

FCE 1

Student's Book

Use of English

FCE Use of English 1 is intended for students preparing for the Cambridge: First (FCE) / Michigan: ECCE examinations as well as other examinations at the same level of difficulty.

Key features

- Condensed presentation of grammar structures followed by exercises on each structure
- Consolidation sections consisting of phrasal verbs, prepositions, open cloze texts, multiple choice cloze texts, collocations, "key" word transformations and word formation
- Appendices on prepositions, word formation, spelling rules and pronunciation

Components

- Student's Book
- Teacher's Book

The Teacher's Book for the Student's Book contains the answers overprinted on the relevant pages of the Student's Book as well as optional tests.


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FCE Use of English 1

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Virginia Evans

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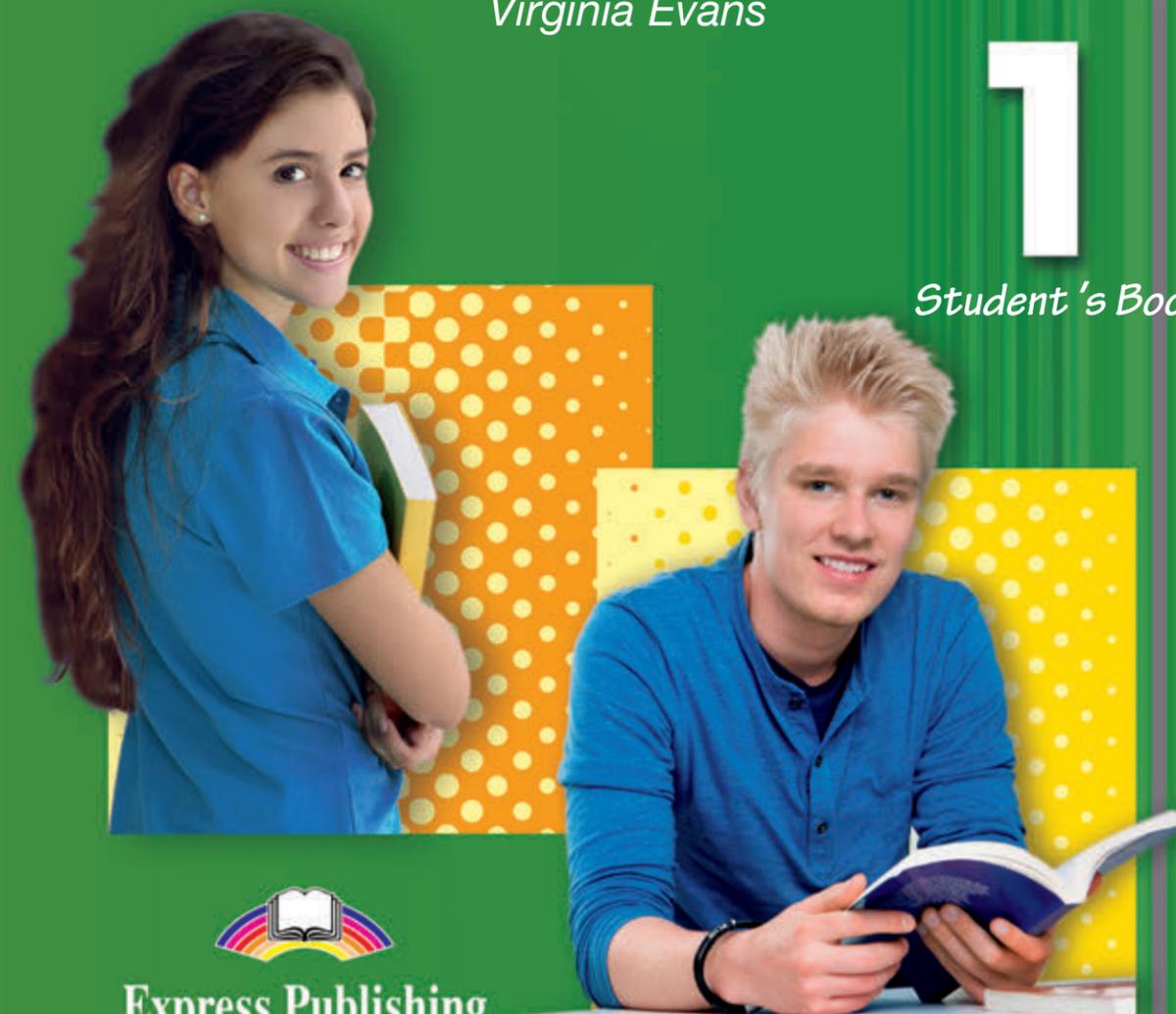
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Virginia Evans

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Introduction

The 'FCE Use of English 1' is a practice book intended mainly for intermediate and post-intermediate students, but it is also useful for more advanced students for revision and consolidation.

The aim of the book is to help students to understand and use English grammar through structurally graded material and full-colour pictures. In addition the book offers preparation for the Cambridge: First (FCE)/ECCE Examinations or any other similar examinations.

■ Oral Development sections

These appear throughout the book and help students practise the grammar structures presented.

■ Consolidation sections

Each unit is followed by exercises which provide general practice for the FCE Examination or any other similar examinations. **Phrasal Verbs** are listed in alphabetical order and the use of **Prepositions** is explained in Appendix 1 at the back of the book. There are also open cloze texts, multiple choice cloze texts, word formation and 'key' word transformation exercises, collocations and tense revision exercises.

■ Practice test sections

After every second unit there is a section which trains students to cope with the Cambridge: First (FCE) Examination - Use of English or any other similar examinations.

■ Revision sections

After every four units there is a section which familiarises the students with the format and level of difficulty of the actual tests. These appear in the Teacher's Book and revise all structures taught up to this point.

■ Further Practice Sections

There are five practice sections, each including exercises on words often confused, open close texts, 'key' word transformations and multiple-choice cloze texts for students to practice.

A Teacher's Book accompanies the Student's Book. This contains the answers to the exercises in the Student's Book and presents useful grammar tips as well as three tests in two separate versions.

The modal verbs are: **can, could, may, might, must, ought to, will, would, shall, should**. They take **no -s** in the third person singular. *She **can** sing well.* They come before the subject in questions and are followed by “not” in negations. *“**May** I use your phone?” “I’m afraid you **can’t**”.* The modal verbs, except for “ought”, are followed by an infinitive without to. *You **ought to** be there on time.* Certain verbs and expressions have virtually the same meaning as some modals. These are: **need** (= must), **had better** (= should), **have to/have got to** (= must), **be able to** (= can), **used to** (= would) etc. *You’d **better** go.*

Modal verbs are used to express: **ability, advice, criticism, logical assumptions, necessity, offers, obligation/duty, permission, possibility, prohibition, requests or suggestions.**

1 Identify the use of the verbs in bold, then write a synonymous expression.

- | | | |
|--|--------------------------|---------------------|
| 1 She can't have left yet. Her coat's still here. | ...logical assumption... | ...I don't think... |
| 2 I have got to meet my boss for lunch. | ..... | ..... |
| 3 May I have a glass of water? | ..... | ..... |
| 4 Shall we go and see Andrea tonight? | ..... | ..... |
| 5 We should be home before midnight. | ..... | ..... |
| 6 She can speak four languages fluently. | ..... | ..... |
| 7 Can I leave early today? | ..... | ..... |
| 8 You should stop spending so much money. | ..... | ..... |
| 9 They must have got married recently. | ..... | ..... |
| 10 You needn't buy a present. | ..... | ..... |
| 11 Peter might be able to come tonight. | ..... | ..... |
| 12 He could have at least phoned me last night. | ..... | ..... |
| 13 Would you like me to make the arrangements? | ..... | ..... |
| 14 You can't leave your bags here, sir. | ..... | ..... |
| 15 All employees had to work overtime. | ..... | ..... |
| 16 You don't need to book in advance. | ..... | ..... |
| 17 Can you give Cathy a message? | ..... | ..... |
| 18 She should phone to confirm her appointment. | ..... | ..... |
| 19 Shall we go shopping at the weekend? | ..... | ..... |

2 Fill in the blanks as in the example.

MODAL	USE	SYNONYMOUS EXPRESSION
1 She could swim before she could walk.	... ability ...	... She was able to swim before she was able to walk. ...
2 He an actor.	.....	I'm sure he's an actor.
3 Shall we have a barbecue tonight?	suggestion	.....
4 He busy.	.....	Perhaps he's busy.
5 finishing the report before you leave?	polite request	.....
6 I show you the way?	.....	Would you like me to show you the way?
7 You exercise regularly.	.....	It's a good idea to exercise regularly.
8 Children mustn't play on the grass.	.....	.....
9 You told him the truth.	.....	It would have been better if you had told him the truth.
10 You wear a school uniform.	obligation	You are expected to wear a school uniform.
11 He tonight.	logical assumption	I don't think he's coming tonight.
12 You may board the plane now.	permission (formal)	.....
13 borrow your book, please?	polite request	.....
14 I send the letter today.	.....	It's urgent that I send the letter today.
15 She lost it.	.....	I'm sure she hasn't lost it.

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
ability	He can speak Japanese. She's able to make people laugh.	He could/was able to speak Japanese. (repeated action – ability in the past) We were able to go on a three-month tour of Australia. (single action)
possibility	He can still be at work. (90% certain) She could be angry. (50% certain; it's possible she is angry) Sally may be teaching. (50% certain; it's possible that she is teaching) You might need to come tomorrow. (40% certain; perhaps you need to come tomorrow) It is likely that Sue will give up working. Sue is likely to give up working.	— We could have had an accident. (luckily we didn't) John may have broken that vase. (perhaps he did it) Jane might have lost our telephone number. (perhaps she has lost it) It was likely that she had taken the last train. She was likely to have taken the last train.
probability	They will be in Spain tomorrow. (100% certain; prediction) We should see him there. (90% certain; future only; it's probable) She ought to be in Canada by now. (90% certain; she will probably be in Canada)	— He should have finished by now. (He has probably finished.) They ought to have started the course by now. (They have probably started the course.)
logical assumptions	He must be exhausted. (90% certain – positive; I'm sure he's exhausted) She can't be serious. (negative; I'm sure she's not serious) They couldn't be on holiday. (negative; I don't think they are on holiday)	He must have won the pools. (positive; I'm sure he has won the pools) She can't have married Ted. (negative; I'm sure she didn't marry Ted) They couldn't have been friends. (negative; I don't think they were friends)
permission	You can/can't have a party. (giving or refusing permission; informal) Could I be excused? (more polite; asking for permission) You may be excused. (formal; giving permission) Might I bring a friend to the wedding? (more formal; asking for permission) I'm afraid you can't/mustn't have visitors. (informal; refusing permission) Guests may not smoke in their rooms. (formal; refusing permission – written notice)	He wasn't allowed to/couldn't board the plane. He was allowed to see the patient. (NOT: could) — — — —
necessity	I must return these books soon. (I say so) She has to find a new job. (necessity coming from outside the speaker) They 've got to sell their caravan. (informal) The plants need watering. <i>or</i> The plants need to be watered. (it's necessary) She doesn't have to/doesn't need to/needn't leave when they do. (it isn't necessary – absence of necessity) We ought to reply to the invitation. (it's necessary)	I had to return the books to the library. (I was obliged to) She had to find a new job after she was dismissed. They had to sell their caravan. The plants needed watering. <i>or</i> The plants needed to be watered. (it was necessary) She didn't have to/didn't need to work as hard as me. (it wasn't necessary for her to work as hard as me and she didn't – absence of necessity) She needn't have got a taxi. (it wasn't necessary for her to get a taxi but she did)

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
advice	You should try to make more of an effort. (general advice; I advise you) You ought to keep to the speed limit. (I advise you; most people believe this) You had better not keep her waiting. (It's not a good idea; advice on a specific situation) Shall I apply for the job? (asking for advice)	You should have paid more attention. (but you didn't) She ought to have reserved a table. (but she didn't) It would have been better if you hadn't kept her waiting. (but you did) —
criticism	She could at least wait until 5 o'clock. They should warn us. You ought to be more polite to her.	She could at least have waited until 5 o'clock. They should have warned us. (but they didn't) You ought to have been more polite to her. (It was the right thing to do, but you didn't do it.)
obligation	I must get more exercise. (I need to; I say so) I have to get more exercise. (I'm obliged to; the doctor says so) We ought to give more money to charity. (It's the right thing to do, but we don't always do it.)	I had to get more exercise because I was unfit. I had to get more exercise because I was unfit. We ought to have given more money to charity. (It was the right thing to do but we didn't do it.)
requests	Can I use your phone? (informal) Could I use your phone? (polite) May I make a phone call, please? (formal) Might I borrow your pen? (very formal) Will you give me a hand? (very friendly) Would you mind helping me? (polite)	— — — — — —
offers	Can I/we do anything to help? (informal) Shall I/we help you tidy up? (informal) Would you like me to do it for you?	— — —
suggestions	Shall we stop for a drink? I/we can always leave early. We could eat out tonight if you want.	— — He could have asked for advice.
prohibition	You can't wear jeans at work. (you aren't allowed to) You mustn't walk on the grass. (it's forbidden) You may not talk during the test. (formal)	They couldn't wear jeans at work. (they weren't allowed to) — —
duty	All members must follow the rules. People ought to live in peace. (It's the right thing to do, but people don't do it.)	All members had to follow the rules. She ought to have treated us more fairly. (It was the right thing to do but she didn't always do it.)

3 Rephrase the following in as many ways as possible.

- 1 She might have misunderstood you. 2 I'm sure they are tired. 3 They ought to pay more attention.
4 I don't think she's sold her house. 5 It's likely that he'll object. 6 We may have to wait for them.
7 I'm sure she isn't Australian. 8 I'm sure he is terrified. 9 We ought to offer to help. 10 They'll probably want something to eat. 11 You can't park here. 12 He should have warned us about the dog.

Mustn't – Needn't

- **mustn't** (it's forbidden) *You **mustn't** cross the street when the light is red.*
- **needn't / don't have to** (it isn't necessary) *You **needn't** worry about it. I'll do it in a minute.*

4 Complete the sentences using the words in bold. Use two to five words.

- Soldiers are forbidden to leave the camp unless they get special permission.
not Soldiers ...*must not leave the camp*... unless they get special permission.
- Unauthorised personnel are not allowed to go beyond this point.
must Unauthorised personnel this point.
- It isn't necessary for Jim to get up early tomorrow as it is a holiday.
have Jim up early tomorrow as it is a holiday.
- Readers are not allowed to take books out of the library without first filling in a form.
not Readers out of the library without first filling in a form.
- It isn't necessary for Julie to work today; she can have the day off.
have Julie today; she can have the day off.

5 Fill the gaps with must, mustn't or needn't.



We are happy that you have come to work for us. Before you start work, I want to familiarise you with some rules and regulations. First of all, you **1**) ...*must*... wear the uniforms which are supplied, and you **2**) keep your hair covered at all times. You **3**) wear gloves unless you choose to, except in a few special areas. You **4**) smoke anywhere in the factory apart from the canteen, and you **5**) forget to wash your hands after breaks. You **6**) stay in the factory during your breaks, but you **7**) clock in and out if you do leave the premises. You **8**) work overtime, but we do encourage our workers to do so if they wish to. Last but not least, if you have any problems, you **9**) go to your supervisor who will help you to sort them out.

Needn't – Didn't need to – Needn't have

- **don't have to/don't need to/needn't + present infinitive** (It is not necessary in the present or future) *You **don't have to/don't need to/needn't** wear an evening dress. It's an informal party. (It is not necessary to wear ...)*
- **didn't need to/didn't have to** (It was not necessary in the past and we may not know if the action happened or not.) *She **didn't need to/didn't have to** wear an evening dress as it was an informal party. (It wasn't necessary for her to wear an evening dress, and we don't know if she did or not.)*
- **needn't + bare perfect infinitive** (We know that something happened in the past although it was not necessary.) *You **needn't have** cooked as much food as you did last night. (You did, although it was not necessary.)*

6 Complete the sentences using the words in bold. Use two to five words.

- It wasn't necessary for him to write to his mum because she rang him.
need He ...*didn't need to write*... to his mum because she rang him.
- We took more luggage than was necessary on our holiday.
taken We much luggage on our holiday.
- There's no need for you to water the plants this morning.
have You the plants this morning.
- It wasn't necessary for Arthur to get the train because his brother offered to give him a lift.
need Arthur the train because his brother offered to give him a lift.
- She came early last night, which wasn't necessary because the party didn't start till ten.
come She early last night because the party didn't start till ten.

Must (affirmative logical assumption) – May/Might (possibility) – Can't/Couldn't (negative logical assumption)

Present Infinitive	<i>I'm sure he studies a lot. Perhaps he will study a lot.</i>	<i>He must study a lot. He may/might study a lot.</i>
Present Cont. Infinitive	<i>I'm sure he is studying. Perhaps he will be studying.</i>	<i>He must be studying. He may/might be studying.</i>
Perfect Infinitive	<i>I'm sure he didn't study. I'm sure he hasn't studied. I'm sure he hadn't studied.</i>	<i>He can't have studied. He can't have studied. He can't have studied.</i>
Perfect Cont. Infinitive	<i>Perhaps he was studying. Perhaps he has been studying.</i>	<i>He may/might have been studying. He may/might have been studying.</i>

7 Complete the sentences using the words in bold. Use two to five words.

- I'm sure she has given up smoking.
have She ...*must have given up*... smoking.
- I'm sure she isn't feeling sick now.
be Shenow.
- Perhaps they were working for the enemy.
have They for the enemy.
- Perhaps he will be on time.
be He time.
- Perhaps he was too ill to take part in the race.
been He to take part in the race.
- I'm sure they informed the police about the robbery.
have They about the robbery.
- Perhaps Harry will be sunbathing this time tomorrow.
be Harry tomorrow.
- I'm sure he had warned the soldiers about the coming danger.
have He about the coming danger.
- I'm sure Jenny hasn't been working there that long.
have Jenny there that long.
- Perhaps she was telling you the truth.
been She the truth.
- Perhaps she's been working hard.
been She hard.
- Perhaps she'll come with us.
may She us.
- I'm sure she hadn't prepared her speech.
have She her speech.
- Perhaps he was asleep when we rang.
been He when we rang.
- Perhaps he'll be waiting when we get there.
may He when we get there.
- I'm sure she didn't know about it.
known She about it.
- I'm certain it has stopped raining now.
have It raining now.
- It's possible that Jane has left already.
have Jane already.

Expressions similar to Modal Verbs

- **Be supposed to + infinitive** means “should” but it expresses the idea that someone else expects something to be done. *You're supposed to wear a suit to work.* (Your employer expects you to.) *You should wear a suit.* (It is a good idea because it makes a better impression.)
- **Be to + infinitive** means “must” but it expresses the idea that someone else demands something. *I am to report for military training.* (It's the law so I must obey.) *I must report for military training.* (If I don't, the army will look for me.) **Be supposed to** and **be to** are used to express what someone expects about a previously arranged event. *Recruits are supposed to/are to have a haircut when they arrive.* (It is scheduled.)
- **Be likely to** means “may” (possibility). To express possibility in questions we don't use “may”, we use: Is he likely to ...?, Is it likely that he ...?, Can he ...?, Could he ...?, Might he ...?.
Is he likely to understand my feelings? Is it likely that he will understand my feelings? Could he understand my feelings?
- **Would you mind** is used to express polite, formal requests. *Would you mind holding this for a moment?*
- **Let's.../How about.../Why don't we.../What about...?** are used to make suggestions. *Let's stay in tonight. How about staying in tonight? Why don't we stay in tonight? What about staying in tonight?*
- **Would you like to/Would you like me to...?** (= Shall I...?) are used when we offer to do something. *Would you like me to read you a story? (Shall I read you a story?)*
- **Be allowed to** is used to express permission, to say what the rule is. *He was allowed to visit the prisoner.* (NOT: ~~Could he visit~~) *Was he allowed to visit the prisoner?*

8 How else can we say the following?

- 1 It is likely that she has got lost. ...*She is likely to have got lost...*
- 2 Shall I book a ticket for you as well?
- 3 How about inviting Paul and Helen?
- 4 I am to welcome the guests and show them to their rooms.
- 5 Might he have forgotten all about it?
- 6 You have to wait until dark before you leave.

9 Fill in a modal or a synonymous expression and the appropriate form of the verb in brackets.

- 1 There's no reply when I ring him. He ...*must have left...* (**leave**) the office already.
- 2 Don't give up so easily. You (**do**) it if you tried a little harder.
- 3 That's no excuse! You know you (**finish**) this report by today.
- 4 He (**mention**) his plans on the phone last night but I really can't remember.
- 5 Since she crashed the car, she (**walk**) to work every day.
- 6 If you find something valuable, you (**take**) it to the nearest police station.
- 7 Passengers (**not/walk**) across the lines. They should use the footbridge.
- 8 You (**know**) better than to tell her all your secrets.
- 9 You (**destroy**) the letter as soon as you receive it.
- 10 You (**enter**) the building if you have a special pass.
- 11 Can you help me? (**find out**) what time the London train arrives.
- 12 He looks very annoyed. He (**wait**) for ages.
- 13 I (**take**) the library books back yesterday but I forgot and now I'll have to pay a fine.
- 14 Increased sales mean that all employees (**be given**) an extra Christmas bonus.
- 15 (**you/take**) grandma to the cinema tonight as I have to go out?
- 16 When I was at school we (**not/wear**) jewellery.
- 17 You (**bring**) the map with you so we wouldn't have to ask people the way.
- 18 Those bags look heavy. (**I/carry**) some of them for you?
- 19 Don't pretend you don't know that you (**have**) a valid ticket on the bus.
- 20 You (**ring**) me to let me know you'd be late. I was worried.



In Other Words

- Perhaps he is working now.
He may be working now.
- I'm sure he hasn't got the letter yet.
He can't have got the letter yet.
- I'm sure she understood.
She must have understood.
- Shall I help you do your homework?
Would you like me to help you do your homework?
- Was it necessary for you to help her?
Did you need to help her?
- It's forbidden to smoke in here.
You mustn't smoke in here.
You aren't allowed to smoke in here.
- He is likely to buy a sports car.
It is likely that he will buy a sports car.
He'll probably buy a sports car.
- It isn't necessary for him to work today.
He doesn't have to/doesn't need to/needn't work today.
- It wasn't necessary for them to buy so much food.
They needn't have bought so much food.
- It would be a good idea to avoid eating sweets.
You should avoid eating sweets.
- Let's try doing this exercise.
Shall we try doing this exercise?
- Would you mind if I used your pen?
May/Might I use your pen?

10 Complete the sentences using the words in bold. Use two to five words.

- 1 Perhaps the bridge collapsed because of the storm.
have The bridge ...*may/might have collapsed*... because of the storm.
- 2 He'll probably come to the party.
likely He the party.
- 3 You mustn't photograph any of the paintings.
allowed You any of the paintings.
- 4 It's forbidden to touch the statues in the museum.
touch You in the museum.
- 5 I'm sure he didn't cheat in the exam.
cheated He in the exam.
- 6 Was it necessary for you to call a doctor?
need Did a doctor?
- 7 Shall I carry your shopping for you?
me Would your shopping for you?
- 8 I'm sure Ann didn't do it on purpose.
have Ann on purpose.
- 9 Might I take some photos?
if Would some photos?
- 10 Let's go and see "The Blob" tonight.
we Shall "The Blob" tonight?
- 11 It isn't necessary for you to do that exercise.
need You that exercise.
- 12 It would be a good idea to eat less high-cholesterol food.
should You high-cholesterol food.
- 13 It wasn't necessary for him to take a coat but he did.
taken He a coat.
- 14 I'm sure Ann spends all her money on clothes.
spend Ann on clothes.
- 15 Was it necessary for you to say that?
have Did that?
- 16 I'm sure he knew what he was doing.
known He he was doing.

11

Use the words in capitals to form a word that fits in the space in the same line.

CELEBRITY CHEF

Becoming (0) ...*successful*... in your career is often a (1) of hard work, the right background and luck. Top chef, Jamie Oliver, is a good example.

His parents were restaurant owners, so from an early age Jamie had the chance to develop his (2) skills in the kitchen. He attended colleges in London and France, and gained several years' (3) experience in London restaurants. In the famous River Café, in particular, Jamie made his TV debut when a (4) about the restaurant was being filmed there. From there, he has never looked back. His own (5) programme, *The Naked Chef*, became a (6) favourite. He has also published many highly popular cook books.

Two things have made Jamie stand out as a chef. The first is his chain of restaurants, *Fifteen*, that (7) in training young people from poor backgrounds in the catering business. The second is his campaign to ban (8) junk food from being served in British schools, replacing it with more nutritional meals.

SUCCESS
COMBINE

CREATE

PRACTISE

DOCUMENT
COOK
NATION

SPECIAL

HEALTH



Oral Development 1

Make speculations for the following pictures as in the example.



*He is a disabled man. He can't walk.
He may have had a car accident.
The lady may be his wife. etc*

Phrasal Verbs

- be about to:** be on the point of
- be after:** go after; chase
- be against:** be opposed to
- be away:** be absent
- be back:** return; come back
- be in:** be at home/in one's office etc
- be in for:** be about to experience (usu bad)
- be on:** be shown in cinemas, theatres etc
- be over:** be finished
- be up to:** 1) be equal to, 2) depend on
.....
- break down:** 1) (of machinery) stop working, 2) (of a person) lose control of feelings
- break in:** 1) (intr) enter by force, 2) **(on)** interrupt, 3) (horses etc) train
- break into:** 1) (tr) enter by force, 2) burst into (song, laughter etc)
- break off:** 1) stop temporarily, 2) (tr) end a relationship
- break out:** 1) begin suddenly (war, disease, fire etc), 2) (of) escape from a place
- break up:** 1) (intr) separate; split up, 2) stop for holidays (schools etc)

12 Fill in the correct particle(s).

- 1 After months of preparation, the director is ...*about to*... start shooting his new film.
- 2 It's you to decide what to do.
- 3 I thought the match would be by now.
- 4 I'm afraid we're a bumpy flight.
- 5 Your work isn't your normal standard.
- 6 My washing machine is being repaired as it broke yesterday.
- 7 The waiter broke our conversation to take our order.
- 8 She broke their engagement because she realised she didn't love him.
- 9 School breaks for the Christmas holidays on 23rd December.
- 10 He broke after hearing the news of his wife's death.
- 11 Robbers broke the bank yesterday.
- 12 Two dangerous criminals have broken jail.
- 13 Their marriage broke after five years.
- 14 Mr Jones broke the interview to answer the phone.
- 15 The horse must be broken before anyone can ride it.

13 Look at Appendix 1, then fill in the correct preposition.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Catherine was absent ...<i>from</i>... school yesterday. 2 Mr King received fifty letters in answer his advertisement. 3 She was amazed the fantastic view. 4 He is very attached his parents. 5 She isn't accustomed drinking champagne. 6 She decided to apply Jones Ltd the job advertised in the local paper. 7 She accused her son taking some money from her purse. 8 My doctor doesn't approve smoking. 9 He argues his wife everything. 10 Do you believe ghosts? | <ol style="list-style-type: none"> 11 He was angry Ann her behaviour. 12 The antique dealer took advantage the customer's ignorance and sold him a fake. 13 She was very anxious him to arrive. 14 She was so anxious her exams that she couldn't sleep. 15 He agreed his boss that the office needed reorganising and agreed do it himself. 16 Her latest novel is based the life of Joan Collins. 17 I can see no basis changing our plans now. 18 He enjoys betting the horses. |
|--|--|

14 Complete the sentences using the words in bold. Use two to five words.

- 1 I advise you to check the details before you sign the contract.
had You ...*had better check the details*... before you sign the contract.
- 2 It isn't necessary for you to drive me to the station.
have You me to the station.
- 3 There's no milk left.
run We milk.
- 4 Don't blame me if there's no food in the house.
fault It there's no food in the house.

Consolidation

- 5 Diana moved to London after finishing her degree.
since Diana she finished her degree.
- 6 Our house is an hour's walk from the village.
takes It to our house from the village.
- 7 She should be told the truth.
better It her the truth.
- 8 I should wash the curtains.
need The curtains washed.
- 9 I'm sure he read about it in the newspaper.
have He in the newspaper.

How to treat Open Cloze Texts

- Read the whole passage at least once to become acquainted with the general meaning.
- Try to find out what kind of word is missing (noun, adjective, adverb, modal, article, preposition etc). Look at the words which are close to each blank or in the same sentence but consider other words as well.
 - a) *They were tired they decided to have a rest for a couple of hours. (The second clause is a result of the first clause, therefore we need "so".)*
 - b) *He has got fastest car I've ever seen. (The adjective is a superlative – it needs "the".)*
 - c) *..... awful weather! (The exclamation mark shows that this sentence is an exclamatory one, so we need either "what" or "how" – in this case "what" because there is an uncountable noun after the gap.)*
 - d) *He was absorbed in the book that he didn't notice that someone had entered the room. (There is a "that" in the sentence, therefore we need to use either "so" or "such" – in this case "so" because there is an adjective but no noun after the blank.)*
 - e) *He didn't have money to go on holiday. (The infinitive construction shows that we need either "too" or "enough" to fill the gap. The word "money" determines that the appropriate word is "enough" because "too" can only be used with adjectives or adverbs.)*
- One area that needs particular care is constructions with modal verbs.
You needn't left so early. (the missing word is "have" – needn't + have + past participle)
- Another area which needs particular care is constructions with relative pronouns/adverbs.
Claire, has been in the USA for three years, has come back. (correct answer: who – that cannot be used after a comma.)
The man house belongs to is in Paris. (correct answer: the/this/that)
- When you have completed the cloze text, read the passage carefully to see if it makes sense and is grammatically correct.

15 Choose the correct item.

- 1 She has got ...C... loudest voice I've ever heard.
A this **B** a **C** the
- 2 There were not chairs for everyone.
A enough **B** quite **C** so
- 3 I was interested in what the teacher was saying that I didn't notice the time.
A too **B** as **C** so
- 4 These cars are not as big some I've seen in America.
A than **B** as **C** to
- 5 If cars weren't so expensive, we buy a new one.
A shall **B** did **C** would
- 6 Jane, has just passed her driving test, is having a party to celebrate.
A which **B** who **C** that
- 7 I had little time to go to the shops.
A too **B** such **C** enough
- 8 The woman cat belongs to has gone away for a week.
A this **B** which **C** of
- 9 This is the beach we go every weekend.
A which **B** where **C** that
- 10 tasty food!
A What **B** So **C** How

- 11 It was cold to go for a swim in the sea.
A as **B** enough **C** too
- 12 You shouldn't drunk all the milk.
A have **B** had **C** has
- 13 After you had given me the money, I put in the bank.
A they **B** them **C** it
- 14 He is a good athlete that he is certain to make the team.
A so **B** such **C** too
- 15 lovely you look in that dress!
A Such **B** How **C** What

- 16 They were late they decided to take a taxi.
A so **B** as **C** that
- 17 She was much after she had changed her job.
A happiest **B** happy **C** happier
- 18 I was tired to watch television, so I went straight to bed.
A quite **B** so **C** too
- 19 If only we left earlier, we would have been there by now.
A did **B** had **C** were
- 20 The weather in Greece is hotter in England.
A as **B** than **C** like

16 Think of the word which best fits each gap. Write only one word in each one.



The English Language

Today English is, without doubt, the world's **(0)** ...*most*... important language. One **(1)** ten people speak it as their mother tongue and it has a larger vocabulary than any other language. English belongs to the Indo-European family of languages, **(2)** developed from a parent language first spoken about five thousand years ago in central-northern Europe. From there, it spread to the **(3)** of Europe and the Middle East, and over time it developed into a series of new language groups. One of **(4)** was Germanic, which later split into old English, Dutch, German and the Scandinavian languages. Old English was later heavily influenced by French following the Norman invasion in the eleventh century. Then, in the sixteenth century, due **(5)** the invention of printing, the increase in opportunities for education and the growth of international trade and communication, this form of English, which is known as Middle English, changed into the language spoken nowadays, Modern English. Language change continues **(6)** the present day, although since 1800 the major area of change has been in vocabulary rather than grammar. Events **(7)** as the Industrial Revolution and the two World Wars are among the reasons for the expansion of vocabulary. **(8)** factor is the growing influence of the media.

17 Fill in the following collocation grids.

	<i>an invitation</i>	<i>saying sth</i>	<i>an accusation</i>	<i>help</i>	<i>an offer</i>	<i>knowledge</i>	<i>to work</i>	<i>responsibility</i>
<i>refuse</i>	✓							
<i>deny</i>								

	<i>passport</i>	<i>hand</i>	<i>teeth</i>	<i>lights</i>	<i>flowers</i>	<i>promise</i>	<i>alarm</i>	<i>statement</i>
<i>false</i>	✓							
<i>artificial</i>								

	<i>sky</i>	<i>hands</i>	<i>voice</i>	<i>house</i>	<i>view</i>	<i>clothes</i>	<i>record</i>	<i>conscience</i>
<i>clean</i>								
<i>clear</i>								

18 Use the words in capitals to form a word that fits in the space in the same line.



When it comes to choosing a **(0)** *...relaxing...* holiday away from it all, the possibilities are **(1)** Stroll into any travel agent's office and you will find a huge range of glossy holiday brochures offering a wide choice from **(2)** resorts to campsites.

You can choose from the **(3)** of a Caribbean island during the dreary winter months to a peaceful visit to the Alps in spring. The air there is so **(4)** that the oxygen levels in your blood will rise! On the other hand, you may want to visit a large bustling capital city like New York or Tokyo, where you will truly be in the heart of a shopper's paradise, even if the city atmosphere might seem a little **(5)**

Whatever choice of holiday you make, you will find your stay more **(6)** if you make an effort to mix with the local people. In the countryside, especially, the locals are noted for their **(7)**, and this may be a factor in explaining the **(8)** of small family-run guest houses rather than large hotels.

RELAX
END
LUXURY

WARM
POLLUTE

PERSONAL

ENJOY

HOSPITABLE
POPULAR

19 Complete the sentences using the words in bold. Use two to five words.

- 0** A kind woman told us how to get to the museum.
directions We *...were given directions to...* the museum by a kind woman.
- 1** It's not necessary to defrost this pie before cooking it.
needn't The pie before cooking.
- 2** I'm sure you had a great time in the Bahamas.
enjoyed You the Bahamas.
- 3** The twins are so alike that you can't tell them apart.
difference The twins are so alike that you can't them.
- 4** The worst time to go into town is in the rush hour.
worse There to go into town than the rush hour.
- 5** Thieves entered the building by force.
broken The building thieves.
- 6** I have never had such an exciting holiday.
far This is holiday I have ever had.
- 7** You ought to have apologised.
better It you had apologised.
- 8** My brother said I could borrow his car.
permission My brother borrow his car.