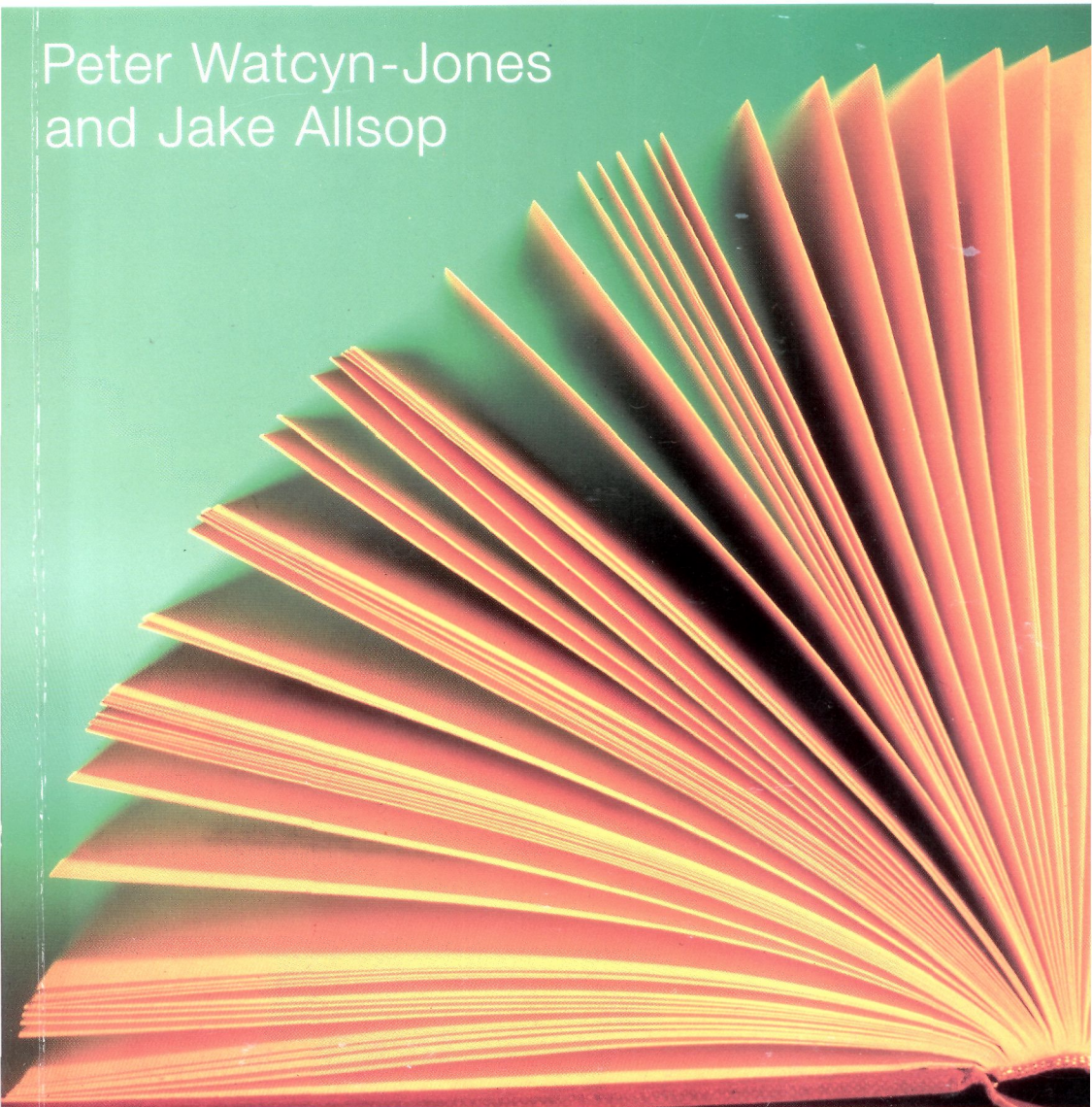


Test Your ✓



# Grammar and Usage for FCE

Peter Watcyn-Jones  
and Jake Allsop



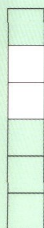
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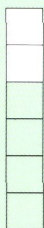
# Grammar and Usage for FCE

*Test Your Grammar and Usage for FCE* is part of the popular *Test Your* series devised by Peter Watcyn-Jones. Specially written for students preparing for Cambridge First Certificate, it features 60 enjoyable tests to practise the key grammar areas required in the exam. This fully revised and updated edition is more user-friendly than ever with new tips and information boxes, clear explanations and a full answer key.

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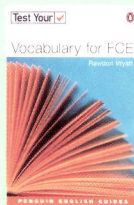
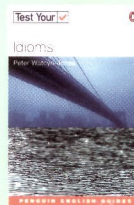
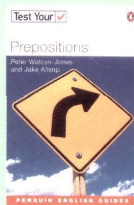
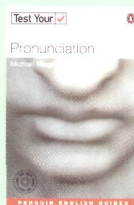
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# To the student

If you are going to take the Cambridge First Certificate exam, you will find the tests in this book very helpful. They will help you practise a lot of the structures and language that you will need in the Use of English paper. Many of them also have useful information on what examiners are looking for.

There are two parts to the book:

**The first part** (sections 1–4) gives practice in the most important areas of language relevant to the exam as a whole. Sections 1–3 cover verb constructions such as phrasal verbs and verb + noun combinations; use of prepositions; and sentence construction. Section 4 deals with common problems, such as the use of *make* and *do*, *some* and *any*, and when to use the infinitive (*do*, *to do*) or the *-ing* form (*doing*).

**The second part** (sections 5–9) deals with particular tasks in the Use of English paper, namely:

- cloze texts with multiple choice to test knowledge of vocabulary
- cloze texts without multiple choice to test structural words and collocations (words that go together, such as *make a promise*, *tell a lie*, *go to bed*)
- sentence transformation
- error correction
- word building.

There are also two tests (59 and 60) which deal specifically with grammatical terminology, including the names of tenses.

There is a key at the back of the book so that you can check your answers.

You don't need to work through every test in this book. Instead, you can concentrate on those areas where you feel you need more practice.

Don't forget to keep a record of new items that you come across, and try to use these items as much as possible before the exam. In particular, we suggest that you don't just note down a new word or expression, but that you also write and learn a phrase containing it. For example, don't just write *on purpose*: put it in a sentence like *I'm sorry I broke your glasses, but it was an accident: I didn't do it **on purpose**.*

If you want to improve your vocabulary for FCE as well as your grammar, you might like to use the Penguin book which accompanies this one. It's called *Test Your Vocabulary for FCE*. There are several other titles in the *Test Your* series which you will also find useful, including *Test Your Phrasal Verbs* and *Test Your Prepositions*.

Good luck in the exam!

Peter Watcyn-Jones    **Jake Allsop**

# Verbs

When you are revising verbs, the things to concentrate on are:

- Form

Think about which verbs take -s and which take -es, e.g. *read-reads*; *watch-watches*. Learn the irregular verbs: you can categorize them according to how they change, e.g., AAA (no change), as in *put-put-put*; ABC (three different forms), as in *speak-spoke-spoken*; ABA, as in *come-came-come*.

- Tenses

Remember that the tense of a verb is not just about time, i.e., *I did it yesterday*, *I will do it tomorrow*; but also about our attitude to the event. For example, there is a difference between *What did you do today?* and *What have you done today?* The simple past asks about what a person did e.g. at work today, assuming that work is finished for today; the present perfect is asking what the person has done so far today and what effect that has on the present. Think, too, of the difference between *He'll do it* and *He's going to do it*; or *What do you do?* and *What are you doing?*

- Verb phrases

Verbs are often in collocations, i.e., set expressions with other words, for example:

with nouns:        *to take place, to make fun of*

with adjectives:   *to turn red, to go sour, to run dry*

The most common and most useful are probably phrasal verbs, for example:

with adverb        *to stand up, to go away*

with preposition   *to look for (something), to bump into (someone)*



*'What have you done today?'*



## 1

## Fill in the verbs

Put the verbs in brackets in the passage below into the correct tenses. There is an example at the beginning (0).

## THE CAR THIEF

My cousin and her husband live in Hanwell, one of the suburbs of London. One morning they (0) woke up (wake up) to find to their dismay that their car (1) \_\_\_\_\_ (steal) from outside their house. They immediately (2) \_\_\_\_\_ (phone) the police to report the theft, before (3) \_\_\_\_\_ (leave) for work by bus.

When they (4) \_\_\_\_\_ (return) home later the same day, they (5) \_\_\_\_\_ (find) to their surprise that their car (6) \_\_\_\_\_ (bring back) and was parked in its usual place outside their house. Under one of the windscreen wipers (7) \_\_\_\_\_ (be) a small envelope.

They quickly (8) \_\_\_\_\_ (open) it and (9) \_\_\_\_\_ (find) a note (10) \_\_\_\_\_ (apologize) profusely for 'borrowing' their car. The man who (11) \_\_\_\_\_ (write) it explained that he (12) \_\_\_\_\_ (not have) a car himself, and his wife (13) \_\_\_\_\_ (go) into labour in the middle of the night with their first baby. So he (14) \_\_\_\_\_ (hope) they (15) \_\_\_\_\_ (not mind) too much that he (16) \_\_\_\_\_ (take) their car without their permission in order to run her to the hospital, as it was something of an emergency.

By way of compensation, he (17) \_\_\_\_\_ (enclose) two tickets for the West End show *Sunset Boulevard* on Saturday evening. They (18) \_\_\_\_\_ (be) both delighted as they loved Andrew Lloyd Webber's music and (19) \_\_\_\_\_ (try) for ages to get tickets to this particular musical.

It was a perfect evening. They (20) \_\_\_\_\_ (have) front row seats and the show itself was every bit as good as they (21) \_\_\_\_\_ (expect). They (22) \_\_\_\_\_ (be) in

such a good mood after it that they (23) \_\_\_\_\_ (decide) to go for a meal at their favourite Italian restaurant. When they eventually (24) \_\_\_\_\_ (get) home just after midnight, a new shock (25) \_\_\_\_\_ (await) them. While they were away, their house (26) \_\_\_\_\_ (burgle)! Everything of value (27) \_\_\_\_\_ (steal). They (28) \_\_\_\_\_ (know) immediately who the thief was because (29) \_\_\_\_\_ (lie) on the kitchen table was a note in handwriting they (30) \_\_\_\_\_ (recognize), (31) \_\_\_\_\_ (say):  
 HOPE YOU (32) \_\_\_\_\_ (enjoy) THE SHOW!



Read the whole text through first before you decide which tense to use. Think about **the context** (the rest of the sentence/text), the **time** of the event and **attitude** (how you view the event). For example, in number 19 the choices could be 1 *tried*, 2 *were trying*, 3 *had tried* and 4 *had been trying*. All are possible, but 3 and 4 both indicate the time best (past perfect because we want to show what had happened before they got the tickets). Number 4 emphasises how long it can take to get tickets, so, *had been trying* is the best choice here.