

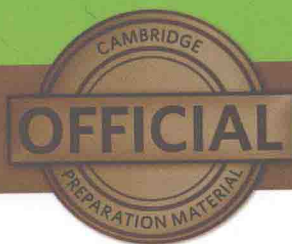


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# Grammar AND Vocabulary

FOR **FIRST** AND **FIRST FOR SCHOOLS**  
with answers

## 剑桥FCE 语法与词汇精讲精练

(英) BARBARA THOMAS

(英) LOUISE HASHEMI

编著

(英) LAURA MATTHEWS

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# Introduction

本书为想要学习和练习英语语法与词汇的学生而设计,尤其适合正在准备剑桥通用英语第三级(Cambridge English: First, 简称 FCE)或剑桥通用英语第三级青少版(Cambridge English: First for Schools, 简称 FCE 青少版)考试的考生。本书提供了大量的典型考题,涵盖了阅读与英语运用(Reading and Use of English)、听力(Listening)及写作(Writing)等各项任务。

## 本书包含哪些内容?

本书包括两个主要部分:语法(1-24 单元)和词汇(25-44 单元)。

- 全书概览(Map of the book):展示书中所涉及的主题以及每个单元的考试练习。
- 考试概要(Exam summary):介绍 FCE 和 FCE 青少版的考试概况。
- 语法部分(Grammar section):通过情景听力、语法和语法练习题详细讲解语法知识。
- 词汇部分(Vocabulary section):提供实用的方法,帮助考生更有效地学习词汇。
- 参考答案(Answer key):提供除写作任务以外的全部练习的答案(写作任务的答案见下方的“写作范例”)。

## 网上可以找到哪些资料?

可登录 [www.dogwood.com.cn/mp3/fceyfyfch](http://www.dogwood.com.cn/mp3/fceyfyfch) 下载以下资料:

- 录音(Recordings):包括所有听力练习的音频。
- 录音文本(Recording scripts):包括所有听力练习的录音文本。
- 写作范例(Model writing answers):包括词汇单元中考试练习部分所有写作任务的范例。
- 词汇部分的单词列表(Wordlist for vocabulary section):包括考生应该学习的核心单词,每个单词旁有国际音标(IPA)标注的读音。
- 不规则动词(Irregular verbs):包括参加 FCE 考试应该掌握的重要的不规则动词的各种形式。

- 动词短语列表(List of phrasal verbs):包括参加 FCE 考试应该掌握的重要的动词短语。
- 动词短语练习(Phrasal verbs practice):包括参加 FCE 考试应该掌握的重要的动词短语的附加练习。


## 如何使用本书?

你可以按照任何顺序学习这些单元。如果想为考试做好充分的准备,你应该学习完所有的单元。

如果不是为了考试而学习本书,可以交替学习语法单元和词汇单元。

## 本书中的语法单元是如何构成的?

本书共有 24 个语法单元,每个单元有四部分。你应该依次学习 A 部分、B 部分和 C 部分。完成这三部分的学习后,你可以立即做考试练习,也可以复习时再做。

- A 情景听力(Context listening):  
该部分通过一段简短的录音介绍了本单元的语法。你可以听录音、回答问题,然后与参考答案进行核对。情景听力帮助你更容易理解 B 部分的语法,同时也为你提供了实用的听力练习。
- B 语法(Grammar):  
该部分对语法点进行解释并提供示例。你应该在做 C 部分的练习之前阅读 B 部分,也可边做练习边查阅该部分的内容。
- C 语法练习(Grammar exercises):  
该部分涵盖了 B 部分的语法知识。你应该在做完练习后与参考答案进行核对。参考答案不仅给出了正确答案,而且说明了每道练习题涉及了 B 部分的哪些内容。  
在 C 部分的一些练习中考生会看到图标 。该图标表明这些练习是剑桥学习者语料库(Cambridge Learner Corpus)中标记的考生易出错的地方,该语料库由成千上万份来自世界各地的参加剑桥英语考试的考生试卷组成。

### • 考试练习 (Exam practice) :

每个语法单元有一个考试练习,可能是听力也可能是阅读与英语运用。这些考试练习可以帮助你熟悉考试题型。

注意:一些英语运用 (Use of English) 任务主要测试本单元所讲解的语法,并提供附加练习。然而,在真正的考试中每个问题会测试一个不同的语法点。

### 本书中的词汇单元是如何构成的?

本书共有 20 个词汇单元。每个单元一般有 3 页,内容是关于一个常见的话题。

每个单元的前两页通过一系列不同的练习让你认识并练习重点词汇。这些练习中有一部分是听力练习。为了使词汇练习达到最佳效果,你需要一本好的词典。可以使用《剑桥高级英语学习词典》(Cambridge Advanced Learner's Dictionary) (在线版或纸质版均可) 或其他适合的英英词典。你应该首先在不借助任何帮助的情况下进行词汇练习,然后查阅词典解答未知问题,最后根据参考答案进行核对。

第 3 页是考试练习部分,包括两个考试任务。第 1 个是听力或阅读与英语运用任务,其后通常会有 1 个写作任务。这些任务可以帮助你练习运用本单元的词汇。

网站上有针对每个词汇单元的单词列表。你在学习完每个单元前两页的内容后,可以浏览单词表,查看自己是否已经掌握所有单词及其释义。标出没有记住的单词,返回到相应的单元中进行复习。你可能需要记录一些单词的翻译,或将它们记在思维导图、表格或单词树中 (参见本书第 168 至 169 页 Learning and revising vocabulary 部分)。

### 如何使用考试练习?

你可以在完成每个单元的练习后立即完成考试练习,也可以复习时再做。在语法部分,如果你完成单元练习后立即完成了考试练习,后期可以通过语法重点练

习任务 (Grammar focus task) 部分进行复习。

为了检测学习效果,你在做考试练习时最好不要查阅本单元的任何内容,做完后再核对答案。在核对答案前,一定要完成考试练习中的全部题目,即使对某些答案并不确定。这样的考试练习非常好,因为你猜对了答案便可得分,而空着绝不会得分! 阅读与英语运用和听力任务的答案都在参考答案部分。写作任务可在本书网站中找到范例——这些范例向你展示了可行的文章类型,尽管你的文章内容会与范文截然不同。

听力任务的录音按照考试模式加入了考官指令。每部分的录音放两遍,与考试相同。

### 关于缩写形式

本书广泛运用了缩写形式,比如 *I am* 缩写为 *I'm*, *was not* 缩写为 *wasn't*。这是因为它们经常出现在口语中,同时在书面英语中也十分常见,而其完整形式则用于正式的书面英语。

### 写给教师

本书可以搭配教材在课堂中使用,也可用于自学。本书结构安排灵活,尤其适合准备 FCE 考试的学生或重新参加考试的学生复习使用。本书也适用于只有一部分学生备考的班级。教师可以按照教材中话题的顺序抽取本书词汇单元中的相关内容辅助教学。语法单元中的情境听力 (A 部分) 可以在课堂导入部分使用,根据需要组织学生进行两人或多人一组的活动。如果条件允许, B 部分、C 部分以及考试练习可以用于课堂教学或自学。

本书中考试练习的内容设计基于英语词汇使用概况 (English Vocabulary Profile)。英语词汇使用概况是一个在线的资源平台,该平台提供详细的、最新的单词、短语和习语的相关信息,这些信息是欧洲语言教学大纲 (Common European Framework) 规定的 6 个等级的英语学习者分别需要掌握的内容。



# Map of the book

## GRAMMAR SECTION

Unit	Title	Topics	Exam practice
1	Present tenses	Present simple; present continuous; state verbs; the verb <i>to be</i>	Listening Part 4
2	Past tenses	Past simple; past continuous; <i>used to</i> + verb and <i>would</i> + verb; <i>be/get used to</i> + -ing or noun	Reading and Use of English Part 1
3	Present perfect and past simple	Present perfect simple and past simple; present perfect simple and continuous	Reading and Use of English Part 7
4	Past perfect	Past perfect simple and continuous	Reading and Use of English Part 5
5	Future (1)	Present tenses for future; <i>will</i> ; future continuous	Listening Part 2
6	Future (2)	<i>going to</i> ; future in the past; present tenses after time conjunctions; future perfect; <i>to be about to</i>	Reading and Use of English Part 7
7	Adjectives	Comparative and superlative adjectives; position; order; adjectives ending in -ing and -ed	Reading and Use of English Part 1
8	Adverbs	Adverb forms; adverbs and adjectives easily confused; comparative and superlative adverbs; modifiers; adverb position	Reading and Use of English Part 3
9	Questions	<i>Yes/no</i> questions; short answers; question words; question tags; agreeing	Listening Part 1
10	Countable and uncountable nouns; articles	Countable and uncountable nouns; <i>a(n)</i> , <i>the</i> and no article; special uses of articles	Reading and Use of English Part 4
11	Modals (1)	Use of modals; rules and obligation; necessity	Reading and Use of English Part 6
12	Pronouns and determiners	Possessives; reflexive pronouns and <i>own</i> ; <i>each other</i> and <i>one another</i> ; <i>there</i> and <i>it</i> ; <i>someone</i> , etc.; <i>all</i> , <i>most</i> , <i>some</i> , <i>no</i> and <i>none</i> ; <i>each</i> and <i>every</i> ; <i>both</i> , <i>neither</i> and <i>either</i>	Reading and Use of English Part 2
13	Modals (2)	Permission; requests; offers; suggestions; orders; advice	Listening Part 3
14	Modals (3)	Ability; deduction: certainty and possibility; expectations	Reading and Use of English Part 3
15	Reported speech	Tense changes in reported speech; reporting in the same tense; verbs for reporting; verbs for reporting with <i>to</i> infinitive; reporting questions; references to time, place, etc.	Reading and Use of English Part 4
16	The passive	The passive; <i>to have/get something done</i> ; <i>it is said that</i> ...	Reading and Use of English Part 4
17	Conditionals (1)	Zero, first, second and third conditionals; mixed conditionals	Reading and Use of English Part 6



## GRAMMAR SECTION

Unit	Title	Topics	Exam practice
18	The <i>to</i> infinitive and <i>-ing</i>	Verb + <i>to</i> infinitive; verb + infinitive without <i>to</i> ; verb + <i>-ing</i> ; verb + <i>that</i> clause; adjective + <i>to</i> infinitive	Reading and Use of English Part 1
19	Conditionals (2)	<i>unless</i> ; <i>in case</i> ; <i>provided/providing that</i> and <i>as/so long as</i> ; <i>I wish</i> and <i>if only</i> ; <i>it's time</i> ; <i>would rather (not)</i> ; <i>otherwise</i> and <i>or else</i>	Reading and Use of English Part 4
20	Prepositions (1)	Prepositions of place and time	Reading and Use of English Part 2
21	Prepositions (2)	Prepositions which follow verbs and adjectives; prepositions to express <i>who</i> , <i>how</i> and <i>why</i> ; expressions with prepositions	Reading and Use of English Part 3
22	Relative clauses	Defining and non-defining relative clauses; relative pronouns and prepositions	Reading and Use of English Part 4
23	Linking words (1)	<i>because</i> , <i>as</i> and <i>since</i> ; <i>so</i> and <i>therefore</i> ; <i>in order to</i> , <i>to</i> + infinitive and <i>so (that)</i> ; <i>so</i> and <i>such</i> ; <i>enough</i> and <i>too</i>	Reading and Use of English Part 1
24	Linking words (2)	<i>in spite of</i> and <i>despite</i> ; <i>but</i> , <i>although</i> and <i>though</i> ; <i>even though</i> and <i>even if</i> ; participle clauses; <i>before</i> and <i>after</i> + <i>-ing</i> ; <i>when</i> , <i>while</i> and <i>since</i> + <i>-ing</i>	Reading and Use of English Part 2

## VOCABULARY SECTION

Unit	Title	Topics	Exam practice
25	Earth, sea and sky	Geography, climate and weather	Reading and Use of English Part 6 Writing Part 2 (email)
26	Living a healthy life	Health and fitness	Reading and Use of English Part 2 Writing Part 1 (essay)
27	Sound waves	Music, sounds	Reading and Use of English Part 2 Writing Part 1 (essay)
28	Highs and lows	Feelings	Listening Part 1 Writing Part 2 (article)
29	Looking back	The past, time	Reading and Use of English Part 1 Writing Part 2 (review)
30	Everyone's different	Personality	Reading and Use of English Part 5 Writing Part 2 (article)
31	Get active	Sport	Reading and Use of English Part 4 Writing Part 2 (email)
32	My world	Friends, family and relationships	Listening Part 3 Writing Part 1 (essay)
33	Moving around	Travel	Reading and Use of English Part 4 Writing Part 2 (article)
34	Time off	Leisure time, hobbies and games	Reading and Use of English Part 3 Writing Part 2 (email)

## VOCABULARY SECTION

Unit	Title	Topics	Exam practice
35	Where you live	Cities and towns	Reading and Use of English Part 1 Writing Part 2 (article)
36	Shared tastes	Food and art	Listening Part 2 Writing Part 1 (essay)
37	Entertain me	Television, cinema and theatre	Reading and Use of English Part 7 Writing Part 2 (review)
38	Home territory	Houses and homes	Reading and Use of English Part 3 Writing Part 1 (essay)
39	Green planet	Science, the environment	Listening Part 4 Writing Part 2 (letter)
40	Read all about it	Books and writing	Reading and Use of English Part 5 Writing Part 2 (review)
41	Teenage style	Clothes, rooms	Reading and Use of English Part 6 Writing Part 2 (story)
42	School days	School and education	Reading and Use of English Part 2 Writing Part 2 (story)
43	The world of work	Jobs and personal qualities	Reading and Use of English Part 3 Writing Part 2 (letter of application)
44	University life	University courses, expressing opinions	Reading and Use of English Part 7 Writing Part 2 (report)

# Exam summary

The *Cambridge English: First* and *Cambridge English: First for Schools* exams are for students who are at a B2 level in the CEFR. The *for Schools* version is for younger students who want to take the exam. Both exams have four papers with the *for Schools* version having topics that are more suitable for younger candidates.

## Reading and Use of English 1 hour 15 minutes

Parts 1 and 3 of the exam are designed to test vocabulary, Part 2 tests mainly grammar and Part 4 tests both grammar and vocabulary.

Parts 5, 6 and 7 are reading tasks based on texts of about 550–650 words. The texts can come from fiction or non-fiction sources such as newspapers and magazines, or informational sources like brochures, guides and websites.

You must write your answers on a separate sheet.

Part	Task information
1	8 multiple choice questions. You choose words from A–D to complete a gap in a text.
2	8 open gap-fill questions. You think of one word to complete each gap.
3	8 word formation questions. You complete the gaps with the correct form of the given word.
4	6 key word transformation questions. You complete a sentence with a given word to make a sentence with the same meaning as another one.
5	6 multiple choice questions. You read a text and then choose the correct answer from options A–D.
6	6 gapped text questions. You read a text which has had 6 sentences removed and you must decide where the sentences go in the text. There is one extra sentence which doesn't belong to the text.
7	10 multiple matching questions. You read a text or group of short texts and match the information in each question to the correct part of the text(s).

## Writing 1 hour 20 minutes

You must do Part 1 and choose one of the Part 2 tasks. You must write your answers in the booklet.

Part	Task information
1	You write an essay giving your opinion on the topic. You use your own ideas and the ideas given.
2	You may be asked to write an email, a letter, an article, a review, or a report ( <i>First</i> only) or story ( <i>First for Schools</i> only), based on a specific situation. The topic, purpose and reader will be explained to you. In the <i>for Schools</i> exam you can also choose from a set text.

## Listening about 40 minutes

You hear and see the instructions for the exam. You hear each part of the exam twice. Recordings are taken from a wide variety of sources. When one person is speaking you may hear news, instructions, a lecture, a report, a speech, a talk or an advertisement. If two people are speaking you may hear a discussion, a conversation, an interview or a radio programme.

You must write your answers on a separate sheet.

Part	Task information
1	8 multiple choice questions . You hear one or two people talking in eight different situations of about 30 seconds. You choose the answers from options A–C.
2	10 sentence completion questions. You hear one person talking and you complete sentences by writing a word or short phrase. The speech lasts for about 3 minutes.
3	5 multiple matching questions. You hear five short extracts that are linked by a common theme. Each extract is about 30 seconds. For each extract you choose from a list of eight possible answers.
4	7 multiple choice questions – You hear an interview or conversation between two people lasting for about three minutes. For each question you choose the answers from options A–C.

## Speaking 14 minutes

You usually do the Speaking part of the exam with another candidate. Sometimes you might be asked to do it in a group of three. There are two examiners in the room, but only one of them will ask you questions.

Each part of the exam lasts for 3 to 4 minutes.

Part	Task information
1	The examiner asks you some questions about yourself.
2	You talk for one minute about two pictures and then comment on the other candidate's pictures.
3	You discuss some prompts with the other candidate.
4	You have a conversation with the other candidate and the examiner about things connected to the topic in Part 3.

(Note that there are no Speaking tasks in the Exam practice sections of this book.)

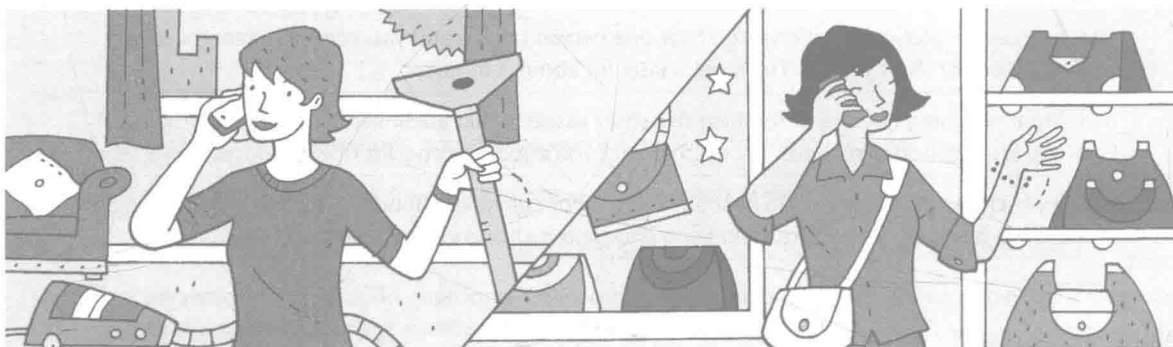
# Present tenses

Present simple; present continuous; state verbs; the verb to be

## A Context listening

**1** You are going to hear Millie talking on her phone to her friend Lisa. It's Saturday morning. Before you listen, answer these questions.

- 1 Where is Lisa? \_\_\_\_\_
- 2 Where is Millie? \_\_\_\_\_
- 3 Why do you think Millie is phoning Lisa? \_\_\_\_\_



Lisa

Millie

**2** **02** Listen and check if you were right.

**3** **02** Listen again and answer these questions. Write complete sentences.

- 1 What's Millie doing this morning? She's looking round the shops.
- 2 What does she do nearly every Saturday? \_\_\_\_\_
- 3 What's she looking for? \_\_\_\_\_
- 4 What's Lisa wearing? \_\_\_\_\_
- 5 What's she doing this morning? \_\_\_\_\_
- 6 What does she do whenever she goes to town? \_\_\_\_\_
- 7 What's Millie looking at right now? \_\_\_\_\_
- 8 What does Lisa want Millie to do now? \_\_\_\_\_

**4** Look at your answers to Exercise 3 and answer these questions.

- 1 Look at answers 2 and 6. What tense are they? \_\_\_\_\_
- 2 Look at answers 1, 3, 4, 5 and 7. What tense are they? \_\_\_\_\_
- 3 Which sentences are about regular actions? \_\_\_\_\_
- 4 Which sentences are about actions at or around the time of speaking? \_\_\_\_\_
- 5 Look at answer 8. Does it fit the pattern? \_\_\_\_\_

## B Grammar

### 1 Present simple

+	verb / verb + -s	<i>She <b>works</b> in London.</i>
–	do/does not + verb	<i>He <b>doesn't work</b> in London.</i>
?	do/does ... + verb?	<i>Where <b>do you work</b>?</i>

We use the present simple:

- to say when things happen if they take place regularly:  
*They **eat** lunch **at two o'clock**.*
- to talk about permanent situations:  
*I **work** in London.*
- to state general truths:  
*Those bags **sell** really fast.*  
*The moon **goes** round the earth.*
- to talk about habits and how often they happen:  
*You **buy** new clothes **every Saturday**.*
- to describe the plots of books and films:  
*The story **begins** and **ends** in Spain. The year **is** 1937.*

### 2 Present continuous

+	am/is/are + verb + -ing	<i>He's <b>working</b> in London this week.</i>
–	am/is/are not + verb + -ing	<i>I'm <b>not working</b> in London this week.</i>
?	am/is/are ... + verb + -ing?	<i><b>Are you working</b> in London this week?</i>

We use the present continuous:

- to talk about the present moment:  
*I'm **wearing** a pair of old jeans.*  
*I'm **looking** at a blue bag right now.*
- to suggest that an action is temporary, often with words like *now*, *at the moment*, *at present* or *just*:  
*They're **eating** lunch at the moment.*  
*I'm **working** in London this week. (= I don't usually work in London.)*
- for an action around the time of speaking, which has begun but is not finished:  
*I'm **cleaning** my room.*  
*I'm **looking** round the shops. (Millie isn't looking round at this moment – she has stopped to talk to Lisa – but she plans to continue looking round later.)*
- for changing or developing situations:  
*Navy blue bags **are getting** really fashionable.*  
*The Earth's temperature **is rising**.*
- with a word like *always* or *continually* if we want to criticise or complain:  
*You're **always buying** new clothes! (= you buy too many)*  
*He's **always complaining** about things.*
- with *always* when something unexpected happens several times:  
*I'm **always meeting** my neighbour John near the station. I guess he works somewhere near there.*

### 3 State verbs

These verbs are nearly always used in a simple rather than a continuous tense. They are mostly about thoughts, feelings, belonging and the senses:

... that leather bag **you want to get** (~~not you are wanting to~~)

**You don't deserve to** hear it. (~~not you aren't deserving to~~)

The following are some important state verbs:

- thoughts: *believe, know, mean, realise, recognise, remember, suppose, understand, feel* (= believe), *think* (= believe):

*I **think** you're wrong.*

*We **feel** this decision is right.*

- feelings: *adore, dislike, despise, hate, like, love, want, wish, prefer*:

*They **despise** me because of the way I'm living.*

- belonging: *belong, have* (= possess), *own, possess*:

*It **belongs** to my father.*

*The manager **has** the biggest company car.*

- senses: *smell, taste, hear, see*:

*This sauce **tastes** great.*

*I **hear** what you're saying to me, but I don't agree.*

***Do you see** anything you want to buy here?*

We use **can** with these verbs to show we are talking about this moment:

*I **can see** you're tired.*

*I **can hear** someone in the next room.*

- other state verbs: *need, contain, deserve, fit, seem, look* (= seem), *look like, matter, weigh*:

*This medicine **contains** aspirin.*

*Mark **weighs** 70 kilos.*

⚠ **Think** is not a state verb when it refers to what someone is doing, not what they believe:

*I'm **thinking** about my holiday.*

⚠ **Have** can be continuous when it does not mean 'possess':

*Steve **is having** a difficult time at college this term.*

*Can I phone you back later? We're **having** lunch right now.*

⚠ **Taste** and **smell** can be continuous when they refer to what someone is doing:

*I'm **tasting** the sauce.*

⚠ **Listen to, watch** and **look at** are not state verbs and can be continuous:

*We're **listening** to music and Diane **is watching** a DVD upstairs.*

⚠ **See** can be continuous when it means 'meet with':

*Lara's at the medical centre. She's **seeing** a doctor about her sore throat.*

⚠ **Weigh** can be continuous when it refers to what someone is doing:

*The shop assistant **is weighing** the cheese.*

### 4 The verb to be

The verb **to be** is nearly always used in a simple rather than a continuous tense. When it is continuous it emphasises that a situation is temporary. It often describes a person's behaviour:

*You're **being** so impatient! (Millie doesn't believe that Lisa is normally an impatient person.)*

*My brother **is being** very nice to me this week. I wonder what he wants!*

*Francis is filling in a form online, so we're all **being** quiet as we don't want him to make any mistakes.*



## C Grammar exercises

### 1 Choose the correct sentence from each pair.

- 1 a My brother lives with us until he can find a flat of his own.  
b My brother is living with us until he can find a flat of his own. ✓
- 2 a Megan goes to Hong Kong every January.  
b Megan's going to Hong Kong every January.
- 3 a I don't have enough money for a long holiday this year.  
b I'm not having enough money for a long holiday this year.
- 4 a Everyone needs a break from work sometimes.  
b Everyone is needing a break from work sometimes.
- 5 a What period of history do you study this term?  
b What period of history are you studying this term?
- 6 a The team manager looks bad-tempered in public, but he's always being very kind to young players.  
b The team manager looks bad-tempered in public, but he's always very kind to young players.

### 2 Complete these sentences with the present simple or present continuous form of the verbs.

- 1 My father knows (know) all about mending cars, but nothing about bicycles.
- 2 This pie smells (smell) a bit odd. What's in it?
- 3 I like (like) the jacket of this suit, but unfortunately the trousers don't fit (not fit) me any more.
- 4 You're very quiet this evening. What are you thinking (you / think) about?
- 5 Who is (be) that man? Why is your sister (your sister / be) so rude to him?  
She has (have) such beautiful manners normally.

### 3 Fill in the gaps with the present simple or present continuous form of the verbs.

- 1 Alex: Why are you wearing (you / wear) my coat?  
Ben: Oh, I'm sorry. It looks (look) like mine in this light.
- 2 Carl: I don't know (have) no idea what this sentence means (mean).  
Can you translate it?  
Donna: No, sorry. I don't understand (not understand) it either.
- 3 Eddie: Are you seeing (you / see) those men near the door? They are looking (look) at us very strangely.  
Fergus: Yes. You're right. Are you recognising (you / recognise) them from anywhere?  
Eddie: No, but they certainly seem (seem) to know us. They are coming (come) across to speak to us.
- 4 Gina: What are you doing (you / do) in the kitchen? Our guests are waiting (wait) for their dessert, and you are getting (get) in my way!  
Hamid: I just want (want) to be somewhere quiet for a while. Everyone is being (be) so noisy this evening! I don't know (not know) why – it's very unusual.

#### 4 Complete the email using the present simple or present continuous form of these verbs.

behave come cost eat enjoy feel go have like love pay realise say  
seem serve show smile stay take visit

Dear Stephanie,

How are you? We're fine. Our trip round the States (1) is going well and we (2) \_\_\_\_\_ ourselves a lot. One good surprise is that things (3) \_\_\_\_\_ less here than back home. For example, this weekend we (4) \_\_\_\_\_ in a motel beside a lake and we (5) \_\_\_\_\_ only \$65 per night for a room with a beautiful view.

The only thing we (6) \_\_\_\_\_ (not) much is the food. Restaurants (7) \_\_\_\_\_ dinner rather early. We (8) \_\_\_\_\_ (never) at six o'clock at home so we (9) \_\_\_\_\_ (not) hungry then and American portions (10) \_\_\_\_\_ very big to us. Apart from that, we (11) \_\_\_\_\_ a wonderful time. We (12) \_\_\_\_\_ lots of interesting little towns and we absolutely (13) \_\_\_\_\_ the scenery.

People here (14) \_\_\_\_\_ in a very friendly manner towards strangers. All the shop assistants (15) \_\_\_\_\_ at us, and everyone (16) \_\_\_\_\_ 'Have a nice day!' At home, the TV (17) \_\_\_\_\_ (always) us bad news stories about the States, but in fact, when you (18) \_\_\_\_\_ here, you (19) \_\_\_\_\_ it's a really great place. We (20) \_\_\_\_\_ lots of photos to show you.

Much love,

Mick and Mary



#### 5 Cambridge First candidates made mistakes in the following sentences. Choose the correct verb forms.

- 1 I want / *am wanting* to help out at the camp this summer.
- 2 Most Spanish companies *belong* / *are belonging* to multinationals nowadays.
- 3 I *think* / *am thinking* about interviewing my grandfather's friend, who collects vintage cars.
- 4 My father went to that university, so he *knows* / *is knowing* all about it.
- 5 Ned *has* / *is having* a lot of problems with his teacher at the moment.
- 6 Every town *needs* / *is needing* a library, even though everyone has the internet nowadays.