he was looking for to buy this or sell that.

He had not tried to dissuade them or implore them, and had always supported them, but their mother, Molly, had told them how despondent he had been, still was sometimes, and chided them, ‘Why did it have to be a blunt “never”?’ Could you not have let him realise it slowly, in his own way?’. And so they felt guilty and that drove Mark to visit often and Andrew to stay away.

It angered Andrew, as he once explained to Mark. ‘He always wanted honesty, didn’t he? Why should we go his way, after all? He didn’t do what Grandad did.’ But for Mark it was otherwise – he never felt his father resented them their choice, but rather regarded himself as a failure for not making his sons into farmers, lovers of the soil.

Which was not, in any case, true. They lived together in the centre of Leeds, but that was for the convenience and, after all, weren’t they still both young men, still single and in need of a bit of life now and then outside their little flat? Neither could go right,’ said Molly sharply, ‘and long overdue, if you look at the odds.

Molly’s pregnancy knocked all three men for six, and suddenly it seemed like everything would be all right again. Andrew started coming to the farm; solicitous to the point of obsession with his mother, he had reams of notes taken down from the Internet about birth for older women – the latest miracle herb, exercises, statistics – and would drive her to distraction, trying to get her to read and follow it all.

‘I can’t do everything, Andrew,’ she said once. ‘If I try all the things you’re suggesting, the baby’s not going to know which way to face when he finally comes.’

For it was always a ‘he’. Laurence had no doubt started that; he was full of new hope. Though he was getting on now, he was still a powerful man, well able for the hard seasons of work that lay ahead until his new son was ready to take the reins. Then the results of the ultrasound scan came back; as Mark had feared, it was a girl. They were all sitting at the table when Molly announced it, just after dinner had finished one Saturday evening; doubtless she had no wish to deal with Laurence’s reaction on her own. It was winter, and long evenings full of long silences were not the most attractive of prospects.

There was a long stunned silence. Then, ‘A girl, imagine,’ said Laurence, unable to keep the note of shock from his voice. ‘That’s right,’ said Molly sharply, ‘and long overdue, if you look at the odds.’

The meal ended awkwardly and Laurence went out to his usual place, looking out across the fields, a frown on his face. Mark went out to him.

‘It doesn’t mean she won’t want to farm, you know.’

‘But if you two lads didn’t, what’s the chances of a lass wanting to?’

‘I’m not saying she will. Just that you shouldn’t write her off before she’s even born.’

He watched his father shift from foot to foot, as he did when he was thinking. Then, for the first time ever, as far as Mark could remember, he used farming as a metaphor.

‘Well, you know, if there’s no ram in a flock, the strongest ewe will take over. And then you’re in trouble, because she won’t give her place up again in a hurry.’ Mark understood what Laurence was telling him – it was his last chance to change his mind.
31 Why does the author use the word ‘ironically’ in line 4?
   A The brothers’ common motive led them in opposite directions.
   B The brothers both felt they were acting selfishly.
   C Though brothers, they reacted very differently to events.
   D Deep down, the brothers both realised they had hurt their father.

32 How did the brothers understand their father was hurt?
   A He hadn’t spoken to them since.
   B He had used the cloud metaphor.
   C His behaviour had changed.
   D He had stopped teaching them.

33 Why did the brothers feel guilty?
   A They felt they had used the wrong approach.
   B They knew they had dashed their father’s hopes.
   C Their mother had told them off.
   D All their father’s work had gone to waste.

34 Andrew felt angry at Laurence because he
   A felt Laurence’s behaviour was hypocritical.
   B blamed Laurence for his own problems.
   C felt Laurence blamed them for letting him down.
   D was unhappy in the city but dared not show it.

35 Molly made the announcement at dinner so that
   A it would be a surprise.
   B everyone would hear it at the same time.
   C her anger at Laurence would not show.
   D she would have some support.

36 What was Laurence’s final decision?
   A to sell the farm
   B to place his hopes on the baby
   C to make his sons feel jealous
   D to force the farm on Mark
Part 6
You are going to read an extract from an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A - H the one which fits each gap (37 - 43). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

A Realistic View

One of the most memorable scenes from Francis Ford Coppola’s *Apocalypse Now* shows a beach landing by US troops under heavy fire. As the camera pans around, we catch a glimpse of Coppola himself, directing another film crew, shouting ‘Don’t look at the camera!’ as the actors stream past.

This means good pictures, certainly, and the gritty scenes that keep the viewer hooked. However, if every news show has the same pictures, why should the viewers watch one show over another? What a news show wants are the exclusive pictures; to be the only channel that shows this shot, that angle, these exciting sequences.

Journalists are often deeply ambitious, driven people, insatiable in their chase for the big story that will make their name, their career. They know very well that news does not get any bigger than war news, and so when a conflict breaks out, they flock to the scene, itching to get into the heat of the action.

Not that they went unprepared, or were unaware of the danger they faced. Many – whether woman or man – wore a burqa, the head-to-toe garment the ultra-orthodox Taliban had made it law for women to wear; thus disguised, they mingled with the populace. Demand for high-tech body armour has meant a worldwide shortage – but saved the life of more than one journalist.

It would appear that a new category has been added to the traditional casualties of war. To the lists of dead combatants and the civilian death roll can be added the media fatalities. The coverage of war is carrying a heavier and heavier price.

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The image, and especially the moving image, has a power that text and spoken word has not; the power of immediate impact. Whereas before Vietnam, casualties of war would be reported in dry figures, now the viewer could see the corpses strewn on the battlefield. The images of the Vietnam War undoubtedly played a part in creating the anti-war movement back in the States, and the eventual ceasefire.

And because the camera is ever-present, the other mass media, especially newspapers, are being forced to take steps to compete. No longer is it enough to collect various stories and patch together an article; the modern-day journalist is expected to provide an eye-witness account of the front lines of a battle, must live among the combatants and duck under the live bullets and avoid the explosions along with them.

It has also led to an extremely alarming rise in the numbers of casualties, including fatalities, among members of the press. This reached such a level during the Bosnian War that staff from different media networks banded together, refusing to send more than one camera crew into the field at a time and pooling all the footage obtained.
A  It leads to rather incongruous scenes. Enemies exchanging gunfire along a city street, hugging the walls of buildings. Behind them, similarly crouched, is a cameraman aiming lens instead of gun; a reporter clutching a microphone in a white-knuckled fist is hiding behind him, babbling commentary to a live audience.

B  However, sensible measures such as these are not good enough for the networks. The images thus obtained may be real, may show the situation as it is happening on the ground, but what a news show wants above all else is not the truth, especially. It wants good TV.

C  Still, in the first two weeks of the war, the Afghan conflict was already the most dangerous for the media since Bosnia. Seven journalists had already lost their lives in that uncertain land, torn by two decades of near-constant warfare. Plenty of journalists headed straight back out to the relative safety of Pakistan – but there were plenty waiting there, eager to take their place.

D  They come with their notebooks open and pens poised, their cameras loaded, ready to snap or roll. They are the war correspondents, veterans of Bosnia, Somalia and Kosovo, battle-scarred and hardened, more ready for combat than most of the soldiers they stop to interview.

E  Why was the mistake not taken out of the final cut? Because it fitted perfectly. The Vietnam War was the first war to be properly televised, and scenes from it were part and parcel of the average American's experience of the war. So the scene in the film looks authentic precisely because it has a film crew on the sidelines, shooting the soldiers going into action.

F  At every opportunity, the networks will be putting pressure on their staff to capture the fresh, the new, to venture deeper and deeper into the battlefield in search of that award-winning scoop. And, if the truth be known, they rarely find themselves running particularly short of volunteers.

G  So it has become expected that every war be accompanied by a visual commentary, and this has necessitated the sending of camera crews into war zones to capture the moments on celluloid (or now, video). A war is no longer a real war unless it is televised.

H  So when the US invaded Afghanistan, it was not just troops that went over the border. Journalists, cameramen, photographers, all went along for the ride, penetrating areas of the country shunned even by the US military, all in search of that elusive goal, the exclusive, whether in the form of an article, a photograph or a video clip.
Part 7

You are going to read an article about Captain Cook. For questions 44 - 53, choose from the sections (A - D). The sections may be chosen more than once.

Mark the answers on the separate answer sheet.

In which section are the following mentioned?

Cook’s voyages enhancing knowledge in a range of fields 44 ........

Cook’s fateful decision to challenge a figure of authority 45 ........

the concept of giving up one’s life for a greater good 46 ........

meticulous methodology being crucial to Cook’s achievements 47 ........

remarkable coincidences facilitating Cook’s purpose 48 ........

a change in circumstances clouding a situation 49 ........

the abandonment of an enlightened approach 50 ........

the privileged seeking to reinforce an image 51 ........

the possibility of Cook being passed for a divinity 52 ........

asking if Cook merely performed his duty or actively shaped regional policy 53 ........
A
In the painting by Johann Zoffany which depicts the death of Captain James Cook – the tireless eighteenth-century explorer – the captain is shown lying on the ground, mortally wounded and surrounded by an angry group of half-naked warriors. The painting, in keeping with others of the late eighteenth century, contributed to the growing demand for stylised depictions of heroic deaths of British officers. This fashion reinforced the viewpoint that the British elite, at that time, were selflessly willing to sacrifice themselves in the name of enlightenment and progress. During his career in the navy, Cook made three important voyages into the Pacific. A quick look at a map of that area today will show reminders of that time – for example, the Cook Islands, and Mount Cook on the South Island of New Zealand.

B
There is some controversy as to whether Cook should be regarded simply as part of the process which led to Europe spreading its influence and strength into the Pacific or whether he played a more active role. Either way, the significance of his discoveries remains immense. His expeditions contributed greatly to the study of botany, anthropology, navigation, exploration, cartography, and medicine. In fact, his greatest accomplishments probably stemmed from his thorough approach to whatever he undertook, which led him to be able to consolidate the work of earlier explorers. Cook’s first two voyages into the Pacific were characterised by his tolerance and forbearance towards the inhabitants of the islands he visited and the importance he placed on the physical well-being of his crew. His recognition of the fact that there was a huge cultural difference between his men and the islanders influenced his dealings with the latter and the commands issued to the former. By contrast, his third and last voyage saw a different, more irritable Cook, a man who frequently punished his own men for minor misdemeanors. Flogging became a relatively common event and some crew members even began to plot mutiny.

C
On 16th January, 1779, Cook’s ships put in at Kealakekua Bay on Hawaii having first slowly circumnavigated the island. He had decided that they should pass the winter in a warm region before sailing to the west coast of America to restock the ships. The arrival of the ships coincided with the rituals surrounding the worship of the god Lono. By landing at the bay where the temple of the god was situated in this particular season, the expedition managed to fulfill with amazing precision the various legends associated with Lono. Even the ship’s masts and sails bore some resemblance to the emblem of the god. Speculation has it that the inhabitants of the island may have supposed Cook to actually be the god, visiting them in human form, or that he was a human representative of the god. Either way, they welcomed him with open arms and gave him help in stocking his ships with food.

D
The expedition’s departure happened to coincide with the end of this season of worship, no doubt further adding to the islanders’ conviction that Cook was a man of importance to them. Unfortunately, the expedition had to return to the bay after one of the ships suffered storm damage. On the island, it was now a period dedicated to the worship of the god Ku, a deity opposed to Lono. Cook’s return was therefore contradictory and confusing, and potentially upset the delicate relationship that had been previously established. Events took a turn for the worse with his decision to confront the Hawaiian king after the theft of one of his boats. This served to incur the wrath of the islanders and triggered a series of events that led to his being killed by them on the beach of the bay while trying to flee from the island.
### Answers to the Reading & Use of English Sample Paper

#### Part 1
1. B
2. D
3. C
4. C
5. C
6. B
7. B
8. D

#### Part 2
9. EVEN
10. THOUGH / ALTHOUGH
11. AS / WHEN
12. MAKES
13. OTHER
14. TO
15. TOO
16. BEFORE

#### Part 3
17. LOSS
18. UNNERVING
19. PASSING
20. BLINDNESS
21. ENSURING
22. EFFECTIVE
23. HEIGHTENED
24. ACCOMPANYING

#### Part 4
25. talk Bob into lending
26. (every) once in a while
27. a month passes without there being
28. remains to be seen how
29. on the verge of crying / tears
30. raised / had any objections to

#### Part 5
31. A
32. C
33. B
34. A
35. D
36. B

#### Part 6
37. E
38. G
39. A
40. B
41. F
42. H
43. C

#### Part 7
44. B
45. D
46. A
47. B
48. C
49. D
50. B
51. A
52. C
53. B
THE PRESENT TENSES

A THE PRESENT TENSES

1 The Present Continuous is used:
  1 for actions in progress at the time of speaking.
     He’s watching TV at the moment.
  2 for temporary actions or temporary repetition.
     This year, I’m studying Spanish.
     I’m getting up at 6 o’clock every morning this week.
  3 for arranged actions / plans for the near future.
     I’m going to London tomorrow.
  4 with always, continually, forever, emphasising that the action happens, very often, too often
     He’s always helping the poor.
     You’re always losing things!
  5 for changing situations / development.
     The problem is getting worse.

2 The Simple Present is used:
  1 for habitual actions / permanent routines.
     I usually go to the pub in the evenings.
     She works in the post office.
  2 for timetables / programmes with a future meaning.
     My plane leaves in half an hour.
  3 in newspaper headlines for recent events.
     WAR BREAKS OUT IN THE GULF
  4 in sports commentaries. [The present continuous is also possible.]
     Jones passes the ball to Simpson ...

3 The Simple Present Perfect is used:
  1 for completed past actions
     [time not mentioned].
     Tom has broken his leg.
  2 for periods of time not yet over.
     She hasn’t been out yet this morning.
  3 after the following expressions:
     This / It is the first / second / only, etc. time ...
     This / It / He, etc. is the best / worst ...
     This is the first time I’ve seen a tiger.
     It is the best play we’ve ever seen.

NOTE:
He has been to London. (= he has visited it)
He has gone to London. (= he is there now)
He has been in London for two years. (= he is still in London and has already spent two years there)

4 The Present Perfect Continuous is used:
  1 for actions started in the past and still continuing.
     It has been raining for three hours / since last night.
     [for expresses the length of time: for two years / months, etc.]
     [since expresses a starting point: since last week / 1990, etc.]
  2 for recently finished actions with a visible result in the present.
     I’ve been running. That’s why I look so hot.
  3 for questions showing annoyance, surprise, etc. in the present about a recent past action.
     ‘Who has been playing with my toys?’ asked the little boy.

NOTE:
The verbs know and have (= possess) are not used in continuous tenses.
I have known her for ten years.
We have had this speedboat since 1999.

2 Some verbs such as live, stay, study, wait, and work can be used in the simple present perfect instead of the present perfect continuous without any difference in meaning.
I have lived / have been living here since 1996.

COMPARE:
I have been here for two weeks.
(= I arrived two weeks ago.)
I am here for two weeks.
(= I’ve arranged to stay for two weeks.)

NOTE:
We often use can / could with verbs of perception.
I can smell something burning.
PRACTICE

a Fill in the correct present tense.

1 This is the only time I .................................. (have) Chinese food.
2 They’re usually very well-behaved. I don’t know why they .................................. (be) so naughty at the moment.
3 Who .................................. (draw) on the walls again?
4 The doctor .................................. (not see) anyone at four, so why not come then?
5 The neighbours .................................. (argue) since midday and they still haven’t stopped.
6 How long .................................. you .................................. (know) her?
7 You .................................. forever .................................. (forget) to bring your homework!
8 What time .................................. the curtain usually .................................. (go) up?
9 ‘I .................................. (not think) I’ll go out tonight.’ ‘Oh, I .................................. (think) of going to the cinema.’
10 Ann .................................. (not eat) since breakfast.

b Fill in the correct present tense.

1 My car .................................. (make) funny noises recently so I am taking it to the mechanic.
2 We .................................. (drive) for the last five hours. Will we ever get there?
3 .................................. the local cinema .................................. (show) anything good tonight?
4 How long .................................. you .................................. (have) your house?
5 Louise .................................. (not agree) with my ideas sometimes.
6 May I borrow this or .................................. you .................................. (use) it?
7 Oh no! I .................................. (not pass) the exam.
8 You look tired. .................................. you .................................. (work) a lot recently?
9 I really .................................. (not know) what you .................................. (talk) about.
10 They .................................. (be) so greedy that I’ll have to take that chocolate off them before they eat it all!

c Write your own sentences using:

1 rains .................................. .................................. ..................................

2 is raining .................................. .................................. ..................................

3 has been raining .................................. .................................. ..................................

4 is having .................................. .................................. ..................................

5 has had .................................. .................................. ..................................
B THE PAST TENSES

1 The Simple Past is used:

1 for completed past actions [time mentioned].
   We went to the theatre last night.

2 for habitual / repeated past actions.
   The children always played in the garden.
   ALSO: The children used to play in the garden.
   OR: The children would play in the garden.
   OR: The children were in the habit of playing in the garden.

NOTE:
   It’s two years since I saw Paul.
   OR: It’s two years since I’ve seen Paul.
   [NOT: ... since I didn’t see / haven’t seen Paul.]

2 The Past Continuous is used:

1 for past actions in progress at a specific time.
   What were you doing at the time of the robbery?
   She was washing her hair when the doorbell rang.
   I was resting while he was watching TV.

2 for temporary past actions.
   Back in the nineties, I was working as a banker.

3 with always, continually, forever for emphasis in the past.
   His parents were always arguing.
   She was always helping people in need.

3 The Simple Past Perfect is used:

1 for past actions before a time in the past or another past action.
   She had met Jim five months before she graduated.
   He ran onto the platform but the train had just left.

2 after the following expressions:
   This / It was the first / second / only, etc. time ...
   This / It / He, etc. was the best / worst ...
   It was the first time I had visited India.
   She was the best teacher I had ever had.

4 The Past Perfect Continuous is used:

1 for actions over a period of time that lasted up to a certain point in the past.
   By 1998, I had been living in London for six years.
   The driver who caused the accident had been drinking.

2 for past actions that caused a visible result in the past.
   His hands were dirty. Had he been digging in the garden?
   The roads were wet. It had been snowing.

PRACTICE

a Fill in the correct past tense.


We [11] .................................. (talk) all day about this and that.
b Choose the correct answer.

1. It was the most sensible thing he ........ all day.
   A. had said
   B. had been saying

2. By the time I got to the theatre, the play .........
   A. had started
   B. started

3. Just after I arrived, the show .........
   A. had begun
   B. began

4. We ........ into trouble at school.
   A. had always been getting
   B. were always getting

5. I ........ under a tree when I got struck by lightning. Luckily, someone took me straight to hospital.
   A. was sheltering
   B. sheltered

6. For most of his adult life, he ........ chess on Sunday afternoons with a friend.
   A. played
   B. was playing

7. It ........ all day and we thought it would never stop.
   A. had been snowing
   B. used to snow

8. Last summer, I had a temporary job. I ........ as a waiter.
   A. would work
   B. worked

9. How many applications ........ up to that point?
   A. were you receiving
   B. had you received

10. At ten o’clock last night, we ........ to finish the job.
    A. were still trying
    B. had still tried

C FUTURE FORMS

1. will
   The old theatre will close in October.

2. going to
   The old theatre is going to close in October.

3. simple present or present continuous
   The old theatre closes in October.
   The old theatre is closing in October.

Some other ways to express the future:

- The Prime Minister is to visit Madrid next month.
- The plane is about to leave.
- The train is due to arrive at six o’clock.
  (= expected / scheduled)
- It is sure to rain. (= certain)
- It is bound to snow. (= very likely)
- The company is on the point of signing a new contract.
  (= just about to)
- ALSO: The company is on the brink / verge of bankruptcy.
  (= dangerously near)

1. The Future Continuous is used:
   1. for actions in progress at a certain time in the future.
      At four o’clock, I’ll be working.

   2. for actions which are planned or will happen in the normal course of events.
      The postman will be coming soon.

   3. to politely ask about someone’s plans (esp. when we want sth).
      Will you be going to the post office this morning? If so, could you please post this for me?

will is NOT normally used after these words or phrases:

- after, even if, until / till, as long as, if, when, as soon as, unless, whenever, before, in case, while, by the time, the moment / minute, on condition that, the next time, provided / providing, suppose / supposing, the sooner ... , once

  I’ll tell him as soon as he arrives.
  Come and see us when you are next in London.

- but: we use will after if / whether with expressions such as: I don’t know, I doubt, I wonder, etc.

  I don’t know if / whether he will come.
  I doubt if / whether our team will win again.
2 The **Future Perfect** is used:
for actions which will have taken place by a certain time or before a certain action in the future.

*I’ll have prepared everything before they arrive.*

OR: *I’ll have prepared everything by the time they arrive.*

3 The **Future Perfect Continuous** is used:
to show the duration of an action up to a specific time in the future.

*By five o’clock, I’ll have been driving for about six hours.*

*By the end of next month, we’ll have been living in this city for twenty years.*

**NOTE:**
Don’t use *until / till* after this tense. Use by, by the time or before. (*until / till* can be used with the future perfect only in negative sentences:

*I won’t have finished until ten o’clock.*)

---

**TRANSITIVE and INTRANSITIVE VERBS**

Here are some verbs that can be both transitive and intransitive.

<table>
<thead>
<tr>
<th>Transitive</th>
<th>Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>hang</td>
</tr>
<tr>
<td>burn</td>
<td>move</td>
</tr>
<tr>
<td>cook</td>
<td>offer</td>
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<td>develop</td>
<td>sell</td>
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<tr>
<td>improve</td>
<td>tear</td>
</tr>
<tr>
<td>pour</td>
<td>wash</td>
</tr>
</tbody>
</table>

* I burned my hand lighting the fire.
* I think something is burning.
* He offered her a bouquet of flowers.
* Tom offered to help her cook the dinner.

---

**PRACTICE**

a **Fill in the correct future tense.**

1. What do you think you ............................................ (do) this time next year?
2. There is some doubt as to whether or not the President ............................................ (attend) the launch of the shuttle.
3. I’m sure they ............................................ (not land) by ten o’clock.
4. By next Easter, my elder sister ............................................ (work) on her project for six months.
5. Please inform me the moment the manager ............................................ (arrive).
6. .................. you ...................................... (wear) your new jacket tonight, or can I borrow it?
7. We ............................................ (have) lasagne for dinner tonight. It’s already in the oven.
8. Take a sandwich in case you ............................................ (get) hungry later.

b **Choose the correct answer.**

1. What time is the performance ..... to start?
   A. due       B. sure
2. They’re ..... to be late; they always are.
   A. bound     B. about
3. According to the weather forecast, it ..... tomorrow.
   A. rains      B. is going to rain
4. The two leaders are on the point ..... the treaty.
   A. of signing B. to sign
5. I ..... tests all morning tomorrow.
   A. will be marking B. will have marked
6. The next time you ..... at your teacher, I’ll have no choice but to expel you.
   A. swear      B. will swear
7. Have you thought about how you ..... back the loan?
   A. will have been paying B. are going to pay
8. ‘Help! There’s water all over the kitchen floor! I think we’ve got a leak.’
   ‘Don’t worry. I ..... a plumber right away.’
   A. am calling B. will call
SIMILAR MEANING IN ANOTHER WAY

Study these examples.

1 I'm still writing the memo, sir. I haven’t finished (writing) the memo yet, sir.
2 She’s the best pianist I’ve ever heard. I’ve never heard such a good pianist. I haven’t heard a better pianist before.
3 The last time we went to Amsterdam was last year. We haven’t been to Amsterdam since last year.
4 I started reading after / as soon as they (had) left the room. I didn’t start reading until they (had) left the room. I started reading when they (had) left the room. I waited until they (had) left the room before I started reading. Not until they (had) left the room did I start reading.
5 I bought this fridge ten years ago. I have had this fridge for ten years.
6 How long ago did you buy that flat? How long has it been since you bought that flat? How long is it since you bought that flat?
7 We have never been to China before. It is the first time we have ever been to China.

PRACTICE

Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and eight words.

1 I began washing up after they had gone to bed. until I ................................................................. the children had gone to bed.
2 Our college has never held a Halloween party before. time It ................................................................. a Halloween party.
3 While I was tuning my guitar, the string broke. that It ................................................................. the string broke.
4 It’s weeks since I last turned on the computer. not I ................................................................. weeks.
5 They began building the hotel in June. been They ................................................................. June.
6 It was his first time on a plane, wasn’t it? never He ................................................................. , had he?
7 She moved to Egypt a year ago. in She ................................................................. a year.
8 It’s a month since I’ve spoken to her. I haven’t spoken to her for a month. It’s a month since I (last) spoke to her.
9 She started washing her car an hour ago. She has been washing her car for an hour. It’s been an hour since she started washing her car.
10 After Henry (had) finished his essay, he made a cup of tea. Henry, having finished his essay, made a cup of tea.
11 I think it’ll rain. I have a feeling it’ll rain.
12 I bumped into Clare while I was on my way home. It was while I was on my way home that I bumped into Clare.
13 When did he last phone you? When was the last time he phoned you?
14 There is no doubt that she’ll win the race. She is bound to win the race.
Extra Transformations

Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and eight words.

1. Such behaviour is unforgivable.
   excuse
   There ................................................................. such behaviour.

2. The boy did the puzzle in three minutes.
   solution
   The boy ................................................................. the puzzle in three minutes.

3. ‘The fridge was completely empty,’ she said.
   left
   ‘There ................................................................. in the fridge,’ she said.

4. That jumper you knitted for my niece no longer fits her.
   grown
   My niece ................................................................. ............ jumper you knitted for her.

5. Well, after the death of the dictator, they lived in peace.
   once
   Well, ................................................................. , they lived in peace.

6. She gets on well with all her students.
   relationship
   She ................................................................. with all her students.

7. The play fell short of our expectations.
   come
   The play ................................................................. our expectations.

8. Many people are indifferent to the suffering of others.
   concern
   Many people ................................................................. for the suffering of others.

9. The Prime Minister saw fit to make a statement.
   appropriate
   The Prime Minister ................................................................. statement.

10. She has agreed to help at the party.
    committed
    She ................................................................. at the party.

11. I grew up with my grandparents.
    brought
    I ................................................................. my grandparents.

12. I’m sure you’ll be successful in the long run.
    doubt
    There ................................................................. in the long run.

13. ‘The accident wasn’t his fault,’ she said.
    blame
    ‘He ................................................................. the accident,’ she said.

14. The minister said he was anxious about the plight of the homeless.
    concern
    The minister ................................................................. about the plight of the homeless.

15. Though it looks bad now, it’ll be OK in the end.
    run
    It’ll all work out ................................................................. , though it looks bad now.

16. Only if you work hard now do you have any chance of success.
    depends
    Your ................................................................. hard now.

17. Not many people attended the meeting.
    turnout
    There ................................................................. for the meeting.

18. He’s unlikely to come to the party.
    doubtful
    It ................................................................. to the party.
Advanced Language Points

a Right or Wrong? Correct where necessary.

1 You must get more practice on the use of tenses.

2 They were unable to dispose of the dead body.

3 The police are in the trail of the suspected murderer.

4 We live in the outskirts of the town.

5 We were very lucky with the weather while on holiday.

6 The government has declared a temporary wage freeze to combat rising inflation.

7 ‘All drinks are from me tonight,’ said Tom.

b Fill in the correct word(s) to complete the similes.

a peacock, Punch, the day is long, houses, rain

1 as happy as .............................................

2 as pleased as ..........................................

3 as proud as ...........................................

4 as right as ...........................................

5 as safe as ............................................

c What’s the difference?

The game is up.

The game is over.

d Spot the mistake.

1 Pointing to people is very rude.

2 The new-married couple went to Rome for their honeymoon.

3 She acted from her own initiative and enrolled on a Spanish course.

4 We had to request for more help.

e Match the following to make fixed phrases.

<table>
<thead>
<tr>
<th>1 fair and</th>
<th>2 fast and</th>
<th>3 hard and</th>
<th>4 high and</th>
<th>5 meek and</th>
<th>6 safe and</th>
</tr>
</thead>
<tbody>
<tr>
<td>a mighty</td>
<td>b square</td>
<td>c mild</td>
<td>d sound</td>
<td>e furious</td>
<td>f fast</td>
</tr>
</tbody>
</table>

1 There are no ........................................... rules to doing business; just let your instincts guide you.

2 It’s no use just sitting there all ........................................ ; you haven’t fooled any of us you know.

3 I don’t really like Brian. He’s a bit too ........................................ for my liking.

4 I will only agree to play cards with you if you promise to play ........................................ .

5 It was such a relief to see the children back ........................................ after the outing.

6 Since they invested in stocks and shares, the money has been coming in
**g** Give the masculine form of:

1. heiress ........................................
2. heroine ........................................
3. hostess ........................................
4. witch ...........................................
5. duchess ........................................
6. barmaid ........................................
7. spinster ........................................
8. sow .............................................

**h** Similar meaning – different prepositions. Fill in the correct preposition.

1. according ......................
in accordance ......................
2. in addition ......................
on top ......................
3. blame sb ......................
put the blame ...................... sb
4. ................ danger
 ................ risk
5. ................ general
 ................ the whole
6. ................ what I know
 ................ the best of my knowledge

**i** Make nouns from these words using the suffixes: -hood, -dom, -ship.

1. wise ...........................................
2. champion ......................................
3. relation ........................................
4. brother ........................................
5. companion .....................................
6. likely ...........................................
7. scholar .........................................
8. leader ........................................
9. king ...........................................
10. mother ........................................
11. partner ........................................
12. hard ..........................................

**j** Complete the following, three-word **phrasal verbs**, using: for, down, on or with.

1. It's time we **cut** ...................... on our spending.
2. When he told her about his engagement, she was so cross she **hung up** ...................... him.
3. I've completely **given up** ...................... you!
4. Don't worry! I'll **stand up** ...................... you.
5. He's **come** ...................... with a very bad cold.
6. If we don't **come up** ...................... a solution, we'll be fired.
7. Let's **do away** ...................... the formalities, shall we?
8. I couldn't believe it! He just **walked off** ...................... my cigarettes.

**k** Tick the items which can follow the word in capitals.

- a reputation
- guests
- a TV / radio programme
- an infection
- a nasty shock
- a rumour
- an injury
- a good education
- stolen goods
- medical treatment
Fill in do, make, give or take.

1. .................. the washing (up)
2. .................. a request
3. .................. a nap
4. .................. sb permission
5. .................. sb redundant
6. .................. a complaint
7. .................. the lead
8. .................. a seat
9. .................. sb a favour
10. .................. a fuss
11. .................. sb a discount
12. .................. a risk
13. .................. one’s consent
14. .................. a profit

Complete the sentences with the phrases below.

I was determined to ........................................................ before the situation got any worse, even though he was trying to avoid me.

He was great – I didn't know he ........................................................ .

She must ........................................................ – she does nothing but criticise you all the time.

I don't believe you – you are ........................................................ .

My car ........................................................ , so I'm thinking of getting a new one.

Complete the sentences with the phrases below.

After climbing six flights of ........................................................ ., he opened the door and collapsed into the nearest armchair.

Singing in front of a panel of ........................................................ was the most nerve-racking thing she had ever done.

Wax polish helps remove specks of ........................................................ from wooden furniture.

Choosing the Carnival Queen from such a bevy of ........................................................ was not an easy task.

The village consisted of a small cluster of ........................................................ and an old church.

Why are there blots of ........................................................ all over your exercise book?

ENRICH YOUR KNOWLEDGE

Note the use of by in the following structures.

1. He missed the train by ten minutes.
2. We went from Liverpool to London by Coventry.
3. It’s ten past five by my watch.
4. The bullet missed him by two inches.
5. The room is ten metres by four.
6. By the look of the sky, it is going to rain.
7. They are both civil engineers by profession.
8. The police searched the area house by house.
9. By law, you are a child until you are 18.
10. I swear by Almighty God that it is true.
Part 2 Language Development

A VERBS, ADJECTIVES, NOUNS WITH PREPOSITIONS

a Complete the sentences with one of the prepositions below.

over, from, of, to, in, with

1. She was so absorbed in her work that she didn’t hear me come in.
2. My parents abstain from alcohol.
3. Access to some parts of the nuclear power plant is restricted.
4. According to her new theory, we are all descended from extraterrestrials!
5. I’m not accustomed to such rowdy behaviour.
6. Are you acquainted with the new law?
7. At the end of the trial, he was acquitted of murder.
8. Unfortunately, she is addicted to gambling.
9. It is vital you always adhere to your principles.
10. As she already knew French, she had an advantage over the rest of the class.

b Choose the correct preposition.

1. Was it difficult adjusting to life in Paris?
2. My bank manager advised me for taking out a loan.
3. Dave aimed at the target, but missed.
4. Living on that desert island for so long has isolated him from the rest of society.
5. Have you always been allergic to peanuts?
6. Is there an alternative for this solution?
7. I appealed to the police for help, but they ignored me.
8. My parents didn’t approve of my decision to leave school at the age of sixteen.
9. She has a great aptitude for that kind of work.
10. Many difficulties arose from the new policy.

B IDIOMS

a Match the idioms with their definitions.

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</thead>
<tbody>
<tr>
<td>1</td>
<td>be above one’s head</td>
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<td>2</td>
<td>get above oneself</td>
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<td>3</td>
<td>above board</td>
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<tr>
<td>4</td>
<td>over and above</td>
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<td>5</td>
<td>get one’s act together</td>
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<tr>
<td>6</td>
<td>act the fool</td>
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<tr>
<td>7</td>
<td>actions speak louder than words</td>
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<tr>
<td>8</td>
<td>not know someone from Adam</td>
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</tr>
<tr>
<td>9</td>
<td>add insult to injury</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>time and again</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>be up against something</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>come of age</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

A get organised
B be too difficult to understand
C not know someone at all
D behave in a silly way
E think one is better than one actually is
F be in a difficult position
G repeatedly
H in addition
I legally become an adult
J make things worse
K legal
L what someone does is more important than what someone says
b Explain what the idioms used in the sentences mean.

1 Good ideas don’t come out of thin air.

2 Don’t listen to him - he’s full of hot air.

3 Our holiday plans are still up in the air.

4 Don’t worry; Old Jack is still alive and kicking.

5 The ghostly figure vanished into thin air.

6 I’m all at sea when it comes to maths.

7 I’m telling you once and for all to get on with your homework.

8 Be an angel and help me with this case, will you?

9 He’s the apple of my eye. I’m very proud of him.

10 She welcomed her long-lost brother with open arms.

11 That dress is yours for the asking.

12 The politician must have an axe to grind; he’s brought up the petrol issue three times this week.

---

C PREPOSITIONAL PHRASES

a Match the prepositional phrases with their definitions.

1 at a discount
2 at a glance
3 at a guess
4 at a moment’s notice
5 at an advantage
6 at a speed of

A in a good / better position
B without much warning
C by looking quickly at
D for a cheaper price
E making an estimate
F doing a certain number of miles / kilometres an hour

b Complete the sentences with one of the prepositional phrases.

1 It was love ......................... for Romeo and Juliet.

2 You are clearly ......................... in this matter and should pay compensation to the injured party.

3 He is an adventurer ......................... .

4 I keep my mobile phone close ......................... in case there’s an emergency.

5 Several escaped prisoners were still ......................... .

---

D CORRECT OR INCORRECT?

Tick the correct sentence(s).

1 a He won £5,000 on the pools.
   b He won £5,000 at the pools.

2 a What can you buy for two pounds?
   b What can you buy with two pounds?
   c What can you buy by two pounds?

3 a Put it into first gear.
   b Put in the first gear.
   c Put in first gear.

4 a It’s an epidemic.
   b It’s an epidemic.

5 a He was sent to exile.
   b He was sent into exile.

6 a He died on exile.
   b He died in exile.
E COLLOCATIONS
Tick the appropriate boxes.

<table>
<thead>
<tr>
<th>an offer</th>
<th>an invitation</th>
<th>an accusation</th>
<th>permission</th>
<th>a charge</th>
<th>a gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F PHRASAL VERBS

<table>
<thead>
<tr>
<th>1 account for</th>
<th>provide an explanation for</th>
<th>7 answer to</th>
<th>match / correspond to</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 act up</td>
<td>not function properly</td>
<td>8 back down</td>
<td>give up</td>
</tr>
<tr>
<td>3 not add up</td>
<td>not make sense or seem logical</td>
<td>9 back up</td>
<td>support by providing a service</td>
</tr>
<tr>
<td>4 not agree with</td>
<td>give sb indigestion (of food)</td>
<td>10 back sb up</td>
<td>give one’s support to</td>
</tr>
<tr>
<td>5 amount to</td>
<td>be equal to</td>
<td>11 back out</td>
<td>withdraw</td>
</tr>
<tr>
<td>6 answer for</td>
<td>accept blame for sth and possibly be punished as a result</td>
<td>12 be after</td>
<td>look for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 be off</td>
<td>be absent (from school, work)</td>
</tr>
</tbody>
</table>

Complete the following sentences with the correct form of the phrasal verbs.

1 The TV is ........................................ again; we’ll have to have it fixed.
2 We couldn’t ........................................ the change in his attitude.
3 The papers have been signed; you can’t ........................................ of the deal now.
4 If Mum asks where we were, will you .................... us .................... ?
5 The police ........................................ some robbers.
6 They said they had borrowed enough money, but they’re now bankrupt; it ........................................ .
7 Don’t eat garlic if it ........................................ you.
8 Make sure that when you buy a new car it’s ........................................ by a full warranty.
9 Somebody must ........................................ the graffiti on the school walls.
10 Nobody ........................................ the police description was found.
11 She ........................................ work today with a bad cold.
12 Her reply ........................................ a flat refusal.
13 The speaker’s opponent was eventually forced to ........................................ and withdraw from the debate.

G WORDS EASILY CONFUSED

a Choose the correct word to complete the sentence.

1 Stress is a(n) ..... factor in causing high blood pressure and other health problems these days.
   A major       B essential
2 It is not advisable to ..... your feelings. It’s better to talk about how you feel.
   A suppress    B oppress
3 I’m concerned that I won’t be able to make ends ..... this month.
   A join        B meet
4 He is said to be in a critical ..... and has been moved to intensive care.
   A state       B condition
5 For things to run smoothly, we need ..... training.
   A effective   B operative
6 She’s in ..... good health.
   A fully       B perfectly
7 Today’s financially ..... times are worrying for many people.
   A uncertain   B unsure
8 He ..... a great deal of pain immediately after the operation.
   A suffered    B underwent
b Fill in the correct word in the appropriate form.

**scratch / scrape**

1. James wasn’t looking in front of him and the branches ................................................................ his face and arms.
2. The runners ....................................... the mud off their shoes before entering the sports centre.
3. The old man ....................................... his head in a puzzled way at the sight of the tattooed boys.
4. Jenny fell and ....................................... her knees.

**fortunate / lucky**

1. You are ....................................... in living near a large park and not in the city centre.
2. Susan went to the job interview, taking her ....................................... charm with her.
3. The tenants had a ........................................ escape as they left the building before the fire spread.
4. She was in the ......................................... position of not having to work.

H DERIVATIVES

a Complete the table below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective (+ opposite if exists)</th>
<th>Abstract Noun</th>
<th>Concrete Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abandon</td>
<td>........................................</td>
<td>abandonment</td>
<td>–</td>
</tr>
<tr>
<td>2. accept</td>
<td>accepted, (un)acceptable</td>
<td>..............................</td>
<td>acceptability</td>
</tr>
<tr>
<td>3. access</td>
<td>........................................</td>
<td>access</td>
<td>–</td>
</tr>
<tr>
<td>4. add</td>
<td>........................................</td>
<td>addition</td>
<td>additive</td>
</tr>
<tr>
<td>5. admire</td>
<td>admired, admirable, admiring</td>
<td>..............................</td>
<td>admirer</td>
</tr>
<tr>
<td>6. admit</td>
<td>........................................</td>
<td>admission, admittance</td>
<td>–</td>
</tr>
<tr>
<td>7. adore</td>
<td>adorable, adoring</td>
<td>..............................</td>
<td>–</td>
</tr>
<tr>
<td>8. advertise</td>
<td>........................................</td>
<td>advertising, advertisement</td>
<td>advertiser, advertisement</td>
</tr>
<tr>
<td>9. advise</td>
<td>(in)advisable, advisory</td>
<td>..............................</td>
<td>adviser</td>
</tr>
<tr>
<td>10. afford</td>
<td>........................................</td>
<td>affordability</td>
<td>–</td>
</tr>
</tbody>
</table>

b Complete the sentences with the correct form of the word given.

1. ........................................ buildings are dangerous places for children to play in. **ABANDON**
2. Your behaviour is ....................................... . You should be ashamed of yourself. **ACCEPT**
3. Not all the files are ....................................... , so you may not be able to get all the information you require. **ACCESS**
4. There are too many ....................................... in food nowadays. **ADD**
5. One of her ....................................... sent her flowers on Valentine’s Day. **ADMIRE**
6. The judge ruled that the evidence was ....................................... as there was no proof it had come from the crime. **ADMIT**
7. The baby is simply ....................................... . **ADORE**
8. Who worked on this ....................................... campaign with you? **ADVERTISE**
9. It’s ....................................... to eat a heavy meal just before you go to bed, especially if you have trouble sleeping. **ADVISE**
10. The new president promised he would make health care ....................................... for poor families. **AFFORD**
Fill in the correct word each time.

1 accident, accidental, accidentally
   a I ......................... spilt my coffee on Susan’s new rug.
   b The coroner recorded a verdict of ......................... death.

2 accompany, (un)accompanied, accompaniment
   a The couple walked down the aisle to the ......................... of the Wedding March.
   b My sister is still too young to go anywhere ......................... .

3 achieve, achievable, achievement, achiever
   a She felt a wonderful sense of ......................... when she passed her driving test.
   b It’s always best to set small ......................... goals.

4 addict, addicted, addictive, addiction
   a Heroin is a highly ......................... substance.
   b Martin is seeking help for his drug ......................... .

5 (dis)advantage, (dis)advantageous, (dis)advantaged
   a Having been brought up in a(n) ......................... area, she received a poor education.
   b Signing the peace treaty would be ......................... to both countries.

6 (dis)agree, (dis)agreeable, (dis)agreement
   a Not wishing to get caught up in their petty ......................... , I got up and left the room.
   b We spent the best part of the day trying to come up with a solution that both parties would find ......................... .

7 alienate, alienated, alienation, alien
   a Jealous of Sarah’s wealthy background, Simon tried to ......................... her from the group.
   b The scientist’s ideas were ......................... to modern thinking.

8 amuse, amused, amusing, amusement
   a To his colleagues’ ......................... , John ended up taking the wrong briefcase home.
   b I can’t say that I was particularly ......................... by the antics my young son got up to yesterday.
Part 3 Vocabulary Practice

1 Choose the correct answer.

1 Fortunately, we had a second plan to fall ..... .
   A back on       B behind       C in with       D out
2 Most people apply at least two ..... of paint when decorating.
   A stages       B coats        C levels       D courses
3 One day I’ll get ..... to finishing this project.
   A over         B round        C about        D up
4 The information he can provide will hopefully ..... more light on this difficult case.
   A shine        B reflect      C direct       D shed
5 Use a sharp ..... to cut the card.
   A blade        B point        C metal        D steel
6 Jackie has had more than her fair ..... of training opportunities.
   A share        B helping      C entitlement D portion
7 I ..... to accompany him to the theatre.
   A agreed       B accepted     C acquiesced   D admitted
8 Several people agreed to ..... in the organisation of the party.
   A support      B aid          C partake      D assist
9 One year after the crime was committed, there is still little ..... of it being solved.
   A demonstration B sign        C token        D manifestation
10 My brother gave me no help ..... with the cooking.
    A whatsoever   B however      C nonetheless D in so far
11 I ..... myself on being a careful driver.
    A please       B pride        C comment     D boast
12 I had some time to ..... before the performance, so I looked round the shops.
    A attack       B kill         C strangle    D hang

2 Fill in the correct word in the appropriate form.

A arise, raise, rise

1 If the opportunity ..... try to speak to him about it.
2 She ..... the glass to her lips.
3 The number of people buying second-hand cars rather than new ones is ..... .
4 When my class gets noisy, I have to ..... my voice to be heard.

B gentle, soft

1 Try some of this cream. It keeps the skin really ..... .
2 Many people think the judge was ..... on the criminal and that he should have given him a longer prison sentence.
3 A ..... breeze was blowing.
4 My doctor recommended I take some ..... exercise.

C wooden, wooded

1 The ..... table is obviously much better than the metal one.
2 Every summer, we go camping in a ..... area near the south coast.
3 He’s a very ..... actor – I can’t imagine how he got the part.
4 They live in a ..... valley.

D picture, scene

1 The film doesn’t paint a particularly pleasant ..... of rural life in the eighteenth century.
2 The police arrived at the ..... of the crime minutes after they had been called.
3 What was your favourite ..... in the film?
4 I’ve got a ..... in my mind of what the place could look like.
3 Fill in the correct verb in the appropriate form.

enseal, encircle, enlist, enlighten, enforce

1 A high wall ...................... the prison.
2 It is about time the authorities made sure that the ban was actually .................... .
3 He ...................... in the army as soon as war was declared.
4 I couldn’t work out how to use the machine and no one was able to .................... me.
5 Those who were ...................... had little choice but to do as they were told.

5 Fill in the correct verb in the appropriate form.

pepper, spice, curry

1 Although his French is quite good, it tends to be .................... with English words.
2 His publisher advised him to .................... up the account of his travels with a number of funny anecdotes.
3 Politicians will do anything to .................... favour with voters.

6a Match the expressions with their meanings.

A RACE
1 It cannot be denied that we live in a .................... society.
2 Hopefully, the level of .................... will decline.
3 A number of .................... motivated crimes have been committed.

B DISCRIMINATE
1 Immigrants claim they are the victims of .................... .
2 These laws are, without a doubt, racially .................... .

C MIGRATE
1 It is practically impossible for illegal .................... to find a well-paid job in the country they have moved to.
2 Many gypsies are choosing to .................... to Canada as they have heard they will enjoy a better quality of life there.

D PERSECUTE
1 We must put a stop to the .................... of ethnic minorities in our country.
2 Adolf Hitler can be considered one of the main .................... of the gypsies.

b Fill in the correct expression from above.

1 He swore he would .................... ............ to stop them closing down the factory.
2 If you don’t .................... , we’ll be late.
3 After only a year in Leeds, the family .................... again.
4 When the music stopped, the children playing the game had to stand still, .................... .
5 We .................... her kind words.
6 She always waits for someone else to .................... instead of doing so herself.
Part 4  Reading & Use of English

a  You are going to read a short article about gypsies, two sentences of which have been removed. Read the text and decide which two gaps (1-4) the sentences have been removed from.

They are often referred to as Europe’s largest minority and, totalling some six million, can be found in almost every country here. Their numbers are highest in Romania and the rest of the Balkans, but they can also be found as far away as Ireland. They have resisted changing their lifestyle for over six hundred years, but since the end of the First World War, the gypsies, or the Roma, as many call themselves, have increasingly been forced to give up their wandering lifestyles and settle into some bare resemblance of modern European life. Yet, despite this, they are still seen as outsiders.

They see nothing unusual in that; it has been that way for as long as they remember. (1) ................. It is due to this insularity, however, that they have managed to retain their identity in the hundreds of years since they arrived in Europe.

Where they came from was for many years subject to rumour and legend; they have no written or oral history, and had in the past a tendency to create a history that worked to their best advantage in Europe. (2) ................. Thus the old practice of calling themselves pilgrims (to justify their travelling ways) and also ‘the lost tribe of Israel’ still looking for Zion. It is also responsible for the name they are known by, ‘gypsy’ coming from the word ‘Egyptian’; with their dark skin and strange ways they were mistaken for such by Christian Europe.

It was not until the nineteenth century that the resemblance was noted between their language and that of many Indo-Iranian dialects in north-west India. (3) ................. It is thought that they were originally a tribe that left the strictly hierarchical caste system that was (and still is) part of Indian life, travelling through Persia and Asia Minor and into Europe. In this respect, they are like a lost tribe, always on the move, looking for a home.

No promised land, however, awaited them. Despite an initial welcome, laws were soon being put in place to ban their music and practices, and generally attack their wandering ways. (4) ................. Still, most managed to keep to the travelling life, adapting slightly to the country they happened to find themselves in while keeping their own ways alive.

So it is that they have tended to take on the religion of the region they have settled in (a wise precaution against the widespread religious persecution they must have witnessed in their early years in Europe). They take words from the local language into their own, or use the language but pepper it with gypsy words.

A  In the Balkans, under the auspices of the Ottoman Empire, they were enslaved.

B  Indeed, they admit to being partly responsible, in the sense that they think of themselves as a people apart; you are either Roma or what they call ‘gadje’ (non-Roma).

b  Now answer the following questions.

1  What do we understand about the Roma in the first paragraph?
   A  Their lifestyles resemble that of modern Europeans.
   B  They are slowly decreasing in number.
   C  They have only been in Europe since the First World War.
   D  They are reluctant to give up their travelling ways.

2  According to the writer, why did the early Roma tend to be vague about their origins?
   A  to disguise the fact that they were pilgrims
   B  to gain local acceptance
   C  to hide the fact that they were lost
   D  to avoid being mistaken for Egyptians
Part 1
For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

**BORN IN THE WRONG ERA**

Fred had grown up wanting to be a cowboy; the fact that he lived in a small town outside London in the latter half of the twentieth century did little to (1) the hope. So it was that every job he tried after leaving school left him (2); somewhere deep inside him remained that childhood (3) for life on the open range and sleeping under the stars.

By the time he was twenty-five, he had quite a sum of money put (4), and surprised family and friends by announcing his (5) to travel the world for a few years – something quite extraordinary in his (6) of friends.

There were no more real cowboys in the US, he found, and he (7) travelling through South America. In Argentina, he found the gauchos – cowboys of the southern part of the continent. Those childhood dreams stirred within him, and by (8) willpower, he convinced a ranch owner to take him on. Soon, he was living out his fantasy, and we heard very little from him until ten years had passed.

1. A extinguish B shatter C dim D spoil
2. A lost B cold C numb D alone
3. A desire B hanker C covert D yearning
4. A up B down C apart D aside
5. A intention B meaning C target D purpose
6. A circle B area C company D field
7. A finished off B ended up C ended off D finished up
8. A total B mere C sheer D utter

Part 2
For questions 9-16, read the text below and think of the word which best fits each space. Use only one word in each space.

**Life on ... Mars?**

The Red Planet has yet to (9) up its secrets and still evokes awe and inspiration in the intrepid explorers who dream that one day they will set (10) on its mysterious fiery surface. The reality, of course, is quite different; even with the (11) modern 21st-century technology (12) science can provide, and the sharpest minds in the field, a round trip to Mars would impose quite terrible hardship (13) the unfortunate crew members who were chosen to undertake the first mission. The main problem wouldn't necessarily be the time scale – (14) only a very dedicated and determined crew would be prepared to endure a mission that is (15) to take more than six years and, moreover, be (16) of surviving it!

No, the main problem would be acclimatising to the living conditions on board the craft.
A CHILD PRODIGY

Wolfgang Amadeus Mozart (1756-1791) was the most prolific composer of the period. His works include twenty-five piano concertos, twenty-three string quartets, thirty-five violin sonatas, and more than forty symphonies, all of a genius whose long list of were made within a short lifetime. Influenced by Haydn, among others, Mozart’s music shows great to the prescribed norms of classicism, being characterised by of form and melody. Mozart has been for generations of composers after him and his works are still among the best-selling classical music today. Who doesn’t have an immediate to the strains of Eine Kleine Nachtmusik, not to mention the many well-loved arias from his operas, of which he composed many superb examples?

Part 4

For questions 25-30, 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 eight words, including the word given.

25 Unfortunately, he’s flat broke these days.
   penny Unfortunately, he ........................................... name these days.

26 Anne doesn’t have her own phone at the moment as she’s just moved house.
   on Anne ............................................................... at the moment as she’s just moved house.

27 Will you ever find time to fix that tap?
   round Will you ever .................................................... that tap?

28 This essay is better than your last one.
   improvement This essay .................................................. your last one.

29 Carol hadn’t been feeling particularly well, so she decided to go to the doctor’s.
   weather Carol .............................................................., so she decided to go to the doctor’s.

30 John really didn’t know what he was supposed to be doing.
   faintest John .............................................................. what he was supposed to be doing.
CPE READING & USE OF ENGLISH has been designed to cater to the advanced needs of CPE candidates. The purpose of the book is to help students:

- develop their understanding of written English.
- build on their existing language skills.
- enrich their word power through a variety of vocabulary exercises which will help them understand different aspects of word usage.
- deal with advanced-level material which will help them gain confidence in their use of the English language.
- acquire an understanding of the finer points of complex texts, which will enable them to perfect their comprehension skills.

A grammar section, which includes advanced grammar points, is included in the Study Companion along with appendices covering word formation, phrasal verbs and prepositions.

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