6 PRACTICE TESTS

CAMBRIDGE FCE
6 PRACTICE TESTS

CAMBRIDGE FCE
CONTENTS

Introduction ................................................................................................................................. 4
Grammar in Brief ........................................................................................................................ 6

TEST 1 ................................................................................................................................. 24
TEST 2 ................................................................................................................................. 40
TEST 3 ................................................................................................................................. 56
TEST 4 ................................................................................................................................. 72
TEST 5 ................................................................................................................................. 88
TEST 6 ................................................................................................................................. 104

Further Practice in Key Word Transformation ............................................................... 120
Further Practice in Word Formation .............................................................................. 132
Sample Answer Sheets ....................................................................................................... 143
Glossary ............................................................................................................................... 14
## Introduction to the FCE

### Reading

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
<th>NUMBER OF ITEMS</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td><strong>PART 1 (multiple choice)</strong> A text followed by four-option multiple-choice questions.</td>
<td>8</td>
<td>2 marks for each correct answer</td>
</tr>
<tr>
<td></td>
<td><strong>PART 2 (gapped text)</strong> A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.</td>
<td>7</td>
<td>2 marks for each correct answer</td>
</tr>
<tr>
<td></td>
<td><strong>PART 3 (multiple matching)</strong> A text or several short texts preceded by multiple-matching questions. Candidates must match prompts to elements in the text.</td>
<td>15</td>
<td>1 mark for each correct answer</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
<th>NUMBER OF ITEMS</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour and 20 minutes</td>
<td><strong>PART 1</strong> Question 1 (compulsory) Writing a letter or e-mail. Candidates are required to deal with input material of up to 160 words. This may include material taken from advertisements, extracts from letters, e-mails, schedules, etc.</td>
<td>1 compulsory task 120-150 words</td>
<td>Each question on this paper carries equal marks</td>
</tr>
<tr>
<td></td>
<td><strong>PART 2</strong> Writing one of the following on a situationally-based writing task specified in no more than 70 words: <em>an article, an essay, a letter, a report, a review, a story.</em> OR Writing one of the following, based on one of two prescribed reading texts: <em>an article, an essay, a letter, a report, a review.</em></td>
<td>1 task to be selected from a choice of five 120-180 words</td>
<td></td>
</tr>
</tbody>
</table>

### Use of English

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
<th>NUMBER OF ITEMS</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td><strong>PART 1 (multiple-choice cloze)</strong> A modified cloze test containing 12 gaps and followed by 12 four-option multiple-choice items.</td>
<td>12</td>
<td>1 mark for each correct answer</td>
</tr>
<tr>
<td></td>
<td><strong>PART 2 (open cloze)</strong> A modified cloze test containing 12 gaps.</td>
<td>12</td>
<td>1 mark for each correct answer</td>
</tr>
<tr>
<td></td>
<td><strong>PART 3 (word formation)</strong> A text containing 10 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.</td>
<td>10</td>
<td>1 mark for each correct answer</td>
</tr>
<tr>
<td></td>
<td><strong>PART 4 (key word transformation)</strong> 8 separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.</td>
<td>8</td>
<td>Up to 2 marks for each answer</td>
</tr>
</tbody>
</table>
### LISTENING

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
<th>NUMBER OF ITEMS</th>
<th>MARKS</th>
</tr>
</thead>
</table>
| 40 minutes approximately    | **PART 1** *(multiple choice)*  
A series of short unrelated extracts of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per extract, each with three options. | 8               | 1 mark for each correct answer                |
|                             | **PART 2** *(sentence completion)*  
A monologue or text involving interacting speakers and lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording. | 10              | 1 mark for each correct answer                |
|                             | **PART 3** *(multiple matching)*  
Five short related monologues of approximately 30 seconds each. The multiple-matching questions require selection of the correct option from a list of six. | 5               | 1 mark for each correct answer                |
|                             | **PART 4** *(multiple choice)*  
A monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions, each with three options. | 7               | 1 mark for each correct answer                |

### SPEAKING

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
<th>MARKS</th>
</tr>
</thead>
</table>
| 14 minutes                  | **PART 1** *(3 minutes)*  
A conversation between the interlocutor and each candidate (spoken questions). | Candidates are assessed on their performance throughout the Speaking test. |
|                             | **PART 2** *(1 minute for each candidate)*  
An individual ‘long turn’ for each candidate with a brief response from the second candidate and the other way round. In turn, the candidates are given a pair of photographs to talk about. |                                |
|                             | **PART 3** *(3 minutes)*  
A two-way conversation between the candidates. The candidates are given spoken instructions with written and visual stimuli, which are used in a decision-making task. |                                |
|                             | **PART 4** *(4 minutes)*  
A discussion on topics related to the collaborative task (spoken questions). |                                |
Complete each sentence with two to five words, including the word given.

1. The last time I went to Crete was in July 2003.
   **BEEN** I ........................................ Crete since July 2003.

2. ‘Whose is this bag?’ he asked.
   **TO** ‘Who ...........................................?’ he asked.

3. I haven’t had a reply to my e-mail yet.
   **STILL** I am ........................................, a reply to my e-mail.

4. Robert began to write poetry twelve years ago.
   **WRITING** Robert ........................................ twelve years.

5. The group broke up three years ago.
   **SINCE** It ........................................ the group broke up.

6. It’s more than a month since I saw Peter.
   **FOR** I ........................................ more than a month.

7. This is the worst film I’ve ever watched.
   **NEVER** I ........................................ bad film.

8. His involvement in politics started when he was at university.
   **INVOLVED** He has ........................................, he was at university.

9. I haven’t spoken French for ages.
   **SINCE** It’s ages ........................................ French.

10. The last time we went dancing was months ago.
    **FOR** We ........................................ months.

11. They have never swum in a pool before.
    **TIME** It’s the ........................................ in a pool.

12. Look, the teacher is coming, boys.
    **HERE** Look, ........................................, boys!

13. Derek met Susan eight months ago.
    **HAS** Derek ........................................ eight months.

14. He has got a job at a café this summer.
    **IS** He ........................................ at a café this summer.

15. Why do you complain about the weather all the time?
    **FOREVER** Why ........................................ about the weather?
Complete each sentence with two to five words, including the word given.

1. I had to check all the reports before leaving the office. **UNTIL** I had to stay in the office ................................ all the reports.
2. I haven’t spoken to Adam since we graduated. **LAST** The ............................................ to Adam was when we graduated.
3. Mr Swift did not stop working until he was seventy. **WHEN** Mr Swift ........................................... working.
4. Debbie went to Mykonos every summer when she was younger. **USED** Debbie ............................................ Mykonos every summer when she was younger.
5. She started cooking as soon as they arrived. **UNTIL** She ............................................ they had arrived.
6. She has been working here for two years. **STARTED** She ............................................ ago.
7. When did you have a haircut? **SINCE** How long ....................................... a haircut?
8. The thieves left before the police got here. **BY** The thieves ............................................ the police got here.
9. Lauren had never ridden a motorcycle before. **FIRST** It was the ............................................ a motorcycle.
10. Pete painted the walls and Kelly cleaned the cupboards. **WHILE** Pete was painting the walls ............................................ the cupboards.
11. No other student had ever talked back to her. **ONLY** He was the ............................................ talked back to her.
12. When I eventually stopped, I’d been a smoker for twelve years. **SMOKING** By the time I stopped, I ............................................ twelve years.
13. When I lived on the farm, I woke up at five every day. **WOULD** When I lived on the farm, ............................................ at five every day.
14. They argued all the time when they were little. **FOREVER** They ............................................ when they were little.
15. I had never watched a better game. **BEST** It was the ............................................ watched.
3 FUTURE TENSES

Simple Future
Tomorrow, it will snow in the north.
I didn’t know he was in town. I’ll give him a call tonight.
I’m sure he’ll be OK.

Be going to
I’m going to look for a job when I finish school.
Look! Those cars are going to crash!
‘Your room is in a mess, boys.’ ‘We know, Mum. We are going to tidy it this evening.’

Future Progressive
This time next week we’ll be skiing in the Alps.
I’ll be staying at Paula’s while my flat is being painted.
The President of the USA will be visiting Greece in July.
He’ll be playing tennis tomorrow morning, as usual.
‘Will you be needing the car tonight?’ ‘No, you can take it if you want.’

NOTE: Tell him to come and see me as soon as he gets here. [NOT: ... as soon as he will get...]
[Do NOT use will after: when*, if, unless, before, after, till / until, as long as, by the time, while, the minute / moment (that), on condition (that), provided / providing (that), suppose / supposing (that), in case]

* I have no idea when they will pay us.
[when: question word]

Complete each sentence with two to five words, including the word given.

1. There probably won’t be any more problems with it.
   UNLIKELY It ……………………………… be any more problems with it.

2. When I get there, I’ll give you a ring.
   SOON I’ll give you a ring …………………………………… get there.

3. The chairman is to make a speech before the conference begins.
   BE The chairman ……………………………… a speech before the conference begins.

4. The shops here don’t open until 10.00.
   GOING The shops here …………………………………… until 10.00.

5. Our furniture will be delivered by the 22nd.
   HAVE They …………………………………… our furniture by the 22nd.

6. They started playing chess at five o’clock, nearly three hours ago.
   HAVE By eight o’clock, they ………………………… chess for three hours.

7. I’ll stop typing at lunchtime.
   BE I ………………………………… lunchtime.

8. I hope to have finished painting by the time the furniture arrives.
   I ……………………………………… by the time the furniture arrives.

9. The weather is not expected to improve soon.
   IMPROVE We don’t think ………………………….. soon.

10. He will have left before they wake up.
    TIME He will have left ……………………………… wake up.

11. I intend to apply for that job.
    GOING I …………………………… for that job.

12. I was about to leave when she turned up.
    POINT I was ………………………… when she turned up.

13. I’m sure he’ll be angry when he finds out.
    BOUND He ………………………… angry when he finds out.

14. Study hard and you’ll pass the test.
    PROVIDED You’ll pass the test ………………………… hard.
**Complete each sentence with two to five words, including the word given.**

1. They covered all the furniture with sheets. **PIECES** All the __________ furniture covered with sheets.

2. He hardly knows anything about modern art. **KNOWLEDGE** His ____________ not very good.

3. My suitcases were carried upstairs. **LUGGAGE** My ____________ upstairs.

4. I like maths more than any other subject. **FAVOURITE** Maths ____________ subject.

5. ‘Mum, I need new jeans,’ Chris said. **PAIR** ‘Mum, I need ____________,’ Chris said.

6. It seems that several students were involved in the incident. **MORE** It seems that ____________ involved in the incident.

7. A lot of people work for this company. **NUMBER** A ____________ for this company.

8. It is known that at least two burglaries take place in the area daily. **MORE** It is known that ____________ place in the area daily.

9. Not many people live in this village. **LIVING** The number of people ____________ small.

10. Jason and his brothers are at basketball practice now. **WELL** Jason, as ____________ at basketball practice now.

11. I’m sure that none of them have thought of the consequences. **ONE** I’m sure that ____________ thought of the consequences.

12. A month and a half has gone by since their argument. **AND** One ____________ gone by since their argument.
Complete each sentence with two to five words, including the word given.

1. At the end of the month I have very little money left.  
   HARDLY At the end of the month ........................................................... left.

2. This cupboard is completely empty.  
   LEFT There’s .............................................................. cupboard.

3. You know, not all of them came on the excursion.  
   SOME You know, .............................................................. come on the excursion.

4. I’m afraid there isn’t anything we can say about it.  
   NOTHING I’m afraid .............................................................. say about it.

5. Fortunately, not much damage was caused by the fire.  
   VERY Fortunately, .............................................................. was caused by the fire.

6. ‘There is little I can do,’ said the doctor.  
   MUCH ‘There .............................................................. do,’ said the doctor.

7. No one knows the answer to that question.  
   ANYONE There .............................................................. the answer to that question.

8. He said not many rooms are vacant at present.  
   ONLY He said .............................................................. are vacant at present.

9. I’m sure all the seats are taken.  
   NOT I’m sure .............................................................. is free.

10. He ate hardly anything because he wasn’t feeling well.  
    ALMOST He .............................................................. because he wasn’t feeling well.
Adverbs
He works hard.
He could hardly speak.
There’s hardly anything left to do now.
I hardly ever go to the cinema.
She came home late.
Have you seen them lately?

Don’t come near.
I nearly lost my temper.
How high can you jump?
We all think highly of you.
This is a highly paid job.
It’s highly unlikely that it will happen again.

They dug deep to find water.
I was deeply hurt by your comments.
She is silly. She behaves in a silly way / manner.
[ALSO: cowardly, fatherly, motherly, lovely, friendly, ugly, lively]
This smells wonderful. [NOT: ... smells wonderfully.]
[ALSO: look, seem, sound, taste, feel]

Too - Enough
Alan is too selfish to admit he’s wrong.
He woke up too late to catch the 8.15 train.
\[ \text{OR: It was too long a book to finish in one day.} \]

\[ \text{or There’s too much salt in the omelette.} \]
too much + noun
\[ \text{It’s much too cold to go for a walk.} \]
much too + adj.

Complete each sentence with two to five words, including the word given.

1 My children are too irresponsible to look after a puppy.
   CARE My children aren’t ........................................ of a puppy.

2 Our flat is as big as the Smiths’. SAME The Smiths’ flat ...................... ours.

3 There were more tourists here in 2007 than in 2008. AS There were ...................... here in 2008 as in 2007.

4 John had not expected to find gardening so interesting. IN John is ...................... he had expected.

5 I couldn’t break the glass because it was too hard. TOO The glass ...................... me to break.

6 Our team has been luckier than theirs in this tournament.
   LUCK Their team hasn’t ...................... ours in this tournament.

7 They couldn’t catch the pickpocket because he ran so fast.
   TOO The pickpocket ran ...................... catch.

He isn’t brave enough to go there by himself.
He works out often enough to keep fit.
There’s enough room to put an armchair here.

\[ \text{The cake she made wasn’t big enough.} \]
OR: She didn’t make a big enough cake.

Comparison
The exam was more / less difficult than I had expected.
That was the most / least expensive bracelet of all / in the shop.
The post office is farther / further down the road.
For further information, you can contact this number.
[NOT: for farther information ...]
My older / elder brother is an architect.
BUT: My brother is older than me. [NOT: ... is-elder ...]
I think it’s a bit warmer today.
\[ \text{[much / a lot / far / even / a little /} \]
\[ \text{a bit / slightly / any / no} \]
He is by far the best player in the team.
My car is as fast as yours.
Her salary is not as / so high as her husband’s.
Our house is half / twice / three times as big as theirs.
In my opinion, cats aren’t such good pets as dogs.
The balloon went higher and higher up in the air.
She’s getting more and more excited about her trip to Paris.
The longer I have to wait, the more anxious I become.
Your watch is the same as Jane’s.
I want a jacket similar to this one.

The longer I have to wait, the more anxious I become.
Your watch is the same as Jane’s.
I want a jacket similar to this one.
### Forms of the infinitive

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to) write</td>
<td>(to) be written</td>
</tr>
<tr>
<td>(to) be writing</td>
<td>–</td>
</tr>
<tr>
<td>(to) have written</td>
<td>(to) have been written</td>
</tr>
<tr>
<td>(to) have been writing</td>
<td>–</td>
</tr>
</tbody>
</table>

### Infinitive with ‘to’

- I went to the bakery to buy some bread.
- Also: ... bakery so as to / in order to buy ...
- I didn’t call him so as not to disturb / in order not to disturb him. [Not: ... him not to disturb ...]

He asked to be given a second chance.

- I was glad to hear you got promoted.
  - Also after: anxious, happy, sorry, surprised, etc.
  - It was difficult (for me) to accept the truth.
  - It was kind of him to offer us a lift.
- She was the first / second / last (one) to leave the office.

### Infinitive without ‘to’

- I saw them get on the bus.
  - Also after: hear, watch, notice, observe, let, make
  - But: They were seen to get on the bus. [in the passive]
  - Also after: hear, make
- I’d rather go to the cinema tonight.
  - You’d better not tell anyone about it.
  - I’d do anything but / except iron his clothes.
  - Also after: do nothing / everything but / except
- Why wait till tomorrow? Let’s ask him now.
  - Why not have a party on New Year’s Eve?
- I’ll help you (to) unpack.

### Complete each sentence with two to five words, including the word given.

1. My mother didn’t let me have dessert until I had finished my dinner.
   - **MADE** My mother ______________________________ my dinner before I had dessert.

2. I suggest that you allow them to help you.
   - **LET** Why ........................................... help you?

3. It looks as if she has injured her leg.
   - **SEEMS** She ............................................. her leg.

4. ‘I won’t pay for the damage,’ Chris said.
   - **REFUSED** Chris ............................................. the damage.

5. I would prefer it if nobody else knew where I am.
   - **WANT** I don’t ............................................., where I am.

6. Steve doesn’t often wake up early on Sundays.
   - **UNUSUAL** It ............................................., wake up early on Sundays.

7. Mary has difficulty studying in the library.
   - **EASY** It isn’t ............................................. in the library.

8. The climbers didn’t succeed in reaching the top of the mountain.
   - **TO** The climbers didn’t ............................................. the top of the mountain.

9. Alex always appears to have something to worry about.
   - **WORRYING** Alex always appears ............................................. something.

10. All he does is complain about his salary.
    - **NOTHING** He ............................................. about his salary.

11. I heard Don tell her the news.
    - **TELL** Don ............................................. her the news.

12. He wrote the number down so that he wouldn’t forget it.
    - **ORDER** He wrote the number down ............................................. it.

13. I don’t know why Greg changed his mind.
    - **MADE** I don’t know ............................................. his mind.

14. Sue finished the race last of all.
    - **LAST** Sue was ............................................. the race.

15. It seemed that she was feeling very depressed.
    - **BE** She seemed ............................................. very depressed.
Complete each sentence with two to five words, including the word given.

1. The police finally managed to find the stolen diamonds. **SUCCEEDED** The police finally ...................... the stolen diamonds.

2. I won’t have a problem getting up at six, as I always go to bed early. **USED** I ...................... to bed early, so I won’t have a problem getting up at six.

3. Would you mind if I sat here? **TO** Would you object ...................... here?

4. He walked home and didn’t take a taxi. **INSTEAD** He walked home ...................... a taxi.

5. Laura sings and plays the guitar too. **WELL** Laura sings ...................... the guitar.

6. I wished I’d talked to them about my problems. **HAVING** I regretted ...................... to them about my problems.

7. Could you look after my dog while I’m in France? **CARE** Would you mind ...................... my dog while I’m in France?

8. I’m not in the mood to go out tonight. **LIKE** I don’t ...................... tonight.

9. She wrote the lyrics for the song and also sang it. **ADDITION** She sang the song ...................... the lyrics for it.

10. The boat couldn’t set sail because of the strong winds. **PREVENTED** The strong winds ...................... sail.

11. The children are eager to watch the acrobats. **LOOKING** The children ...................... the acrobats.

12. ‘If you wanted to borrow my earrings, you should have asked me first,’ said Cathy to her sister. **WITHOUT** Cathy criticised her sister for having ............................................ her first.

13. It’s a waste of time to try to make him change his mind. **POINT** There’s ............................................ to make him change his mind.

14. It was difficult to convince them that I was innocent. **DIFFICULTY** I ...................... them that I was innocent.

15. ‘I’m sorry I broke your glasses,’ Tim said to Dad. **FOR** Tim apologised ............................................ his glasses.

16. I shouldn’t bother to wash the car because it’s going to rain. **WORTH** It ............................................ the car because it’s going to rain.
MODALS

Can, Could, May, Might
She could/was able to speak three languages when she was fifteen.

But: The rescue team was able to save the climbers. (= managed to save) [NOT: ... team could save ...]
- ‘Can/Could I ask you a few questions?’ ‘Of course you can.’ [NOT: Of course you could.]

It can rain a lot here in winter.
- But: It could/may/might rain tonight. [NOT: It can ...]
He’s late. He could/may/might have missed the bus.
You were very lucky; you could/might have been killed. [NOT: ... you may have been ...]
- He can’t/couldn’t be from Italy. He doesn’t speak a word of Italian.
They can’t/couldn’t have moved to Liverpool. I saw them an hour ago.

Must
That boy looks a lot like Peter. He must be Peter’s brother.
All the lights in the house are out. They must have gone to bed.
- ‘Must I take the dog for a walk?’ ‘Yes, you must.’ / ‘No, you don’t have to/needn’t.’ [NOT: No, you mustn’t.]
- You mustn’t smoke in here. (= it is forbidden)
- You don’t have to finish everything today. (= it isn’t necessary)
- He drives a Ferrari. He can’t be poor. [NOT: He mustn’t be ...]

Shall I/we...?
Shall I help you make breakfast?
Shall we sit on the veranda?
OR: How about/What about sitting on the veranda?
Where shall I put these books?

Should / Ought to
You should try/ought to try harder at school.
You should have been/ought to have been more honest with me.
- It’s ten o’clock so he should be at work. (= he is probably at work)
They left on the 8.15 train so they should have arrived by now. (= I expect they have arrived)
- Why should I help her? She never helps me.
- ‘Where is he from?’ ‘How should I know?’
- It is essential that he should see this immediately.
OR: It is essential that he sees this ... [ALSO AFTER: important, necessary, vital, funny, strange, natural, normal, astonishing, etc.]
- They suggested that I should speak to Mr White.
OR: They suggested that I speak ...
[ALSO AFTER: insist, propose, demand, recommend]

Will/Would
I’ll help you with the washing-up.
Will/Would you take the rubbish out, please?
Will you two stop talking?
- He’ll have dinner in front of the TV every day.
- Grandpa would give us sweets every time he visited us.
I’ve tried to warn her but she just won’t listen.
We offered to help them several times but they wouldn’t let us.
That day, she found out something that would change her life.

Need
We need to buy some more fruit.
She doesn’t need to worry about anything.
Do I need to ask for permission?
- You needn’t bring any food with you.
Need he call before he comes? ‘Need I book early?’ ‘Yes, you must.’ / ‘No, you needn’t.’ [NOT: Yes, you needn’t.]
- ‘Must we leave now?’ ‘Yes, we must.’ / ‘No, you needn’t / don’t have to.’ [NOT: No, you mustn’t.]
We need to set off early, don’t we?
Mark needs to see a doctor, doesn’t he?
He needn’t come with us, need he?
- I didn’t need to take an umbrella; it wasn’t raining when I left.
(= it wasn’t necessary; whether it happened or not depends on the context)
I needn’t have taken an umbrella; it didn’t rain after all. (= it wasn’t necessary, but I did)

Dare
I like people who dare to say what they think.
She doesn’t dare (to) confront them.
Do you dare (to) go against his will?
- I don’t think of what may happen.
Dare he say that in front of me?
- How dare you threaten me?
Don’t you dare speak to me like that again.
- I dare say/daresay they’ll be disappointed.
(= I suppose, I think)

Expressions Similar to Modal Verbs
be + infinitive with ‘to’
You are to report to the manager immediately. (= must)
This lifts is not to be used by visitors.
be supposed + infinitive with ‘to’
You are supposed to book a table two weeks in advance. (= should)
Children are not supposed to swim in this pool.
be likely + infinitive with ‘to’
The situation is likely to get worse.
OR: It is likely that the situation will get worse.
Complete each sentence with two to five words, including the word given.

1. ‘Why don’t you ask for directions?’ said Anna to Tim. 
   **SUGGESTED** Anna ******************** ask for directions.

2. You can take part in this competition even if you don’t buy the product. 
   **NEED** You ******************** the product to take part in this competition.

3. It’s unlikely that he will come out of hospital tomorrow. 
   **TO** He isn’t ******************** out of hospital tomorrow.

4. You did not chop enough wood for the fire. 
   **ought** You ******************** more wood for the fire.

5. The teacher says we have to write the answers in pen. 
   **MUST** The teacher says the answers ******************** in pen.

6. I expect they were completely broke by the end of their holidays. 
   **MUST** By the end of their holidays ******************** broke.

7. It was a mistake for you to lend them your camera. 
   **SHOULD** You ******************** them your camera.

8. People say this film is very scary. 
   **supposed** This film ******************** very scary.

9. It’s very unlikely that the train has left already. 
   **have** The train ******************** yet.

10. Fortunately, the ambulance managed to get there in time. 
    **WAS** Fortunately, the ambulance ******************** in time.

11. I left the note on his desk so I’m sure he read it. 
    **MUST** I left the note on his desk so ******************** it.

12. You are not allowed to use mobile phones in here. 
    **MUST** You ******************** mobile phones in here.

13. It’s not necessary to translate it for me. 
    **DO** You ******************** translate it for me.

14. Michael doesn’t have enough courage to stand up for himself. 
    **DARE** Michael ******************** up for himself.

15. She bought more wine than was necessary for the party. 
    **BOUGHT** She ******************** so much wine for the party.

16. It would have been better if you hadn’t argued with him. 
    **SHOULD** You ******************** with him.

17. She must be told the truth; it’s essential. 
    **THAT** It’s ******************** told the truth.

18. They didn’t visit him in hospital, although they should have. 
    **ought** They ******************** him in hospital.

19. It’s possible that she didn’t recognise you. 
    **MAY** She ******************** you.

20. Perhaps she is sleeping now. 
    **COULD** She ******************** now.

21. Tim had a habit of biting his nails all the time. 
    **WOULD** Tim ******************** all the time.

22. He should have watered the flowers yesterday, but he didn’t. 
    **supposed** He ******************** flowers yesterday, but he didn’t.

23. I would rather you had warned me about it. 
    **HAVE** You ******************** about it.

24. You’re lucky you didn’t cut yourself, John. 
    **MIGHT** You’re lucky; you ******************** yourself, John.

25. I’m sure he is speaking to them now. 
    **MUST** He ******************** to them now.

26. It isn’t necessary for them to return it, is it? 
    **NEED** They ******************** they?

27. Shall we invite the Browns for dinner tonight? 
    **ABOUT** What ******************** for dinner tonight?
Complete each sentence with two to five words, including the word given.

1. If you promise not to lose my new earrings, you can borrow them.
   LONG You can borrow my new earrings not to lose them.

2. You might get bored on the train, so you should take a book with you.
   CASE Take a book with you bored on the train.

3. The doctor advised him to take some vitamin pills.
   WERE If take some vitamin pills, said the doctor.

4. We arrived late because there was a lot of traffic.
   TURNED If there hadn’t been so much traffic, we time.

5. Mark says he will only leave if Sarah agrees to go with him.
   UNLESS Mark has refused with him.

6. I couldn’t have started this business without the £50,000 I borrowed from them.
   IF I couldn’t have started this business me £50,000.

7. It’s too hot for a walk today.
   IF We could go for a walk hot today.

8. It’s a good thing you warned me, or I wouldn’t have known what to do.
   YOU I wouldn’t have known what to do me.

9. Only if she returns it by Friday will I let her have it.
   CONDITION I’ll let her have it it by Friday.

10. If you take me with you, I’ll pay for the petrol.
    PROVIDED I’ll pay for the petrol me with you.

11. Mum thought I might need a phonecard so she bought me one.
    CASE Mum bought me a phonecard one.

12. If Debbie doesn’t practise more, she’ll never get into the team.
    DOES Debbie will never get into the team more practice.

13. I didn’t know it was her birthday so I didn’t buy her a present.
    BOUGHT If I had known it was her birthday, I her a present.

14. ‘I will cut the grass only if you give me some pocket money,’ said my son.
    NOT ‘I will you give me some pocket money,’ said my son.
### Unreal past

**Past**

*If he were / was* rich, he *wouldn’t* have to work.  
I *wish* I *could* help you.

- I *wish* we *travelled* to Spain every summer.  
  But: I *wish* we *were travelling* to Spain this summer.

- If only I knew where she is.

- I *would rather* you *went* home now.

**Suggestion**

*It’s (high / about) time* you two *stopped* arguing.

**OR:** It *would be better* *for you* *not* to *argue*.

- Suppose / Supposing he asked you out, what would you say?

- He behaves as if / as though he *were the boss*, but he’s actually just an accountant.

**Wish + different subject + would** (wish for a future change / request, implying dissatisfaction or lack of hope)

- I *wish* it *would stop* raining.

- She *wishes* the children *wouldn’t* spend so much time watching TV.

- Mrs Berg *wishes* to see you. (= wants)

- He *wished me luck.*

**Past**

*If he had driven* more carefully, he wouldn’t have crashed the car.

I *wish* I *had listened* to you.

- If only they *hadn’t brought* their children with them last night.

- She *would rather* the workers *had finished* last week.

**Suppose / Supposing** something *had gone* wrong, what would have happened?

- She looks as if / as though she *had seen* a ghost.

**It’s (high / about) time cannot be followed by the past perfect.**

---

### Would rather

**Present / Future**

- I’d rather *play* chess (than watch TV).  
  **[NOT:]** I’d rather to play ...]

- He’d rather *not drive* there.

- I’d rather be having *coffee* with my friends than (be) *working* right now.

- I’d rather you *picked* me up at seven.  
  **[NOT:]** I’d rather you to pick ...

- I’d rather she *didn’t* borrow my things all the time.

**Past**

- I’d rather have *gone* to the cinema last night.

- They *would rather* not have spent so much money on furniture.

- He *would rather* I *had told* him about my problem.

- I’d rather my brother *hadn’t* lost the tickets.

- [Would sooner can be used instead of would rather.]

- I’d rather *call* him than *send* him e-mails.  
  **OR:** I’d *prefer* to *call* him rather than *send* him e-mails.  
  **ALSO:** I prefer *calling* him to *sending* him e-mails.

**Had better**

**Present / Future**

- You’d better *get* the car serviced tomorrow.  
  **[NOT:]** You’d better *to get* ...

- It would be better (for you) to get the car ...

- She’d better *not* do that again.

- Had we better *take* a taxi?

- *It would have been better if you had woken* up earlier.  
  **OR:** It would have been better (for you) to have woken up earlier.

---

### Complete each sentence with two to five words, including the word given.

1. I’m now sorry I didn’t speak to her.  
   **WISH** I now ........................................... to her.

2. Please, don’t deliver the cake after six o’clock.  
   **RATHER** I ........................................... the cake before six o’clock.

3. I’m sorry that I wasn’t able to pick you up from the station yesterday.  
   **COULD** I wish ........................................... you up from the station yesterday.

4. Leo wants to travel around Europe instead of finding a job.  
   **RATHER** Leo ........................................... Europe than find a job.

5. I’m sorry, but I don’t want to go dancing tonight.  
   **RATHER** I’m sorry, but ........................................... dancing tonight.

6. You should learn to use a computer now.  
   **TIME** It’s ........................................... use a computer.

7. Martin regrets not trying harder at school.  
   **WISHES** Martin ........................................... harder at school.

8. It’s almost midnight, so you ought to go to bed.  
   **BETTER** It’s almost midnight, so you ...................... to bed.

9. I regret telling John about the trip.  
   **WISH** I ........................................... John about the trip.

10. It’s a pity you didn’t water the plants.  
    **ONLY** If ........................................... the plants.

11. He should have told us beforehand.  
    **BETTER** It ........................................... he had told us beforehand.

12. My sister regretted getting married so young.  
    **RATHER** My sister ........................................... got married so young.

13. We are not going to the seaside with them, although we’d love to.  
    **WISH** We ........................................... to the seaside with them.

14. Ron, could you please stop complaining?  
    **WISH** Ron, ........................................... stop complaining.
Complete each sentence with two to five words, including the word given.

1. People say that boy has found the treasure. **Said**
   That boy is ................................... the treasure.

2. Thick fog meant that planes could not take off. **Prevented**
   Planes ...................................... off by thick fog.

3. The detective is looking into the case of the stolen painting. **Investigated**
   The case of the stolen painting ...................................... the detective.

4. Everyone thinks that Palmer will win the race. **Expected**
   Palmer is ................................... of the race.

5. The fees include the cost of books. **Is**
   The cost of books ................................... the fees.

6. It was raining heavily, so they postponed the trip to the zoo. **Owing**
   The trip to the zoo ................................... the heavy rain.

7. They aren’t closing down that factory until next month. **Being**
   That factory ................................... until next month.

8. My parents didn’t let me play video games when I was younger. **Allowed**
   I ................................... video games when I was younger.

9. Young people aren’t watching as much TV these days. **Watched**
   Not so much TV ............................... young people these days.

10. Is painting the house this weekend really necessary? **Have**
    Does the house ................................... this weekend?

11. I took these photos while I was visiting Prague. **Were**
    These photos ................................... visit to Prague.

12. They are going to suggest a new plan at the meeting. **Put**
    A new plan ...................................... forward at the meeting.

13. Who has written this article? **Been**
    By ................................... written?

14. Children under 14 are not allowed to use the lift. **Must**
    The lift ...................................... by children under 14.

15. I don’t like people giving me orders. **Being**
    I ................................... orders.
The ‘causative’ use of have / get

**Tenses**

- She has / gets her nails polished once a week. (She doesn’t have / get ..., Does she have / get ?)
- They had / got their roof repaired. (They didn’t have / get ..., Did they have / get ?)
- He will have / get his tooth filled tomorrow.
- I haven’t / haven’t had / got my passport renewed yet.
- We will have had / got the furniture delivered by then. She is having / getting her portrait painted.
- They were having / getting new carpets fitted.
- I will be having / getting my eyes checked.

**Imperative**

- Have / Get the parcel sent immediately.
- Don’t have / get your hair cut short.

**Modals / Be going to**

- You should have / get your blood pressure taken more often.
- I may have / get a new suit made.
- She is going to have / get the garden watered tomorrow.
- I had / got my purse stolen yesterday. (sth unpleasant which we did not plan)
- I had the children put away their toys.

**OR:** I got the children to put away their toys. = ask / persuade / make sb do sth

**Complete each sentence with two to five words, including the word given.**

1. **HAD** Someone broke into their flat the other day. They ............................................ into the other day.
2. **DYED** Did the hairdresser dye her hair blonde? Did she ............................................ blonde?
3. **BOTH** ‘Not only is she pretty, but also clever,’ he said. She ............................................,’ he said.
4. **FIXED** The plumber is fixing our tap at the moment. We ............................................ at the moment.
5. **HAD** I haven’t been for an eye test for over six years. I have ............................................ for over six years.
6. **SOONER** We were sent home as soon as we arrived. We ............................................ we were sent home.
7. **HAVE** They are going to hire someone to paint their house this summer. They are going ............................................ this summer.
8. **REPLACED** The workers won’t replace the roof until next month. We will ............................................ until next month.
9. **OR** Can you tell us if you’re interested or not? Can you tell us ......................... interested?
10. **HAVE** How often is your car serviced?
    - Mrs Carter’s students were made to do a test. Mrs Carter ............................................ a test.
11. **GOT** He persuaded his son to cut the grass.
    - He ............................................ the grass.
12. **ONLY** The children were both dirty and hungry when they got home.
    - The children were ............................................ hungry when they got home.
13. **NEITHER** The story wasn’t funny or interesting.
    - The story ............................................ interesting.
14. **Both** French and English are spoken in Canada. I like both football and basketball.
    - We’ll go to either Malta or Cyprus this summer.
    - Either Paul or David can drive you home.
    - Neither my mum nor my dad knows / know how to use a computer.
    - Neither my friends nor my relatives were there. Neither eggs nor cheese are allowed in this diet.
    - Whether we go out or stay at home makes no difference to me.
    - I have no idea whether he saw the note or not.
    - I have no idea whether or not he saw the note.
    - He is not only a colleague but also a good friend.
    - He is not only a colleague but a good friend too / as well.
    - They not only drove me to the station but also helped me carry my luggage.
    - Not only did they drive me to the station ...
Reported Speech

'I like tennis,' he said. → He said (that) he liked tennis.

'I'm going home,' she said to me. → She told me (that) she was going home.

'I'll see you tonight,' he said. → He said (that) he would see us that night.

'They arrived yesterday,' she said. → She said (that) they had arrived the previous day / the day before.

'He can help us,' I said. → I said (that) he could help us.

'If I were you, I'd see a doctor,' she said to me.

'I want to read the paper - have you finished with it?'

'No, I didn't read your diary,' he said to her.

'He said, 'I wish I lived somewhere else.'

'Let's wait for him here,' she said.

'What do you do for a living?' I said to him.

'That's the church where we got married.'

'This is the town where I lived two years ago.'

Jenny didn't paint those pictures on the wall.

'She didn't paint those pictures on the wall.'

'nor heard of it.'

'The man who/that won the lottery gave half of the money to charity.

'The people whom/who/that we met on the train were from Sweden.

An ostrich is a bird which/that can't fly.

I haven't read the book (which/that) you lent me yet.

He was an actor whose talent was remarkable.

The woman to whom I spoke promised to help me.

OR: The woman (who/that) I spoke to promised to help me.

That's the church where we got married.

OR: That's the church in which we got married.

OR: That's the church (which/that) we got married in.

He was born in a town whose name is impossible for me to remember.

OR: He was born in a town: the name of which is impossible for me to remember.

He's got hundreds of stamps, many of which are very rare.

They interviewed several candidates, none of whom was suitable for the position.

I've got four cousins, all of whom are younger than me.

Complete each sentence with two to five words, including the word given.

1. ‘I want to read the paper - have you finished with it?’ he asked his wife.
   FINISHED He asked his wife (that) he had finished reading the paper.

2. ‘Do not touch that button,' Laura said to the child.
   NOT Laura (that) she had told us not to trust her.

3. All the students handed in their assignments on time, apart from Susan.
   WHO Susan was the one who handed in her assignment on time.

4. This is the town where I lived two years ago.
   WHICH This is the town (that) I had lived in two years ago.

5. Two men she had never seen before were waiting to see her.
   NEITHER Two men, (who) she had never seen before, were waiting to see her.

6. The exam, whose results will be posted shortly, was very difficult.
   OF The exam, (that) whose results will be posted shortly, was very difficult.

7. ‘No, I won’t lend you my new jeans,’ my sister said to me.
   REFUSED My sister refused to lend me my new jeans.

8. The country with the red flag is China.
   WHOSE The country whose flag is red is China.

9. ‘I’ll call you back, Sam,’ she said.
   TOLD She (that) she would call me back.

10. He said, ‘I wish I lived somewhere else.’
    WISHED He said (that) he wished he lived somewhere else.

11. ‘What do you do for a living?’ I asked him.
    ASKED I (that) I asked him what he did for a living.

12. ‘Let’s wait for him here,' she said.
    SUGGESTED She suggested (that) we wait for him there.

13. Jenny didn’t paint those pictures on the wall.
    WHO It (that) she had painted those pictures on the wall.

14. ‘Your flight has been delayed,’ the man said to us.
    INFORMED The man informed us (that) your flight had been delayed.
**Time**
Ask him to call me **the moment / minute (that) he gets here.**
[NOT: ... the moment / minute (that) he will get here.]
Grandma would give me sweets **whenever I visited her.**
[NOT: ... whenever I would visit her.]

**Reason**
He wasn’t given the position **because of / on account of / due to / owing to** his lack of experience.
OR: He wasn’t given the position **because of / on account of / due to / owing to the fact that** he didn’t have any experience.

**Purpose**
I told him a joke **to cheer / so as to cheer / in order to cheer** him up.
She sat under an umbrella **so as not to get / in order not to get** sunburnt.

**Result**
such (a / an) (+ adjective) + noun (+that)
He is **such a clever boy (that) it’s a pleasure to be teaching him.**
They are **such friendly people (that) we all like them.**
There’s **such heavy traffic (that) we’ll definitely be late.**
He is **such an idiot (that) you can’t trust him to do the job properly.**

**Contrast / Concession**
Although / Even though he had a map, he got lost.
He had a map. He got lost, though.
He had a map. However / Nevertheless, he got lost.
in spite of / despite + noun / gerund / the fact that
In spite of / Despite **their wealth, they never give money to the poor.**
In spite of / Despite **being wealthy, they never give money to the poor.**
In spite of / Despite the fact that **they are wealthy, they never give money to the poor.**
Whatever **he says / may say, I won’t believe him.**
OR: **No matter what he says / may say, I won’t believe him.**
[ALSO WITH: where, how, who, which]

**Manner**
He sounds as if / as though he comes from the south.
(he may be)
She acts as if / as though she were my mother.
(but she isn’t)

Do as you please.
She sings like an angel.
Complete each sentence with two to five words, including the word given.

1. If the exercises hadn’t been so difficult, I would have been able to do them.
   SUCH They ..............................................................
   I couldn’t do them.

2. The meeting was held despite the president’s absence.
   PLACE The meeting ..................................................
   the president was absent.

3. As it had started to snow, the match was postponed.
   PUT The match ...................................................
   the snow.

4. Leo took the train because he did not want to get stuck in traffic.
   THAT Leo took the train ........................................
   not get stuck in traffic.

5. I had to type up all the reports before I could leave.
   UNTIL I .................................................................
   had typed up all the reports.

6. We drew the curtains to prevent the sunlight from coming in.
   SO We drew the curtains ........................................
   not come in.

7. Sarah was too tired to go out.
   THAT Sarah was .................................................
   not go out.

8. Although he was ill, he competed in the race.
   ILL Despite ...........................................................
   he competed in the race.

9. The weather was so bad that the ships couldn’t sail.
   WAS There ...........................................................
   that the ships couldn’t sail.

10. I kept quiet because I didn’t want to upset her.
    NOT I kept quiet ...................................................
    her.

11. We went to the beach despite the bad weather.
    EVEN We went to the beach ....................................... bad.

12. He appeared to be in need of some rest.
    THOUGH He looked .............................................
    some rest.

13. The meal was cheap, but it was tasty.
    THAT In spite .....................................................
    the meal was cheap, it was tasty.

14. So that she could buy a new computer, Jane saved fifty euros a month.
    ORDER Jane saved fifty euros a month .....................
    able to buy a new computer.

15. Peter failed the test in spite of being well prepared for it.
    ALTHOUGH Peter failed the test ................................
    for it.

16. We jumped over a wall in order not to be seen.
    FEAR We jumped over a wall .................................
    not seen.

17. The moment I get there, I’ll give you a call.
    SOON I’ll give you a call ...........................................
    there.

18. Annie won’t listen to you whatever you say.
    MATTER Annie won’t listen to you ...................................
    say.

19. Mary was such a careless driver that she caused a lot of accidents.
    DROVE Mary ........................................................
    she caused a lot of accidents.

20. He has health problems and can’t work any more.
    ACCOUNT He can’t work any more ...........................
    health problems.
Participles

Forms

**Present participle:** cleaning, taking

**Past participle:** cleaned, taken

**Perfect participle:** active: having cleaned, having taken

passive: having been cleaned, having been taken

Present participles

* I saw them leaving.

* We felt the ground shaking.

  **[Also with: hear, watch, notice, smell]**

  * We saw / heard / watched / noticed them talking to the manager. (= saw / heard, etc. part of the action)

  * We saw / heard / watched / noticed them talk to the manager. (= saw / heard, etc. the whole action)

* They found the escaped prisoner hiding in the forest.

  **[Also with: catch, leave]**

* Dad is busy checking the bills right now.

* We spent hours wandering around the streets of Rome.

* He wasted all his fortune gambling.

Past participles

* Exhausted by the long journey, he fell asleep right away. (= As he was exhausted ...)

Perfect participles

* Having thought about what you said, I decided not to do anything for the time being.

* Having been painted recently, the house looked really nice.

Participles replacing clauses

* The man **driving** the car was rather old.
  
  (= The man who was driving ...)

* The jewellery **kept** in the safe is priceless.
  
  (= The jewellery which is kept in the safe ...)

* I hurt my back (while) **cleaning** up the garage.
  
  (= ... while I was cleaning up ...)

* **After swimming / After having swum / Having swum** in the cold sea, he felt refreshed.
  
  (= After he had swum ...)

* **Having left** her keys at work, she couldn’t get into her flat. (= As she had left ...)

* **Not wanting** to scare them, he didn’t say anything.

  (= Because he didn’t want to scare them, ...)

* **Used day and night, this cream will help you look younger.** (= If it is used day and night ...)

Inversion

* Never (before) have I met with such rudeness.

  **[Also with: rarely, seldom, hardly / scarcely ... when, no sooner ... than]**

* Only in this way will he realise how serious the situation is. **[Also with: only in, only by, only then, not only ... but also]**

* **Only after** she spoke to the doctor did her fears disappear. **[Also with: only if / when, not until]**

* **Under no circumstances must you reveal** the plan to anyone. **[Also with: not often, not once, at no time, on no account]**

* Little did he know that the police were after him.

* So upset was she that she couldn’t stop crying.

* So beautifully did she sing that we were all amazed.

* Such a lovely day was it that I didn’t want to go to work.

Complete each sentence with two to five words, including the word given.

1. I realised I had forgotten **my** wallet only after I left. 
   
   **DID** Only after ............................................, I had forgotten my wallet.

2. I had never seen such a bad accident before. 
   
   **SEEN** Never ............................................ such a bad accident.

3. We couldn’t speak French, so we found an interpreter. 
   
   **ABLE** Not ............................................, we found an interpreter.

4. It took me four days to paint the house. 
   
   **SPENT** I ............................................ the house.

5. You shouldn’t do that under any circumstances. 
   
   **NO** Under ............................................ that.

6. She had to use a neighbour’s phone as hers was out of order. 
   
   **BEING** Her phone ............................................ had to use a neighbour’s.

7. As well as leaving his keys at work, he lost his umbrella. 
   
   **LEAVE** Not only ............................................ at work, but he also lost his umbrella.

8. They were making so much noise that the whole street woke up. 
   
   **WERE** So ............................................ that the whole street woke up.

9. Vegetables are good for your health when you eat them fresh. 
   
   **EATEN** Vegetables ............................................ good for your health.

10. I could never be so mean to you, not for any reason. 

    **ACCOUNT** On ............................................ be so mean to you.

11. People who apply for the job must be over twenty. 

    **APPLYING** People ............................................ must be over twenty.

12. It was such a dirty restaurant that I’ll never go again. 

    **WAS** Such a dirty restaurant ............................................ I’ll never go again.
Neil Sanders was a prisoner. He had committed a crime while on duty as a soldier and was being taken to prison by an officer, Captain Bilham. As it happened, they were both from Scotland. However, Neil came from the Highlands, while Captain Bilham had been born in Glasgow. Nevertheless, they had agreed to forget their differences as the train journey was long and it would be easier for them both if they didn’t argue.

What really helped them get on well was Neil’s pocket chess set. They played game after game – probably over a hundred in all – and they were both about the same level. Captain Bilham could remember openings and endings from some of the great games in the history of chess. He had a wonderful memory and liked teaching; he said that was what made him such a good officer.

They started talking together, almost becoming friends. They were on a train crossing Egypt, where the British army was stationed at that period of World War II. When they got to Cairo they would never see each other again. Bilham told Neil that he was being sent there on a special mission, but he wouldn’t go into details about it. Neil would be put in prison. He might even be hanged.

As they talked, Captain Bilham started to feel that Neil wasn’t a bad person at all - that although Neil had shot and killed a British army officer he shouldn’t really be a prisoner. But the circumstances were unusual. The officer had been stupid: he had tried to force his men into a situation where they would all be killed. The officer, it seemed, had gone mad. He had even pulled out his gun and threatened to shoot his own men if they refused to approach the enemy. Neil, a sergeant, had seen very clearly that the officer was going to get them all killed. There had been a battle going on; guns had been firing all round them. Neil had shot the officer, saving the lives of the twenty men in his company but perhaps sacrificing his own.

He would probably be hanged for this crime. The court might give him twenty years in prison, but Captain Bilham doubted it. This was wartime, and even though Neil’s superior officer had been a complete fool, he had still been an officer.

Suddenly, Captain Bilham felt ill. His face turned white and he started sweating. His hand went to his chest. Neil wondered if he might have heart problems. Captain Bilham asked him to get some white tablets out of his bag, and Neil jumped up to do so. But when he turned round with the small bottle in his hand, he saw that Captain Bilham had stopped breathing. He was half lying on his seat, his eyes still open – but he was obviously dead. Neil’s first reaction was to feel sorry for him. Then he began to feel afraid. They would think he had done it!
1 What is suggested about the way people from different parts of Scotland sometimes behave towards each other?
   A They have different ways of behaving.
   B They sometimes argue with each other.
   C They generally play chess.
   D They try to get on.

2 Captain Bilham
   A liked explaining things.
   B used to be a teacher.
   C cheated when he played chess by remembering old games.
   D won most of the chess games they played.

3 Neil had shot an officer
   A who had been behaving irresponsibly.
   B because he hadn’t wanted to fight.
   C because the officer had shot at him.
   D because he had wanted to be an officer himself.

4 In what way had Neil perhaps sacrificed his own life?
   A He had risked being shot by the officer.
   B The other men might have shot him.
   C He could have been killed in the fighting.
   D He might now be executed.

5 Why did Captain Bilham think Neil would be hanged?
   A to show that men must always obey officers
   B because Neil was afraid to fight
   C because the officer had been a fool
   D because it would be easier than putting him in prison for twenty years

6 Why did Captain Bilham’s hand go to his chest?
   A to find his tablets
   B because he felt hot
   C to unbutton his jacket
   D because he felt a pain there

7 How did Neil immediately feel when he realised that Captain Bilham was dead?
   A hopeful that he might escape
   B pity for him
   C worried that he would be blamed
   D relieved that he was dead

8 At the end of the extract, what did Neil think people would assume?
   A that he had killed the Captain
   B that the Captain had died of a heart attack
   C that Neil had stolen the tablets
   D that Neil was afraid
You could say that the modern education system in Britain is based on equality. All boys and girls, whether they are wealthy or not, are entitled to an education. However, it was not always like this. In the early Middle Ages, education was mainly the responsibility of the church. It was, therefore, only boys intending to become priests or monks who benefited from formal learning. Grammar schools followed in the 12th century. First opened by the church to teach Latin grammar to boys, by the 16th century such schools also taught the languages and literature of the ancient Greeks and Romans. However, they were no longer run solely by the clergy, but by merchant and trade associations as well. In fact, before the late 1800s, girls had little or no opportunity at all to receive a formal education.

The poorer classes were also discriminated against. While the sons of wealthier families attended exclusive ‘public schools’, the majority of the poor stayed at home. This problem was first addressed in the 1700s with the introduction of ‘charity schools’ which provided free teaching and clothing for the children of the poor. A type of modern-day ‘monitor’ can still be found in some British schools today.

In 1870, elementary education was introduced by William Forster. ‘Elementary’ means basic, and the aim was to teach students the basics of reading, writing and arithmetic, or the three ‘Rs’ as they were known. Unlike charity schools, which were located mainly in towns and cities, primary schools were built throughout the country so that more children could receive an elementary education. Many children, however, were still unable to go to these schools; since their families were so poor, they had to work instead. All children, male and female, whether wealthy or not, had to attend primary school until the age of eleven.

In 1918, a new law was introduced to raise the school-leaving age. It meant that any student who failed to be accepted into grammar school would still be entitled to a free education up until the age of fourteen. Students now had to go to school until they were at least fifteen years old, and new ‘secondary schools’ were developed. At the age of eleven all children would be made to take an examination. The successful candidates would immediately begin grammar school, while the less successful students would attend the new secondary schools.

Nowadays, most grammar and secondary schools have been replaced by comprehensive schools. Comprehensive schools welcome students of all abilities, so there is no longer any need for eleven-year-olds to take a special test. Although grammar schools still exist in some places, comprehensive education, which is generally considered to be the fairest system, offers a high standard of education to all.
Although many people were against it, this system continued for almost thirty years.

Free education was introduced only at the beginning of the 20th century.

Although the majority of British schools continue to be state-run, the government is actively encouraging them to become more independent and to take greater control of their own affairs.

Although they are not responsible for teaching lessons, these monitors, or ‘prefects’ as they are now more commonly called, help to discipline the younger students and teach them the rules of the school.

It wasn’t until almost four hundred years later that grammar schools opened their doors to female students.

Less than thirty years later, the education policy was changed again.

For this reason, ten years later, elementary education was made compulsory.

It was in these schools that older students learned from the teachers and then passed their knowledge on to the younger students.
PART 3
You are going to read an article about how people of other nationalities see the English lifestyle. For questions 16-30, choose from the people (A-E). The people may be chosen more than once.

Which of the people

thinks the English are polite?

feels that the political system in their own country should be different?

believes there have been some positive changes?

says that the English are not as he / she had expected them to be?

doesn’t like traditional English food / drink?

had thought English people were all fair-minded?

thinks the English make polite conversation about trivial things?

feels that the English attitude towards his / her fellow countrymen is unfair?

arrived in England more than thirty years ago?

likes to play a particular sport?

says that people in his / her country have a nickname for the English?

moved to England because of his / her job?

Say his / her fellow countrymen are better at a particular sport?
ARE THE ENGLISH LOSING THEIR ENGLISHNESS?

A Laszlo Zabor (Budapest, Hungary)
‘Back home in Hungary we have seasons. Winter is freezing cold, summer is hot and dry, and in between come spring and autumn. It’s all very simple and not much to talk about. Here in England, however, where the weather is just dull and grey all year round - with possibly one sunny week in July, if you’re lucky - everyone is obsessed by the subject. All conversations seem to start with a reference to the kind of weather we’re having, have had, or are going to have. ‘Turned out nice again, hasn’t it?’ ‘It looks like the rain might hold off.’ ‘It’s a nice day for it.’ Whatever the ‘it’ refers to. And on it goes. At bus stops, complete strangers, who wouldn’t ordinarily give you the time of day, suddenly open up and want to become your lifelong friends if you mention the ‘w’-word. I don’t think I’ll ever get used to it.’

B Ted Schuman (Washington DC, USA)
‘There used to be a time when everything stopped for ‘elevenes’ and afternoon tea. I remember when I first arrived in London, back in the 70s, the entire London Underground was on strike: the workers were demanding time for a tea break! In fact, the whole country seemed to run according to a tea timetable. If this happened in other countries, there would probably be a revolution or coup d’état. And then when I decided to try a ‘cuppa’, as the Brits affectionately call it, I was horrified. It came in a plastic cup, was lukewarm, sickly sweet and had milk in it! I almost threw up. Nowadays, some of my English friends actually admit to preferring coffee and, believe it or not, you can even get a decent cup of espresso here in London! How times have changed!’

C Tanako Ozawa (Tokyo, Japan)
‘We Japanese are, by nature, reserved and polite - probably too polite sometimes. At school, I remember learning about England and about how polite and considerate the English were. So when I finally came here to work, I was really looking forward to playing a round or two of golf with my English colleagues. Once, when I was at a golf club somewhere in the Midlands, I was very shocked to find that video cameras had been installed. The club chairman explained that this had been done to stop players cheating and claiming a hole-in-one. ‘It’s just not cricket!’ he said. ‘If we allowed this to go on, our club would get a bad reputation and people would stop coming.’ It was then that I realised it was wrong to have these stereotyped images of people.’

D Chantal Gallian (Marseilles, France)
‘Traditionally, the French and the English have always been enemies - in the nicest possible way, of course - and we still are. The one thing we will never see eye to eye on is food. Although there have been some improvements here since I first arrived, the English still don’t know how to cook and their food is appalling. I simply don’t understand their obsession with meat pies, gravy and chips. I bought a loaf of so-called French bread once and it was like chewing an old sock. If they tried to sell that in France, they would be arrested. Don’t get me wrong, I like the English people, but their food .... ugh!’

E Rod Standish (Melbourne, Australia)
‘There’s always been a healthy rivalry between us and the English - or ‘poms’ as we call them. We usually thrash England at cricket, which is always cause for great celebration amongst the ‘Aussies’ living over here. What we Australians can’t stand about the English is their superior attitude and their Royal Family. Most English people still think we’re all criminals or ex-convicts. As for the Queen, she might be head of their country - although I never understood precisely what job she does - but she certainly shouldn’t be the head of ours. If Australia were an independent republic, life would be much better for us.’
PART 1
You must answer this question. Write your answer in 120-150 words in an appropriate style.

1 You have received a letter from your English-speaking friend, Paul about a camping holiday he is going on with his sister to France this summer. Read the extract from your friend’s letter and the notes you have made. Then write a letter to Paul, using all your notes.

Remember the camping holiday I was telling you about? Well, Sally and I want you to join us. When is the best time for you? I’m sure we’ll have a lot of fun in France. It’s not very expensive and there are a lot of facilities on the site. It’s not very far from the sea and in the brochure it says there are plenty of opportunities to take part in different sports if you want to. Let us know what else you like to do when on holiday. Do let me know as soon as possible if you’d like to come. I think they get booked up pretty early.

Yours,
Paul

Write your letter. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2
Write an answer to one of the questions 2-5 in this part. Write your answer in 120-180 words in an appropriate style.

2 You have seen this announcement in an international magazine.

MY FAVOURITE PASTIME
Tell us about your favourite pastime and say why you think it is important for people to have an interest.

We will publish the most interesting articles next month.

Write your article.

3 You have recently had a discussion in your English class about travel. Now your teacher has asked you to write an essay, giving your opinion on the following statement.

Travel is said to broaden the mind.

Write your essay.

4 This is part of a letter you received from your cousin.

Guess what? Mum and Dad say I can get a pet! The only problem is, I don’t know what kind to get — I’m not sure what would be best since our flat isn’t very big. What do you think?

Write a letter to your cousin. Do not write any postal addresses.

Write your letter.

5 Answer one of the following two questions based on one of the set books.

(a) Write an article for your college magazine in which you describe the most remarkable scene in the book and explain why you will always remember it.

Write your article.

(b) Read this part of a letter from your English-speaking friend, Sarah.

Do you remember that book you told me about? Well, I mentioned it to my English teacher and we are now reading it in class. Did you find the book interesting all the way through? What did you think of the main characters?

Write a letter to Sarah, giving your opinion. Do not write any postal addresses. Write your letter.
INAINDIAN SUMMER

Captain Majendie had bought the villa in India on his honeymoon, when he was in the British army there, and when he ..... , his widow went out to India to ..... some time there. Stuart had known Majendie for years, so he felt he should write to the widow and offer his sympathy ..... he had never met her. Back in England, Stuart received a letter from her, in which she ..... the wish to meet him. ‘I shall be leaving India at the ..... of June,’ she wrote, ‘and I have a lot of business to ..... to. Howard always told me you were his closest friend, so I ..... you can help me with all the official ..... that needs attention. I shall be in Italy for the summer; if you do not already ..... plans, I would be pleased if you could join me there.’ Stuart felt obliged to ..... his plans for a trip to Ireland and three weeks later found himself in a boat crossing Lake Como, in northern Italy, ..... for Mrs Majendie’s house. He wasn’t really looking forward to his stay. He simply didn’t know how to behave with the widow of a man he had known for years but had never been keen on, especially since that man had apparently ..... him as a very close friend, as he had sensed with a shock from the ..... of Mrs Majendie’s letter.

1. A pass  B spend  C stay  D waste
2. A even though  B despite  C as if  D in spite
3. A gave  B expressed  C said  D offered
4. A finish  B ending  C last  D end
5. A make  B deal  C see  D cope
6. A hope  B desire  C demand  D wish
7. A certificate  B papers  C paperwork  D paper
8. A make  B have  C set  D organise
9. A cancel  B cut  C stop  D break
10. A heading  B directing  C moving  D going
11. A thought  B believed  C regarded  D taken
12. A voice  B tune  C tone  D pitch
The teenage years are often a challenging and difficult time for parents, presenting with the problem of how to maintain their children’s respect and obedience, but at the time, allow their independence to increase. It’s quite normal children to be disobedient in some way, as they too probably find it an awkward and confusing time. Generally, it’s best to treat defiance calmly though, unless it’s causing serious at home or school.

Two things that parents should try to avoid doing their teenagers are, firstly to become much strict, and secondly, to try to be ‘one of the kids’. Both these things only create bigger divisions and differences.

The key lies keeping up good levels of communication on sides. Parents need to learn to let their teenager know they disapprove of something, being so critical or negative that their child feels ignored or pushed away. angry or sarcastic rarely works; it only invites more of the same kind of behaviour from the child.
PART 3

For questions 25-34, 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. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.

Example: 0 ORI G I N A L

KNOWLEDGE FOR ALL

The (0) ...................... idea of a grammar school in England was to offer children (25) ...................... for a career at university or for a job where Latin was a (26) ...................... To be a lawyer’s clerk, for example, a person (27) ...................... needed this subject. Although most grammar schools have been replaced by comprehensive schools, the (28) ...................... of which was seen in England in the 1960s, there are still some grammar schools (29) ......................

The whole concept of a comprehensive (30) ...................... is one which many people have some (31) ...................... to. Such a system is intended to take in all the children of the appropriate age, who live within the district, (32) ...................... of (33) ...................... standard. Therefore, in theory, all children are given the same opportunity to be (34) ...................... .
PART 4
For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:
0 If he didn’t have a computer, he wouldn’t be able to manage.
DO
He could .........................................................., his computer.

The gap can be filled by the words ‘not do without’, so you write:

Example: 0 NOT DO WITHOUT

Write only the missing words IN CAPITAL LETTERS.

35 We had several hold-ups due to the car’s engine problems during the holiday.
DOWN
The car ..................................................., on several occasions during the holiday.

36 I thought the weather would be colder than this.
COLD
It’s not ..................................................... it would be.

37 ‘Don’t ever do that again!’ she said to her brother.
WARNED
She ...................................................... do that again.

38 She cooked more food than was necessary for the party.
SO
She needn’t ................................................... for the party.

39 The house was almost certainly built twenty years ago.
MUST
The house ................................................ twenty years ago.

40 Although she was rich, she was very down to earth.
SPITE
In .................................................. rich, she was very down to earth.

41 People say she cannot keep a secret.
UNABLE
She is ................................................ keep a secret.

42 Their tenth wedding anniversary is in May.
MARRIED
By next May, they ................................................ ten years.
LISTENING

PART 1
You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a man and a woman arguing in the street.
   Why is the man angry?
   A The woman has taken his private parking space.
   B The woman has bumped into his car.
   C The woman refuses to move her car.

2 You hear a spokesman for the environment.
   What is his main concern?
   A lack of public interest in green issues
   B lack of government funds for environmental projects
   C increasing pollution in the city

3 You hear a person talking about changing jobs.
   What is his main reason for wanting a change?
   A He has a health problem.
   B He wants more money.
   C He has relatives in another country.

4 You hear a travel agency advertising a holiday on the radio.
   What kind of holiday is it?
   A an adventure holiday
   B a cruise
   C a working holiday

5 You hear part of a telephone call.
   What does the woman want the other person to do?
   A donate money
   B try a new product
   C answer some questions

6 You hear a mother phoning her daughter’s school.
   What is she mainly concerned about?
   A her daughter’s exam results
   B bullying at school
   C the Easter trip to France

7 You hear two people talking about a programme they saw on TV.
   What was the main issue?
   A pollution in cities
   B problems with the underground system
   C better parking facilities for motorists

8 You hear an architect talking on the radio.
   What sort of project is he going to be involved in?
   A a new bank
   B a new school
   C a new housing complex
PART 2
You will hear a talk about a cruise holiday. For questions 9-18, complete the sentences.
Remember to write your answers IN CAPITAL LETTERS.

Cruises with Sunpacked Travel are available no matter what 9 OF YEAR IT IS.

There are special reductions for old-age pensioners and families with children younger than 10.

With its breathtaking scenery, the most popular destination is 11.

There are special facilities on board all the ships including 12 which is available for anyone who feels ill.

A personal steward will take care of cleaning and booking tables in the restaurant as well as washing and 13 clothes.

Entertainment includes a cinema, cabaret, disco and casino as well as a 14 every other evening.

Passengers are drilled in 15 measures at the beginning of each cruise.

Other facilities available include a full banking service, ship-to-shore telephone and cable services and a 16.

Mobile phones will often not operate in 17 conditions.

Bookings can be made by calling 18.

PART 3
You will hear five different people talking about their holidays. For questions 19-23, choose from the list (A-F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

A  I bought gifts for other people.  Speaker 1  19
B  I spent too much money.  Speaker 2  20
C  I was slightly disappointed with the place I went to.  Speaker 3  21
D  I had a miserable holiday.  Speaker 4  22
E  I was injured during my holiday.  Speaker 5  23
F  I didn’t get on with the locals.
PART 4
You will hear part of a telephone conversation between two friends. For questions 24-30, choose the best answer (A, B or C).

24 Mandy spent a lot of money on
   A redecorating the bedroom.  
   B four or five paints of different colours.  
   C magazines and colour charts.  

25 Mandy is upset because
   A she spent the whole evening painting.  
   B she has a problem finishing the ceiling.  
   C she doesn’t like the colour of the paint.  

26 Mandy didn’t tell Steve she was redecorating because
   A he’s in Brussels until Tuesday.  
   B she wanted to surprise him.  
   C he would be shocked.  

27 Sarah offers to help Mandy
   A paint the bedroom before Sunday.  
   B choose a different colour paint on Sunday.  
   C paint the bedroom that night.  

28 Mandy has a headache because
   A she doesn’t know what colour paint to use.  
   B the colour of the paint she used is too bright.  
   C she has to redecorate the bedroom.  

29 What colours does Sarah think would be better?
   A peach or blue  
   B green or blue  
   C peach or orange  

30 Sarah suggests using these colours because
   A she saw them in a magazine.  
   B she thinks they affect her mood.  
   C they can help you relax and feel calm.
PART 1
Answer the questions.

- Where are you from?
- What do you like about the area you live in?
- Could you describe your family home to me?
- Who do you spend your free time with?
- What sorts of things do you do together?
- Is it easy to meet new people where you live?

PART 2
Candidate A, here are your photographs. They show different types of performances. I’d like you to compare the photographs, and say why you think people would enjoy watching performances like these?

Why would people enjoy watching performances like these?

Candidate B, which of these performances would you rather watch?

Now, Candidate B, here are your photographs. They show different methods of studying. I’d like you to compare the photographs, and say how you think these students feel about these study methods.

How do these students feel about these study methods?

Candidate A, which method of studying do you prefer?
PART 3
I’d like you to imagine that you are going away to university and will be sharing a furnished flat with a friend. You need the following additional items but you can’t afford to buy them all.
First, talk to each other about how necessary each item is. Then decide which three you should buy.

- How necessary is each item?
- Which three should you buy?

books
TV + DVD player
computer
telephone and answering machine
stereo
CDs

PART 4
Answer the questions.
- Do you think people spend too much money on things they don’t need? (Why?)
- What kinds of things do you spend your money on?
- In your opinion, should young people get pocket money or should they work for any extra things they want?
- Do you save money? Which do you think is better, to save or to spend? (Why?)
- Is having too much money bad for people? (Why?)
- If you suddenly won a lot of money, what would you do with it?
This book comprises three parts.

PART ONE
A clear, concise presentation of the most important grammatical phenomena tested at this level. Each grammar section is followed by exercises in the style of the FCE. This will help candidates consolidate the knowledge of grammar and structure they have gained during previous years of study. As a result, candidates will feel more confident in their use of the language, and more able to cope with the Use of English section of the FCE Practice Tests that follow in Part Two.

PART TWO
Six complete practice tests for the CAMBRIDGE FCE examination, which have been compiled following close evaluation of past examinations and sample material. The content, level and format of each practice test accurately reflect those of the examination.

- **Reading** texts include newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages and informational material (brochures, guides, manuals and so on).
- **Writing** tasks cover e-mail, letter, article, essay, report, review and story, and focus on advising, apologizing, comparing, describing, explaining, expressing opinion, justifying, persuading, recommending and suggesting.
- **Use of English** (multiple-choice cloze, open cloze, word formation, key word transformation) focuses on grammatical, lexical and lexico-grammatical phenomena.
- **Listening** material includes monologues (answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, advertisements and publicity material, reports, speeches, stories and anecdotes, talks) and interacting speakers (conversations, discussions, interviews, quizzes, radio plays, transactions), and uses a variety of voices, styles of delivery and accents.
- **Speaking** tasks focus on general interaction, social language, comparing, describing, expressing and justifying opinions, exchanging ideas, agreeing and / or disagreeing, suggesting, speculating, evaluating and reaching a decision through negotiation.

PART THREE
In this part, candidates are given additional practice in key areas related to the FCE examination.

**Components:** Student’s Book ● Teacher’s Book ● CDs