



Learn English Through  
Stories.

U Series

U16

**Adapted and modified by  
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## **Contents**

**Vocabulary.**

**Eight tests.**

**A. In the following text, choose the underlined word that collocates with those around it.**

For the past eight years or so, Lecturer in Zoology Tim Guilford and his colleagues have spent / used (1) a lot of time anxiously scrutinising / scanning (2) the horizon, stopwatch in hand, waiting for the return of a pigeon to the loft at the University Field Station in Wytham. The research is devoted / allocated (3) to understanding the clues that pigeons use to enable them to navigate around their home / territory (4). The experiments involve releasing / discharging (5) pigeons from a variety of sites up to 35 kilometres away, and measuring how long it takes them to get home / go home (6) under different conditions. They are not studying the pigeon for what it's traditionally famed in / for (7), which is its navigation abilities from unfamiliar areas. Rather, it seems there is a huge space / gap (8) between what we know about birds and other large vertebrates migrating over very long distances, and what we know about how rats and birds get their bearings / positions (9) in small areas. It seems we do not know much about what most animals fill / pack (10) their time with - that is, finding their direction / way (11) around their familiar area in relation to each other and to home.

**B. Choose the word or phrase that best completes each sentence.**

1. The team won the championship four years.....

- a- running            b- passing            c- following            d- rotating

2. I still see my old classmates now and .....

- a- occasionally    b- then            c- sometimes    d- here

3. My watch seems to be ..... several minutes a day.

- a- forwarding    b- gaining            c- progressing    d- moving on

4. I'm afraid I'm really ..... for time at the moment.

- a- hurried            b -short            c- pulled            d- pressed

5. This iniquitous system of taxation is unlikely to change in the ..... future.

- a- far            b- close            c- predictable    d- foreseeable

6. The music increases in ..... towards the end of the movement.

- a- tempo            b- time            c- rhythm            d- beat

7. He was wounded in the ..... stages of the battle.

a- closing                      b- middle                      c- intermediate                      d- end

8. The performance will start ..... on six.

a- exactly                      b- punctually                      c- dead                      d- just

**C. Finish each of the sentence in such a way that it is as similar in meaning as possible to the sentence before it.**

1. It's only after a few weeks that you begin to feel at home here.

You won't .....

2. He's almost certain to leave before we do.

By the time .....

3. Lucas was last heard of a week ago.

Nobody .....

4. Theo is the most infuriating person I've ever met.

I've yet .....

5. Never before have I seen Anita with her hair in such a mess.

This is .....

6. This type of car used to sell very well before the more modern 306 was produced.

Since .....

7. It appears that they sent us the wrong information.

They .....

8. It seems we made a mistake.

We .....

9. The President clearly felt the ministers he sacked had not acted swiftly enough.

The ministers sacked .....

10. I'm glad I got out of there: it was hell.

I'm glad to .....

**D. Fill each of the blanks with a suitable word or phrase.**

1. Our train ..... if we don't get to the station soon.
2. By next month we ..... paying for the car.
3. He is thought ..... deeply depressed at the time, but recovered later.
4. As soon as he came through the door, he realised ..... to the wrong room.
5. This isn't the first time people ..... aback by his behaviour.

**E. Fill each of the numbered blanks with **one** suitable word.**

Many towns and cities around the world ..... (1) up a particular image or memory as soon as they ..... (2) mentioned, whether it is due to a catastrophic earthquake that shattered it, an aeroplane that came down just outside it, or a madman with a gun ..... (3) amok through the streets in the dim and ..... (4) past.

Glastonbury is now established as ..... (5) to this group. 'Have you been to Glastonbury?' will rarely be a query as to whether you have ..... (6) passed through the town on your travels. Almost certainly it will be a reference to the twenty-odd-year-old Festival of Music whose home it is. What is ..... (7) in the media as 'an instant town the size of Oxford' appears there for three days in late June and ..... (8) inhabited by around 100,000 people, most of whom will have ..... (9) up to £100 a ticket for the privilege.

In the last year or so, a sometimes quite heated argument has ..... (10) out along the lines of 'Are you too old for Glastonbury?' As we milled yesterday amongst the crowds, opinion seemed evenly divided. Never ..... (11) been to such a festival before, 17-year-old Nathalie Worsnip failed to see why 40-somethings who ..... (12) had their day should spoil things for people like her who ..... (13) going to Glastonbury for the first time. She suspected the former would be ' ..... (14) like mad for middle-aged has-beens' and ignore up-and-coming young bands who had ..... (15) to break into the big time.

On the other hand, reformed hippie and university lecturer, David Stone, pointed out that it was his generation who had ..... (16) Glastonbury on the map. There had ..... (17) nothing like it before, and he failed to see why they could not follow through what they had ..... (18) in the late seventies. The Festival's future and its ethos seem uncertain. Will grandfathers still ..... (19) attending in ten years' time, or will they ..... (20) been banned in the interests of today's (and tomorrow's!) music?

**F. Choose a letter A, B, C or D that best fills each numbered gap.**

As time . . . . . (1), the power of newspapers seems to be on the . . . . . (2). This is odd because in the relatively . . . . . (3) past people were predicting that the influence of the written word would diminish in . . . . . (4) proportion to the rate of increase of the spoken word and moving image through TV and video. The Internet, cable and satellite television, Teletext and multi-media computers in . . . . . (5) other home should surely have . . . . . (6) for newspapers by now, particularly alongside a perceptible resurgence in the audiences for news-carrying radio stations. How have these organs survived, let alone . . . . . (7), particularly on a Sunday? Why do people who have seen a football or tennis . . . . . (8) live or on the small screen rush the next day to read a . . . . . (9) version of it in four or five columns which surely cannot mean more to the reader than that self-same viewer of the previous afternoon or evening? Why would anyone who has seen a film and formed a . . . . (10) impression of it the following day read a review of the . . . . . (11) film in a newspaper? To see if they right? Isn't that what friends are for? Don't we have colleagues for just that purpose — to see if our ideas on any . . . . . (12) song, film or programme tally with others?

What is this product that . . . . . (13) of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time . . . . . (14) to be leading a charmed life. When it finally goes, though, many may come to mourn its . . . . . (15).

- |                |            |              |           |
|----------------|------------|--------------|-----------|
| 1. A: flies    | B: passes  | C: goes      | D: drags  |
| 2. A: increase | B: rise    | C: expansion | D: build  |
| 3. A: latest   | B: distant | C: immediate | D: recent |

4. A: exact      B: direct      C: precise      D: equal
5. A: all      B: any      C: every      D: one
6. A: done      B: gone      C: stood      D: set
7. A: flourished      B: bloomed      C: flowered      D: rooted
8. A: game      B: set      C: match      D: meeting
9. A: curtailed      B: cut      C: reduced      D: potted
10. A: vivid      B: coloured      C: bright      D: direct
11. A: above-mentioned      B: aforesaid      C: latter      D: previous
12. A: given      B: taken      C: subjected      D :written
13. A: comprises      B: contains      C: consists      D: informs
14. A: out      B: being      C: given      D: present
15. A: perishing      B: dying      C: falling      D: passing

**G. Complete the collocations using the words in the box. You will need to use some words more than once.**

\*adjourn \*auburn \*broad \*deliriously \*inclement  
\*mitigating \*picturesque

1. a ..... accent
2. in ..... agreement
3. .... circumstances
4. ....factors
5. .... hair
- 6..... happy
7. a ..... smile
8. a ..... location
9. ....a meeting
10. a..... town
11. ....a trial
12. .... weather

**H. Correct the four collocation errors in this paragraph.**

The yellow-haired boy said he had joined the English class to get some new friends. He also said that he wanted to learn about collocations because it would be of big importance in helping him to do fewer mistakes when writing in English.



## Answers

**A. In the following text, choose the underlined word that collocates with those around it.**

For the past eight years or so, Lecturer in Zoology Tim Guilford and his colleagues have **spent** a lot of time anxiously **scanning** the horizon, stopwatch in hand, waiting for the return of a pigeon to the loft at the University Field Station in Wytham. The research is **devoted** to understanding the clues that pigeons use to enable them to navigate around their **territory**. The experiments involve **releasing** pigeons from a variety of sites up to 35 kilometres away, and measuring how long it takes them to **get home** under different conditions. They are not studying the pigeon for what it's traditionally famed **for**, which is its navigation abilities from unfamiliar areas. Rather, it seems there is a huge **gap** between what we know about birds and other large vertebrates migrating over very long distances, and what we know about how rats and birds get their **bearings** in small areas. It seems we do not know much about what most animals **fill** their time with - that is, finding their **way** around their familiar area in relation to each other and to home.

**B. Choose the word or phrase that best completes each sentence.**

1. The team won the championship four years **running**.
2. I still see my old classmates now and **then**.
3. My watch seems to be **gaining** several minutes a day.
4. I'm afraid I'm really **pressed** for time at the moment.
5. This iniquitous system of taxation is unlikely to change in the **foreseeable** future.
6. The music increases in **tempo** towards the end of the movement.
7. He was wounded in the **closing** stages of the battle.
8. The performance will start **dead** on six.

**C. Finish each of the sentence in such a way that it is as similar in meaning as possible to the sentence before it.**

1. It's only after a few weeks that you begin to feel at home here.

You won't **feel at home until after a few weeks.**

Or: You won't **feel at home until a few weeks have gone by.**

2. He's almost certain to leave before we do.

By the time **we leave he will almost certainly have left.**

3. Lucas was last heard of a week ago.

Nobody **has heard of Lucas for a week.**

4. Theo is the most infuriating person I've ever met.

I've yet **to meet as infuriating a person as Theo.**

Or: I've yet **to meet such as infuriating person as Theo.**

5. Never before have I seen Anita with her hair in such a mess.

This is **the first time I've seen Anta's hair in such a mess.**

Or: This is **the first time I've seen Anta with her hair in such a mess.**

6. This type of car used to sell very well before the more modern 306 was produced.

Since **the more modern 306 was produced, this type of car hasn't sold so well.**

7. It appears that they sent us the wrong information.

They **seems to have sent us the wrong information.**

8. It seems we made a mistake.

We **seem to have made a mistake.**

9. The President clearly felt the ministers he sacked had not acted swiftly enough.

The ministers sacked **were clearly felt by the President not to have acted swiftly.**

10. I'm glad I got out of there — it was hell.

I'm glad to have got out of there — it was hell.

**D. Fill each of the blanks with a suitable word or phrase.**

1. Our train **will have left** if we don't get to the station soon.

Or: Our train **will have gone** if we don't get to the station soon.

2. By next month we **will have stopped** paying for the car.

Or: 2. By next month we **will have finished** paying for the car.

3. He is thought **to have been** deeply depressed at the time, but recovered later.

Or: 3. He is thought **to have become** deeply depressed at the time, but recovered later.

4. As soon as he came through the door, he realised **he had come** to the wrong room.

Or: 4. As soon as he came through the door, he realised **he had been directed** to the wrong room.

5. This isn't the first time people **have been taken** aback by his behaviour.

**E. Fill each of the numbered blanks with one suitable word.**

Many towns and cities around the world **conjure** up a particular image or memory as soon as they **are** mentioned, whether it is due to a catastrophic earthquake that shattered it, an aeroplane that came down just outside it, or a madman with a gun **running** amok through the streets in the dim and **distant** past.

Glastonbury is now established as **belonging** to this group. 'Have you been to Glastonbury?' will rarely be a query as to whether you have **just** passed through the town on your travels. Almost certainly it will be a reference to the twenty-odd-year-old Festival of Music whose home it is. What is **described** in the media as 'an instant town the size of Oxford' appears there for three days in late June and **is** inhabited by around 100,000 people, most of whom will have **paid** up to £100 a ticket for the privilege.

In the last year or so, a sometimes quite heated argument has **broken** out along the lines of 'Are you too old for Glastonbury?' As we milled yesterday amongst the crowds, opinion seemed evenly divided. Never **having** been to such a festival before, 17-year-old Nathalie Worsnip failed to see why 40-somethings who **had** had their day should spoil things for people like her who **were** going to Glastonbury for the first time. She suspected the former would be '**cheering** like mad for middle-aged has-beens' and ignore up-and-coming young bands who had **tried** to break into the big time. On the other hand, reformed hippie and university lecturer, David Stone, pointed out that it was his generation who had **put** Glastonbury on the map. There had **been** nothing like it before, and he failed to see why they could not follow through what they had **started** in the late seventies. The Festival's future and its ethos seem uncertain. Will grandfathers still **be** attending in ten years' time, or will they **have** been banned in the interests of today's (and tomorrow's!) music?

**F. Choose a letter A, B, C or D that best fills each numbered gap.**

As time **passes**, the power of newspapers seems to be on the **increase**. This is odd because in the relatively **recent** past people were predicting that the influence of the written word would diminish in **direct** proportion to the rate of increase of the spoken word and moving image through TV and video. The Internet, cable and satellite television, Teletext and multi-media computers in **every** other home should surely have **done** for newspapers by now, particularly alongside a perceptible resurgence in the audiences for news-carrying radio stations. How have these organs survived, let alone **flourished**, particularly on a Sunday? Why do people who have seen a football or tennis **match** live or on the small screen rush the next day to read a **potted** version of it in four or five columns which surely cannot mean more to the reader than that self-same viewer of the previous afternoon or evening? Why would anyone who has seen a film and formed a **vivid** impression of it the following day read a review of the **aforsaid** film in a newspaper? To see if they right? Isn't that what friends are for? Don't we have colleagues for just that purpose — to see if our ideas on any **given** song, film or programme tally with others?

What is this product that **consists** of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time **being** to be leading a charmed life. When it finally goes, though, many may come to mourn its **passing**.

**G. Complete the collocations using the words in the box. You will need to use some words more than once.**

1. a broad accent; 2. in broad agreement; 3. mitigating circumstances;
4. mitigating factors; 5. auburn hair; 6. deliriously happy;
7. a broad smile; 8. a picturesque location; 9. adjourn a meeting;
10. a picturesque town; 11. adjourn a trial; 12. inclement weather.

**H. Correct the four collocation errors in this paragraph.**

The **blond**-haired boy said he had joined the English class to **make** some new friends. He also said that he wanted to learn about collocations because it would be of **great** importance in helping him to **make** fewer mistakes when writing in English.