

**CAMBRIDGE**

# **Grammar for** **IELTS** **with answers**

**Self-study grammar  
reference and practice**

**DIANA HOPKINS** with  
**PAULINE CULLEN**

Cambridge Books for Cambridge Exams ●●●



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*Diana Hopkins*

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Key: l = left, c = centre, r = right, t = top, b = bottom

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## To the student

### Who is this book for?

This book is for anyone preparing for IELTS. Although the IELTS test does not include a specific grammar module, it is important to be able to recognize and use grammar appropriately. This book covers the grammar you will need to be successful in the test. You can use it to support an IELTS coursebook, with a general English language course for extra grammar practice, or with practice tests as part of a revision programme. You can use it in class or for self-study.

### How do I use this book?

There are two ways to use this book. You can either start at Unit 1 and work through to the end of the book, or you can do the Entry test on page ix to find out which units you need most practice in and begin with those.

### What is in this book?

This book contains 25 units. Each unit is in four parts:

**A: Context listening** This introduces the grammar of the unit in a context that is relevant to the IELTS test. This will help you to understand the grammar more easily when you study section B. It also gives you useful listening practice. Listen to the recording and answer the questions. Then check your answers in the Key before you read the Grammar section.

**B: Grammar** Read through this section before you do the grammar exercises. For each grammar point there are explanations with examples. You can refer back to this section when you are doing the exercises.

**C: Grammar exercises** Write your answers to each exercise and then check them in the Key.

**D: Test practice** Each unit has a test task. These help you practise the different parts of the test. The test task is followed by a grammar focus task, which gives you extra practice in the grammar from the unit.

### The Key

The Key contains:

- answers for all the exercises. Check your answers at the end of each exercise. The Key tells you which part of the Grammar section you need to look at again if you have any problems.
- sample answers for exercises where you use your own ideas to help you check your work.
- test tips for each exercise type in the Test practice section.
- sample answers for all the writing tasks in the Test practice section. Read these after you have written your own answer. Study the language used and the way the ideas are organised.

### Recording scripts

There are recording scripts for the Context listenings in each unit and for the Test practice listening tasks. Do not look at the script until after you have answered the questions. It is a good idea to listen to the recording again while you read the script.

### The Entry test

You can do this test before using the book to help you choose what to study. Answer the questions and then check your answers in the Key. The Key tells you which units are most important for you.



## To the teacher

This book offers concise yet comprehensive coverage of the grammar necessary in order to be successful in the IELTS test. It can be used for self-study or with a class. It will be particularly useful for a class where all the students are preparing for IELTS. It will also be useful for revision, and for candidates in classes where some students are not entered for the test, as sections A, B and C are designed to be useful for all students.

### The Entry test

The Entry test can be used diagnostically as a means of prioritising the language areas to be covered, either for a class, or for individual students.

**A: Context listening** This section is suitable for classroom use. Many of the tasks can be done in pairs or small groups if appropriate.

**B: Grammar** This section is designed for private study, but you may wish to discuss those parts which are particularly relevant to your students' needs.

**C: Grammar exercises** This section can be done in class or set as homework. Students can be encouraged to check their own work and discuss any difficulties they encounter.

**D: Test practice** This section can be used to familiarize students with the test task types while offering further practice in the grammar for each unit. Each task is followed by a Grammar focus task, designed to raise students' awareness of a particular language point covered in that unit. The book contains at least one task from each part of the Listening, Academic Reading, General Training Reading, Academic Writing and General Training Writing modules.

In classes where there are students who are not entered for the test, you may prefer to set Section D tasks as extra work for IELTS candidates only. However, they offer all students valuable opportunities to practise the grammar of the unit and provide an effective teaching resource for EAP classes.

# Entry test

You can do this test before using the book to help you choose what to study. Choose the correct answer, A, B or C, for each question. When you have finished, check your answers on page 223. The key tells you which units are most important for you.

- 1 Most university students ..... on campus in their first year.  
A lives  
B live  
C are living
- 2 From this graph we can see that the economy ..... at the moment.  
A improves  
B improve  
C is improving
- 3 They ..... personal computers when my father was a student.  
A hadn't  
B didn't have  
C weren't having
- 4 I ..... want to be a practising doctor but now I'm more interested in research.  
A was used to  
B used to  
C would
- 5 The teacher ..... us how to do the experiment when the fire bell rang.  
A showed  
B shown  
C was showing
- 6 I finished my essay yesterday but ..... it in to the tutor yet.  
A I've given  
B I haven't given  
C I didn't give
- 7 ..... the experiment three times now with different results each time!  
A We've done  
B We did  
C We've been doing
- 8 When I arrived the lecture ..... so I didn't find it easy to follow.  
A started  
B had started  
C had been starting
- 9 She ..... well at school but that changed when she became friends with a different group of girls.  
A did  
B had done  
C had been doing
- 10 ..... the doctor at 2.00 this afternoon so I can't go to the lecture.  
A I'm seeing  
B I see  
C I will see
- 11 My sister ..... economics and politics when she goes to university.  
A is going to study  
B studies  
C will study
- 12 While we're working on the project our boss ..... on a beach in Greece!  
A will sit  
B will have sat  
C will be sitting

- 13 If the trend continues, the average income ..... by 107% by 2020.  
 A will increase  
 B will have increased  
 C will be increasing
- 14 You can base your geography assignment on ..... country – it doesn't matter which.  
 A a  
 B some  
 C any
- 15 There aren't ..... places left on the course so you'd better apply soon.  
 A much  
 B many  
 C lots of
- 16 I don't know whether to accept the job offer. It's .....  
 A a difficult decision  
 B the difficult decision  
 C difficult decision
- 17 For those of you new to the company, this leaflet is full of .....  
 A a valuable information  
 B the valuable information  
 C valuable information
- 18 The manager interviewed ..... candidates in turn.  
 A each of the  
 B each  
 C every
- 19 I know it's not much of a present but I made it .....  
 A me  
 B myself  
 C by myself
- 20 You should visit Bath. It's ..... city.  
 A a historical and interesting  
 B a historical interesting  
 C an interesting historical
- 21 The government has released some ..... data showing how schools are not providing an adequate education to our children.  
 A shocking  
 B shock  
 C shocked
- 22 You really should go to Namibia. The scenery is ..... stunning and the people are very friendly.  
 A very  
 B fairly  
 C absolutely
- 23 This factory produces some of ..... cameras in the world.  
 A best  
 B the best  
 C the most best
- 24 ..... people live in the countryside than 100 years ago.  
 A Less  
 B Few  
 C Fewer
- 25 The bookshop ..... the end of the road is excellent.  
 A at  
 B on  
 C in



- 26 There were millions of people around the world ..... the football match live on television.  
A watched  
B watching  
C were watching
- 27 Scientists finally ..... find a cure for the disease after years of research.  
A managed to  
B can  
C could
- 28 She got a terrible mark in the exam so she ..... very hard at all.  
A mustn't have worked  
B can't have worked  
C didn't work
- 29 What ..... in order to get a permit to work in your country?  
A do I need to do  
B must I do  
C ought I do
- 30 When you write your essays you ..... copy ideas from books without referencing them properly.  
A mustn't  
B don't have to  
C have to
- 31 Doctors have ..... us to cut down on salt in our diets if we want to reduce the risk of getting heart disease.  
A insisted  
B suggested  
C advised
- 32 ..... this newspaper report, more women smoke than men nowadays.  
A Apparently  
B According to  
C Supposedly
- 33 My parents encouraged ..... this course.  
A me to do  
B me doing  
C me do
- 34 What will you do if .....  
A you don't get a good IELTS score?  
B you didn't get a good IELTS score?  
C you won't get a good IELTS score?
- 35 A recent government report has warned that ..... we act immediately to reduce pollution, there will be serious consequences for the planet.  
A provided that  
B in case  
C unless
- 36 If I didn't have to work tonight, .....  
A I'd be able to relax now.  
B I'm able to relax now.  
C I'll be able to relax now.
- 37 I wish that man ..... tapping his fingers on the table. It's really annoying me.  
A stopped  
B had stopped  
C would stop
- 38 I'm aiming ..... a band 7 in IELTS.  
A on  
B for  
C to



- 39 Do you have any knowledge .....  
how our education system works?  
A of  
B on  
C for
- 40 The minister ..... is responsible  
for education has just resigned.  
A which  
B who  
C what
- 41 The University of St Andrews .....  
is the oldest university in Scotland.  
A which was founded in 1413  
B , which was founded in 1413,  
C , that was founded in 1413,
- 42 Many children these days do not have a  
healthy diet. .... is possible that  
this is because less healthy foods are  
cheaper than healthy ones.  
A What  
B That  
C It
- 43 The charity is trying to find ways to  
save and ..... the world's  
endangered animal species.  
A the charity is trying to find ways to  
protect  
B to find ways to protect  
C protect
- 44 In the past we threw a lot of our  
kitchen waste away, but today many  
items such as plastic bottles and  
newspapers .....  
A are recycled  
B recycle  
C need recycling
- 45 I can't pick you up from the station on  
Wednesday because ..... on that  
day.  
A I'm fixing my car  
B I'm having my car fixed  
C I need my car fixed
- 46 These drugs are the best medicine  
available as a treatment at the moment,  
..... they are expensive,  
unfortunately.  
A although  
B because  
C so
- 47 Learning a foreign language is important  
because it helps you to understand other  
cultures better. .... it can be a  
useful skill in many areas of work.  
A However,  
B Despite this,  
C In addition,
- 48 ..... I can't go to the conference as  
I've got to go to Sydney on business.  
A Frankly  
B Unfortunately  
C Personally
- 49 ..... I think it's useful to write an  
outline of your essay before you start to  
write the first draft.  
A Interestingly,  
B Definitely,  
C Personally,
- 50 The ..... of dark red spots is one  
of the first signs of the disease.  
A appearance  
B appearing  
C appear

# Present tenses

present simple; present continuous; state verbs

# 1

## A Context listening

**1** You are going to hear a woman interviewing a student for a survey about what people do in their free time. Before you listen, look at the pictures. Which activities do you think the student does in his free time?



**2** **1** Listen and check if you were right.

**3** **1** Listen again and decide if the following statements are true or false. If a statement is false, write the correction.

- 1 Peter is waiting for his friends. ....
- 2 He isn't studying much this month. ....
- 3 His parents own a shop. ....
- 4 He practises the guitar most mornings. ....
- 5 He frequently uses the Internet. ....
- 6 His cousin is living in America at the moment. ....
- 7 Peter doesn't support any football teams. ....

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

- 1 Which sentences are about a situation that is permanent or a fact? .....
- 2 Which sentences are about everyday habits? .....
- 3 Which sentence is about an action happening at the moment of speaking? .....
- 4 Which sentences are about a temporary situation? .....



## B Grammar

### 1 Present simple

+	verb/verb + (e)s	<i>He plays tennis.</i>
-	do/does not + verb	<i>She doesn't play tennis.</i>
?	do/does ... + verb?	<i>Do you play tennis?</i>

We use the present simple

- ◆ to talk about regular habits or repeated actions:

*I get up really early and practise for an hour or so most days.*

*I use the Internet just about every day.*

Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).

- ◆ to talk about permanent situations:

*My parents own a restaurant.*

▲ We use the present perfect, not the present simple, to say how long something has continued:

*I have worked there since I was 15. (not ~~I work there since I was 15~~ : see Unit 3)*

- ◆ to talk about facts or generally accepted truths:

*Students don't generally have much money.*

*If you heat water to 100°C, it boils. (see Unit 17)*

The following words are often used: *generally, mainly, normally, usually, traditionally*.

- ◆ to give instructions and directions:

*You go down to the traffic lights, then you turn left.*

*To start the programme, first you click on the icon on the desktop.*

- ◆ to tell stories and talk about films, books and plays:

*In the film, the tea lady falls in love with the Prime Minister.*

### 2 Present continuous

+	am/is/are + verb + -ing	<i>He's living in Thailand.</i>
-	am/is/are not + verb + -ing	<i>I'm not living in Thailand.</i>
?	am/is/are ... + verb + -ing?	<i>Are they living in Thailand?</i>

We use the present continuous

- ◆ to talk about temporary situations:

*I'm studying really hard for my exams.*

*My cousin is living in Thailand at the moment. (= he doesn't normally live there)*

Words like *at the moment, currently, now, this week/month/year* are often used.

- ◆ to talk about actions happening at the moment of speaking:

*I'm waiting for my friends.*

- ◆ to talk about trends or changing situations:  
*The Internet **is making** it easier for people to stay in touch with each other.*  
*The price of petrol **is rising** dramatically.*
- ◆ to talk about things that happen more often than expected, often to show envy or to criticise with words like *always, constantly, continually, forever*:  
*My mum's **always saying** I don't help enough! (complaint)*  
*He's **always visiting** exciting places! (envy)*

### 3 State verbs

The present continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describe thoughts, feelings, senses, possession and description.

Here are some examples of state verbs.

- ◆ thoughts: *agree, assume, believe, disagree, forget, hope, know, regret, remember, suppose, think, understand*  
*I **assume** you're too busy to play computer games.*
- ◆ feelings: *adore, despise, dislike, enjoy, feel, hate, like, love, mind, prefer, want*  
***Do you mind** if I ask you a few questions?*  
*I **love** music.*
- ◆ senses: *feel, hear, see, smell, taste*  
*This pudding **smells** delicious.*  
▲ To talk about something happening now we use *can*:  
*I **can smell** something burning.*
- ◆ possession: *have, own, belong*  
*My parents **own** a restaurant.*
- ◆ description: *appear, contain, look, look like, mean, resemble, seem, smell, sound, taste, weigh*  
*You **look like** your mother. (= a permanent situation, not a temporary one)*

▲ Some state verbs can be used in the continuous form when the meaning is temporary.

Compare:

*What **are** you **thinking** about? (now)*

*I **think** you should tell her exactly what happened. (my opinion, so not temporary)*

*I'm **tasting** the sauce to see if it needs any more salt.*

*The sauce **tastes** delicious.*

*She's **having** a great time. (is having = is experiencing, not possession)*

*Students **don't** generally **have** much money. (have = possession)*



## C Grammar exercises

### 1 Choose the best endings for sentences 1-8.

- |  |  |
|--|--|
| 1 Fiona is watching television                   | a because her favourite film star is on.         |
|  | b when she has time.                             |
| 2 I'm having my lunch                            | a at one o'clock every day.                      |
|  | b early today as I have an appointment.          |
| 3 I do the shopping                              | a at the same time every week.                   |
|  | b today for a friend who's ill.                  |
| 4 What are you doing                             | a to your sister when she behaves badly?         |
|  | b to your sister? Leave her alone!               |
| 5 I wear casual clothes                          | a at the weekend.                                |
|  | b because we're having a party at lunchtime.     |
| 6 Teachers work hard                             | a to get the concert ready for next week.        |
|  | b but they get long holidays.                    |
| 7 The company's financial situation is improving | a now that it has a new Chief Executive.         |
|  | b when there is greater demand for its products. |
| 8 Serge is thinking of retiring early            | a every time something bad happens at work.      |
|  | b because he isn't happy at work any more.       |

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

- I'm busy right now. I *'m filling in* ..... (fill in) an application form for a new job.
- My tutor ..... (see) me for a tutorial every Monday at two o'clock.
- John ..... (not/study) very hard at the moment. I ..... (not/think) he'll pass his exams.
- 'What ..... (he/do)?' 'He ..... (try) to fix the television aerial.'
- Animals ..... (breathe in) oxygen and ..... (give out) carbon dioxide.
- Be quiet! I ..... (want) to hear the news.
- In my country we ..... (drive) on the right-hand side of the road.
- My friend Joe's parents ..... (travel) round the world this summer, and probably won't be back for a couple of months.
- The college ..... (run) the same course every year.
- Numbers of wild butterflies ..... (fall) as a result of changes in farming methods.

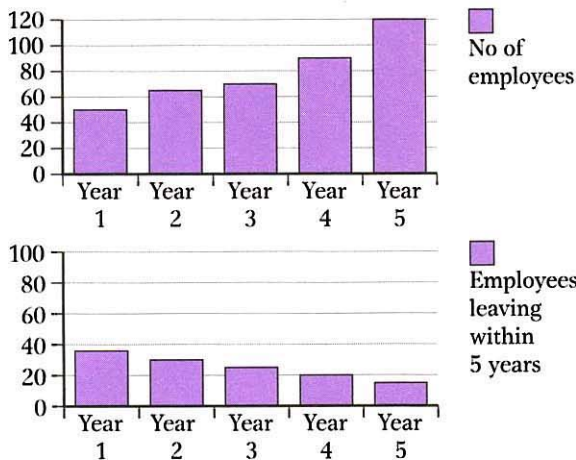
**3** Fill in the gaps with the verbs in the box in the correct present tense.

agree catch up cause have go up know think use

We 1 use energy for three main things: electricity production, heating and transport. For the first two, we 2 ..... options such as solar and wind power, or natural gas. But oil is still the world's number one source of energy, and for transport at least, there is currently no alternative. In China, domestic energy consumption 3 ..... year by year and demand in similar regions 4 ..... fast. We 5 ..... how to use energy more efficiently now than in the past but the worldwide rise in demand 6 ..... concern amongst experts. Some experts 7 ..... that oil supplies will start to fall within the next twenty years. Most experts 8 ..... that we need to find a new source of energy soon.

**4** Look at the following extracts. There are six incorrect verbs. Find and correct them.

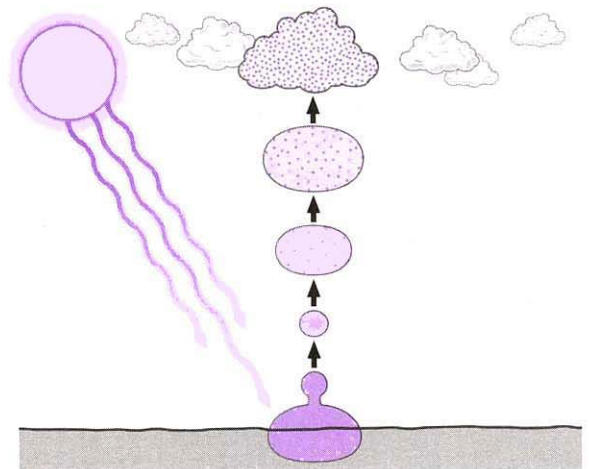
**Extract A**



From the graphs, we are seeing that the number of employees employed by this firm increases each year and the number of employees leaving after less than five years decreases.

- 1 can see
- 2 .....
- 3 .....

**Extract B**



The sun heats the ground. This is warming the air nearby and the warm air rises into the sky. As the air is rising, it becomes cooler and the water vapour inside it change into droplets of water. These join together to form a cloud.

- 4 .....
- 5 .....
- 6 .....

**D Test practice****Listening Section 1****Questions 1–3**

Choose the correct letter, **A**, **B** or **C**.

*Example*

Which sport is the woman interested in?

- A gymnastics
- B swimming
- C tennis

**1** How long is the heated pool?

- A 15 metres
- B 25 metres
- C 50 metres

**2** Which of these is free for all members?

- A the beginners swimming class
- B the training session
- C the keep-fit class

**3** Which of these does the woman need to book?

- A swimming lanes
- B gym equipment
- C sauna



**Questions 4–10**

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Yoga classes
• held on Monday, <b>4</b> ..... and ..... mornings
• weekend evenings from <b>5</b> ..... to .....
• attend <b>6</b> ..... per week
• see instructor to change <b>7</b> .....
• cost £1.50
Meet John <b>8</b> .....
Office located on first floor
Meet at <b>9</b> ..... tomorrow
Tel: <b>10</b> .....

**Grammar focus task**

Look at the following extracts from the conversation and underline the tenses that the speakers used.

- 1 I'm *wanting* / *want* to do some sports activities.
- 2 Our tennis team *are always looking* / *always look* for new people.
- 3 *Are members having to* / *Do members have to* pay to use the pools?
- 4 We're *not actually allowing* / *don't actually allow* anyone to book the swimming lanes or the gym equipment.
- 5 What time *is suiting* / *suits* you?
- 6 Great, well, I'm *thinking* / *think* that's everything.



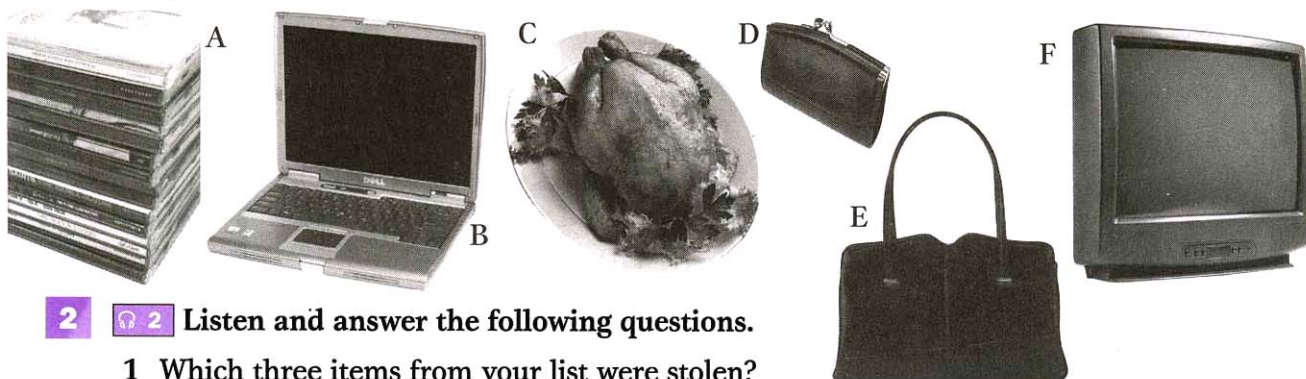
# 2

## Past tenses 1

past simple; past continuous; *used to*; *would*

### A Context listening

1 You will hear a man giving a talk on the radio about protecting your home from burglaries. Before you listen look at the pictures below. Make a list of all of the items.



2 Listen and answer the following questions.

- 1 Which three items from your list were stolen?
- 2 Why did the man tell this story?
  - A to show that crime has increased
  - B to show that crime can happen at any time
  - C to show that burglars can open any lock

3 Listen again and complete these sentences.

- 1 A few weeks ago a woman ..... to report a burglary.
- 2 It ..... at five in the afternoon when she ..... the news on TV.
- 3 This woman ..... the front door locked.
- 4 When her son got older she ..... the door unlocked whenever she was at home.
- 5 The burglar simply ..... in through the front door.
- 6 The son ..... anything because he ..... to music.
- 7 Then the burglar ..... into the front room, ..... all the cupboards and ..... a valuable collection of CDs.

4 Look at sentences 1-7 above and answer the following questions.

- 1 Which two sentences provide a background scene and an action? .....
- 2 Which two sentences talk about a single completed action in the past? .....
- 3 Which sentence describes a series of completed actions in the past? .....
- 4 Which two sentences talk about a repeated action in the past? .....
- 5 Which four tenses or structures are used in sentences 1-7? .....

## B Grammar

### 1 Past simple

+	verb + <i>-ed</i> (or <i>-d</i> )	<i>He worked for the police.</i>
-	<i>did not</i> + verb	<i>She didn't work for the police.</i>
?	<i>did ...</i> + verb?	<i>Did they work for the police?</i>

#### ⚠ Irregular verbs

Many verbs are irregular: **went** (go), **came** (come), **wrote** (write) (see Appendix 1)

Note the verb *be* is irregular: *I/he/she/it was*; *you/we/they were*

We use the past simple

- ◆ to talk about single past completed actions. Often the time is mentioned:

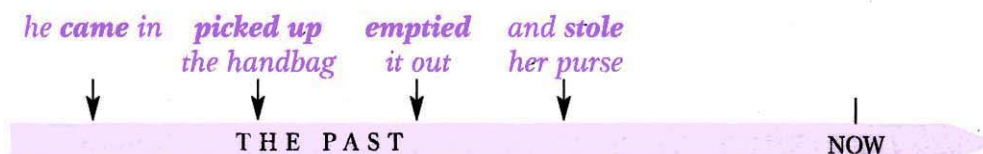
*A few weeks ago a woman **called** to report a robbery at her house.*

But no time reference is necessary if it is already known:

*How **did** the burglar **break** in without anybody hearing him? (in the story I just told you about)*

- ◆ to give a series of actions in the order that they happened:

*The burglar **came** in through the front door, **picked up** the woman's handbag, **emptied** it out and **stole** her purse.*



We often use words like *next* or *then* to indicate the sequence of events:

***Then**, the burglar **went** into the front room, **opened** all the cupboards and **took** a valuable collection of CDs.*

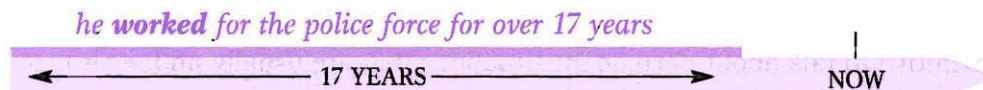
- ◆ to talk about past repeated actions:

*When her son got older he often **went** out to visit his friends after school.*

Notice that *used to* and *would* can also be used (see B3).

- ◆ to talk about long-term situations in the past which are no longer true:

*Bill Murphy **worked** for the police force for over 17 years.*



*Explorers at that time **believed** that the world was flat.*

Notice that *used to* can also be used (see B3).



## 2 Past continuous

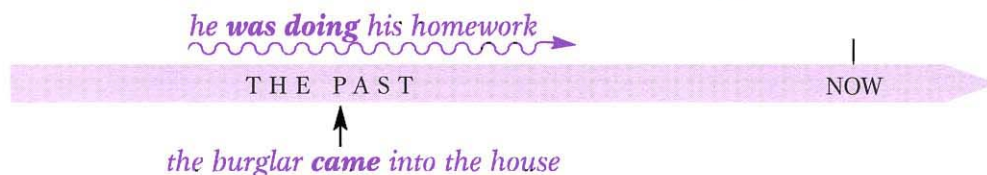
+	was/were + verb + -ing	<i>She was watching the news.</i>
-	was/were not + verb + -ing	<i>They weren't watching the news.</i>
?	was/were ... + verb + -ing?	<i>Were you watching the news?</i>

We use the past continuous

- ◆ to provide the background scene to an action or event (usually in the past simple). We often use words like *when*, *while* and *as*:

*It happened at five in the afternoon **while** she **was watching** the news on TV.*

*He **was doing** his homework in his bedroom **when** the burglar came into the house.*



It is possible to have more than one background scene happening at the same time:

*He **was listening** to music and **working** on his computer.*

- ◆ when we want to emphasize the activity without focusing on its completion. Compare:  
*For a while last year I **was working** at the cinema, **studying** for my degree and **writing** a column for the local newspaper.* (we don't know if the actions were completed or not, or whether they happened at the same time)

*Last year I **worked** at the cinema, **studied** for my degree and **wrote** a column for the local newspaper.* (suggests all of the jobs are now complete, and probably happened in that order)

- ▲ State verbs (see Unit 1) do not generally have a continuous form.

## 3 Used to and would

+	used to / would + infinitive	<i>She used to / would lock the door.</i>
-	did not + use to + infinitive	<i>I didn't use to lock the door.</i>
?	did ... use to + infinitive?	<i>Did they use to lock the door?</i>

We use *used to* + infinitive or *would* + infinitive (contracted to 'd in spoken English) to talk about past repeated actions:

*She **used to keep** the front door locked.* (but she stopped doing this)

*She **would leave** the door unlocked whenever she was at home.*

- ▲ *Would* is unusual in the negative form and in *Yes/No* questions.

We use *used to* + infinitive to talk about permanent situations that are usually no longer true:

*Bill Murphy **used to work** for the police force.* (but he doesn't now: **not** *Bill Murphy would work for the police force.*)

We do not use *used to* if we want to talk about how long the situation lasted:

*Bill Murphy **worked** for the police force for over 17 years.* (**not** *Bill Murphy used to work for the police force for over 17 years.*)

- ▲ We do not use *would* with state verbs.



## C Grammar exercises

1 Fill in the gaps in this model answer with verbs from the box in the past simple.

**Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.**

**What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?**

allow be be be invent increase lay  
mean own receive replace ride take walk

The pace of change in the world of technology is amazing. It 1 ..... *wasn't* ..... (not) long ago that the postal service 2 ..... our only way to communicate over any distance. It 3 ..... days and sometimes weeks to receive letters from within the same country. As a result, the news in the letters 4 ..... already out of date when people 5 ..... them. In the workplace, this 6 ..... that business was mostly conducted locally, over relatively short distances.

When Alexander Graham Bell 7 ..... the telephone in 1876 it 8 ..... the foundation for the communication systems we have today. The telephone 9 ..... two people to communicate instantly across a great distance. Eventually computers 10 ..... typewriters and dramatically 11 ..... the speed of our daily work life. Nowadays the Internet is an essential part of every business.

However, it is not just communications that have changed. Only 50 years ago most people 12 ..... (not) a car. People 13 ..... to work or 14 ..... bicycles. Changes in travel as well as the increased speed of communications have led to the global business world that we have today.



- 2** Fill in the gaps with the past simple or past continuous form of the verbs in brackets. In which gaps could you use *used to*?

I 1 ..... *had* ..... (have) a wonderful biology teacher, Mrs Hughes. She 2 ..... (make) us excited about the subject because she was so interested herself. I remember one lesson in particular; we 3 ..... (study) different types of plants, and Mrs Hughes 4 ..... (describe) the different parts of the flower. She 5 ..... (pick up) a purple flower, I can't remember exactly what it was, and then suddenly we 6 ..... (notice) that she 7 ..... (cry)! She 8 ..... (apologise) and 9 ..... (say) that sometimes nature was so beautiful it just made her cry! We 10 ..... (not/know) what to do at first, but it certainly 11 ..... (make) us think. Something similar 12 ..... (happen) while she 13 ..... (show) us how to work the microscope. She 14 ..... (examine) a slide of some plant tissue and she 15 ..... (smile) all over her face. She suddenly 16 ..... (get) all excited and 17 ..... (say), 'Isn't it wonderful?' Some students 18 ..... (laugh) at her when she 19 ..... (not/look) but I didn't. Somehow her enthusiasm 20 ..... (inspire) me, and I 21 ..... (start) to like biology.

- 3** A teacher and student are talking about local customs. Fill in the gaps with the verbs in brackets in the correct form. Use *would* or *used to* where possible.

**Teacher:** What sort of things 1 ..... *did you use to do* ..... (you/do) as a child?

**Yoko:** Oh, when I was a child growing up in Japan there were many customs that we 2 ..... (follow). For example, I remember we 3 ..... (move) house when I was seven and we 4 ..... (visit) our new neighbours with gifts. At that time the tradition was that people 5 ..... (give) gifts of Japanese noodles, but it is different now and people tend to give things like soap or towels or nothing at all.

**Teacher:** 6 ..... (have) one tradition that you particularly remember?

**Yoko:** Yes, one tradition that I 7 ..... (really/like) was in the spring when the cherry blossoms were out. As a family we 8 ..... (go) into the countryside and we 9 ..... (spend) the day eating, drinking and singing. One year my father 10 ..... (take) a lovely photo of me and my sisters and I still keep that picture on my wall today.

**Teacher:** And 11 ..... (you/have to) do anything you didn't like?

**Yoko:** Yes. I remember how we 12 ..... (have to) clean the house thoroughly. This ceremony is called Osoji and my sisters and I 13 ..... (not/look forward to) it very much!



4 Read the test task and a student's response. Tick (✓) the underlined verbs if they are right, and correct them if they are wrong.

Describe an unforgettable trip you once made.

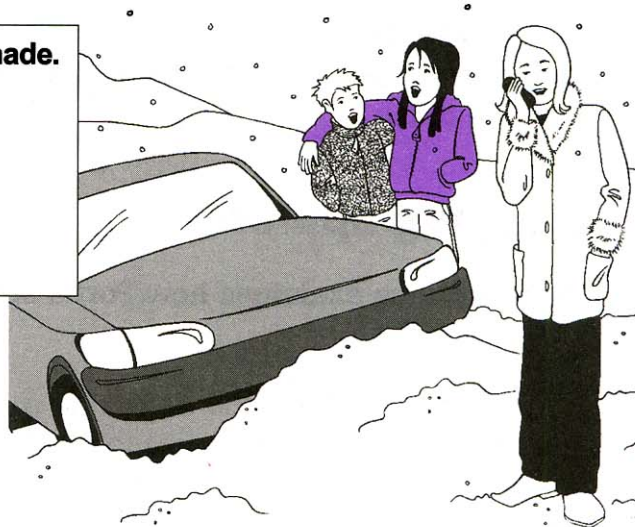
You should say:

where you went

why you went there

what happened

and explain why you remember it so well.



I remember a trip I once 1 made to my grandmother's house. She 2 would live about 30 kilometres away from us and we 3 used to going there quite often with our mother. On this occasion we 4 set off to my grandmother's after school on a cold winter's day. When we were about to leave we 5 were noticing that some snow was beginning to fall, and as we 6 were driving along we 7 were realising that it 8 snowed more and more heavily. Suddenly we had to brake hard as the car in front stopped suddenly. We 9 were skidding and 10 went off the road into a ditch! It was pretty scary, but we were lucky and none of us were hurt. We got out of the car, and my mother 11 was phoning for help on her mobile phone. While we 12 were waiting for help it 13 was stopping snowing and we 14 sang lots of songs to keep ourselves cheerful. Eventually the truck 15 was coming and pulled our car out of the ditch. The car wasn't badly damaged, but we 16 decided to turn round and go home. We didn't manage to see our grandmother that day, but it was so frightening that I will never forget it.

- 1 ..... ✓
- 2 ..... *used to live / lived*
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....
- 16 .....



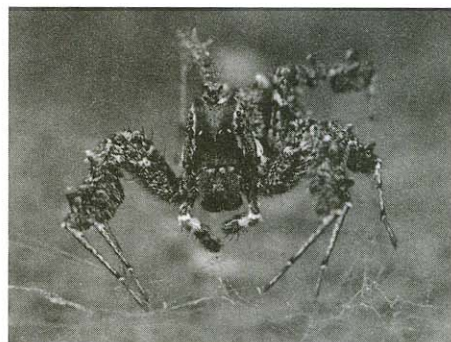
**D Test practice****Academic Reading**

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

**Jumping spiders**

**Peter Aldhons examines how Portia spiders catch their prey**

**A**  
For a stalking predator, the element of surprise is crucial. And for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it. Now zoologists have discovered the secret of these spiders' tactics: creeping forward when their prey's web is vibrating.



**B**  
The fifteen known species of Portia jumping spiders are relatively small, with adults being about two centimetres long (that's smaller than the cap on most pens). They habitually stay in the webs of other spiders, and in an area of these webs that is as out-of-the-way as possible. Portia spiders live mostly in tropical forests, where the climate is hot and humid. They hunt a range of other spiders, some of which could easily turn the tables on them. 'They will attack something about twice their own size if they are really hungry,' says Stimson Wilcox of Binghamton University in New York State. Wilcox and his colleague, Kristen Gentile of the University of Canterbury in Christchurch, New Zealand, wanted to find out how Portia spiders keep the upper hand.

**C**  
All jumping spiders have large eyes that look like binocular lenses, and they function pretty much the same way. Most jumping spiders locate their prey visually, and then jump and capture from one centimetre to over ten centimetres away. Only a few species of jumping spiders invade the webs of other spiders, and the Portia spider is among them. Jumping spiders, including Portia spiders, prey on insects and other arthropods by stalking. Sometimes the spiders lure their victims by vibrating the web to mimic the struggles of a trapped insect. But many web-weaving spiders appear to be wise to these



tricks, so stalking is often a better strategy. Sometimes, the researchers found, Portia spiders take advantage of the vibrations created in the web by a gentle breeze. But, if necessary, they will make their own vibrations.

**D**

The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders. To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web which could be vibrated by applying a varying electrical field. The researchers noticed that the stalking Portia spiders moved more when the webs were shaking than when they were still, and they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed. If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements.

**E**

It is the Portia spider's tactic of making its victims' webs shake that has most intrigued the researchers. They noticed that the spiders would sometimes shake their quarry's web violently, then creep forwards up to five millimetres before the vibrations died down. 'They'd make a big pluck with one of their hind legs,' says Wilcox. These twangs were much more powerful than the gentler vibrations Portia spiders use to mimic a trapped insect, and the researchers were initially surprised that the prey spiders did not respond to them in any way. But they have since discovered that the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web.

**F**

Other predators make use of natural 'smokescreens' or disguises to hide from their prey: lions hunting at night, for example, move in on their prey when clouds obscure the moon. 'But this is the first example of an animal making its own smokescreen that we know of,' says Wilcox. 'Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by making different signals on the web of their prey until the prey spider makes a movement. In general, Portia spiders adjust their stalking strategy according to their prey and what the prey is doing. Thus, Portia spiders use trial-and-error learning in stalking. Sometimes they will even take an indirect route to reach a prey spider they can see from a distance. This can sometimes take one to two hours following a predetermined route. When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.'

**Questions 1–9**

The Reading Passage has six paragraphs labelled **A–F**.

Which paragraph contains the following information?

*Write the correct letter A–F next to Questions 1–9.*

**NB** *You may use any letter more than once.*

- 1 the reaction of the Portia spider's prey to strong web vibrations
- 2 a description of how the researchers set up their experiment
- 3 a comparison between Portia spiders and another animal species
- 4 an explanation of how the researchers mimicked natural conditions
- 5 a comparison between Portia spiders and their prey
- 6 the reason why concealment is important to Portia spiders
- 7 a description of the Portia spider's habitat
- 8 the number of species of Portia spiders
- 9 an example of the Portia spider's cleverness

**Questions 10–13**

*Choose the correct letter, A, B, C or D.*

- 10 In their laboratory experiments, the researchers found that the Portia spiders moved most when the web was
- A vibrating.
  - B motionless.
  - C undisturbed.
  - D unoccupied.
- 11 What discovery did the researchers make about Portia spiders?
- A They make very strong vibrations with one leg.
  - B They move 5 mm at a time on a still web.
  - C They move slowly when vibrations stop.
  - D They use energetic vibrations to mimic a trapped insect.



- 12** Portia spiders are the only known animal to
- A** use the weather to disguise themselves.
  - B** mimic other prey-eating animals.
  - C** create their own smokescreen.
  - D** stalk using 'trial and error'.
- 13** The Portia spider demonstrates 'thinking ahead' when it
- A** chooses prey that is a short distance away.
  - B** takes a longer route to reach its prey.
  - C** reaches its prey in a short time.
  - D** solves the problem of locating its prey.

### Grammar focus task

Look at the underlined verbs in these sentences from the text. Match the sentences (1-3) to the explanations (a-c).

- 1 The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders.
  - 2 Portia spiders moved more when the webs were shaking than when they were still.
  - 3 They noticed that the spiders would sometimes shake their quarry's web violently.
- a a series of single past completed actions
  - b a repeated action in the past
  - c a background scene and an action