

TIMESAVER FOR EXAMS



GRAMMAR

(5.5—7.5)

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ES

NTV

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NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

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Introduction

Who is this book for?

This book is for English teachers who are preparing students for the Academic version of the IELTS test, and for candidates who are aiming for an IELTS score of 5.5 – 7.5. It is an ideal supplement to any IELTS preparation coursebook, especially for students who already have a good grounding in English. The topics and activities reflect those typical of the IELTS Academic test and are designed especially to appeal to young adults. This resource is also suitable for use with any upper-intermediate or advanced students who wish to extend their knowledge of English grammar, especially with a view to academic study.

The IELTS test: an overview

The International English Language Testing System (IELTS) is a test that measures the language proficiency of people who want to study or work in environments where English is used as a language of communication. An easy-to-use 9-band scale clearly identifies proficiency level, from non-user (band score 1) through to expert (band score 9).

IELTS is available in two test formats – Academic or General Training – and provides a valid and accurate assessment of the four language skills: listening, reading, writing and speaking. This Timesaver title focuses on the Academic version of the test.

There are four components to the test.

Reading 60 minutes

There are three texts with 40 questions.

Writing 60 minutes

There are two writing tasks. Task 1 has a minimum of 150 words. Task 2 has a minimum of 250 words.

Listening Approximately 30 minutes (plus 10 minutes for transferring answers)

There are four sections with 40 questions.

Speaking 11–14 minutes

There are three parts.

Scoring

Each component of the test is given a band score. The average of the four scores produces the overall band score. You do not pass or fail IELTS; you receive a score.

The IELTS scale

BAND SCORE	SKILL LEVEL	DESCRIPTION
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.

For full details on the IELTS test, go to: www.ielts.org

How do I use this book?

For students, you should use the lessons to supplement your IELTS preparation coursebook by doing extra practice of key upper-intermediate and advanced-level grammar. The grammar structures have been chosen for their relevance to the IELTS exam and are representative of the more formal and impersonal style that is found in academic English. Each lesson begins with a **Check Your Grammar** activity to familiarise you with the target structure before you move on to more complex applications. Teachers can use the **Check Your Grammar** exercise as a diagnostic tool. Students will need to be confident in the language in the **Check Your Grammar** section before approaching the later tasks.

A variety of IELTS text types provide examples of key grammar items in context, accompanied by exam task types and exercises. Each lesson contains a concise Grammar reference with a deductive style approach and a number of examples to help with understanding. Follow-up exercises give students the opportunity to practise the key grammar in typical academic contexts and through exam tasks.

- Contents page lists grammatical focus, skill and IELTS question type for each lesson.
- Each lesson covers between 80 and 100 minutes of class time, depending on class size and language level. If the lesson contains a **Writing task** (Task 2), it is assumed that students will plan the essay in class and complete it for homework.
- The comprehensive answer key provides full explanation of the answers.
- Some activities include pairwork and groupwork to expand students' use of the language. These can be adapted depending on context and class size.
- Grammar and exam tips in each lesson help students to avoid common errors and provide advice on academic language use.
- Lessons are designed to be teacher-led with clear instructions on the pages, which are all photocopiable.

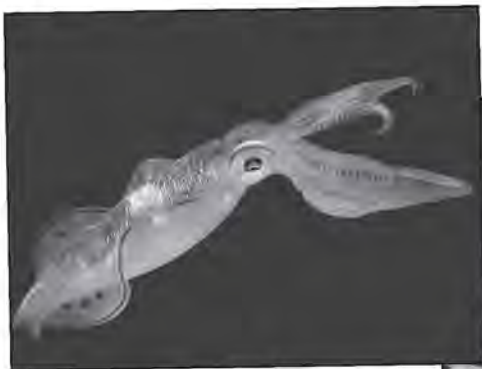
How important is grammar to exam success?

The IELTS test does not contain any tasks which specifically test grammar. However, a successful candidate aiming for a high band score will need to have a solid and confident command of grammar, both productively and receptively. In the Writing and Speaking tests, half of the overall score is based on grammatical range and accuracy, along with coherence and fluency/cohesion.

The lessons which contain exam tasks from the Academic Reading and Academic Writing tests allow students to practise the grammar structures in relevant tasks. Examples of the key grammar appear in contexts that are appropriate for the exam and at a similar level of complexity to the passages in the Reading paper. Information is also presented through graphs, diagrams and charts, familiarising students with data interpretation. The grammar structures will help students to organise and express their ideas accurately in both tasks of the Writing test.

A successful candidate in the Speaking test must demonstrate accurate use of a wide range of structures, when expressing, justifying and discussing opinions. Speaking activities and exam tasks in this book focus on key structures and give students the opportunity to practise these skills and expand the range of their spoken language.

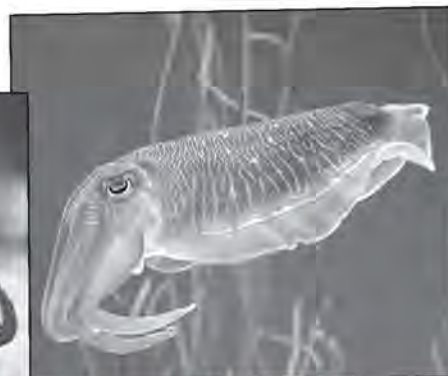
The evolution of cephalopods



squid



octopus



cuttlefish

1a Cephalopods are a group of animals which includes squid, octopus and cuttlefish. Work in pairs. Which of these statements do you think are true of cephalopods?

- a) Cephalopods are invertebrates.
- b) Many cephalopods are endangered.
- c) Some species are intelligent.
- d) An individual cephalopod lives for many years.

1b Read this article about cephalopods from a science journal and check your answers.

Humans have changed the world's oceans in ways that have been catastrophic for many marine species. However, according to new evidence, it certainly (1) *appears / is appearing* that the change has so far been good for cephalopods, a group of marine invertebrates, including squid. A recent study shows that numbers of cephalopods (2) *have been rising / have risen* for a few years and the trend (3) *seems / is seeming* likely to continue. The Environment Institute at the University of Adelaide in Australia funded the study which involved researchers all over the world.

Researchers already know that cephalopods, particularly the *Coleoidea*

subclass (cuttlefish, squid and octopuses), are intelligent, grow rapidly and have short lifespans, meaning they can adapt to changes in conditions more quickly than many other marine species.

Scientists (4) *are now investigating / now investigate* the factors responsible for the increase in cephalopods and the impact of this on other species as well as the benefits there could be for human communities who rely on them as a resource. This research could also enable scientists to find out exactly how the ocean (5) *changes / is changing* as a result of current human activities.

2 **Check your grammar!** Work in pairs. Circle the correct verb form for items 1–5 in the text in exercise 1b.

3 Circle the correct words *in italics* to complete the definitions. Use the examples in the text in exercise 1b to help you.

- a) Progressive verb forms (also called *continuous / perfect* tenses) are formed with *be + -ing*.
 b) We often use progressive forms to emphasise that a situation is *ongoing / complete* or *temporary / permanent*.
 c) Some verbs are never or rarely used in progressive forms. These verbs are sometimes known as *state / active* verbs and describe *an unchanging state / an action*.

4 Match the headings in the word box to the lists in the Grammar reference.

Description Mental process verbs Possession Preferences and feelings Use of senses

Grammar reference: state verbs

State verbs are not often used in progressive forms. Some common examples of state verbs are:

a)

feel, hear, see, smell, sound, taste

b)

adore, despise, (dis)like, enjoy, hate, hope, love, mind, need, prefer, regret, want, wish

c)

appear, consist of, contain, differ from, fit, include, involve, look, mean, resemble, seem, weigh

d)

(dis)agree (= (not) have the same opinion), anticipate, appreciate, assume, believe, consider, doubt, expect, feel (= have an opinion), find, forget, imagine, know, realise, recognise, remember, see (= understand), suppose, think (= have an opinion), understand

e)

belong to, have, own, possess

- Some state verbs can have a progressive form with a different meaning. The progressive form generally describes an action rather than a state, e.g. *Find out what your partner **thinks** (state). What **are you thinking** about? (action) Do you **have** a stomach ache? (state) Are you **having** a party this weekend? (action)*. Other common examples are: *anticipate, appear, expect, feel, imagine, see, smell, taste, weigh*.
- Occasionally state verbs are used in progressive forms to emphasise the idea of something happening at the time of speaking or something which is developing. This is particularly true of verbs that describe feelings and mental processes, e.g. *They are hoping to carry out further research. We are realising how much these creatures can teach us*.
- The meaning of *can* used with *see, hear, feel, taste, smell, remember* and *understand* is similar to a progressive meaning, e.g. *Can you smell something?*
- State verbs may use *-ing* forms in other kinds of structure, e.g. *Researchers already know that cephalopods grow rapidly, meaning (= which means) they can adapt more quickly than many other marine species*.

5 Complete the sentences with a simple or progressive form of the verb in brackets.
A resourceful predator

Biologists have long noted the similarities between the eyes of a cephalopod and the eyes of a human. Cephalopod eyes

(1) (resemble) those of humans

since both animals have a camera-type eye, which

(2) (consist) of an iris and a circular lens. Although

cephalopods are classified as invertebrates within the mollusc family,

and many molluscs (3) (have) no brain, staring into

the large eyes of an octopus has led many biologists to wonder what

the creature (4) (think). This may not be as unlikely as it

(5) (sound) since recent studies indicate that octopuses are remarkably intelligent.

Measuring the minds of other creatures is a perplexing problem. One yardstick scientists use is brain

size, but size (6) (not always / mean) intelligence. Scientists can also count neurons.

The common octopus has more neurons in its brain than a human and three-fifths of them are in

its arms. It could be, when an octopus is wrapping her tentacles around a human's hands, that she

(7) (look) at you.

Octopuses are well-known for changing colour. But (8) (how / know) which colours

to turn? Researchers from Woods Hole Marine Biological Laboratory and the University of Washington

found that the skin of the cuttlefish *Sepia officinalis*, a colour-changing cousin of octopuses,

(9) (contain) gene sequences usually found only in the light-sensing retina

of the eye. This evidence (10) (appear) to suggest that cephalopods

(11) (see) with their skin.

As humans, we (12) (like) to believe we are unique in evolutionary terms, but

scientists (13) (gradually / realise) that this may not be the case. Humans – like

other vertebrates whose intelligence we (14) (recognise), such as parrots,

elephants and whales – are long-lived, social beings. Octopuses, however, are neither long-lived nor

social and have evolved from a slow-moving, snail-like ancestor to become active, resourceful

predators. Octopuses (15) (represent) the pinnacle of an evolutionary track which

(16) (differ) significantly from that of man. This groundbreaking research into

cephalopods (17) (currently / challenge) our understanding of evolution,

(18) (include) our perspective on the emergence of life elsewhere in the universe.


Grammar tip

To report research findings, we tend to use the present simple or present perfect, not a progressive verb form.
e.g. A recent study shows / has shown -

6 Discuss the questions in small groups.

- How many of the facts about cephalopods in these texts do you think are well-known?
- Why is our understanding of evolution being challenged by cephalopods?
- Which physical features or aspects of the behaviour of an octopus do you think are unusual?

EXAM TASK: Writing (Task 2)

7 Write about the topic below. Give reasons for your answer and include any relevant examples from your own knowledge or experience. In your answer, try to use some of the useful phrases from the box.

Some people feel that animals should have the same rights as humans and should not be used for either food or research. Others believe that the primary function of animals is as a food source.

Discuss both of these views and give your own opinion.

Useful phrases

Some people feel / believe ...

This means that ...

People assume that ...

I recognise / appreciate that ...

..., including / involving ...

Current research into ... is leading us to question ...

It seems / appears (likely) that ...

EXAM TASK: Speaking (Part 3)

8 Work in pairs. Discuss the questions.

What kinds of animal are most popular in your country? Why do you think this is?

Do you think money should be spent on research into animal species?

Some species of animal are endangered due to human activity. What does this mean for the future of our planet?



Information overload

1a Work in pairs. Discuss the questions.

- What mobile device do you use and what tasks do you use it for?
- When did you last go on social media and what did you do?
- What profile picture are you currently using? Are you happy with it?
- Have you ever checked social media in the middle of a class?



1b Check your grammar! What does each question ask about? Match the questions and the actions.

- | | |
|----------------------------|---|
| a) regular activity | b) an experience at an unspecified time in the past |
| c) something happening now | d) an activity at a specified point in the past |

2a Look at these sentences from an online news feature. What words do you think were in the original article?

- There has been a dramatic in the amount of time we spend on our devices.
- A has found that one in four people admits to spending more time online than they spend asleep.
- A telecommunications company commissioned the report earlier
- The average person checks their smartphone 150 times
- Psychologists have been warning us about the risks of information overload
- Many of us are starting to show symptoms of addiction.

2b Look at the sentences again. What tenses are used in each sentence?

3 Read the Grammar reference and complete the information with the phrases in the box.

- present perfect continuous
- recent studies
- leads up to now
- may be understood or implied
- give news of recent events
- which the speaker views as more long-term
- with questions beginning *How long ...?*

Grammar reference: present perfect

Use the present perfect to refer to events which took place in a period of time that started in the past and

(1) This period of time is unfinished, e.g. *I've only had this phone since last week.* The present perfect can refer to an event that has happened once or several times, e.g. *I've had three new phones this year.*

- These events may be very recent or the speaker may feel that they are very relevant to the present. The present perfect is often used to (2), e.g. *Scientists have discovered that modern technology may change the way our brains work.*
- Time expressions may be used, or the time period (3) by the speaker or writer, e.g. *There has been growing concern over our use of technology (over the last few years).*
- In academic essays, we can use the present perfect to refer to (4) or generally accepted theories. The present simple is also common, e.g. *A report has found ... / Research shows ...* (active) *It has been argued that ... / It is thought that ...* (passive). Use the present perfect to describe current trends and developments. This is particularly useful in a topic sentence at the start of a paragraph, e.g. *There has been a dramatic increase in the amount of time we spend on our devices.*

Present perfect simple or present perfect continuous?

- Use the present perfect continuous to place greater emphasis on the duration of the activity. The activity can be continuous or repeated and is often ongoing or has only recently stopped, e.g. *She's been checking her phone for the last half hour.* The present perfect continuous is preferred (5) _____, e.g. *How long has this been going on?*
- Use the present perfect simple to focus on something completed or talk about how often we have done something, e.g. *We're very pleased with the work that has been done. I've phoned her three times already!*
- Sometimes the choice of the simple or continuous form depends on the view of the speaker or writer. The (6) _____ may be used for an event the speaker considers temporary, e.g. *I haven't been focussing on my work recently.* The simple form can be used to talk about situations (7) _____, e.g. *He's worked at the same place for a while.*

4 Complete the gaps in the text about information overload. Use an appropriate tense of the verb in brackets. More than one answer is sometimes possible.

For many years, concern (1) _____ (*increase*) about the stress caused by digital devices. In the workplace, technology (2) _____ (*not / bring*) us the much anticipated reduced workload. In fact, technological innovations (3) _____ (*set up*) even greater expectations of what can be achieved. Current research (4) _____ (*suggest*) that information overload affects not only our personal well-being but also our productivity. A recent study (5) _____ (*demonstrate*) that it takes people an average of twenty-five minutes to return to a work task after an email interruption.

Over the last few decades, a number of studies (6) _____ (*publish*) claiming that the quantity of information we receive will one day become too much. The term 'information overload' first (7) _____ (*appear*) as long ago as 1970. Some of the claims may be exaggerated. People (8) _____ (*complain*) about excessive information since the printing revolution in the fifteenth century. It seems unimaginable now that people in Victorian times (9) _____ (*worry*) about the effect the invention of the telegraph had on the businessman.

Nevertheless, there are some major areas of concern about the current information age, including the effect that the information load has on our health. Receiving content in countless formats (10) _____ (*constantly / put*) us under mental strain. Scientists (11) _____ (*discover*) that multi-taskers produce more stress hormones. Lack of focus also affects creativity. Harvard Business School (12) _____ (*monitor*) people's work habits for a number of years. Their ongoing research (13) _____ (*show*) that people are more likely to be creative if they are allowed to focus without interruptions. Overload can also make workers less productive. A researcher from the University of Michigan (14) _____ (*prove*) that people who complete certain tasks in parallel take much longer and make more errors than people who complete the same tasks in sequence.

Grammar tip

Some verbs are not common in the continuous form, e.g. *appear, believe, fear, know, think, seem*, e.g. *I haven't heard (been hearing) from him for a long time.*

5 Work in pairs. Discuss the questions.

- How many times have you checked your phone today?
- How much time do you spend online on an average day?
- Have you ever felt stressed by technology?
- The concept of a digital detox has been gaining in popularity in recent years. Why do you think this is?

Grammar tip

In American English, the past simple is often preferred to the present perfect and is sometimes used in sentences which would not be considered correct in British English, e.g. *Did you finish yet?* (US) *Have you finished yet?* (UK)

- 6 Read the Grammar reference and the blog entry about a digital detox. Circle the present perfect or past simple in the blog. Sometimes both tenses are possible depending on how you view the events.

Grammar reference: present perfect

Present perfect or past simple?

- Some time expressions commonly associated with the present perfect are: *during/in/over the last ... , in my life, lately, so far, to date, until now, since ... , it's the (first) time ... , ... yet.*
- Some time expressions which commonly take either the present perfect or past simple are: *already, for ... , just, once, ... before, recently, this (morning), today.* The past simple is used for time periods which are considered finished, and the choice of tense often depends on how the speaker or writer views the time period.

Surviving without technology 19 comments

(1) *I've recently started* / *I recently started* a three-week digital detox. Over the last year, (2) *I've become* / *I became* increasingly aware of how much I rely on digital devices in both my personal and professional life. As a millennial – (3) *I've celebrated* / *I celebrated* the start of the 21st century when I was still at college – (4) *I've been feeling* / *I felt* daunted by the idea of surviving without technology. Luckily, my digital detox coach (5) *has advised* / *advised me* immediately that millennials should not feel bad about their use of technology. Technology is something we (6) *have grown up* / *grew up* with.



Soon after the programme started, (7) *I've turned off* / *I turned off* notifications on my phone for all apps. (8) *Have I missed* / *Did I miss* the apps at all? If I'm honest, no. This week (9) *I've installed* / *I installed* a filter to keep my email inbox in check and (10) *I've reduced* / *I reduced* the number of times I check my emails every day. My detox (11) *has already given* / *already gave* me a feeling of being back in control. Since starting the detox two weeks ago, (12) *I've been sleeping* / *I slept* better and (13) *I haven't woken up* / *didn't wake up* to check my phone once. Today (14) *I've come* / *I came* to the conclusion that it's not about unplugging your technology but creating better habits around it. (15) *I've never thought* / *I never thought* about technology in this way before.

EXAM TASK: Speaking (Part 2)

- 7 Prepare answers to the questions. In pairs, take turns to talk about the topic for one to two minutes.

Describe a digital device or digital software which you find irreplaceable.

You should say:

- what the device or software is
 - how long you have been using it
 - what effect it has had on your life or the way you study
- and explain why you would recommend it to a friend.

EXAM TASK: Speaking (Part 3)

- 8 Work in pairs. Discuss the questions.

What effects has digital technology had on the way we work?

Do companies have a responsibility to help their employees cope with information?

Have you ever considered unplugging your technology?