

RICHARD SIDE AND GUY WELLMAN

**GRAMMAR
AND
VOCABULARY**

for

**CAMBRIDGE ADVANCED
AND PROFICIENCY**

WITH KEY



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Syllabus map

Unit one

page 16

Grammar *Problem tenses*

OVERVIEW

Perfect tenses; continuous tenses; the future

Vocabulary

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

Unit two

page 32

Grammar *Passives*

OVERVIEW

Form, and reasons for using, the passive

Vocabulary

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

Unit three

page 48

Grammar *Modal verbs 1*

OVERVIEW

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

Vocabulary

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

Unit four

page 62

Grammar *Modal verbs 2*

OVERVIEW

Main uses of modals 2; key difficulties with meanings

Vocabulary

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

Unit five

page 80

Grammar *Subjunctives and Unreal Past; Conditionals*

OVERVIEW

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

Vocabulary

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

Unit six

page 100

Grammar *Linking clauses*

OVERVIEW

Types of clause; reasons for use; position

Vocabulary

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

Unit seven

page 114

Grammar *Adjectives and adverbs*

OVERVIEW

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

Vocabulary

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

Unit eight

page 128

Grammar *Nouns and articles*

OVERVIEW

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

Vocabulary

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

Unit nine

page 144

Grammar *Determiners and pronouns*

OVERVIEW

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

Vocabulary

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

Unit ten

page 162

Grammar *Noun clauses*

OVERVIEW

Definition; types; position

Vocabulary

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

Unit eleven

page 182

Grammar *Relative clauses*

OVERVIEW

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

Vocabulary

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

Unit twelve

page 196

Grammar Emphasis

OVERVIEW

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

Vocabulary

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

Unit thirteen

page 212

Grammar Reported speech

OVERVIEW

Grammar / vocabulary changes; orders / questions; flexible changes

Vocabulary

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

Unit fourteen

page 224

Grammar Verb complementation 1

OVERVIEW

Transitive / intransitive; structures after verbs; link verbs

Vocabulary

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

Unit fifteen

page 238

Grammar Verb complementation 2

OVERVIEW

Using two verbs; preposition + *-ing*

Vocabulary

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

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Introduction

ABOUT THIS BOOK

Who is this book for?

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

What sort of grammar is in this book?

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

What sort of vocabulary is in this book?

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

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

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

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

How can I use this book?

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

THE ENTRY TEST

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

THE OVERVIEW

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

SECTION 2

Ability, permission

1 ABILITY IN THE PRESENT AND FUTURE

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

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

CAN OR BE ABLE TO?

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

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

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

2 THEORETICAL POSSIBILITY

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

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

3 ABILITY IN THE PAST

Could

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

I could hear a noise and went outside.

Could have or was able to?

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

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

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

Couldn't have

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

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

4 PERMISSION

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

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

5 POLITENESS AND FORMALITY

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

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

Could I possibly use your phone?

Visitors to the college may not enter private rooms.

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

? check

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

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

Exam practice 6

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

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

SCORE _____

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

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

SCORE _____

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

3 Combine the words to make a compound.

Examples:

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

4 Underline the word that best completes each sentence.

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

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

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

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

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



Exam practice 8

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

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

SCORE _____

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

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

SCORE _____



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

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

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

SCORE _____

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

EXAMPLE: His incompetence caused us to lose the account.

due

We lost the account due to his incompetence.

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

case

.....

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

like

.....

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

loss

.....

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

often

.....

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

allowances

.....

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

such

.....

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

superior

.....

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

while

.....

SCORE _____

SECTION 5

Starting and ending; creating and destroying

1 STARTING

There are many common phrases related to starting things:

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

1 Fill the gaps below with the verbs listed.

initiate found pass create evoke formulate

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

2 Do the same with these items.

form arouse instil conjure up adopt embark

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

2 ENDING

There are also many common phrases related to ending things:

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

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

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

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

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

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

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

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

3 PHRASAL VERBS

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

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

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

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

Practice

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

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

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

4

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

5

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

SECTION 2

check

a X b F c B d X e F

Practice p 201

1

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

2

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

3

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

4

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

SECTION 3

check

a W b X c C d X e C

Practice p 203

1

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

2

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

3

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

4

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

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

SECTION 4

check

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

Practice p 205

1

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

2

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

3

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

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

Practice p 220

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

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

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

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

Exam practice 13

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

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

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

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

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

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

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

SECTION I

check

- e X b ?

Practice p 227

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

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

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

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

5

Unit 14

Entry test

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

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

SECTION 2

check

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

Practice p 229

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

SECTION 3

check

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

Practice p 231

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

SECTION 4

Pre-practice

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

Practice p 232

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

SECTION 5

Practice p 234

- 1 a X b ✓ c X d X e ✓ f ✓ g X h X

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

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

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

Exam practice 14

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

Progress test 1 p. 96

1

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

2

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

3

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

4

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

5

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

Progress test 2 p. 178

1

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

2

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

3

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

4

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

5

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

Progress test 3 p. 252

1

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

2

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

3

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

4

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

5

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

