



الجمهورية العربية السورية

وزارة التعليم العالي

جامعة دمشق

ألمية خاصة باختبار اللغة الإنكليزية لتعيين وترفيح أعضاء الهيئة التعليمية

اختبار اللغة الإنكليزية لتعيين وترفيح أعضاء الهيئة التعليمية

The Higher Language Institute

توصيف الاختبار

The Higher Language Institute

Employment and Promotion Exam

Exam description

- ❖ **Exam level:** Upper-Intermediate.
- ❖ **Full mark:** 100
- ❖ **Pass mark:** 50%
- ❖ **Exam duration:** 75 minutes
- ❖ **Exam type:** multiple choice questions (MCQs) with four answers (*A, B, C, or D*). There is only one correct answer.
- ❖ **Exam sections:**
 - Section one:** English in use (10 questions)
 - Section two:** Reading (10 questions)
 - Section three:** Grammar & Structure (35 questions)
 - Section four:** Controlled writing (15 questions)
- ❖ **Number of questions:** 70

1. English in Use: (10 questions)

This section includes 10 questions. You choose the correct response to a statement, phrase, or question. The questions are about some of the following:

- ❖ apologizing
- ❖ making and responding to suggestions
- ❖ phone conversations (problems, complaints, appointments...)
- ❖ discussion language and reacting positively or negatively to ideas.
- ❖ agreeing and disagreeing politely
- ❖ polite requests
- ❖ keeping the conversation going
- ❖ making, refusing and accepting offers.
- ❖ expressing surprise
- ❖ giving opinions
- ❖ polite interruptions

2. Reading: (10 questions)

This section includes a reading text of general interest (about 250-300 words) with ten questions of different types such as:

- ❖ identifying the main topic of the text or paragraphs
- ❖ comprehension questions
- ❖ inference questions
- ❖ filling in some gaps in the text (missing information)
- ❖ reference
- ❖ dealing with unfamiliar words

3. Grammar & Structure: (35 questions)

This section includes questions about some of the following grammatical points:

- present and past simple
- present and past continuous
- present perfect continuous
- past perfect continuous
- present perfect simple
- past perfect simple
- activity and state verbs
- auxiliaries use (in question tags, to avoid repetition,...etc.).
- present and past habits, repeated actions and states.
- *be used to* and *get used to*
- second and third conditional
- defining, non-defining and reduced relative clauses
- ways of comparing
- future verb forms
- future continuous
- uses of verb+ *ing*
- modal verbs
- wishes
- the passive
- *as, like such as, so, such*
- *have/get something done, get somebody to do something, do something yourself*
- quantifiers
- future perfect
- reported speech

4. Controlled Writing: (15 questions).

This section has 15 questions about the following:

- ❖ Choosing the correct **linking words, phrases, or conjunctions** to complete the sentences (10 questions).
- ❖ Identifying the underlined part of a sentence which **IS NOT** correct (5 questions).

شرح النقاط القواعدية المطلوبة في هذا الاختبار

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Uses of auxiliaries

We use auxiliaries in the following ways:

a. in question tags: You're doing an Open University course, **aren't you?**

b. to add emphasis: Don't worry. It **does** get easier.

c. in short answers to yes/no questions:

JESS: Do you think you'll have finished your degree by next year?

TONY: No, **I don't.**

d. to say it's the same for you or other people with so or nor:

T: I found the first few assignments a bit scary.

J: **So does** everyone.

J: How do you manage to do everything?

T: Sometimes **I don't.**

J: **Nor do I.**

e. to avoid repeating a verb or phrase:

J: How do you manage to do everything?

T: Sometimes **I don't.**

f. in echo questions to show interest:

T: Your Aunt Gayle was hoping to do her first degree in four years - it actually took eight.

J: **Did it?**

TIP: In the positive form of the Present Simple or Past Simple, we use the auxiliaries *do*, *does* or *did* to add emphasis. We stress these auxiliaries: I **do** understand! In other verb forms, we stress the uncontracted form of the auxiliary: I **am** going to do it.

Exercise 1:

Choose the correct words.

A: (1) *Did/have* you ever studied a subject you (2) haven't/didn't like?

B: I (3) *did/was* study History for a year, which was a bit boring.

A: You work with computers, (4) *do/don't* you?

B: Yes, (5) I *am/do*. I write software.

A: (6) *Are/Do you?* (7) *Didn't/Wasn't* your father work for a software company?

B: No, he (8) *didn't/wasn't* actually, but my brother (9) *does/is*. (10) *I'm/was going to* work for the same company, *but I (11) didn't/wasn't in the end*.

Answers: 2. didn't 3. did 4. don't 5. do 6. Do 7. Didn't 8. didn't 9. does 10. was
11. didn't

Exercise 2:

1. My older brother set up a new company in 1998, but my father _____.

A. isn't B. didn't C. do D. doesn't

2. you're going to set off early, _____?

A. are you B. didn't you C. do you D. aren't you

Answers: 1. B 2. D

Present and past habits repeated actions and states

➤ PRESENT HABITS, REPEATED ACTIONS AND STATES

- We use the Present Simple to talk about present habits, repeated actions and states: *I think I'm pretty healthy and I just eat what I like.*
- We often use the Present Continuous with always to talk about present habits and repeated actions that annoy us or happen more than usual: *My mom's always complaining about my diet.*
- We can use will + infinitive to talk about repeated and typical behaviour in the present: *Most mornings I'll have toast with a lot of peanut butter and jam.* We don't usually use this verb form with state verbs for this meaning.
- Compare these sentences: *Sometimes I'll eat junk food.* (repeated and typical behaviour) *Tonight I'll probably have a pizza.* (a future action)

TIP: To show criticism, we stress the uncontracted form of will: *He will leave the door open all the time!*

➤ PAST HABITS, REPEATED ACTIONS AND STATES

- We use the Past Simple and used to + infinitive to talk about past habits, repeated actions and states: *I hardly ever did any exercise. I used to see him out running every morning.*
- We can use would + infinitive to talk about past habits and repeated actions: *And I'd get an ice cream or something on the way home from school every day.* We don't usually use this verb form with state verbs.
- We make negative sentences with used to with: subject + didn't + use to + infinitive. *I didn't use to like vegetables.*
- We make questions with used to with: (question word) did + subject + use to + infinitive. *Where did you use to live?*

TIPS: • We can also make negative sentences with *never used to*: *My brother never used to help with the washing-up.*
be used to • We don't use *used to + infinitive* or *would + infinitive* for something that only happened once: *I gave up smoking in May.* ~~*not used to/would up smoking in May.*~~
 • We often use *used to* when we begin describing past habits, then continue with *would + infinitive*: *I used to sleep until 10 a.m., then I'd get up and have breakfast in the garden. After that I'd get the bus to work.*

Be used to, get used to

- We use *used to* to talk about things that are familiar and no longer strange or difficult for us: *I'm used to staying in these wonderful tents now.*
- We use ***get used to*** to talk about things that become familiar, less strange or less difficult over a period of time: *It took me a while to **get used to** eating so much meat.* After *be used to* and *get used to* we use *verb + ing*: *I'll never get used to **being** outside in those temperatures.*
- After ***be used to*** and ***get used to*** we can use a noun or a pronoun: *I certainly wasn't used to the lumps of fat. I'm slowly getting used to it.*
- We can use ***be used to*** and ***get used to*** in any verb form, for example:
 Present Simple: ***I'm used to*** staying in these wonderful tents now.
 Present Continuous: ***I'm slowly getting used to*** it.
 Present Perfect Simple: I ***still haven't got used to*** it.
 Past Simple: I ***wasn't used to*** the lumps of fat.
will + infinitive: I'll never ***get used to*** being outside in those temperatures.
infinitive with to: It took me a while ***to get used to*** eating so much meat.

TIP: The form of *used to* in ***be/get used to*** doesn't change in questions and negatives: *She isn't used to it.* ~~*not She isn't use to it.*~~

USED TO OR BE/GET USED TO

- Compare these sentences:
I used to live in Mongolia. The speaker lived in Mongolia in the past, but he/she doesn't live there now.
I'm used to living in Mongolia. The speaker lives in Mongolia now and has probably lived there for some time. When he/she started living there, life was probably strange or difficult, but now it isn't.

Exercise 1:

Look at the underlined phrases. Tick the correct phrases. Change the incorrect phrases.

- We use the second conditional to talk about imaginary situations in the present or the future: I'd go over the speed limit if there weren't any speed cameras around. (= There are cameras, so I don't go over the speed limit.)
 - We make the second conditional with: *if*+ subject + Past Simple, subject + 'd (= *would*)/*wouldn't* + infinitive.

<i>if</i> clause	main clause
If no one saw the boy,	I'd just tell him to return the things he'd stolen
If he didn't stay up so late,	He wouldn't feel tired all the time

- We can use *might* or *could* in the main clause instead of *would*. *Might* means 'would perhaps': *If I really needed it, I might keep it.* *Could* means 'would be possible': *If the bank found out, I could say I didn't count the money.*

TIPS:

- The *if* clause can be first or second in the sentence.
- *Even if* = it doesn't matter whether the situation in the *if* clause exists or not: *No, I wouldn't, even if he/she got angry with me.*
 - In second conditionals we can say *If I/he/she/it was ...* or *If I/he/she/it were...: If I was/were rich, I'd buy a Ferrari.*

➤ **Alternatives for *If***

- We often use *provided*, *as long as*, *assuming*, *imagine* and *suppose* instead of *if* in conditionals.
 - *Provided* and *as long as* mean 'only if (this happens)': *Provided there weren't any police cars around, of course I would. I'd tell a security guard as long as he/she agreed not to call the police.*
 - *Assuming* means 'accepting that something is true': *Assuming no one else saw the boy, I'd just tell him to return the things he'd stolen.*
 - *Imagine* and *suppose* have the same meaning (=form a picture in your mind about what something could be like).
 - We can use *imagine* and *suppose* as an alternative for *if* in questions: *Imagine/Suppose you were driving and you were late for an appointment, would you exceed the speed limit?*

TIPS:

- We can also use *provided*, *as long as*, *assuming*, *imagine* and *suppose* in other types of conditional to talk about real situations: *We'll see you tonight, provided Alex doesn't have to work late. We'll hire a car, as long as it's not too expensive. Let's go to that nice Japanese restaurant, assuming it's still open.*
- We can say *provided* or *providing* and *suppose* or *supposing*.
- We can also use *unless* in conditionals to mean *if not*: *I wouldn't hit somebody unless I had to.* (=if I didn't have to).

Third conditional

- We use the third conditional to talk about imaginary situations in the past. They are often the opposite of what really happened: *If she'd shot the men, she'd have been in trouble.* (= She didn't shoot, so she didn't get in trouble.)

➤ POSITIVE AND NEGATIVE

- We make the third conditional with: *if+ subject + Past Perfect Simple, subject + 'd (= would)! wouldn't+ have + past participle.* *If I'd seen him, I'd have said hello.*
If we hadn't got lost, we wouldn't have been late.

➤ QUESTIONS

- We make questions in the third conditional with: *(question word)+ would+ subject+ have+ past participle . . . + if+ subject + Past Perfect Simple.*

What would the owner of the car have done if he'd seen him?

➤ ALTERNATIVES FOR WOULD

- We can use *might* or *could* in the main clause instead of *would*. *Might* means 'would perhaps': *If it had been me, I might have left a note on the car.* *Could* means 'would be possible': *If the men hadn't run away, she could have killed them.*

TIP:

- We can also use *imagine* and *suppose* instead of *if* in third conditional questions: *Imagine/Suppose he'd seen you ... ?*

Exercise 1:

Make second conditional sentences with these words.

1. A: If you/ I see/ I some people robbing a shop, what / you do?

(If you saw some people robbing a shop, what would you do?)

B: As long as the robbers/ I can't/ I hear me, I/ call the police.

2. A Suppose you/ I can/ I work for any company in the world, which I you choose?

B: I/ like to work for H&M provided I / can / I have free clothes.

3. A: Imagine you / I have / the chance to learn a new skill, what/it be?

B: If I / can / I afford it, I / learn to fly.

4. A: Supposing you/ be / a / journalist, who / you most like / interview?

B: I / like / interview Prince William providing I / can / ask him anything.

5. A: Would / you / live abroad, if you / have / the chance?

B: Yes. I / live / in Denmark if I / can I get a job there.

6. A: Do you suppose / Ella / make me a jacket if I / ask / her?

B: As long as you / pay / her for it, I think she / will/ I make you one.

Answers: 1. As long as the robbers couldn't hear me, I'd call the police. 2. Suppose you could work for any company in the world, which would you choose? I'd like to work for H&M, provided I could have free clothes. 3. Imagine you had the chance to learn a new skill, what would it be? If I could afford it, I'd learn to fly. 4. Supposing you were a journalist, who would you most like to interview? I'd like to interview Prince William, providing I could ask him anything. 5. Would you live abroad if you had the chance? Yes, I'd live in Denmark if I could get a job there. 6. Do you suppose Ella would make me a jacket if I asked her? As long as you paid her for it, I think she would make you one

Exercise 2:

Correct the mistakes in these third conditional sentences.

(have been ✓)

1. It might be better if you'd left yesterday.
2. If you would flown last Monday, it would have been much cheaper.
3. If you'd asked sooner, I can have helped.
4. How you have got home last night if she hadn't given you a lift?
5. I wouldn't come if you hadn't asked me.

Answers: 2. had flown 3. could have 4. would you have got 5. wouldn't have come

Exercise 3:

1. Assuming no one told you about the deal, what ____?

A. could you do

B. you would do

C. would you have done

D. did you do

2. I think it ____ better much better if you ____ her yesterday.

- A. would be / invited B. will be /had invited
 C. might have been / had invited D. would have been / invited

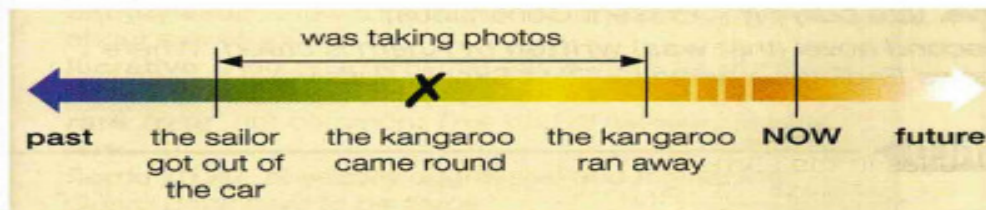
Answers: 1. A 2.C

Narrative verb forms, past perfect continuous

PAST SIMPLE AND PAST CONTINUOUS

- We use the **Past Simple** for completed actions in the past. These tell the main events of the story in the order that they happened: *One day, one of the sailors **went** for a drive in the outback and accidentally **ran over** a kangaroo.*
- We use the **Past Continuous** for a longer action that was in progress when another (shorter) action happened: *While the sailor **was taking** some photos, the kangaroo **came round**.*
- We also use the Past Continuous for background information that isn't part of the main story: *In 1987 the world's best sailors **were competing** in the America's Cup yacht race off the coast of Fremantle.*
- Look at this sentence and the diagram:

*While the sailor **was taking** some photos, the kangaroo **came round**.*

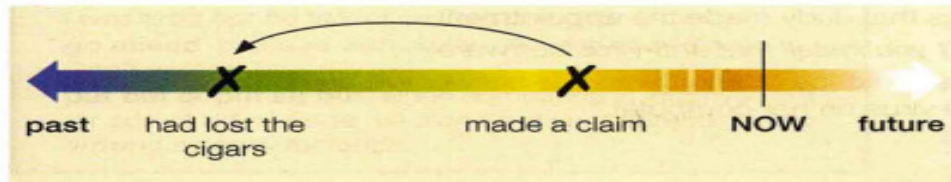


TIPS

- We also use the Past Continuous when two longer actions are happening at the same time: *While I was watching TV, Steve was making dinner.*
- We often use *when, while* and *as* with the Past Continuous: *Tony phoned me when/while/as I was getting ready to leave.*

PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

- We usually use the **Past Perfect Simple** for an action that was completed before another action in the past: *After he cashed his cheque the insurance company **told** the police what **had happened**.*
- We usually use the **Past Perfect Continuous** for a longer action that started before another action in the past (and often continued up to this past action): *A man from North Carolina **had been searching** for a special make of cigar and eventually he **bought** a box of 24.*
- Look at this sentence and the diagram: *He then **made** a claim to the insurance company saying he **had lost** the cigars in a series of small fires.*



TIPS

- If the order of past events is clear, we don't usually use the Past Perfect: *I woke up, got dressed and made some breakfast.*
- When we're telling a story, we don't have to use the Past Perfect every time we refer to something further in the past. When we have established the time, we can use the Past Simple or the Past Continuous: *I started telling everyone about the wedding I'd been to in Mexico two years earlier. My sister **was getting** married and I **arrived** late for the ceremony. When I **got** there I ...*

PAST PERFECT SIMPLE

- We make the Past Perfect Simple **positive** with:
subject + *had* or *'d* + past participle.
Once he'd **bought** the cigars he decided to insure them.
- We make the Past Perfect Simple **negative** with:
subject + *hadn't* + past participle.
The accident **hadn't killed** the animal.
- We make Past Perfect Simple questions with:
(question word) + *had* + subject + past participle.
What **had** the insurers **failed** to do?

PAST PERFECT CONTINUOUS

- We make the Past Perfect Continuous **positive** with:
subject + *had* or *'d* + *been* + verb+*ing*.
The woman **had been trying** to get rid of the bugs for years.
- We make the Past Perfect Continuous **negative** with:
subject + *hadn't* + *been* + verb+*ing*.
She **hadn't been living** there for very long.
- We make Past Perfect Continuous questions with:
(question word) + *had* + subject + *been* + verb+*ing*.
Why **had he been driving** for so long?

TIPS

- We can use *by the time*, *when*, *because*, *so*, *before*, *after*, *as soon as* and *until* to make sentences with the Past Perfect:
By the time I got there, most people had gone home.
- We don't have to use the Past Perfect with *because*, *so*, *before*, *after*, *as soon as* or *until* because the order of events is usually clear: *I (had) called her before I left the office. I waited until everybody (had) arrived.*
- We often use the Past Perfect after *knew*, *realised*, *thought*, *forgot* and *remembered*: *I knew that she'd been looking for a new job. I realised that I'd left my keys in the office.*

Exercise 1:

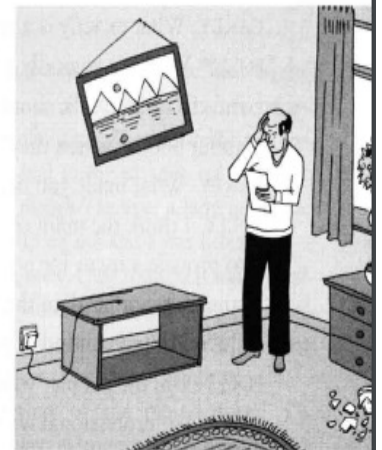
Read the story and fill in the gaps with the verbs in brackets. Use the Past Simple, Past Perfect Simple or the Past Perfect Continuous. Sometimes more than one answer is possible.

Late one evening Charlie ¹ came out
(come out) of a shop where he
² _____ (buy) some bread and milk.
Suddenly he ³ _____ (realise) that
his car ⁴ _____ (disappear). Nobody
in the shop ⁵ _____ (notice) anything
because they ⁶ _____ (do) their
shopping.

However, the next day the owner of the
shop ⁷ _____ (phone) Charlie to tell
him to come back right away. When he
⁸ _____ (get) there he ⁹ _____
(see) his car in the same place that he

¹⁰ _____ (park) it the night before.
On the window there was a note which said
"Sorry, but my wife was having a baby and
I ¹¹ _____ (have to) take her to
hospital urgently."

Charlie was very relieved and told the police
that his car ¹² _____ (be) returned.
However, when he ¹³ _____ (get)
home he discovered that someone
¹⁴ _____ (steal) his TV and computer.
On the table was a note reading "Sorry, but
I need the money for the kid's education."



Answers: 2. had bought/had been buying 3. realised 4. had disappeared 5. noticed
6. had been doing 7. phoned 8. got 9. saw 10. had parked 11. had to
12. had been returned 13. got 14. had stolen

Exercise 2:

1. We missed the plane. When we got to the airport, it _____.
A. is taking off B. has taken off C. took off D. had already taken off
1. When Sandra arrived, I _____ for her for 3 hours.
A. was waiting B. had been waiting C. waited D. had waited

Answers: 1. D 2. B

Defining, non-defining and reduced relative clauses

➤ DEFINING RELATIVE CLAUSES

- Defining relative clauses give you essential information so that you know which person, thing, etc. the writer or speaker is talking about: *The people who came to the church had no idea there was going to be a wedding.*
- In defining relative clauses we use: *who* (or *that*) for people: *All those who/that were cruel to her are made to suffer.* *That* (or *which*) for things: *This is a wedding scenario that/which Cecelia might have written for one of her own novels!*
Whose for possession: *It's about a young woman whose husband dies.*
Where for places: *One day his wife was emptying a bin where King had thrown the manuscript.*
When for times: *His first major success came when his manuscript for a book called 'Carrie' was accepted by a publisher in 1973.*
- We don't use commas with defining relative clauses.

TIP: • We can't use *what* in defining relative clauses: *Did you get the letter what sent?* However, we can use *what* to mean 'the thing/things that': *Can you tell me what he said?*

➤ LEAVING OUT WHO, THAT, WHICH, ETC.

- We can leave out *who*, *that* or *which* when these words aren't the subject of the defining relative clause. Compare the defining relative clauses in these sentences: 1. *These stories were the beginning of a writing career that has made King the most successful American author in history.* In sentence 1 we must use *that* because it is the subject of the relative clause.
2. *This is a wedding scenario (that) Cecelia might have written for one of her own novels* In sentence 2 we can leave out *that* because it is the object of the relative clause (Cecelia is the subject).

TIPS:

- We never leave out *whose* in defining relative clauses.
- We can usually leave out *where* in defining relative clauses if we add a preposition at the end of the relative clause: *That's the house where I was born.*
= *That's the house I was born in.*
- We can only leave out *when* if the time reference is clear: *That's the day (when) the baby's due .*

➤ **NON-DEFINING RELATIVE CLAUSES**

- Non-defining relative clauses add extra non-essential information: *Stephen King, who came from a very poor family, began selling stories to friends at school when he was just 12.*
- We don't use *that* in non-defining relative clauses. *My brother, that lives in the Hull, is selling his flat.*
- We can't leave out *who, which, whose*, etc. in non-defining relative clauses.
- We must use commas with non-defining relative clauses.

TIP: Non-defining relative clauses are more common in written English than spoken English, particularly in stories and more formal types of writing.

➤ **REDUCED RELATIVE CLAUSES**

- When a defining relative clause contains a continuous or passive verb form, we can often leave out *who, that* or *which* and the auxiliary. These reduced relative clauses are very common in spoken English.

Look at the underlined reduced relative clauses in these sentences. Notice which words we can leave out:

1. *In the end the students (who are) bullying Carrie get what they deserve. (are bullying = Present Continuous)*

2. *The second novel (that was) written by Ahern is called 'Where Rainbows End'. (was written = Past Simple Passive)*

Exercise 1:

Choose the correct words. Sometimes both are possible.

The Kite Runner, (1) *which/where* is set in Kabul, is about the friendship between two boys (2) *who/that* grow up together. Amir, (3) *who/whose* mother is dead, is brought up by his father and his father's servant, Ali. Hassan, (4) *who/that* is Ali's son, is Amir's best friend. One day, (5) *when/where* the two boys are trying to win a kite race, Hassan is attacked by an older boy and two of his friends. Amir, (6) *who/that* sees the attack, hides (7) *where/which* the older boys can't see him. Many years later Amir, (8) *whose/which* guilt has always haunted him, risks his life to save Hassan's son from the same person (9) *who/that* had attacked Hassan all those years before.

Answers:

2.who/that 3. whose 4.who 5. when 6. who 7. where 8. whose 9. who/that

Exercise 2:

1. My sister, ___ you met at the party, is getting divorced.

A. who B. that C. whose D. where

2. We drove past the restaurant ___ we used to work

A. who B. That C. which D. where

Answers: 1.who 2. where

Ways of comparing

COMPARATIVES, (NOT) AS ... AS

a big difference	far (more addictive) than nowhere near as (high) as considerably (less) than not nearly as (exotic) as a great deal (cheaper) than
a small difference	almost as (much) as nearly as (expensive) as slightly /'slartli/ (bigger) than not quite as (enthusiastic) as
no difference	as (beautiful) as not any (nicer) than no (more time-consuming) than

- We use comparatives with *than*: *They're slightly **bigger** than the ones I've got.* not ~~*They're slightly big than the ones I've got.*~~
- We use adjectives with *as ... as*: *The normal price is nowhere near as **high** as that.* not ~~*The normal price is nowhere near as higher as that.*~~

TIPS:

- We can also use *much/a lot* with comparatives to talk about a big difference and a *bit/a little* to talk about a small difference: Kai are *much/a lot more* expensive than goldfish. This one's *a bit/a little* cheaper than all the others.
- We can use *just* with *as ... as* to add emphasis: *They're just as beautiful as mine.*
- We can also use *more*, *less* and *fewer* with nouns: *There are far more people here than I expected.*
- We usually use *less* with uncountable nouns and *fewer* with countable nouns: *I have less free time and fewer days off than I used to have.*

• We can say *I'm not nearly as rich as he/she is*. Or *I'm not nearly as rich as him/her*.

➤ OTHER WAYS OF COMPARING

• We can use *twice/three times/four times*, etc. + *as ... as* to compare two things: *The koi were only about twice as big as my goldfish*. (=the goldfish were half the size of the koi).

• For long adjectives, we can use *get + more (and more) + adjective* to describe something that continuously changes: *Kai are getting more and more expensive*. (=the price is increasing all the time).

• For short adjectives, we can use *get + comparative + and + comparative* to describe something that continuously changes: *The survival rate was getting better and better*.

• We can use *the + comparative/more ... , the + comparative/ more ...* to say that one thing depends on the other: *The bigger they are, the more they cost*. (=how much they cost depends on how big they are). *The more I learned about koi, the more interested I became*. (= every time I learned something new about koi, I became more interested in them).

TIP: • *the sooner, the better*= as soon as possible:

A: When do you want that report? B: The sooner, the better.

Exercise 1:

Fill in the gaps with the correct word.

1. I'm not nearly as scared of spiders as I used to be.
2. The older I get, ___ less exercise I do.
3. I'm nowhere ___ as extravagant as my sister.
4. I'm a bit taller ___ my parents.
5. The ___ I practice English, the more confident I get.
6. I eat a far ___ varied diet now than I used to.
7. My life is getting busier and ___
8. I'm a great ___ happier now than when I was a child.

Answers: 2. the 3. near 4. than 5. more 6. more 7. busier 8. deal

Exercise 2:

1. He isn't ___ he thinks.

A. as clever than B. as much clever as C. as clever D. as clever as

2. He speaks ___ than I do.

A. more fluent B. more fluently C. fluently D. as fluently as

Answers: 1. D 2. B

Future verb forms; Future Continuous

FUTURE VERB FORMS

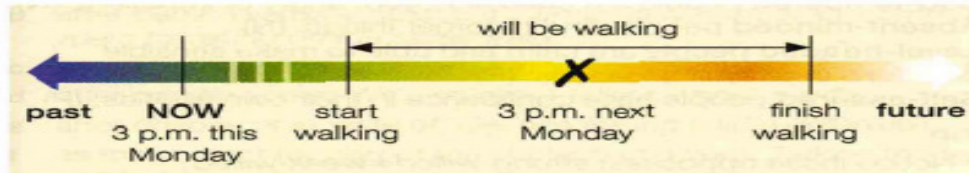
- We use *be going to* to talk about a personal plan or intention: *We're going to take Alice to Windsor Castle.*
- We use the *Present Continuous* to talk about an arrangement with other people or organisations: *We're staying in a bed-and breakfast for a few days.*
- We use *will* to talk about a decision that is made at the time of speaking: *I'll fit in with whichever day suits you.*
- We use the *Present Simple* to talk about a fixed event on a timetable, calendar, etc.: *It's on BBC2 tomorrow. It starts at 8.30.*
- We use *be going to* to talk about a prediction that is based on present evidence (something we know or can see now): *She did so little preparation I think she's going to fail some of them.*
- We use *will* to talk about a prediction that is not based on present evidence: *I'm sure he'll enjoy Windsor Great Park.*

TIPS:

- When we use the *Present Continuous* for the future, we usually know exactly when these arrangements are happening: *I'm meeting Bill at four thirty.*
- We can also use *be going to* to talk about arrangements with other people or organisations: *What time are you going to see the doctor?*
 - We often use *definitely* and *probably* with *will/won't*. Notice the word order: *Tanya will definitely/probably get promoted. Gary definitely/probably won't get promoted.*
- We also use *will* to talk about future facts and for offers: *I'll be 50 next birthday. I'll give you a hand with the washing-up.*

FUTURE CONTINUOUS

- We use the **Future Continuous** for something that will be in progress at a point of time in the future.
- Look at this sentence and the diagram: *So this time next week we'll be walking round Eton College.*



- Compare these sentences:
We're playing tennis at 2.30. (= the match **starts** at this time).
We'll be playing tennis at 2.30. (= the match will be in **progress** at this time).
- We also use the **Future Continuous** for something that will happen in the normal course of events, without any particular plan or intention: *We'll be passing by your place on the way to Eton* (this is the best route). *Come round whenever you like, I'll be looking after the kids all day.* (this is what I normally do during the day).
For this meaning there is often very little difference between the Future Continuous and the Present Continuous: *Don't call me in the morning, I'll be working/I'm working then.*

POSITIVE AND NEGATIVE

- We make the positive and negative forms of the Future Continuous with: subject + *'ll* (= *will*)/*won't* + *be* + verb+*ing*. *This time tomorrow I'll be lying on a beach. We won't be going there again for a while.*

QUESTIONS

- We make questions with the Future Continuous with: (question word) + *will* + subject + *be* + verb+*ing*. *When will you be seeing Fiona again? Will he be working that day?*

TIP: • As with other continuous verb forms, we don't usually use state verbs with the Future Continuous: *This time tomorrow I'll know my exam results.* Not ~~*This time tomorrow I'll be knowing my exam results.*~~

Exercise 1:

Correct the mistakes in these sentences.

(I'll) ✓

1. I didn't know Jo was back. I'm giving her a call.
2. I see Jan tomorrow at school. Shall I ask her to call you?
3. I've just seen a fabulous jacket. I think I'll be buying it.
4. I've made an appointment and I see the doctor at 4 p.m. tomorrow.
5. Perhaps I'm seeing Michelle when I'm in Paris next week.

6. See you tomorrow. I'm calling you before I leave.

Answers: 2. ~~I'll see~~ I'm seeing 3. ~~I'll be buying~~ I'll buy 4. ~~I see~~ I'm seeing 5. ~~I'm seeing~~ I'll see 6. ~~I'm calling~~ I'll call

Exercise2:

1. The lecture starts at 8 am , so at 8.30 tomorrow I _____ a lecture at the university.

A. will give B. would give C. will be giving D. am giving

2. The timetable shows that the English classes _____ at 6.30.

A. start B. will be starting C. are starting D. started

Answers: 1. C 2. A

Uses of verb+ing

We use **verb+ing** ...

a. after prepositions: *Before reading ...*

b. after certain verbs + object: *It's absolutely normal for commuters to spend years travelling on the same train.*

c. as part of a continuous verb form: *I was genuinely laughing out loud.*

d. after certain verbs: *We also avoid talking about money.*

e. after *despite* or *in spite of*: *Despite feeling a little defensive ...*

f. as the subject (or part of the subject) of a verb: *Talking to strangers on trains just isn't done* I g. in reduced relative clauses: *People (who are) standing at a bus stop will often feel a need to break an uncomfortable silence by ...*

h. as an adjective: *I read this highly entertaining book.*

TIPS:

- We often use verb+ing after these verbs + object (hear, see, watch, feel, imagine, stop, love, like, don't mind, dislike, hate): *I often hear her playing the piano.*
- We can also use verb+ing as a noun: *I usually do the cooking and my husband does the cleaning.*
- We also use verb+ing after these fixed phrases: *There's no point (in) ... ; It's a waste of time ... ; It's (not) worth ... ; It's no use ... ; There's no point in telling her. She'll just get upset.*

Modal verbs (1); levels of certainty about the future

MODAL VERBS

- We often use *'ll* (= will) and *won't* to show the speaker feels certain about this: *It'll cheer the patients up. He won't like it.*
- We often use *might*, *could* and *may* to show the speaker thinks this is possible: *I might go for something boring like yours. You could go back to blonde. He may like it.*

LEVELS OF CERTAINTY ABOUT THE FUTURE

- We use these phrases when we think something will definitely happen:

be bound to do sth : I'm bound to be a bit nervous when I get there.

be sure to do sth: You're sure to make a memorable impression on them.

- We use these phrases when we think something will probably happen:

be likely to do sth: He's likely to have something to say about my hair.

may well do sth: He may well have to let her.

I daresay: I daresay I'll go for something less bright.

- We use these phrases to say that we think something probably won't happen:

be unlikely to do sth: He's unlikely to find someone to replace her.

I don't suppose: I don't suppose Beatrice will care what Laurie thinks.

I doubt if: I doubt if he'll let her work in reception looking like that.

I shouldn't think: I shouldn't think he'll care.

- We use this phrase when we think something definitely won't happen:

I can't imagine: I can't imagine Laurie will approve.

+ infinitive	+ subject + will + infinitive
be bound to	I daresay
be sure to	I don't suppose
be likely to	I doubt if
may well	I shouldn't think
be unlikely to	I can't imagine

TIPS:

- We can also use these phrases to talk about present situations or states: *He's bound to be home by now. She's unlikely to be awake at this time. I don't suppose you know where my wallet is.*
- We can also say *I'm sure (that)+ clause*: *I'm sure (that) he'll be here on time.*

Exercise 1:

Choose the correct words.

(1) *Be/Being* punctual is extremely important and I hate (2) *turn up/ turning up* late for anything. I also really hate people who (3) *keep/keeping* me waiting for ages. So yesterday morning was really (4) *frustrated/frustrating*. I was (5) *be/ being* interviewed for a job, so I decided (6) *to leave/leaving* home early to avoid (7) *to get/getting* caught in the rush hour. Despite (8) *allow/ allowing* an extra two hours for the journey, I thought I was going to be late because lots of trains were (9) *cancelled/canceling*. In the end, I managed (10) *to get/getting* there on time.

Answers: 2.turning up 3.keep 4.frustrating 5.being 6.to 7.leave 8.getting
9.allowing 10.cancelled 10.to get

Exercise 2:

1. I doubt if he _____ her work with us.

A. will let B. lets C. letting D. to let

2. There is no point in _____ here. We are wasting our time.

A. stay B. will stay C. to stay D. staying

Answers: 1.A 2.D

Simple and continuous aspects; activity and state verbs

SIMPLE AND CONTINUOUS ASPECTS

• We use simple verb forms to describe something that is:

repeated: *I usually find somewhere quiet and just read.*

completed: *I've also called my parents to say goodbye.*

permanent: *Luckily I only live ten minutes away.*

• We use continuous verb forms to describe something that is:

in progress at a specific point in time: *Once I got so involved in the book I was reading that I missed my plane.*

unfinished: *I've been sitting here for nearly five hours.*

temporary: *I'm doing a part-time business management course at the moment.*

ACTIVITY AND STATE VERBS

- Activity verbs talk about activities and actions. Typical activity verbs are: *play, fly, travel, listen, run, work, sit, study* and *wait*.
- We can use activity verbs in both simple and continuous verb forms: *I play tennis every weekend. Carla's playing tennis at the moment.*
- State verbs talk about states, feelings and opinions. We don't usually use these verbs in continuous verb forms: *I want a new car. not I'm wanting a new car.*
- Common state verbs:

'be and have' verbs	be have (got) own belong possess exist
'think and know' verbs	think know believe understand remember forget mean recognise suspect realise doubt imagine suppose
'like and hate' verbs	like hate love dislike prefer want adore detest wish
other verbs	hear seem need agree hope weigh contain suit fit respect cost smell consist of deserve involve trust envy include

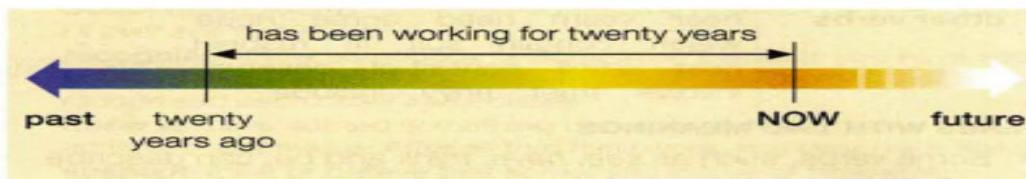
VERBS WITH TWO MEANINGS

- ▶ Some verbs, such as *see, have, think* and *be*, can describe activities and states, but the meaning changes. Look at the different meanings of the verbs in these examples:
(pink = activity, blue = state)
I'm supposed to be seeing (= meeting) *my first client at 11 a.m., but I see* (= with my eyes) *the flight's been delayed.*
I have (= possess) *three kids and I never get time to shop for myself, so I'm having* (= experiencing) *a great time today.*
I'm also thinking of (= considering) *buying a camera, but I think* (= have an opinion) *they might be cheaper online.*
My youngest is (= permanent characteristic) *usually very good, but he's being* (= behaving) *very difficult today.*

Present Perfect Simple and Present Perfect Continuous

- We use the Present Perfect to talk about things that connect the past and the present.
- We often use the Present Perfect Simple:
 - a. for states that started in the past and continue in the present: *Even Chinese people I've known for years are amazed at how fast things have changed.*
 - b. for experiences in our lives up to now: *I've visited many modern cities.*

- c. for completed actions that happened recently, but we don't say exactly when: *I've just got back from my bike ride and I'm in my hotel room.*
- d. with superlatives: *Shanghai is one of the most spectacular cities I've ever seen in my life.*
- e. to talk about change: *The city authorities have become more and more concerned about pollution.*
- We often use the Present Perfect Continuous:
 - a. for longer actions that started in the past and continue in the present: *Liu Zhang has been working in Shanghai for twenty years.*
 - b. for longer actions that have recently finished, but have a result in the present: *Today I've been cycling around the Pudong area of the city, and I'm both exhausted and exhilarated by the experience.*
 - c. for actions that happened repeatedly in the past and still happen in the present: *I've been coming to China for nearly 25 years.*
- Look at this sentence and the diagram: *Liu Zhang **has been working** in Shanghai for twenty years.*



- We make the **Present Perfect Simple** with:
subject + *have/'ve* or *has/'s* + past participle.
I've known Rob for about ten years.
He hasn't called me since Friday.
What have you done today?
- We make the **Present Perfect Continuous** with:
subject + *have/'ve* or *has/'s* + *been* + verb+*ing*.
We've been living here since 2010.
She hasn't been working very hard.
Who have you been talking to?

SIMPLE OR CONTINUOUS?

- We often use the Present Perfect Simple to say that we have completed something or that something has been completed: *I've done my homework.* (the homework is finished now).
- We often use the Present Perfect Simple with verbs that describe short actions (*break, start, find, lose, buy, stop, finish, etc.*): *I've broken my glasses.* ~~*Not I've been breaking my glasses.*~~

- We often use the Present Perfect Continuous to emphasise the action we've been doing: *I've been doing my homework.* (we don't know if the homework is finished or not).
- We often use the Present Perfect Continuous with verbs that describe longer actions (*learn, study, rain, try, play, read, wait, etc.*): *I've been learning English for six years.*
- With work and live, both forms are possible: *My sister's worked/been working here for ages. She's lived/been living in London since 2011.*

TIPS:

- We often use these words with the Present Perfect Simple and Present Perfect Continuous: *for, since, just, yet, already, still, ever, never, recently, lately.*
- We also use the Present Perfect Simple with *this week/month, etc.* and *this morning/evening, etc. if it is still that time of day.* • We can't use the Present Perfect with words/phrases that talk about a finished time period (*last year, in 1992, a week ago, etc.*).

HOW LONG? OR HOW MANY?

- We usually use the Present Perfect Continuous to talk about how long something has been happening: *My company has been building skyscrapers here since 1993.* To make questions for this meaning, we use *How long*: *How long has your company been building skyscrapers here?*
- We usually use the Present Perfect Simple to talk about how many things have been completed: *This year we've built five new apartment blocks.* To make questions for this meaning, we use *How many (+noun)*: *How many new apartment blocks have you built this year?*

TIP: • For state verbs we must use the Present Perfect Simple with *How long*: *How long have you had your car?* Not *How long have you been having your car?*

Exercise 1:

Tick the correct sentences. Change the incorrect sentences.

(known ✓)

- 1 ~~I've been knowing~~ Sally for years.
- 2 They ~~been~~ manufacturing cars for over 100 years.
- 3 She's ~~been going~~ to the same supermarket for years.
- 4 I've ~~been writing~~ six reports.

- 5 I've come here since 2008.
 6 Lyn's having that cat for years.
 7 How long have you been living here?
 8 We've had four complaints about the food.

Answers: 2 ~~They been~~ They've been 3 ✓ 4 ~~I've been writing~~ I've written
 5 ~~I've come~~ I've been coming 6 ~~Lyn's having~~ Lyn's had 7 ✓ 8 ✓

Exercise 2:

Fill in the gaps with the Present Perfect Simple or Present Perfect Continuous of these verbs. Use the continuous form if possible.

know go (x2) have look become study win work

- I *have known* him since 2006.
- He ___ English for six or seven years.
- I ___ two holidays so far this year.
- We ___ never ___ to Ireland.
- I don't know anyone who ___ the lottery.
- I ___ to bed quite late recently.
- In the last couple of months Tom ___ interested in politics.
- She ___ for this company since 2011.
- I ___ for a new flat recently.

Answers: 2 's been studying 2 've had 4 've never been 5 's won 6 've been going 7 has become 8 's been working 9 've been looking

Exercise 3:

1. Look! I _____ my wallet.

A. have been finding B. find C. have found D. both A&C

2. I _____ a language book recently. I _____ 3 chapters so far.

A. have been reading/finish B. have read/have finished
 C. am reading/have finished D. have been reading/have finished

Answers: 1. C 2. D

Wishes (1); I hope ... ; It's time . . .

WISHES IN THE PRESENT

- We often use *I wish ...* to talk about imaginary situations in the present or the future. This is often used to talk about the opposite to what is true or real: *I wish I had my own car.* (I don't have my own car, but I would like to).
- We use *wish + Past Simple* to make wishes about states: *I wish I knew where she was.*
- We use *wish + Past Continuous* to make wishes about actions in progress now or to refer to a future event: *I really wish you were coming to the gig.* (=the gig is in the future). *I wish it weren't raining.* (= it's raining now).
- We use *wish + could + infinitive* to make wishes about abilities or possibilities: *I just wish we could get a recording contract.*
- We use *wish + would + infinitive* to make wishes about things other people, organisations, etc. do that we would like to change. This is often used to show annoyance or impatience about things that are outside our control: *I wish you'd stop talking about that accident.*
- We can't use *wish + would + infinitive* to talk about ourselves: *I wish I had a job. not I wish I would have a job.*

TIPS:

- We can say *I wish ...* or *If only . . .* : *I wish we could get a recording contract.* = If only we could get a recording contract.
- We often use the second conditional to give reasons for wishes: *If I didn't have to go to work, I'd help you.*
- We can say *I wish I/he/she/it was ...* or *I wish I/he/she/it were . . .* : *I wish I was/were a few years younger.*

I HOPE ...

- We use *I hope ...* to talk about things that we want to happen in the future: *I hope she comes home.*
- *I hope ...* is followed by a clause (subject + verb+ ...): *I hope they enjoy themselves.*
- Compare these sentences: *I hope she comes home.* The speaker thinks she might come home. This is a real possibility. *I wish she'd come home.* The speaker doesn't think she will come home. This is an imaginary situation.

TIPS:

- *I hope ...* is often followed *by will+ infinitive*: *I hope he'll understand.*

- We also use I hope ... to talk about the past: *I hope you didn't tell Terry what happened.*

IT'S TIME ...

- We often use *It's (about) time + subject + Past Simple* when we are being critical or we want to show that we are annoyed or frustrated that something hasn't happened yet: *It's time you learnt how to cook for yourself, Dad.* We use about to add emphasis: *It's about time you stood on your own two feet.*
- We use ***It's time + infinitive*** with **to** to say that something should happen now: *It's time to go .*

Wishes (2); *should have*

- We often use *wish + Past Perfect Simple* to make wishes about the **past**. These wishes are used to express regret and are often the opposite of what really happened: *I wish I hadn't taken five at the same time.* (Anna took five dogs out and they fought. She regrets it now.)
- We can also use *should/shouldn't have + past participle* to talk about regrets in the past: *I shouldn't have worried about anything.* (Lucy did worry. She regrets that.)

TIPS:

- We can also use the third conditional for regrets: If I'd known about this before, I'd have done it years ago.
- We can use *I wish ... or If only ...* to make wishes about the past: *I wish I'd been there.* =If only I'd been there.

Exercise 1:

Look at these phrases about the present or future. Fill in the gaps with the correct form of the verbs in brackets.

- 1 I wish I *knew*(know) how to cook paella.
- 2 It's time we ___ (think) about leaving.
- 3 I wish we ___ (not sit) in this traffic jam.
- 4 I wish I ___ (can) speak Russian.
- 5 It's time he ___ (buy) some new shoes.
- 6 I hope they ___ (can) have a break soon.
- 7 I wish they ___ (not keep) making all that noise.
- 8 I wish I ___ (not have to) work this evening.
- 9 I hope it ___ (stop) snowing soon.

- 10 I hope he ____ (pass) his exams.
11 I wish you ____ (stop) complaining about everything.
12 It's about time people ____ (listen) to what she has to say.

Answers: 2 were thinking/thought 3 weren't sitting 4 could 5 bought 6 can 7 wouldn't keep 8 didn't have to 9 stops 10 passes 11 would stop 12 listened

Exercise 2:

Fill in the gaps with the correct form of the verbs in brackets.

- 1 I should have phoned my mother on her birthday, but I forgot. (phone)
2 I wish someone ____ me there was a meeting. (tell)
4 He should ____ at his boss. She was furious. (not shout)
5 I wish I ____ more time in the exam. I didn't finish it. (have)
6 You should ____ Max that money last month. (not lend)
7 She wishes she ____ physics when she was at university. (study)
8 You should ____ to the teacher that you were ill. (mention)

Answers: 2 had told 3 'd/had bought 4 n't/not have shouted 5 'd/had had 6 n't/not have lent 7 'd/had studied 8 have mentioned

Exercise 3:

1. It's time you _____ to Sandra.

A. proposed B. propose C. have proposed D. are proposing

2. He was so angry when he knew about Ann's divorce. You _____ him.

A. shouldn't tell B. shouldn't have told
C. would have told D. tell

Answers: 1. A 2. B

The passive

➤ PASSIVE VERB FORMS

- In a passive sentence the focus is on what happens to somebody or something rather than on who or what does the action: *In 2010 Kathryn Bigelow was given an Oscar for best director.*
- We often use the passive when we don't know who or what does the action: *55 Oscars were stolen.* (We don't know who stole them).
- To make the passive we use: *subject + be + past participle.*

passive verb form	be	past participle
Present Simple	am/are/is	held
Present Continuous	am/are/is being	shown
Past Simple	was/were	given
Past Continuous	was/were being	driven
Present Perfect Simple	have/has been	broadcast
Past Perfect Simple	had been	nominated
<i>be going to</i>	am/are/is going to be	awarded

TIP: • In passive sentences we can use *'by + the agent'* to say who or what does the action. We only include the agent when it is important or unusual information: *52 of the Oscars were found in some rubbish by a man called Willie Fulgear.*

➤ OTHER PASSIVE STRUCTURES

- After certain verbs (e.g. enjoy) we use *being+ past participle*: *Everyone enjoys being told they are good at what they do.*
- After certain verbs (e.g. want) we use *to be+ past participle*: *Most of us want to be rewarded in some way.*
- After prepositions we use *being+ past participle*: *Every actor dreams of being nominated for an Oscar.*
- After the *first/second/last(+ noun)* we use *to be+ past participle*: *The first Academy Awards ceremony to be televised was in 1953.*
- After *have to* and *used to* we use *be+ past participle*: *The ceremony had to be postponed in 1938 because of a flood.*
Newspapers used to be given the winners' names in advance.
- After modal verbs we use *be + past participle*: *The names wouldn't be published until afterwards.*

TIP: • We can use all modal verbs (*can, must, will, could, might, etc.*) in passive verb forms: *He can't be trusted.*

as, like, such as, so, such

➤ **AS, LIKE, SUCH AS**

- We use *like + clause* to say that things happen in a similar way: *Peter Harris was great, like he always is.*
- We use *like + noun* (or pronoun) to say that something is similar to something else: *It really was more like a bad dream.*
- We use *as + noun* to say that somebody has a particular job: *I quite like James Pearson as a critic.*
- We use *such as* or *like* to introduce examples: *Critics such as James Pearson loved it. Even though it has actors in it like Peter Harris and Maddy Benson?*
- We also use *as + noun* to say what something is used for: *And they just had these boxes on the stage which were used as train compartments.*

TIP • We can also use *as + clause* to say that things happen in a similar way: *Peter Harris was great, as he usually is.*

➤ **SO, SUCH**

- We use *so* and *such* to give nouns, adjectives and adverbs more emphasis.
- We use *so + adjective*: *The plot was so far-fetched.*
- We use *such (+ adjective) + noun*: *It had such a good cast.*
- We use *so + much* or *many + noun*: *I can't understand why it's getting so much attention. So many critics loved it.*

TIP: • With *so* and *such* we often use '*that*' + clause' to say what the consequence is: *The play was so slow (that) I actually fell asleep.*

Exercise 1:

Look at the underlined verb forms. Tick the correct verb forms. Change the incorrect ones.

used to be described

As a child I ¹~~used to describe~~ as shy, so I ²~~was surprised~~ everyone when I announced I ³~~was being accepted~~ by a drama school in Bath. The audition ⁴~~had been~~ awful so I was sure I ⁵~~wouldn't offer~~ a place, but I was. Of course, ⁶~~I'd expected to ask~~ to perform a speech from a play, but I had no idea they ⁷~~had to be~~ convinced that I ⁸~~could sing~~ as well. Unfortunately, I ⁹~~was the first to be~~ asked to sing. I ¹⁰~~hate be~~ laughed at and that's exactly what ¹¹~~happened~~. But I ¹²~~didn't run off~~ the stage like others who ¹³~~were being~~ auditioned – perhaps that's why I ¹⁴~~accepted~~.

Answers : 2 surprised 3 had been accepted 4 ✓ 5 wouldn't be offered
6 I'd expected to be asked 7 ✓ 8 ✓ 9 was the first to be asked
10 hate being laughed at 11 ✓ 12 ✓ 13 ✓ 14 was

Exercise 2:

Choose the correct words/ phrases.

- 1 I always have something healthy such as/as fruit for breakfast.
- 2 I walked here today, like/such as I usually do. 3 I've got so/such many things to do.
- 4 I look as/like my mother. 5 I'm usually so/such hungry after class.
- 6 I've never worked as/like a shop assistant.
- 7 I had so/such much fun last night.
- 8 I've had so/such a busy day today.

Answers: 2 like 3 so 4 like 5 so 6 as 7 so 8 such

Exercise 3:

1. The first meeting _____ is scheduled on the 5th of April.
A. is held B. to be held C. will be held D. was held
2. I admire Sandra _____ a businesswoman.
A. as B. so C. like D. such as

have/get something done, get somebody to do something, do something yourself

➤ **HAVE/GET SOMETHING DONE**

- We use **have/get something done** when we pay somebody else to do a job: *We usually have the decorating done professionally. I still get my car serviced at the local garage.*

TIP • *Get something done* is usually more informal than *have something done*.

POSITIVE

- We make the positive form of **have/get something done** with: *subject + have or get + something + past participle.*
- We can use **have** or **get** in any verb form, for example: Present Continuous: *Now I'm having the kitchen painted.* Present Perfect Simple: *I've had lots of things done recently.* Past Simple: *There was a leak in the bathroom so I got that fixed.* Past Perfect Simple: *I'd never had my washing machine serviced before.* will+ infinitive: *I'll get the glass replaced sometime this week.*

NEGATIVES AND QUESTIONS

- We make the negative and question forms of **have/get something done** by using the correct form of *have* or *get*. Look at these examples: *Rick doesn't have his car serviced regularly.* Not ~~*Rick hasn't his car serviced regularly.*~~ *Does Rick have his car serviced regularly?* Not ~~*Has Rick his car serviced regularly?*~~ *Jason didn't have his bathroom painted last week.* *Did Jason have his bathroom painted last week?* *Charlotte isn't getting her boiler replaced.* *Is Charlotte getting her boiler replaced?*

➤ **GET SOMEBODY TO DO SOMETHING**

- We use **get somebody to do something** when we ask somebody that we know to do the job. If it's a friend or family member, we probably don't pay them: *I get my husband to do most things round the house.*

POSITIVE

- We make the positive form of **get somebody to do something** with: *subject + get + somebody + infinitive with to + something*
- We can use *have* or *get* in any verb form, for example: Past Simple: *I got my dad to teach me how to do things.* be going to: *I'm going to get a friend to come and help.*

NEGATIVES AND QUESTIONS

- We make the negative and question forms of *get somebody to do something* by using the correct form of *get*: *I didn't get anyone to help me. Are you going to get somebody to fix it?*

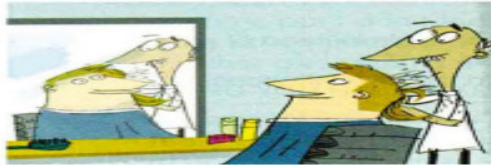
TIP • We can also say pay somebody to do something: *I usually pay somebody to do the garden.*

➤ DO SOMETHING YOURSELF

- We use **do something myself, yourself**, etc. when we do the job without any help from other people: *I do most things round the house myself.*
- The reflexive pronouns are: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*

TIP

- We often use reflexive pronouns to emphasise that we do something instead of somebody else doing something for us: *I actually put some shelves up myself last weekend.*



He's having his hair cut.



She's decorating the kitchen herself.

Exercise 1:

Put the verbs into the correct form.

- 1 I *'ve never had* (never have) my hair *dyed* (dye) in my life.
- 2 I (get) a friend ___ (help) me decorate yesterday.
- 3 I (get) Lorna ___ (alter) these trousers. They fit perfectly now.
- 4 John (have) a new kitchen ___ (put in) next week.
- 5 I ___ (get) my brother ___ (check) my tyres. They were fine.
- 6 Sue (have) her roof (fix) yet?
- 7 How often you ___ (get) your car ___ (service)?
- 8 you (put up) those tiles yourself?

Answers: 2 I got ... to help 3 I got ... to alter 4 's having/'s going to have ... put in 5 I got ... to check 6 Has (Sue) had ... fixed 7 do (you) get ... serviced 8 Did ... put up

Exercise 2:

1. ___ you ___ your house painted regularly?

- A. Have/have B. Have/do C. Do/have D. Have/done

2. I am going to ___ help me

- A. get Peter B. get Peter to C. got peter to D. have Peter helped

Answers: 1. B 2. B

Quantifiers

➤ DIFFERENCES IN MEANING

- Both of and either of refer to two things or people: *I've got two sons and both of them have been stopped from entering shops.*
- *Everyone, every, any of, anyone, all of* and *anything* refer to more than two things or people: *Nowadays, everyone is talking negatively about 'the youth of today'.*
- *Each* can refer to two or more things or people: *I've read two articles on the subject recently, and each article suggests And each time I see biased reporting*
- *No one, neither of, none of* and *no* refer to a zero quantity: *No one is safe from their abuse.*
- *Neither of* refers to two things or people: *Neither of them has a record of unruly behaviour.* • *No one, none of* and *no* refer to more than two things or people: *None of their friends do.*

➤ DIFFERENCES IN FORM

- *Every* and *each* are followed by a singular countable noun: *Every TV programme on the subject*
- *Both of, neither of* and *either of* are followed by *the, my, etc.* + a plural countable noun, or the pronouns *you, us* or *them*: *I don't think either of my sons deserve such negative treatment.*
- We can also use *both of, neither of* and *either of* + *us/you/ them*: *Both of them have been stopped from entering shops.*
- *Any of, all of* and *none of* are often followed by *the, my, etc.* + a plural countable noun: *All of the young people I know*
- *No* is always followed by a plural, singular or uncountable noun: *No TV programmes report that. There's no electricity.*
 - We can also use *any of, all of, all* and *none of* with uncountable nouns: *Don't touch any of the food.* • *Everyone, every, no one, each* and *anything* are followed by a singular verb form: *No one is safe from their abuse.*
- *All of, both of, neither of, either of* and *none of* are followed by a plural verb form: *All of my sons' friends are polite.*

➤ WHEN TO USE OF

- We must use *of* with *any, both, either, neither* and *all* when they are followed by a pronoun: *I spoke to both of them.* not ~~*I spoke to both them.*~~
- We can leave out *of* with *any, both, either, neither* and *all* when they are followed by (*the, my, etc.*)+ a plural countable noun: *Both (the) places were lovely.* or *Both of the places were lovely.* Not ~~*Both of places were lovely.*~~

➤ **EVERY OR EACH?**

- We use *every* when we think of people or things as part of a group: *Every employee has an ID card.*(= all the people).
- We use *each* when we think of people or things separately: *Check each person's ID.* (=check their IDs one by one).
- We usually use *every* for a large number and *each* for a small number: *I've been to every country in Europe. They have three children and each one has green eyes.*

➤ **ALL OR ALL (OF)?**

- We use *all* + a plural countable noun to refer to a group in general: *All young people have problems.*
- We use *all (of) my, the, etc.* + plural countable noun to refer to a specific group: *But all (of) the young people I know are polite.*

➤ **EITHER (OF), NEITHER (OF), NONE OF AND NO**

- We can use *either of* in positive and negative sentences: *Either of these places are fine. I don't like either of them.*
- We must use a singular noun after *either* and *neither* without *of*: *Neither match was very good.* Not ~~*Neither matches was very good.*~~
- We can use a singular verb form after *either of, neither of* and *none of*: *Neither of his parents has visited him this month.*
- We must use a positive verb form after *neither (of), none of* and *no*: *None of my friends have a car.* Not ~~*None of my friends doesn't have a car.*~~

➤ **ANY, ANYTHING, ANYONE, ETC.**

- We usually use *any (of), anything, anyone,* etc. with negative verb forms: *I haven't got any money. They didn't do anything.*
- We can also use *any (of), anything, anyone,* etc. with a positive verb form to mean 'it doesn't matter which': *Read any of the articles* (= it doesn't matter which article) *written today on the subject and anyone* (= it doesn't matter who) *can see that young people*

Exercise 1:

Choose the correct words. Sometimes both words are correct.

1. Every adult *need/needs* a ticket.
2. Check each *person's/people's* ID.

3. Each person *speak/speaks* more than one language.
4. None of my cousins *is/are* married.
5. No one in my family *wear/wears* glasses.
6. Neither of my parents *have/has* blue eyes.
7. None of us *work/works* in education.
8. I don't think either of my parents *want/wants* to come.
9. No one *seem/seems* to care about the unemployed.
10. Everyone *have/has* a number.
11. None of my friends *can/can't* come.

Answers: 2 person's 3 speaks 4 is/are 5 wears 6 have/has 7 work/works 8 want/wants
9 seems 10 has 11 can

Exercise 2:

1. He needed ____ to help him?

A. both them B. both of them C. all of D. both A&B

2. None of my colleagues ____ a laptop.

A. doesn't have B. have C. didn't have D. none of the above

Answers: 1. A 2. B

Describing future events; Future Perfect

➤ DESCRIBING FUTURE EVENTS

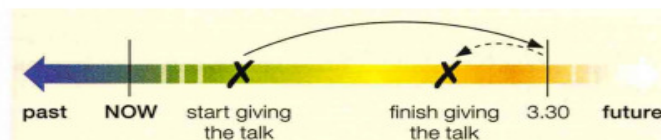
- We use the **Present Continuous** to talk about an arrangement in the future: *I'm having lunch with my boss tomorrow.* We make the Present Continuous with: *subject + am/are/is + verb+ing.*
- We use the **Future Continuous** to talk about something that will be in progress at a point in time in the future: *Sorry, I'll be interviewing people for our graduate trainee programme then.* We make the Future Continuous with: *subject + 'll(= will) +be + verb+ing*
- We can use **will be in the middle of something** to describe an action that will be in progress at a point of time in the future: *I'll be in the middle of a meeting at four.*

- We can use *will be on my, his, etc. way to somewhere* to say that a person will be travelling at a point of time in the future: *I'll be on my way to Southampton at eleven.*

TIP • We can also use *be in the middle of something* and *be on my, his, etc. way to somewhere* to talk about the present: *I can't talk now, I'm in the middle of cooking.*

➤ FUTURE PERFECT

- We use the **Future Perfect** to talk about something that will be completed before a certain time in the future: *I'll have arrived by lunchtime.* (= some time before lunchtime).
- Look at this sentence and the diagram: *I'll have finished giving the talk by three thirty.*



➤ POSITIVE AND NEGATIVE

- We make the **positive** and **negative** forms of the Future Perfect with: *subject + will or 'll/won't+ have + past participle.* *I'll have done it by midday. I won't have done it by ten o'clock.*

➤ QUESTIONS

- We make **questions** in the Future Perfect with : (question word) + *will+ subject+ have+ past participle.* *What time will you have finished?*

TIPS • We often use *by* with the Future Perfect to mean 'before this time': *I'll have left the office by six o'clock.*

- We also use *by the time + clause, by this time next week, month, etc.* and *by the end of the day, week, etc.* with the Future Perfect: *Hurry up! The film will have started by the time we get there.*

Exercise 1:

Choose the correct verb forms.

- 1 By this time tomorrow I 'll arriver/ 'll have arrived in Luxor.
- 2 This time next week I 'm/ 'll be in the middle of giving my talk.
- 3 I won't have/'m not finished before 2 p.m.
- 4 I'm sure I'll do/be doing the same job in five years' time.
- 5 If you need me later, I'll stay/ be staying at the Hilton.

6 On Saturday I'll *have been/be married* for two years.

Answers: 2 I'll be 3 won't have 4 be doing 5 be staying 6 have been

Exercise 2:

1. I ___ my meeting by 4:30, so I can go with you to the concert?

A. finish B. will have finished C. finished D. will be finishing

2. Interviewing the candidates is tomorrow at 9 am. I ___ them at 9:30.

A. will have interviewed B. have interviewed C. interviewed D. will be interviewing

Answers: 1. B 2. D

Reported speech

➤ REPORTED SENTENCES

- Look at these pairs of sentences. Notice the way the second speaker reports what the first speaker said.

MIKE → DAISY	"I have something interesting to tell you."
DAISY → MIKE	"You said that you had something interesting to tell me."
ROB → MIKE	"I'm planning to set up my own business."
MIKE → DAISY	"Rob told me that he was planning to set up his own business."
ROB → MIKE	"I've been looking for a good location since August."
MIKE → DAISY	"He said he'd been looking for a good location since August."

- We usually change the verb form in reported speech.

verb form in direct speech	verb form in reported speech
Present Simple I have an idea.	Past Simple He said he had an idea.
Present Continuous I'm leaving.	Past Continuous He said he was leaving.
Present Perfect Simple I've done it.	Past Perfect Simple He said he'd done it.
Present Perfect Continuous I've been working.	Past Perfect Continuous He said he'd been working.
Past Simple I woke up late.	Past Perfect Simple He said he'd woken up late.
Past Continuous I was sleeping.	Past Perfect Continuous He said he'd been sleeping.
Past Perfect Simple I'd seen it before.	no change possible He said he'd seen it before.
Past Perfect Continuous I'd been waiting.	no change possible He said he'd been waiting.
am/is/are going to I'm going to do it.	was/were going to He said he was going to do it.
will I'll call them.	would He said he'd call them.
can I can do it.	could He said he could do it.
must I must go.	had to He said he had to go.

TIPS:

- The modal verbs *could*, *should*, *would*, *might* and *ought to* don't change in reported speech.
- Say doesn't have an object: *I said (that)* not *I said her (that)*. Tell must have an object: *I told him (that)* not *I told (that)*.
- The Past Simple doesn't have to change to the Past Perfect Simple. It can stay in the Past Simple.
- We don't have to change the verb form if the reported sentence is about something general or is still in the future:

"I've got a car." → He said he's got a car.

"I'm going to Africa next year." → She said she's going to Africa next year.
- We sometimes change time expressions in reported speech: tomorrow → the next day; next Monday → the following Monday; this week → last week; last month → the month before, etc.

➤ REPORTED QUESTIONS

- Look at these pairs of sentences. Notice the way the second speaker reports the first speaker's question.

ROB → MIKE "Do you want to go into business with me?"
 MIKE → DAISY "Rob asked me if I wanted to go into business with him."
 ROB → MIKE "Can you come up with the other half?"
 MIKE → DAISY "He wanted to know whether I could come up with the other half."
 MIKE → ROB "How long will it take for the business to make a profit?"
 MIKE → DAISY "I asked how long it would take for the business to make a profit."

- We make reported questions with:

(He) asked (me)	question word	+ subject + verb
(He) wanted to know	if/whether	

- In reported questions the word order is the same as in positive sentences: *I asked where he was.* not ~~*I asked where was he.*~~
- We use *if* or *whether* when we report questions without a question word.
- We don't use the auxiliaries *do*, *does* and *did* in reported questions: "*What do you think?*" → *He asked me what I thought.* not ~~*He asked me what I did think.*~~

TIPS:

- In reported questions, the changes in verb forms are the same as in reported sentences.
- We can use an object with ask: *He asked ...* or *He asked me ...*

➤ REPORTED IMPERATIVES AND REQUESTS

- To report imperatives, we use: *told + object + (not) + infinitive* with *to*.

ROB → MIKE "Don't talk to anyone else about it."

MIKE → DAISY "Rob told me not to talk to anyone else about it."

- To report requests, we use: *asked + object + (not) + infinitive* with *to*.

ROB → MIKE "Can you meet me in Brighton on Saturday?"

MIKE → DAISY "He asked me to meet him in Brighton on Saturday."

Exercise 1:

Put these sentences into direct speech.

1. She said she'd be working late. (*I'll be working late*)
2. He told me I couldn't use his car.

3. I asked him what he thought.
4. She told me not to wait for her.
5. He asked me if I wanted to stay.
6. She wanted to know what my next job was going to be.
7. He asked me where I'd been staying.
8. She told me I had to leave.

Answers : 2 You can't use my car. 3 What do you think? 4 Don't wait for me.
5 Do you want to stay? 6 What's your next job going to be? 7 Where have you been staying? 8 You must/have to leave.

Exercise 2:

1. Sandra asked me ____
A. where did I live? B. where he was. C. where I lived. D. both B&C
2. I ____.
A. told that I wanted to go B. said John that I wanted to go
C. told John that I wanted to go D. tell that I want to go

Answers : 1 D 2 C

Modal verbs (2): deduction in the present and the past

- We often use the modal verbs *must*, *could*, *might*, *may* and *can't* to make deductions in the present and the past.
- When we believe something is true, we use ***must***.
- When we think something is possibly true, we use ***could*, *might* or *may***.
- When we believe something isn't true, we use ***can't***.

TIP • When we know something is definitely true or is definitely not true, we don't use a modal verb: *I had it when I left the cafe because I called Mum. OK, so you didn't leave it in the cafe.*

➤ DEDUCTIONS IN THE PRESENT

• To make deductions about a state in the present we use: modal verb+ infinitive. *It might be in the bathroom. Yeah, of course, but it must be switched off.*

• To make deductions about something happening now we use: modal verb+ be+ verb+ *ing*. *But someone might be using it to phone Austral.*

➤ DEDUCTIONS IN THE PAST

• To make deductions about a state or a completed action in the past we use: modal verb + have + past participle.

Or someone **could have taken** it from your bag.

So you **may have left** it on the table.

You **can't have left** it in the bar.

That guy in the club **must have stolen** it.

• To make deductions about a longer action in the past we use: modal verb+ have+ been+ verb+ *ing*.

He **might have been waiting for** a chance to steal my phone.

TIP • We can also use *couldn't* instead of *can't* to make deductions in the past: You couldn't have left it in the bar.

Modal verbs (3): past forms and related verbs

➤ WOULD HAVE, COULD HAVE, SHOULD HAVE

• We use **could have + past participle** to say something was possible in the past, but didn't happen: *They could have decided to leave all their money to their children, but they haven't.*

• We use **should have+ past participle** to criticise people's behaviour in the past: *Some people felt she should have left at least some of that to her children.*

• We use **would have + past participle** to imagine something in the past that didn't happen: *Many people would have reacted differently.*

TIPS:

• We often use *would/could have + past participle* as part of a third conditional: *If you'd told me about the meal, I would/could have gone.*

• We also use *should have+ past participle* with I to talk about regrets: *I should have listened to your advice.*

➤ NEEDN'T HAVE, DIDN'T NEED TO

• We use **needn't have + past participle** to talk about things people did in the past that weren't necessary: *She needn't have given it all away.* (=she did give it all away, but this wasn't necessary).

• We usually use **didn't need+ infinitive** with **to** to talk about things people didn't do in the past because they weren't necessary: *She decided that her daughters would be alright and she didn't need to leave them her money (= she didn't leave them her money because she thought it wasn't necessary).*

TIP • It is also possible to use **didn't need+ infinitive** with **to** to talk about things people did in the past, but weren't necessary. Usually the **context** makes it clear whether the person did the action or not. Compare these sentences: *He didn't need to wait for her, so he went straight home.* (He didn't wait for her.) *He didn't need to wait for her, but he had nothing better to do.* (He waited for her.)

➤ **COULD, WAS/WERE ABLE TO**

• We usually use **could** to talk about a general ability in the past:

My sister could speak three languages before she was ten.

She could give away millions of pounds every year.

• We usually use **was/were able to** to talk about ability at one specific time in the past: *Due to her vast wealth, Leona Helmsley was able to leave \$12 million to her dog.*

TIPS:

• We usually use **could** with verbs of the senses (see, hear, etc.): *We could see the lake out of our hotel window.*

• **Was/Were able to** is similar in meaning to **managed to**: *Gates was able to/managed to build his business empire.*

• In the negative form, **couldn't** and **wasn't able to** can both be used in all situations, although **couldn't** is more common: *I couldn't find my wallet.* = I wasn't able to find my wallet.

Exercise 1:

Look at these sentences. Make deductions about the present or the past.

1. I left a message for Jan, but she hasn't called me back.

(She might have gone away).

2. Tim's not answering the door.

3. I've never seen Kelly eat meat.

4. Pat is buying a tent.

5. Pete always flies first class.

6. Paul hasn't paid back the money I lent him.

7. Carrie's earning a lot more than she did last year.

8. She's not wearing her wedding ring anymore.

Possible answers:

2 He might be asleep. 3 She must be a vegetarian. 4 He/She may be going on a camping holiday. 5 He must be quite well off. 6 He might have forgotten. 7 She might have changed jobs. 8 She must have got divorced

Exercise 2:

1. I ____ out so late last night. I overslept this morning

A. shouldn't have stayed

B. shouldn't stay.

C. might have stayed.

D. could have stayed

2. We got into the club straight away. We ____.

A. shouldn't have waited

B. had to wait

C. needn't have waited

D. didn't have to wait

Answers: 1.A 2. D

نماذج اختبارات سابقة

The Higher Language Institute

Section One: English in Use Questions 1-10
 Choose the correct response (A), (B), (C), or (D) for each of the following.

1. What do you do?
 A. No, I don't. B. I'm a designer.
 C. I'm trying to fix this machine. D. So do I.
2. I'd like to try this on, please.
 A. The changing rooms are over there. C. He tried hard.
 B. Sure, let's try to lift it. D. Ok, I'd like two coffees.
3. Excuse me, do you know where the departure gate for flight 77 to London is?
 A. Let me check. It's 2D. B. Your seat number is 23.
 C. Have a safe flight. D. The plane has just landed.
4. I'm meeting my family who live in Paris.
 A. Why don't you travel to France? B. That sounds lovely.
 C. Great! Thanks for your help. D. Ok, you should meet the boss.
5. Can you help me find a dress for a wedding?
 A. That's really kind of you. B. The wedding party was awful.
 C. He couldn't help anyone. D. What style are you looking for?
6. Have you got this T-shirt in other colours?
 A. NO, I don't. B. Just black and white.
 C. Sure, here is your receipt. D. What's up?
7. Do you have any job offers?
 A. Not yet, but I sent my CV. B. How many employees?
 C. I prefer to work on Sundays. D. let's offer him some help.
8. What's your major?
 A. Chemistry. B. Fifteen. C. We're colleagues. D. I feel sick.
9. Have you got the time?
 A. No, I haven't B. Sorry, I don't have a watch.
 C. It starts at 7:30 pm D. Yes, it didn't take long.
10. How much is that?
 A. It's two hundred dollars. B. How much do you want?
 C. I haven't got much money. D. Here is your money.

Section Two: Grammar & Structure (Questions 11-45)
 Choose the correct answer (A), (B), (C), or (D) for each of the following.

11. We are ___ debt.
 A. with B. on C. in D. for
12. The Titanic ___ to be unsinkable, but it ___ on its maiden voyage in 1912.
 A. was thought/sank B. thought/sank
 C. has thought/has sunk D. thought/ was sunk
13. He threatened ___ the restaurant down.
 A. to close B. closing C. close D. both A&B
14. Thank you for letting me ___ your car for a ride the other day.
 A. take B. to take C. taking D. took
15. Look! They _____.
 A. return B. to return C. returning D. are returning
16. He _____ football with his friends when he _____ his leg.
 A. played/broke B. was playing/broke
 C. played/had broken D. was playing/was breaking
17. I ___ to Italy before, so I'd like to travel there one day.
 A. have never been B. hadn't gone
 C. haven't been going D. have ever gone
18. They need to ask someone else to help them, ____?
 A. have they B. do they C. don't they D. are they
19. If she had married another man, her parents ___ her sharply.
 A. would criticise B. would have criticised
 C. criticised D. had criticised

20. Peter: Where is Karen?
 Sally: I think ___ her breakfast.
 A. she has B. she had C. she was having D. she's having
21. Let's go now, ____?
 A. are we B. shall we C. shouldn't we D. would we
22. How about ___ early in the morning.
 A. set off B. to set off C. is setting off D. setting off
23. He starts the exam at 8 am and finishes at 9 am. He ___ the exam tomorrow at 8:30.
 A. will be taking B. took C. takes D. will have taken
24. Sandra was angry because she ___ doing much work.
 A. didn't use to B. used to
 C. get used to D. wasn't used to
25. I wish I ___ one more chance in the last competition.
 A. was having B. had had C. have D. would have had
26. You can join the club when you ___ a bit older.
 A. will have got B. will get C. get D. are getting
27. This novel is ___ to understand.
 A. the least difficult B. most difficult
 C. more difficult than D. as difficult as
28. We ___ wait for hours at the security and missed our flight.
 A. have to B. had to C. must D. shouldn't
29. They are going to _____.
 A. set up a new company B. set a new company up
 C. set up it D. both A&B
30. I realised my keys ___ at home.
 A. have been left B. had left C. left D. had been
31. Why is there ___ traffic on the streets today than yesterday?
 A. much B. little C. few D. less
32. Karmen and Kim ___ the annual report by next month.
 A. will have finished B. have finished C. finish D. finishing
33. I got him _____ me a lift.
 A. give B. to give C. giving D. gave
34. Mark: Your sister looks slimmer!
 John: Yes, she ___ a lot less recently.
 A. has been eating B. is eating C. eats D. has eaten
35. ___ your driving lessons yet?
 A. Have you started B. Do you start
 C. Had you started D. Are you starting
36. He ___ ill. I saw him at the gym.
 A. may be B. can't be C. should be D. mustn't be
37. I don't mind ___ on Saturdays.
 A. work B. to work C. working D. worked
38. Hello Jack, could you tell me where ____?
 A. is the library B. is the shop
 C. I can find a supermarket D. do I park my car
39. They were told _____ the meeting room.
 A. to not enter B. to don't enter
 C. not to enter D. to enter not
40. There is ___ sugar in my tea.
 A. many B. too much C. too many D. a few
41. Paul ___ get over the problem since last week.
 A. can't B. hasn't been able to C. couldn't D. wasn't able to
42. They must obey the rules or they risk _____.
 A. to fire B. be fired C. being fired D. firing
43. The man, ___ car was stolen last month, is a friend of mine.
 A. what B. whose C. which D. that

44. Have you read book I recommended last week.

- A. a/X B. a/a C. the/the D. the/X

45. Excuse me, but it is time to have your temperature .

- A. taking B. to take C. betaken D. taken

Section Three: Reading Comprehension and Vocabulary (Questions 46-55)

Read the text and choose (A), (B), (C), or (D) for each of the questions that follow.

The word or phrase that you use to open your email account may provide a key to your personality as well as to your correspondence, according to a British psychologist. (a) Helen Petrie, professor of human/computer interaction at City University in London, analysed the responses of 1200 Britons who participated in a survey funded by CentralNic, an Internet domain-name company. The results were recently published on CentralNic's website.

Petrie identifies three main passwords 'genres'. 'Family oriented' respondents numbered nearly half of those surveyed. These people use their own name or nickname, the name of a child, partner, or pet, or a birth date as their password. They tend to be occasional computer users and have strong family ties. (b) They choose passwords that symbolize people or events with emotional value,' says Petrie. One third of respondents were 'fans', using the names of athletes, singers, movie stars, fictional characters, or sports teams. Petrie says fans are young and want to ally themselves with the lifestyle represented by a celebrity. Two of the most popular names were Madonna and Homer Simpson. The third main group of participants are 'cryptics' because they pick unintelligible passwords or a random string of letters, numerals and symbols such as 'Jxa+175'. Petrie says cryptics are the most security-conscious group. (c) They tend to make the safest but least interesting choices.

Passwords are revealing for two reasons. First, because they are invented on the spot. 'Since you are focused on getting into a system, for example, your email account, you are likely to write down something that comes quickly to mind,' says Petrie. In this sense passwords tap into things that are just below the surface of consciousness. Also, to remember your password, you pick something that will stick in your mind. (d)

46. Which of the following is the best title for the text?

- A. Passwords Reveal Your Personality B. Passwords Choices
C. Computers and Personality D. CentralNic's Website

47. The survey was paid for by .

- A. CentralNic B. City University C. Dr Petrie D. both A&B

48. If your password is 'family-oriented', you .

- A. probably have a large family
B. probably don't use a computer very often
C. are likely to be an animal lover
D. probably don't have weak family connections

49. People who belong to the 'cryptic group' .

- A. worry about other people reading their emails
B. choose the safest and most interesting passwords
C. don't care about the security of email accounts.
D. none of the above

50 All the following information is true Except .

- A. about 1200 British people participated in the survey.
B. passwords fall into 3 categories.
C. one third of respondents were singers and athletes.
D. 'Cryptics' choose words without a specific pattern.

51. Where would the sentence "You may unconsciously choose something of particular emotional significance." best fit in the text?

- A. (a) B. (b) C. (c) D. (d)

52. The word 'symbolize' is closest in meaning to .

- A. communicate B. interview C. question D. represent

53. The pronoun 'they' in the text refers to .

- A. sport teams B. 'cryptics' C. fans D. movie stars

54. The expression 'on the spot' means .

- A. properly B. immediately C. on CDs D. in a specific location

55. The word 'recently' is a/an .

- A. noun B. adverb C. verb D. adjective

Section Four: Controlled Writing (Questions 56-70)

Choose the correct linking word/conjunction (A), (B), (C), or (D).

I. Choose the correct linking word/conjunction. (Questions 56-65)

56. He set off early he wouldn't be late.

- A. unless B. but C. so that D. because of

57. The buses are dirty. , they are never on time.

- A. However B. In addition C. And D. Even if

58. I didn't know anybody at the reception, I had a good time.

- A. Even though B. In spite of C. So D. When

59. She learns German intensively having little time.

- A. in addition to B. in spite of C. although D. due to

60. Jogging gives you strength and health. , it makes you energetic.

- A. Moreover B. However C. Because D. Yet

61. the traffic jam, they may get home late.

- A. While B. Before C. Because D. Due to

62. You will become ill you stop working long hours.

- A. if B. therefore C. as well as D. unless

63. Henry has a job, he can pay the rent.

- A. So that B. Though C. As if D. Now that

64. He listened to his manager with patience he was really furious.

- A. however B. so as to C. although D. now that

65. he joined the army, Sam had never been abroad.

- A. Until B. While C. Thus D. If

II. Read the following and identify the one underlined word or phrase that is INCORRECT. (Questions 66- 70)

66. You had better to review this chapter carefully.

- A B C D

67. It's difficult to get used to sleep in a tent, isn't it?

- A B C D

68. Our house is supposed to paint white by my father.

- A B C D

69. The food he is making in the kitchen is smelling delicious.

- A B C D

70. California, with a population of more than 23 million, is

more populous state in America.

A B
C D

End of Questions

Section One: English in Use

Questions 1-10

Choose the correct answer (A), (B), (C), or (D) for each question, statement or phrase.

1. It took me three hours to get here.
A. Was it ? **B. Did it ?** C. It did. D. It took you.
2. Could I use your phone for a moment?
A. I don't mind . Whatever you want. B. It's a deal. It's yours.
C. Oh. No! **D. By all means. Help yourself.**
3. What film would you like to see tonight?
A. I see what you mean. B. I suppose that's true.
C. I don't mind. Whatever you want.
D. I think you can.
4. Can we meet next Thursday?
A. Let me see. Yes, I can make the morning.
B. I disagree with you.
C. I think you can. **D. Would you like a cup of coffee?**
5. I'll give you \$ 6,000 for your car. That's my final offer.
A. Are you? **B. It's a deal. It's yours.**
C. I don't see your point. **D. Stop that.**
6. I'm starving. I could eat a horse.
A. I see what you mean. B. Yes, my throat's a bit dry.
C. Well, yes, I was a bit upset.
D. Yes, I'm hungry, too.
7. What do you think of Claire's new boyfriend?
A. I wish you the best. B. It's brand new.
C. Personally, I can't stand him. D. I don't think so.
8. Would you like something to eat?
A. I would. **B. No, thanks. I've just had lunch.**
C. Mind your own business. D. I ate yesterday.
9. Bill is in hospital, isn't he?
A. Yes, I agree with you. B. Never mind. I'm OK.
C. Yes, the hospital is clean.
D. Yes, he has been there since Monday.
10. The weather is too nice to stay in. I'm going to take a walk.
A. Good idea. I think I'll join you. B. I don't see your point.
C. It's very big. D. What a pity!

Section Two: Grammar & Structure

Questions 11-35

Choose the correct answer (A), (B), (C), or (D) for each of the following.

11. I was disappointed ____ the film. I had expected it to be better.
A. at B. in C. on **D. with**
12. They don't allow ____ in front of the building.
A. parking B. park C. to park D. parks
13. Why do you keep ____ me questions? Can't you leave me alone?
A. asked B. to ask C. ask **D. asking**
14. Bob is a friend of mine. I ____ him for a long time.
A. know **B. have known** C. had known D. knew
15. The man sitting next to me on the plane was very nervous. He ____ before.
A. hasn't flown **B. hadn't flown**
C. didn't fly D. wasn't flying
16. A: When I last saw you, you ____ of moving to a new flat.
B: That's right, but in the end I ____ to stay where I was.
A. were thinking , decided B. thought , were deciding
C. haven't thought , decide D. will think , decides
17. Where's the book I gave you? What ____ with it ?
A. have you been doing B. will you do
C. are you doing **D. have you done**

18. It's nice to see you again. What ____ you ____ since we last met?
A. do---do B. did---do
C. have---been doing D. were---doing

19. Sue was sitting on the ground. She was out of breath. She ____.
A. has been running B. is running
C. had been running D. has run
20. A lot of people would be out of work if the car factory ____.
A. closed down B. closes down
C. has closed down D. would close down
21. Your rudeness isn't something you should brag about, ____?
A. isn't it **B. is it** C. should you D. shouldn't you
22. A: I'll make sure everyone does their job properly.
B: ____?
A. Have they **B. Will you** C. Won't you D. Do they
23. What's the name of the man ____?
A. borrowed his car B. which car you borrowed
C. whose car you borrowed D. his car you borrowed
24. I was brought up on a farm, so ____ hard work.
A. I'm getting used to B. I used to
C. I'm used to D. haven't got used to
25. She ____ turn on the radio whenever I was trying to work.
A. had **B. would**
C. will D. has
26. Lisa had to get used ____ on the left.
A. to be driving B. to drive C. to have driven **D. to driving**
27. His illness was ____ than we thought at first.
A. much more serious B. much serious
C. serious D. the most serious
28. We're late. The film ____ by the time we get to the cinema.
A. will start **B. will already have started**
C. will already start D. will be already started
29. Your hair looks nice. Have you ____ it ____?
A. have---cut B. get--- cut
C. had--- cut D. getting--- cut
30. Don't phone between 7 and 8 . ____ dinner then.
A. We're going to have B. We will have
C. We have **D. We'll be having**
31. You won't pass the exam ____ you try a bit harder.
A. if B. as long as
C. in case **D. unless**
32. ____ her father, Catherine has a very good voice.
A. Such as **B. Like**
C. As D. As like
33. We arranged to meet Dave last night, but he didn't ____.
A. turn in **B. turn up**
C. turn off D. turn on
34. Some interesting matters ____ in our discussion yesterday.
A. went off B. put on
C. put down **D. came up**
35. She ____ him of having an affair.
A. accused B. blamed
C. threatened D. admitted
36. Mt. Everest is ____ mountain in the world.
A. highest **B. the highest**
C. higher D. the higher

37. You didn't buy that car, ___ you?
 A. didn't B. are
 C. did D. aren't
38. Amy works ___ than Patricia.
 A. more hardly B. harder
 C. more hard D. hardly
39. It's difficult to know one from ____.
 A. the other B. each other
 C. other D. every other
40. The meeting will be ___ at three o'clock.
 A. hold B. held
 C. holds D. holding
41. Is this the book ___ your grandfather gave you?
 A. what B. whom
 C. who D. which
42. He was a bad man ___ I suspected would do anything.
 A. but B. who
 C. whoever D. what
43. They kept me ___ for more than an hour.
 A. waits B. waited
 C. waiting D. wait
44. When she ___ me for a year, she invited me to her house.
 A. had known B. has known
 C. knew D. know
45. She is used ___ early.
 A. to wake up B. wake up
 C. waking up D. to waking up

Section Three: Reading Comprehension and Vocabulary
 (Questions 46-55)

Read the following passage and choose (A), (B), (C), or (D) for each of the questions following.

(Questions 46-55)

Humanity's primal efforts to systematize the concepts of size, shape, and number are usually regarded as the earliest mathematics. However, the concept of number and the process developed so long before the time of recorded history (there is archaeological evidence that counting was employed by humans as far back as 50,000 years ago) that the manner of this development is largely conjectural. Imagining how it probably came about is not difficult. The argument that humans, even in prehistoric times, had some number sense, at least to the extent of recognizing the concepts of more and less when some objects were added to or taken away from a small group, seems fair, for studies have shown that some animals possess such a sense.

With the gradual evolution of society, simple counting became imperative. A tribe had to know how many members it had and how many enemies, and a shepherd needed to know if the flock of sheep was decreasing in size. Probably the earliest way of keeping a count was by some simple tally method, employing the principle of one-to-one correspondence. In keeping a count of sheep, for example, one finger per sheep could be turned under. Counts could also be maintained by making scratches in the dirt or on a stone, by cutting notches in a piece of wood, or by knots in a string.

Then, perhaps later, an assortment of vocal sounds was developed as a word tally against the number of objects in a small group. And still later, with the refinement of writing, a set of signs was devised to stand for these numbers. Such an imagined development is supported by reports of anthropologists in their studies of present-day societies that are thought to be similar to those of early humans.

46. What does the passage mainly discuss?
 A. The efforts of early humans to care for herds of animals
 B. The development of writing
 C. The beginnings of mathematics
 D. Similarities in number sense between humans and animals
47. The word "conjectural" in the passage is closest in meaning to ____.
 A. complex B. based on guessing
 C. unbelievable D. supported by careful research
48. Why does the author mention animals in the first paragraph?
 A. To support a theory about the behavior of early humans
 B. To identify activities that are distinctly human
 C. To illustrate the limits of a historical record of human development
 D. To establish that early humans kept domesticated animals
49. The word "it" in the passage refers to ____.
 A. evolution B. counting C. tribe D. shepherd
50. What is the basic principle of the tally method described in the second paragraph?
 A. The count is recorded permanently.
 B. Calculations provide the total count
 C. Large quantities are represented by symbols.
 D. Each marker represents a single object.
51. The word "employing" in line 17 is closest in meaning to ____.
 A. using B. paying C. focusing D. hiring
52. Which of the following is NOT mentioned as early method of counting?
 A. Cutting notches B. Bending fingers
 C. piling stones D. Tying knots
53. The word "maintained" in the passage is closest in meaning to ____.
 A. justified B. asserted C. located D. kept
54. The word "assortment" in the passage is closest in meaning to ____.
 A. instrument B. variety C. surplus D. symbol
55. Where in the passage does the author mention the ability of animals to recognize small and large groups?
 A. Lines 1- 2 B. Lines 9- 13
 C. Lines 14 – 16 D. Lines 22 – 24

Section Four: Controlled Writing (Questions 56-70)
Choose (A), (B), (C), or (D).

I. Choose the correct linking word/conjunction:

56. Jane wanted to drive Tanya and Michael to the mall; ____, she only had two seats in her car.
A. nevertheless B. otherwise C. therefore D. moreover
57. My sister loves to eat, ____ I don't care much about food.
A. but B. and C. so D. or
58. Ali ate too fast. ____, he had indigestion.
A. consequently B. in addition C. however D. although
59. Jane studies all the time; ____, Billy never studies.
A. in fact B. in addition C. in contrast D. in case
60. ____ Angry Birds is a new game; it has quickly become very popular.
A. Although B. When C. In the same way D. In spite of
61. They were hungry, ____ they made some sandwiches.
A. but B. because C. in case D. so
62. I will not go out with you ____ you promise not to smoke.
A. while B. unless C. when D. because
63. My new dog follows me ____ I go.
A. whenever B. wherever C. whatever D. whichever
64. I have to get up very early tomorrow. ____, I will miss my flight.
A. Although B. Moreover C. Therefore D. Otherwise
65. English grammar can be very difficult. ____, spelling is very hard.
A. Nevertheless B. Consequently
C. Thus D. Furthermore

II. Read the following and identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

66. A smile can be observed, described, and reliably identify; it
A B
can also be elicited and manipulated under experimental
C D
conditions.
67. Several million points on the human body registers either
A B C
cold, heat, pain, or touch.
D
68. Exploration of the Solar System is continuing, And at the
A B
present rate of progress all the planets will have been contacted
C
within 50 years.
D
69. Those who support a nature side of the conflict believe that
A B
our personalities and behavior patterns are largely determined by
C
biological and genetic factors.
D
70. The police is still looking for suspects.
A B C D

End of Questions

Section One: English in Use Questions 1-10
Choose the correct answer (A), (B), (C), or (D) for each question, statement or phrase.

Read the following and choose the correct answers to fill in the gaps.

1. I didn't realize you were on the phone. Please _____ me for interrupting you.

- A. allow B. forsake C. forgive D. ignore

2. Shall we open the window? _____

A. Good idea. It's really stuffy in here.

B. I think it's best to tell her nothing.

C. Well we're going to have to bite the bullet on this sooner or later.

D. Yes, it's terribly cold in here.

3. I haven't got a clue where to spend this summer holiday. _____

A. Why on earth?

B. I am fed up, too.

C. How about the countryside?

D. Yes, I absolutely agree with you.

4. I'd like to speak to the manager please. _____

A. Hold on a sec, I'll put you through.

B. I can see what you mean.

C. Hang up and I'll call you back.

D. Sorry, I am too busy on that day.

5. A healthy diet and exercise are the key to fitness. _____

A. Absolutely, I can't agree with you.

B. Absolutely, I couldn't agree with you.

C. Absolutely, I couldn't agree more.

D. Absolutely, I don't agree.

6. Ann: We need to buy a car. I am fed up with buses.

John: I am afraid _____. Buses are quite cheap and always on time.

A. of you B. I can say that again C. of buses D. I disagree

7. How do you feel now that you graduated? _____

A. I am thrilled to bits.

B. You nailed it.

C. What good news!

D. Why would I?

8. Shall we have a 15 minute break? _____

A. How about next Friday?

B. Shall we keep working until the coffee comes?

C. Good idea! We are not tired yet.

D. No, thank you. I can do it myself.

9. Good afternoon. Can I help you? _____

A. Yes, I'd like to speak to Mr. Johnson, please.

B. I'm afraid you seem to have the wrong number.

C. No, I prefer to hang on, it's very important.

D. Well could you get him to call me back as soon as he gets in?

10. I understand absolutely nothing. I cannot make head nor _____ of it.

A. nail B. fail C. tail D. sail

Section Two: Grammar & Structure Questions 11-45
Choose the correct answer (A), (B), (C), or (D) for each of the following.

11. He's quite interested _____ action movies.

A. at B. in C. on D. with

12. I apologize for _____ your camera.

A. to break B. break C. breaking D. broken

13. Don't forget _____ your keys before you close the door.

A. to bring B. bringing C. to have brought D. bring

14. I _____ married when I was 28.

A. have got B. got

C. was getting D. has got

15. Have you ever _____ to New York?

A. flew B. went C. travel D. been

16. A: I saw Paul in our company yesterday?

B: Really? What _____?

A. had he done

B. was he doing

C. has he done

D. is he doing

17. Before he won the lottery last year, he _____ from poverty.

A. had suffered

B. has never suffered

C. will suffer

D. would have suffered

18. A: Why do you look so tired?

B: I _____ for half an hour nonstop.

A. has run

B. run

C. have been running

D. will be running

19. They _____ there for more than two hours when she finally arrived.

A. has been waiting

B. had been waiting

C. was waiting

D. liked waiting

20. If I were in your position, _____.

A. we will both benefit

B. we won't be so behind technology

C. I would have been more careful of how people felt

D. I'd have a lot of money

21. After all this time you'd think he'd forgotten, _____?

A. didn't you B. wouldn't you C. did you D. do you

22. A: Did you hear Pete's giving up his job?

B: _____?

A. Did he

B. Is he

C. Does he

D. Will he

23. The food _____ is not healthy at all.

A. we eat

B. we eat it

C. that we eat it

D. which eaten

24. She _____ swim when she was a kid.

A. didn't use to

B. used

C. haven't been used to

D. hasn't got used to

25. When I was younger, I _____ watching documentaries.

A. haven't got used to

B. didn't use to

C. wasn't used to

D. wouldn't

26. Dave _____ be asleep; he has an exam within an hour.

A. will

B. must

C. can't

D. should

27. This program is _____ than the previous one.

A. much interesting

B. lot less interesting

C. much more interesting

D. far less interest

28. This time next month I _____ my final exam.

A. would do

B. will be doing

C. has to do

D. going to do

29. I think it _____ rain tonight.

A. will

B. has to

C. going to

D. shall

30. By the end of this year, we _____ together for 12 years.

A. will have been

B. will be

C. going to be

D. would

31. Don't trust anyone _____ they deserve trust.

A. provided

B. as long as

C. if

D. unless

32. We can use this room _____ a guest room.

A. such as

B. like

C. as

D. as like

33. I stopped _____ to her. She's so annoying.

A. talk

B. talking

C. the talk

D. to talking

34. Mona _____ smoking a couple of weeks ago.

A. gave up

B. gave down

C. gave off

D. 's given off

35. "Don't you ever try to call the police."

The thief warned him _____.

A. to call the police

B. of the police

C. not to call the police

D. to call off

36. I ____ tennis every Sunday morning.
A. playing B. play C. am playing D. am play
37. Don't make so much noise. Noriko ____ to study for her ESL test!
A. try B. tries C. tried D. is trying
38. Babies ____ when they are hungry.
A. cry B. cries C. cried D. are crying
39. Jane: ____ yourself?
Mary: Yes, I'm having a great time!
A. You enjoying B. Enjoy you
C. Did you enjoy D. Are you enjoying
40. My sister Ann had always wanted to go to a place ____ she could speak her native tongue.
A. which B. whom C. where D. whose
41. Today, ____ people who enjoy winter sports is much greater than that of twenty years ago.
A. many B. the number of C. several D. some
42. Tokyo is the most crowded city ____ the world.
A. on B. at C. in D. over
43. The Amazon is ____ longest river in South America.
A. the B. a C. an D. x
44. She ____ working in the office.
A. stands for B. can't stand C. stands a chance D. cannot
45. I don't mind ____ if you're tired.
A. to drive B. drive C. driving D. to be driving

Section Three: Reading Comprehension and Vocabulary
(Questions 46-55)

Read the following passage and choose (A), (B), (C), or (D) for each of the questions following.

(Questions 46-55)

Another **noteworthy** trend in twentieth-century music in the U.S. was the use of folk and popular music for more serious compositions. The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate **rapport** with an audience. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring **novel** musical forms flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic songs, religious songs, jazz and popular songs in **his** compositions, while Copland drew upon folk music, particularly as resources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*.

46. The paragraph preceding this passage most probably discusses ____ .
A. 19th-century music
B. one development in music in the 20th century
C. the works of Aaron Copland
D. the history of folk and popular music
47. Which of the following best describes the main idea of the passage?
A. Traditional music flavored some American musical compositions in the 20th century.
B. Ives and Copland used folk and popular music in their compositions.
C. The reasons why a composer might use traditional sources of music.
D. Traditional music is composed of various types of folk and popular music.

48. It can be inferred from the passage that the author is not sure ____ .

- A. when Ives wrote his compositions
B. that Ives and Copland actually borrowed from traditional music
C. why certain composers borrowed from folk and popular music
D. if Copland really featured new musical forms
49. Which of the following is not listed in the passage as a source of Ives's compositions?
A. National music
B. Religious music
C. Jazz
D. American novels

50. Where in the passage does the author list examples of titles of Copland's works?

- A. Lines 1-4 B. Lines 5-8 C. 9-11 D. Lines 12-14
51. The passage would most probably be assigned reading in which of the following courses?

- A. American History B. The History of Jazz
C. American Music D. Composition

52. The word "**noteworthy**" in line (1) can be best replaced by ____ .

- A. trustworthy B. remarkable
C. value D. insignificant

53. The word "**rapport**" in line (6) can be best replaced by ____ .

- A. bond B. sensation C. theatre D. music

54. The word "**novel**" in line (8) is closest in meaning to ____ .

- A. a form of writing B. original C. bad D. a book

55. The pronoun "**his**" in line (11) refers to ____ .

- A. Charlie B. Aaron C. Ives D. Copland

Section Four: Controlled Writing (Questions 56-70)

Choose (A), (B), (C), or (D).

I. Choose the correct linking word/conjunction:

56. I washed my hands, ____ they still looked dirty.

- A. yet B. and C. or D. so

57. I got to class on time ____ I had missed my bus.

- A. because B. although C. however D. since

58. Some snakes are poisonous; ____, others are harmless.

- A. although B. even though
C. furthermore D. however

59. She had been studying for hours. ____, she hoped to do well on the test.

- A. As a result B. therefore
C. however D. both A and B

60. Joe, ____, happens to be my best friend.

- A. in fact B. until then C. third D. both B and C

61. ____ the invention of television, people probably spent their free time reading.

- A. Because B. Before C. Nevertheless D. Besides

62. I only passed my exam ____ you helped me.

- A. because B. but C. although D. so

63. We can go to the pool, ____ we can go horse-riding, whichever you prefer.

- A. but B. and C. so D. or

64. She didn't want him to see her, ___ she hid behind a plant.

A. and **B. so** C. although D. however

65. It's usually very hot in Australia ___ the end of April.

A. until B. although C. then D. so

II. Read the following and identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

66. Rice, which it still forms the main diet of much of the world's

A **B**

population, grows best in hot, wet lands.

C **D**

67. Although pure diamond is colorless and transparent, when

A **B**

contaminated with other material it may appear in various color.

C **D**

68. When she retires in September 1989, tennis champion

A **B**

Christine Evert was the most famous athlete in the United States.

C **D**

69. Each chemical element is characterized to the number of

A **B**

protons, called its atomic number.

C **D**

70. Language learners rely on theirs' teachers for everything.

A **B** **C** **D**

End of Questions

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