



CAMBRIDGE

# Grammar for IELTS with answers

**Self-study grammar  
reference and practice**

**DIANA HOPKINS with  
PAULINE CULLEN**

Cambridge University Press

978-0-521-60462-8 - Cambridge Grammar for IELTS with Answers: Self-Study Grammar Reference and Practice

Diana Hopkins

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 2RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521604628](http://www.cambridge.org/9780521604628)

© Cambridge University Press 2007

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2007

Printed in the United Kingdom at the University Press, Cambridge

Text typeface GammEF 11.5/13pt System QuarkXpress(r) [KAMAE]

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

ISBN-13 978-0-521-60462-8

ISBN-10 0-521-60462-1

Produced by Kamae Design, Oxford.

## Acknowledgements

My thanks go firstly to my editor, Jessica Roberts, who has worked tirelessly and patiently with me and kept me going through her endless words of encouragement. Thanks also to my commissioning editor, Alison Sharpe, whose encouragement and gentle persuasion have led the project to completion, and to Anna Teevan, who saw me through the initial stages. Many thanks also to all at Cambridge University Press who have contributed along the way, and to the teachers and readers involved in commenting on the material. And of course I would like to thank Pauline Cullen, without whom this book may never have quite reached the final stages and whose contribution has been much appreciated.

Finally, a thank you to my children Laura and Alexander, my partner, Ned Garnett and my mother, for their support, encouragement and help at every stage.

*Diana Hopkins*

The authors and publishers would like to thank the following teachers and readers who commented on the material in its draft form:

Guy Brook-Hart, Valencia, Spain; Mike Gutteridge, Cambridge, England; Vanessa Jakeman, Hove, England; Barbara Thomas, Cambridge, England.

The authors and publishers are grateful to the following for permission to reproduce copyright material. It has not always been possible to identify the sources of all the material used and in such cases the publishers would welcome information from the copyright owners.

p.14: *New Scientist* for the adapted article 'Good vibrations help jumping spiders to hunt' by Peter Aldous, 24 February 1996 from [www.newscientist.com](http://www.newscientist.com); p.60: *The Economist* for the text adapted from the article 'Dressed to dazzle' by Barney Southin, and for p.71: listening text adapted from 'Back on the treadmill' by Konstantin Kakaes, *Economist Intelligent Life*, Summer 2004, © The Economist Newspaper Limited; p.64: ESA for adapted listening text 'World's Largest Switchboard for Climate Monitoring' from [www.innovations-report.com](http://www.innovations-report.com); p.87: Wcities for the adapted text from [www.wcities.com](http://www.wcities.com), Wcities © 2006; p.88: adapted from an article 'Great Guide – Buying a Backpack' in the *Rambler*, former members' magazine of the Ramblers' Association, [www.ramblers.org.uk](http://www.ramblers.org.uk); p.103: Professor Rajendra Persaud for the text 'Practical Intelligence Lends a Hand' taken from [www.caribvoice.org](http://www.caribvoice.org); p.113: Roger Hedge for the adapted text 'Discovery and Prehistory of Soap' from [www.butser.org.uk](http://www.butser.org.uk); p.140: Professor John Maule for the adapted article 'How Consumers Decide' from [www.faradaypackaging.com](http://www.faradaypackaging.com); p.160: Bristol Magazines Ltd for the adapted article 'We are family' by Philip Dalton from *BBC Wildlife Magazine*, November 2004; p.180: Auspac Media for the adapted text from 'Robotic Approach to Crop Breeding' by Jennifer Manyweathers, *Australasian Science Magazine*, March 2006; p.206: Scientific American Inc., for article adapted from 'Experience Versus Speed' by Marion Sonnenmoser, *Scientific American Mind*, Volume 16, Number 2, 2005, Copyright © 2005 by Scientific American Inc, All rights reserved.

Photographs: Alamy Images/©Stockdisc for p8 (crt), /©Mark Sykes for p8 (crb), /©D Hurst for p11 (r), /©Lebrecht Music & Arts PL for p27, /©Rena Pearl for p80 (l), /©B.Mete Uz for p80 (m), /©Sciencephotos for p140, /©Motoring Picture Library for p144 (l), /©Epicтура for p144 (ml), /©Image Broker for p169; Corbis Images/©Bettmann for p11 (l), /©David Ball for p38 (c), /©Gideon Mendel for p41, /©Charles Jean Marc/Sygma for p42, /©Viviane Moos for p80 (r), /©Richard Klune for p98 (l), /©Stephen Frink for p 98 (r), /©Royalty Free for p144 (cr), /©Chris Collins for p144 (br), /©Keith Dannemiller for p150, /©Guenter Rossenbach/Zefa for p188, /©Photocuisine for p198; Dell for p8 (cl); Empics/©AP/Vincent Thian for p69; FLPA/©Mark Moffett/Minden Pictures for p14; Getty Images for pp8 (r), 38 (r), 90; Photolibary.com/©Thom DeSanto for p8 (c), /©Royalty Free for p38 (l); Punchstock/©Image Source for p144 (tr), /©Digital Vision for p160, /©Image Source for p154, /©Bananastock for p210 (l); Rex Features for pp8 (l), 32, 64, 210 (r); Royal Ontario Museum ©ROM for p112 (reproduced with permission); Topfoto/©UPP for p158.

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

Picture Research by Hilary Luckcock

# Contents

Introduction .....	vii
Entry test .....	ix
<b>1 Present tenses</b>	
present simple; present continuous; state verbs .....	1
<b>Test practice:</b> Listening Section 1 .....	6
<b>2 Past tenses 1</b>	
past simple; past continuous; <i>used to</i> ; <i>would</i> .....	8
<b>Test practice:</b> Academic Reading .....	14
<b>3 Present perfect</b>	
present perfect simple; present perfect continuous .....	18
<b>Test practice:</b> General Training Writing Task 1 .....	25
<b>4 Past tenses 2</b>	
past perfect simple; past perfect continuous .....	27
<b>Test practice:</b> Academic Reading .....	34
<b>5 Future 1</b>	
plans, intentions and predictions: present continuous; <i>going to</i> ; <i>will</i> .....	38
<b>Test practice:</b> General Training Reading .....	44
<b>6 Future 2</b>	
present simple; <i>be about to</i> ; future continuous; future perfect .....	48
<b>Test practice:</b> Academic Writing Task 2 .....	54
<b>7 Countable and uncountable nouns</b>	
countable and uncountable nouns; quantity expressions ( <i>many, much, a lot of, some, any, a few, few, no</i> ) .....	55
<b>Test practice:</b> Academic Reading .....	60
<b>8 Referring to nouns</b>	
articles; other determiners (demonstratives, possessives, inclusives: <i>each, every, both, all</i> etc.) .....	64
<b>Test practice:</b> Listening Section 4 .....	71
<b>9 Pronouns and referencing</b>	
personal, possessive and reflexive pronouns; avoiding repetition .....	73
<b>Test practice:</b> Academic Writing Task 2 .....	79
<b>10 Adjectives and adverbs</b>	
describing things; adding information about manner, place, time, frequency and intensity .....	80
<b>Test practice:</b> General Training Reading .....	87

<b>11 Comparing things:</b>	
comparative and superlative adjectives and adverbs; other ways of comparing .....	90
<b>Test practice:</b> Academic Writing Task 1 .....	97
<b>12 The noun phrase</b>	
noun + prepositional phrase; noun + participle clause; noun + <i>to</i> -infinitive clause .....	98
<b>Test practice:</b> Academic Reading .....	103
<b>13 Modals 1</b>	
ability; possibility; alternatives to modals .....	107
<b>Test practice:</b> Listening Section 4 .....	113
<b>14 Modals 2</b>	
obligation and necessity; suggestions and advice; adverbs .....	114
<b>Test practice:</b> General Training Reading .....	120
<b>15 Reported speech</b>	
tense changes; time references; reporting questions; reporting verbs .....	123
<b>Test practice:</b> Listening Section 3 .....	131
<b>16 Verb + verb patterns</b>	
verb + <i>to</i> -infinitive; verb + <i>-ing</i> ; verb + preposition + <i>-ing</i> ; verb + infinitive without <i>to</i> .....	133
<b>Test practice:</b> Academic Reading .....	140
<b>17 Likelihood based on conditions 1</b>	
zero, first and second conditionals; other ways to introduce a condition .....	144
<b>Test practice:</b> Academic Reading .....	150
<b>18 Likelihood based on conditions 2</b>	
third conditional; mixed conditionals; wishes and regrets; <i>should(n't) have</i> .....	154
<b>Test practice:</b> Academic Reading .....	160
<b>19 Prepositions</b>	
prepositions after verbs, adjectives and nouns; prepositional phrases .....	164
<b>Test practice:</b> Listening Section 2 .....	171
<b>20 Relative clauses</b>	
relative pronouns; defining and non-defining relative clauses; prepositions .....	173
<b>Test practice:</b> Academic Reading .....	180

<b>21 Ways of organising texts</b>	
subject choice; introductory <i>it</i> ; ellipsis; organising information; <i>it</i> - and <i>what</i> -clauses .....	184
<b>Test practice:</b> Academic Writing Task 2 .....	190
<b>22 The passive</b>	
the passive; reporting with passive verbs; <i>have something done</i> ; <i>need + -ing</i> .....	191
<b>Test practice:</b> Academic Writing Task 1 .....	197
<b>23 Linking ideas</b>	
conjunctions, adverbials and prepositions; linking expressions .....	198
<b>Test practice:</b> Academic Reading .....	206
<b>24 Showing your position in a text</b>	
pronouns; adverbs; verbs; adjectives .....	210
<b>Test practice:</b> Academic Writing Task 2 .....	215
<b>25 Nominalisation in written English</b>	
forming nouns from other parts of speech (verbs, adjectives and linking words) .....	216
<b>Test practice:</b> Academic Writing Task 1 .....	222
Key .....	223
Recording scripts .....	240
Appendix 1: Irregular verbs .....	256
Appendix 2: Phrasal verbs .....	257
CD tracklist .....	258

# Introduction

## 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