

2 READING AND USE OF ENGLISH

Part 2

Grammar – Tenses and prepositions See page 79

1 Choose the correct word or words in *italics* in these sentences.

- 1 Yesterday I went shopping and I *'ve bought / bought* two fantastic T-shirts.
- 2 The shops were closed and we had to wait *to / until* the next day.
- 3 There were strange noises outside, so I *looked / was looking* out of the window to see what *happened / was happening*.
- 4 There's nothing to do here *for / during* the winter.
- 5 I *'ve been trying / tried* to do this homework since I got home and I still *haven't finished / didn't finish*.
- 6 Last week, as I *was coming / came* home, I *was seeing / saw* a strange animal.
- 7 There was a long queue because everybody had arrived *at / during* the same time.
- 8 Suddenly, my father realised he *'d forgotten / forgot* to lock the car.
- 9 I practised the piano every day *during / for* three weeks.
- 10 I looked everywhere for my purse but it *had disappeared / disappeared*.

2 Read the text below quickly to find out what it is about. Think about what kind of word is needed for each gap. Most of the missing words are prepositions or parts of verbs.

Exam task

For questions 1–8, think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Use the grammar exercise above to help you.

Exam tip

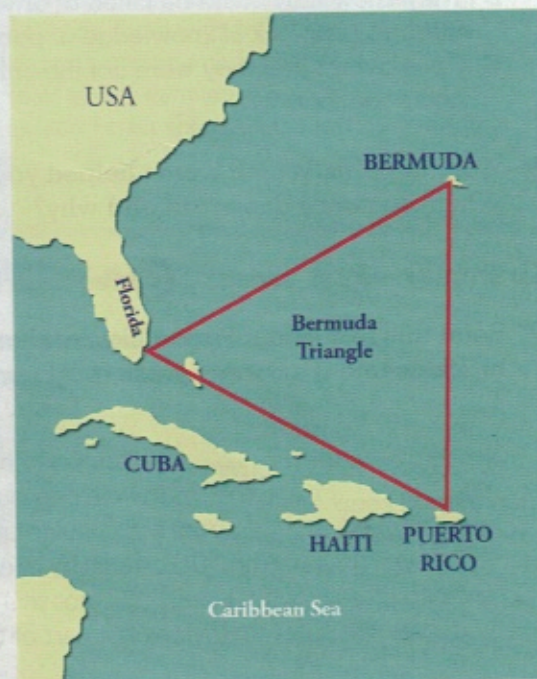
You only ever need to write one word in the gap. It will never be a contraction like *didn't* as this is really two words (*did not*).

THE MYSTERY OF THE BERMUDA TRIANGLE

The Bermuda Triangle is an imaginary triangle in the Atlantic Ocean. (0) FOR many years, people have told stories about mysterious disappearances that have (1) _____ place in this area.

The explorer Christopher Columbus first wrote about the Bermuda Triangle in 1492. He (2) _____ sailing across the Atlantic Ocean when he came (3) _____ some mysterious light patterns in the sky. (4) _____ the same time, his equipment started doing bizarre things.

It wasn't (5) _____ the 1950s that the media became interested and journalists published articles highlighting the disappearance of several ships and planes. They (6) _____ all flown or sailed in the area and (7) _____ of them was ever seen again. How did this happen? You can blame it on bad weather patterns, hurricanes or strange magnetic forces. Some people (8) _____ even suggested aliens. Whatever the case, it's one of the great mysteries of our time.



Part 3

Vocabulary – Word building (1)

- 3 Using the endings in the table, make adjectives from these nouns and verbs. Write them under the best heading.

accident adventure bear centre consider controversy culture desire fashion forget
fury logic mystery nature predict rely remark suit universe

-able	-al	-ous

- 4 When you check your answers, look carefully at how the spelling changes if the word ends in -y or -e. Write down some examples.

-y: _____
-e: _____

Exam task

For 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Exam tip >

Each gap has its own word at the end of the line that you must change. Don't try to put that word in any other gap.

A TRIP TO REMEMBER

I've just been on a really (0) remarkable holiday with my family. My Dad decided that as my sister and I are teenagers now, we could go on a very (1) _____ holiday. So he found a travel brochure which contained a huge range of (2) _____ trips, including treks, wildlife encounters and (3) _____ holidays. We were spoilt for (4) _____ because there were holidays in all sorts of amazing (5) _____, like Peru, India and China. However, in the end we decided to go to South Africa because my sister's a keen (6) _____ and she was doing a project on the (7) _____ world, so she wanted to see all the animals. So we saw the sights in Cape Town and then went off to explore Blyde River Canyon, which is one of the largest canyons in the world. It was an absolutely (8) _____ place; we saw so many animals there.

REMARK

ADVENTURE

EXCITE
CULTURE
CHOOSE

LOCATE

PHOTOGRAPH
NATURE

FORGET



Unit 2

Past tenses

We use the past simple for:

- 1 completed actions and events in the past:
*I **went** to the city centre yesterday.*
- 2 repeated actions and events in the past:
*I **practised** the guitar every day before the concert. (But the concert's over now so I don't practise every day.)*
- 3 permanent or long-term situations in the past:
*My family **lived** in Paris for four years. (But they don't now.)*

We use the present perfect simple:

- 1 to talk about a period of time which is still continuing, sometimes with *since* or *for*:
*I **'ve lived** in this village for five years. (And I continue to live here.)*
- 2 for unfinished actions and events, sometimes with *still* or *yet*:
*I **haven't been** to the new pool yet. (But I hope I will go there.)*
- 3 for events that happened in the recent past, sometimes with *just*:
*She **'s gone** to the cinema. (And she's still there.)*
- 4 to talk about how many times something has happened, sometimes with *already*:
*I **'ve (already) heard** this band several times.*

We use the present perfect continuous (often with *since* or *for*) when we want to emphasise the activity rather than the result.

Compare:

*I **'ve been reading** this book for weeks. (I still haven't finished it.)*

*I **'ve read** four books this week. (I've finished them.)*



*I **'ve done** my homework while you've been out. (I've finished it.)*



We use the past continuous:

- 1 to talk about a particular moment in the past:
*I **was listening** to the radio at 8.30 this morning.*
- 2 for an activity beginning before a past action (usually in the past simple) and continuing until or after it:
*I **was going** upstairs when I **heard** a strange noise.*
- 3 for two things happening at the same time:
*It **was pouring** with rain while **we were** playing football.*

We use the past perfect simple:

- 1 to refer to an earlier time when we are already talking about the past, often with time expressions like *when*, *after*, *by the time*, *as soon as*:
*By the time I was six, I **'d lived** in three different places.*
- 2 with adverbs like *just*, *already*, *before*, *ever* and *never*:
*Jasmine offered to lend me her book but I **'d** already **finished** my homework.*

We use *used to* and *would* to talk about past habits when we are emphasising they are no longer true. *Used to* is more common than *would*:

*My mum **used to sing** to me every night.*

*= My mum **would sing** to me every night.*

Used to can describe actions and states, but *would* can only describe actions:

*My brother **used to live** in Sydney. **not** My brother **would live**...*

Adverb formation

Many adverbs are formed from adjectives by adding the suffix *-ly*, but note the following:

Adjectives ending in *-y* change their last letter to *-i* before adding *-ly*: *angry* → *angrily*

Adjectives ending in consonant + *-le* lose the last letter before adding *-ly*: *probable* → *probably*

Adjectives ending in *-e* keep the *-e* and add *-ly*: *rare* → *rarely*

Adjectives ending in *-l* add *-ly*: *careful* → *carefully*