

GRAMMAR 10 DIRECT AND INDIRECT QUESTIONS

1 Choose the correct sentence (A, B or C).

- 1 A What was trying to discover exactly the experiment?
B What exactly was the experiment trying to discover? ✓
C What the experiment exactly was it trying to discover?
- 2 A You have considered ever of applying for the post of lecturer?
B You considered have ever applying for the post of lecturer?
C Have you ever considered applying for the post of lecturer?
- 3 A Where do I go to renew my library card?
B Where I go to renew my library card?
C Where go I to renew my library card?
- 4 A Can you tell me how much do I have to pay?
B Can you tell me how much I have to pay?
C Can you tell me how much have I to pay?
- 5 A What Shakespeare was doing during the years 1585 to 1592?
B What Shakespeare doing during the years 1585 to 1592?
C What was Shakespeare doing during the years 1585 to 1592?
- 6 A When you are going to let us know the results?
B When are you going to let us know the results?
C When you going to let us know the results?
- 7 A What particularly makes the birds behave in this way?
B What particularly does make the birds behave in this way?
C What particularly makes the birds do they behave in this way?
- 8 A What kind of primary education most children did receive at that time?
B What kind of primary education most children did they receive at that time?
C What kind of primary education did most children receive at that time?

2 Write questions using the prompts.

Interview

- 1 when/you/decide/to be a lawyer?
- 2 how long/you/have to study?
- 3 how/you/remember/all the facts?
- 4 what/interest/you most about the law?
- 5 what kind of law/you/specialize in?
- 6 what kind of law firm/you work for?
- 7 you/earn/high salary?
- 8 you/ever appear in a murder/trial?
- 9 what/you/ like most about the job?
- 10 what/you/do in ten years time?

When did you decide to be a Lawyer?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

IELTS LANGUAGE PRACTICE

3 Make questions for which these statements are answers. Leave out any unnecessary words.

- 1 William Shakespeare died at the age of 52.
How old?
- 2 Teams of scientists have been working on genome projects since the 1990s.
How long.....?
- 3 Thomas Edison developed the first long-lasting practical electric light-bulb.
Who.....?
- 4 The first astronauts on the Moon brought back samples of the lunar rock.
What.....?
- 5 Jacques Monod was a French biochemist born in Paris in 1910.
When.....?
- 6 One reason that birds sing is to show to other birds that they own an area or 'territory'.
Why.....?
- 7 Maria Montessori is best known for her method of educating children.
What.....?
- 8 The entire project will cost something in the region of €50 million.
How much.....?
- 9 The next conference will be taking place in Prague in 2020.
When.....?
- 10 Scientists believe that a black hole exists at the centre of our galaxy
What.....?

4 Rewrite each direct question as an indirect question or a statement, following the prompts given.

- 1 Is this the right answer?
Do you know whether?
- 2 What time does the train leave?
Do you know
- 3 Where is the entrance?
It's not clear.....
- 4 How does this machine work?
I want to know
- 5 Who is he?
They didn't know
- 6 When does the final examination take place?
Do you know
- 7 Is it going to rain?
I wonder whether
- 8 How do thunder and lightning occur?
Can you explain
- 9 Why did you tell me to wait here?
I'd like to know
- 10 What's the meaning of this word?
Could you tell me

GRAMMAR 10 DIRECT AND INDIRECT QUESTIONS

5 Complete the text with questions a–j. Some can be included in the text as direct questions, but others must be changed to indirect questions.

- a Why do some birds fly thousands of miles?
- b How do birds manage to migrate over long distances?
- c How do birds find their way?
- d Which route should they follow?
- e What advantages does migration bring?
- f How do these young birds know where to go?
- g How are young birds able to follow migration routes?
- h How do migration routes become established?
- i Why do some birds stay in the same place?
- j What strategies do birds use on long trips?

Bird migration

We have all probably wondered why (1) **a** between breeding and non-breeding areas every year. However, not all birds migrate, and scientists still do not know why (2) all the year round. What (3) First of all, migration means that birds can find safe places where food is plentiful, and where it is safe to breed, so it is easy to see how (4) These migration routes are generally based on weather differences between regions, for example north or south, or higher and lower altitudes. This can involve a lot of flying! In earlier times people found it hard to understand how (5) The Arctic Tern, for example, flies up to 30,000 kms when it migrates from the North to the South Pole. We now know what (6) These include using high altitude winds as well as resting in convenient places. We also understand how (7) using the sun and the stars to navigate, as well as looking out for landmarks. It seems that birds can also sense magnetic north. One interesting question remains. It is not clear how (8) for the first time, when they are abandoned by the parent birds as soon as they can fly. How (9) Scientists now think that young birds are born with the necessary information about migration genetically imprinted, so they automatically know which (10)

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GRAMMAR

The passive

Why use the passive?

- To place important information at the beginning of the sentence:
A new bridge across the river was opened in 2006.
- To describe a technical process impersonally:
The water is then heated to 80° centigrade.
Finally, they are cemented onto the teeth.
- Without an agent, to avoid mentioning the person who performs the action, because this is obvious from the context, or unimportant or very general:
Students are expected to attend all classes.
A new chief executive has been appointed.
Her new book was well reviewed in the weekend papers.

Note that it may be clearer not to use the passive, and writers of scientific reports often use active rather than passive forms in order to focus on the result. The second example below may seem clearer:

Lack of exercise is considered to be a contributory factor in heart disease.

Researchers have concluded that lack of exercise is a contributory factor in heart disease.

Tense forms

- All tenses and simple or continuous forms are possible, but some are more common than others:
Present simple passive
The parts are imported from China.
Present continuous passive
The road is being widened.
Will passive
The project will be completed next year.
Past simple passive
The drug was developed by a team of scientists.
Past continuous passive
The letters were found while the stones were being cleaned.
Present perfect passive
All work has been suspended until further notice.
Modal must/should
All doors must be kept/should be kept locked.
Modal can/could
The door can only be opened from the inside.

GRAMMAR 11 THE PASSIVE

Agent **by** and instrument **with**

- It may be important to mention who performed the action:
This theory was first developed by Isaac Newton.
A new chief executive has been appointed by the parent company.
- In scientific writing, it is common for the agent to be a thing rather than a person:
Glucose is used by the cells to provide energy.
All social behaviour is determined by genetic and/or biological factors.
- We can describe the instrument used when something was done using **with**:
It was removed with the hand tools that can be seen at the top of the photo.

Verbs that cannot be passive

- Only transitive verbs (verbs with an object) can be made passive:
They constructed the building in the 1980s.
The building was constructed in the 1980s.
- Some transitive verbs cannot be made passive, e.g. *become, get, have, fit* (be the right size) *lack, let, resemble, suit*:
That dress really suits you! (*You are suited ...* is not possible)
He resembles my brother (*My brother is resembled ...* is not possible)
- Intransitive verbs (verbs with no object) cannot be made passive, e.g. *sleep, arrive*:
She slept late.
The train arrived on time, for a change.

IELTS LANGUAGE PRACTICE

1 Underline the most suitable verb form in each sentence.

- 1 Your computer suspended/has been suspended/has suspended from the campus network for violation of copyright policy.
- 2 The report makes/is made/has been made no mention of the so-far unexplained departure of the Finance Director.
- 3 Construction work will begin only after appropriate safety and environmental reviews were completed/complete/have been completed.
- 4 The weight of an atom is determined/determines/has been determined by the number of neutrons and protons that are present in the nucleus.
- 5 Architect Robert de Palma was choose/is been chosen/has been chosen to design a new extension for the City Concert Hall.
- 6 In 2008 a jumping robot was developed/developed/has been developed by researchers at the Swiss Federal Institute of Technology in Lausanne.
- 7 Meteorological data records/has been recorded/is recorded globally only for the last 100 years or so.
- 8 JK Rowling published/was published/is published her first novel, 'Harry Potter and the Philosopher's Stone', in 1997.
- 9 Basque and Lithuanian are generally considered/generally consider/are generally considering to be the oldest European languages.
- 10 The Foreign Minister Magnus Lobo is being investigated/is investigating/is been investigated on corruption charges.

2 Complete the second sentence so that it has a similar meaning to the first sentence. Leave out any unnecessary agents.

- 1 The company is importing the main components from Poland.
The main components
..... are being imported from Poland.
- 2 Someone invented the magnetic compass about a thousand years ago in China.
The magnetic compass
- 3 The government is increasing the price of fuel oil from tomorrow.
The price
- 4 You must complete all projects by 31st March.
All projects
- 5 Scientists use some radio telescopes to search for extra-terrestrial life.
Some radios
- 6 While the authorities were transporting the painting from Paris to Rome, it was damaged in a train crash.
The painting was damaged in a train crash
- 7 The authorities have suspended both players for the next three matches.
Both players
- 8 The university will publish the test results at the end of the month.
The test results
- 9 Recently scientists have discovered other stars with planets in orbit around them.
Recently other stars
- 10 The authorities are closing the laboratory until further notice.
The laboratory

GRAMMAR 11 THE PASSIVE

- 3 Complete the text by writing a passive or active form of the verb in brackets in each space, as appropriate.**

Lie detector tests

Lie detectors (1) (know) technically as ‘polygraph instruments’. A polygraph instrument is a combination of medical devices that (2) (use) to monitor changes occurring in the body. While a person (3) (question) about a certain event or incident, the examiner (4) (check) whether there are any changes in the person’s heart rate, blood pressure, respiratory rate, etc . Fluctuations (5) (may indicate) that the person is being deceptive. Today most polygraph tests (6) (administer) using digital equipment. The familiar scrolling paper lie detector which (7) (depict) in so many old films (8) (replace) by a computer monitor. When you (9) (sit) in the chair for a polygraph test, several sensors and wires (10) (connect) to your body in specific locations to monitor your physiological activities. Deceptive behaviour (11) (suppose) to trigger certain physiological changes that (12) (can detect) by a polygraph and a trained examiner, who (13) (sometimes call) a forensic psychophysiolist. Polygraphs (14) (limit) in their use in the private sector, but they (15) (frequently employ) by government agencies and law-enforcement bodies. Generally speaking, nobody (16) (can force) to take such a test.

- 4 Rewrite each sentence changing the active to passive, or passive to active. Only include an agent if this is needed, and make any other necessary changes.**

- 1 The cells use glucose to provide energy.

.....

- 2 We provided all the athletes taking part with laptops and video cameras.

.....

- 3 Health experts advise everyone to eat 400 grammes of fruit and vegetables per day.

.....

- 4 Nobody knows how the fire began.

.....

- 5 According to reports, coastal areas have been hit the hardest by the storm.

.....

- 6 Worldwide we spent around \$400 billion dollars on advertising last year.

.....

- 7 If I were asked to rejoin the project, I would refuse.

.....

- 8 Smith has been forced to abandon the Tour de France after breaking his arm.

.....

- 5 Complete the text by writing a suitable passive or active form of the verb in brackets in each space.



Green hotels

Now that more and more people (1) (realize) the importance of saving energy and other resources, hotels everywhere (2) (force) to improve their green credentials. In the UK, a special body called the 'Green Tourism Business Scheme' (3) (set up) with just this issue in mind, and (4) (become) very popular. The number of hotels assessed by the scheme (5) (double) over the past two years as hotel owners (6) (persuade) that going green also makes good business sense. Even the least perceptive hotel visitor can spot the problems: energy (7) (waste) when lights (8) (leave on), rooms are too hot, bathrooms (9) (provide) with too many towels and so on. Cutting out waste in areas like these means that business costs (10) (can cut), so the scheme helps hotels up and down the country to plan changes. As a result, in some hotels inefficient boilers (11) (replace), and better insulation (12) (fit), thus saving energy and money. In others, water usage (13) (reduce), and some rural hotels (14) (collect) rainwater in underground tanks. In one London hotel, beehives (15) (install) on the roof as part of a drive to save the threatened bee population. The honey produced here (16) (serve) in the hotel's restaurant. As we know, going green is largely a matter of changing attitudes, and this (17) (apply) to both hotel owners, and to guests. The latter (18) (give) information about green issues in the hotel, but (19) (not lecture) in an aggressive way. Everyone (20) (encourage) to do their bit, and in some hotels guests even get a discount for not using their car during their stay.

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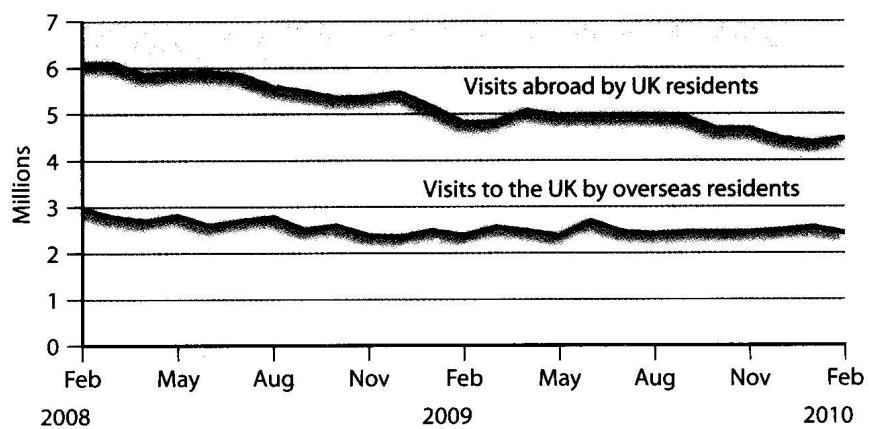


GRAMMAR

Practice 4

- 1** Write questions based on the information given in the graph, using the prompts given and the verb(s) from the box. Add a question word if necessary.

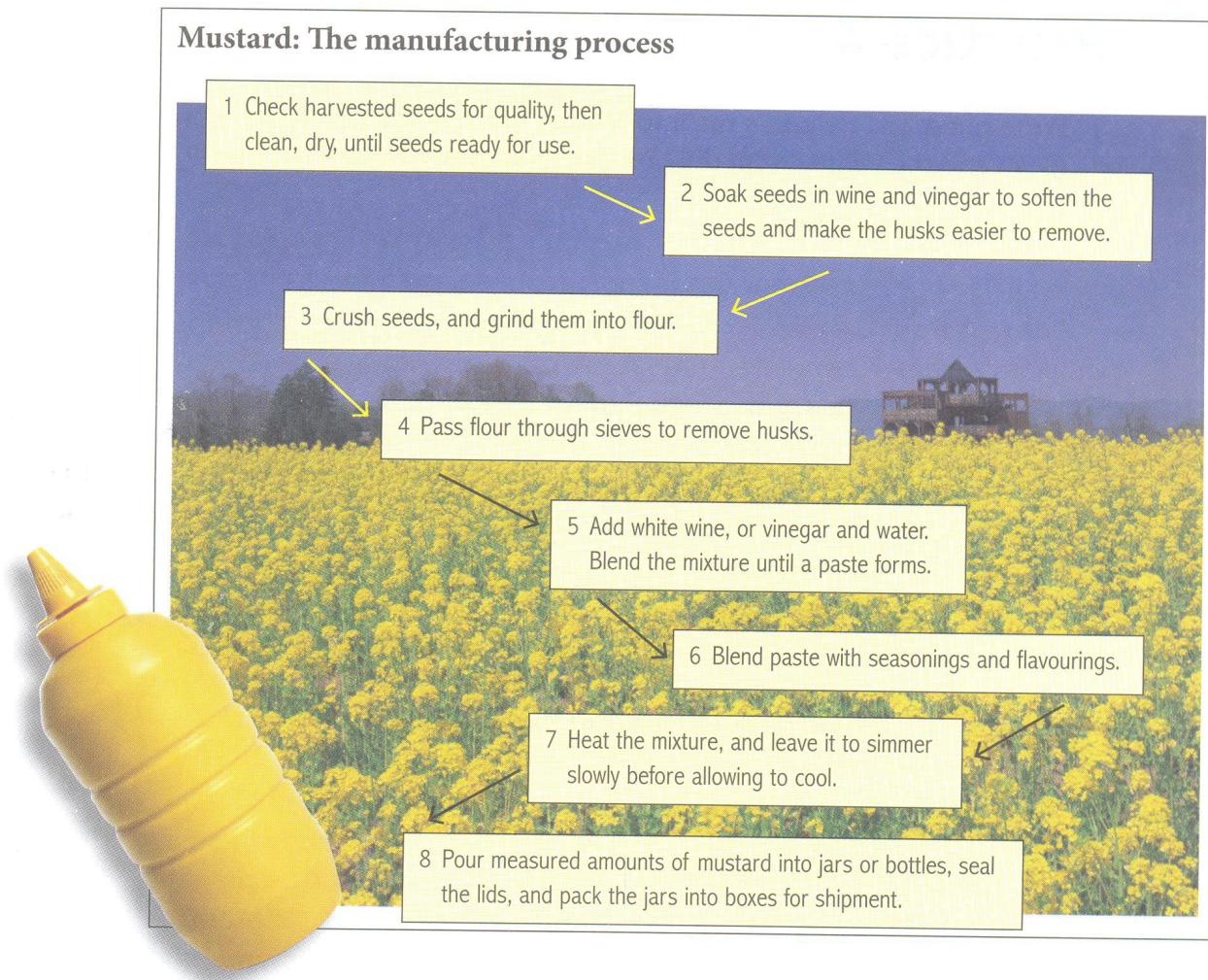
Travel and tourism in the UK



- 1 information/graph (show)
.....
What information does the graph show?
.....
 - 2 during this period/UK/visits abroad (rise, fall)
.....
 - 3 fall in 2009/as steep/fall in 2008 (be)
.....
 - 4 figures for overseas visits/UK/same trend (show)
.....
 - 5 figures/any seasonal variations (show)
.....
 - 6 approximate difference/millions/February 2008 and February 2010 (be)
.....
 - 7 figures for overseas visits to the UK/ the same general trend (show)
.....
 - 8 approximate fall/numbers/between February 2008 and February 2010 (be)
.....
 - 9 these trends/probably (explain)
.....
 - 10 future trends/likely (be)

IELTS LANGUAGE PRACTICE

- 2 Study the diagram and complete the sentences describing how mustard is manufactured, using passive forms where possible. Add any necessary words.



- 1 First of all, the harvested seeds are checked for quality,then cleaned and dried until the seeds are ready for use......
- 2 After that,
- 3 In the next stage,
- 4 Then
- 5 Following that,
- 6 Then.....
- 7 In the next stage,
- 8 Finally,

GRAMMAR 12 PRACTICE 4

- 3 Complete the text by writing a suitable passive form of a verb from the box in each space.

construct	achieve	change	distribute	fit out
fund	furnish	give	help	provide
renovate	repair	subsidize	supply	train



From Houses to Homes: our recent accomplishments

From Houses to Homes is a charity which aims to strengthen community harmony in highland Guatemala by building lasting, healthy homes, improving access to health care and education, and inspiring participation between the poor and civil society. Since 2005 around 300 new homes (1) have been constructed. In addition, sixteen homes (2) Thanks to voluntary donations, safe and efficient stoves (3) to 35 families, and over 100 homes (4) with beds, mattresses and bed-linen. In the educational

field, more than 1,000 children (5) to attend school, several new schools have been built, school buildings (6) , and schools (7) with new desks and other equipment. Teachers in one school (8) with laptops and computer training so that in future their students (9) better learning opportunities. Currently, the salaries of some teachers (10) and in 2008/2009 two teachers (11) entirely by our organization. In 2009, we covered the costs of 30 men who (12) to become electricians. A large quantity of food, medicine, clothing and footwear (13) All this (14) by the hard work of over 700 volunteers from 22 different countries. The lives of many needy people (15) for the better, and the volunteers have gained the experience of a lifetime.

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GRAMMAR

Conditionals 1

General truths: *If/When + present simple + present simple*

This form is often referred to as the 'zero conditional'.

- What always happens as the result of an action. This is a generalization, rather than a description of what will happen in a particular situation:

If/When you increase the prices too much, people don't buy the goods.

Real conditions: *If + present simple + will/won't (do)*

This form is often referred to as the 'first conditional'.

- What will really happen as the result of a possible action:

If fishing continues, this species will soon become extinct.

If governments don't take action, the effects of global warming will be disastrous.

General truth or real condition?

- The choice depends on the attitude of the user.

This is what happens all the time – a generalization:

Choosing the right price for your goods is an important part of successful selling. If you increase the prices too much, fewer people buy the goods.

This is what will happen in a particular situation we are discussing:

We need to generate more income this year, but we must be careful not to overprice our goods. If we increase the prices too much, nobody will buy them.

Other variants

General truths and real conditions can contain modals *can*, *could*, *might*, *should*, etc. See Grammar 16 and 17.

- General truth

When it rains heavily, this area can suffer from flooding.

If the weather changes now, that could cause problems.

- Real condition

If fishing continues, this species may/might well become extinct.

Unreal conditions: *If + past simple + would (do)*

This form is often referred to as the 'second conditional'.

- An imaginary present result which follows from an imaginary present situation:

If the Earth didn't have a Moon, there wouldn't be any tides.

If I knew the answer I'd tell you. But I don't know it, I'm afraid!

- The past simple form does not refer to past time. In formal speech or writing we use *were* rather than *was*:

If the walls were stronger, they would take a heavier load.

GRAMMAR 13 CONDITIONALS 1

- *Could, might, etc* are also possible in the second clause:
If the walls were stronger, they might take a heavier load.

Would

- We can use *would* to describe imaginary situations with the *if* understood but unstated:
What would you do in that case? I'd resign, I think.

Real or unreal?

The difference between real and unreal conditions may be a matter of speaker choice and context. The meaning communicated may be the same.

- The following is a real possibility. You are about to travel – perhaps we are at the station:
If you take the 2.30 train, you'll get there before 5.00.
- In the following sentence, we are only discussing your options. Your journey is in the future, or may not happen:
If you took the 2.30 train, you'd get there before 5.00.

Unless

- *Unless* means 'only if not', and is used when we say that if something does not happen, something else will happen (or be true) as a result:
If the government does not help the banks, they will not survive.
The banks will not survive unless the government helps them.

→ SEE ALSO

Grammar 14: Conditionals 2

IELTS LANGUAGE PRACTICE

1 Underline the most suitable verb form in each sentence.

- 1 The financial situation is critical, and if we don't act/didn't act/won't act now, it *is/would be/will be* too late.
- 2 If the weather *will improve/improves* by the weekend, the marathon *will go ahead/goes ahead* as planned.
- 3 The government *increases/will increase/would increase* payments if the money *is available/were available/will be available*, but in the current financial crisis this is just not possible.
- 4 Carol Smith's work *is/would be/will be* a lot better if she *spends/spent/will spend* more time on it, but she tends to rush and makes too many mistakes.
- 5 If I *had/have* the time, *I'd help/I'll help* you, but I'm in a hurry and I have to leave now.
- 6 In a cold spell of this severity, old people suffer a great deal, and if they *are not given/will not be given* help to heat their homes, a number of them *will die/would die*.
- 7 If human beings *had/have* brains twice their normal size, *would they be/are they* automatically more intelligent?
- 8 At the moment the lecture is scheduled to take place as normal, but if it *will be postponed/is postponed/were postponed*, it *takes/will take/would take* place on Wednesday 15th February.
- 9 Don't worry. If you *don't finish/won't finish/didn't finish* the work on Tuesday, *I'll come/I come/I would come* round and help you do it on Wednesday.
- 10 If bankers *were investing/are investing* their own money, I think they *would/will take* a lot more care of it!

2 Complete each sentence with a suitable form of the verb in brackets.

Taking out a pension

- 1 If you (be) are worried about the risks, speak to one of our advisers.
- 2 If your employer, your partner or some other person also (pay) into your pension, their payments (add) to the total you can pay in during one year (Annual Allowance).
- 3 Do not exceed this allowance, as if you (exceed) the Annual Allowance, we (not accept) the payments.
- 4 If you (lose) your job, you (be still) allowed to pay money into your pension.
- 5 If you (not have) enough money to make any payments, you can take a payment break, but we (continue) to charge you.
- 6 If you (stop) payment for any length of time, the value of your pension when you retire (be) reduced.
- 7 When you retire you can take 25% of your fund in cash. For example, if your fund (be) worth £100,000, you can take out £25,000 as a lump sum.
- 8 If you (die) before you retire, we (pay) the value of your plan to the person named as your beneficiary.

GRAMMAR 13 CONDITIONALS 1

3 Write a new sentence with a similar meaning to the first sentence, using *unless*.

- 1 If you don't water the plants, they won't grow.
The plants won't grow unless you water them.
- 2 The machine won't start if you don't plug it in.
.....
- 3 The union will call a strike if staff are not given a pay rise.
.....
- 4 If the government fails to act, there will be a water shortage.
.....
- 5 The programme is likely to go ahead if there isn't a last-minute hitch.
.....
- 6 If there is not an examination at the end of the course, some students will not study seriously.
.....
- 7 If they don't enjoy what they are doing, people tend not to succeed.
.....
- 8 Without a valid library card, students cannot use the library.
.....
- 9 If no measures are taken, the situation will get worse.
.....
- 10 If the patient's condition doesn't deteriorate, she should make a full recovery.
.....

4 Write an *If...* sentence with the same meaning as the first sentence. Sometimes there is more than one possible answer.

- 1 I haven't got my driving licence with me so I can't hire a car.
If I had my driving licence with me I would be able to hire a car.
- 2 Without water, life on Earth would be impossible.
.....
- 3 Everyone speaks different languages, so people don't get on well together.
.....
- 4 We haven't got a computer so it isn't as easy to do the calculations.
.....
- 5 Food isn't distributed fairly so some people don't have enough to eat.
.....
- 6 People don't give up smoking because they probably don't know the risks involved.
.....
- 7 Aliens might land on Earth unnoticed.
.....
- 8 The library doesn't open on Sunday so we can't go there to study.
.....
- 9 Greater use of public transport would cut the amount of pollution from cars.
.....
- 10 People who are overweight eat too much and don't take enough exercise.
.....

IELTS LANGUAGE PRACTICE

5 Complete the text by writing a suitable word in each space. Sometimes there is more than one possible answer.

Survival skills

(1) If you find yourself alone on a desert island, then you

(2) have to learn how to survive.

This (3) be a challenging and disheartening experience to say the least, especially if you (4) alone.

However, most people in such situations are rescued in the end.

(5) you remain hopeful and do what you can to survive, there

(6) a good chance that someone (7) rescue you.



Shelter

If you really (8) on an island after an accident of some kind, you (9) well be exhausted. Many people in this situation spend too long looking for an ideal shelter. If you (10) not find the right location straightaway, this (11) matter. A temporary shelter will do. If there (12) wreckage from the boat, or plane which brought you, this (13) give you protection from the weather and from wildlife.

Water

If you (14) on an island, there will (15) plenty of sea water, which is good for washing and cleaning clothes, but it is not good to drink. If you (16) not find clean, safe drinking water within 3 to 4 days, you (17) die. Look for a stream or puddles of rainwater. If there (18) no suitable container you (19) need to make one. You can use plastic sheeting to collect rainwater or morning dew.

Food

(20) you have a fire, you (21) have to eat raw food, which can be dangerous. Obviously it is difficult to make a fire without matches or a lighter.

Rescue

Nobody will rescue you (22) you show that you are there. Light a fire or write an SOS message on the sand using rocks.

14

GRAMMAR

Conditionals 2

Impossible past conditions: ***if + past perfect + would have (done)***

This form is often referred to as the 'third conditional'.

An imaginary past result which follows from an imaginary past situation. We cannot change the past, so this is an impossible condition:

If the company had acted properly, it would not have got into difficulties.

If some newspapers hadn't reported these problems, nobody would have known.

If the bank hadn't helped the company, it would not have survived.

Could have and *might have* are often used instead of *would have*, as are other modals:

If the company had acted properly, it might not have got into difficulties.

Mixed conditions: ***if + past perfect + would (do)***

An imagined event in the past with a result in the present:

If the experiment had been successful, Dr Johnson would be famous.

Otherwise

- *Otherwise* is another way of saying *if not*. It can also come at the end of a separate sentence.

Make your payments on time otherwise this will affect your credit.

If you don't make your payments on time, this will affect your credit.

Note that *otherwise* is also used as an adverbial meaning 'in a different way'.

Providing/provided (that), as long as, on condition (that)

- These are ways of emphasizing *only ... if*:

Children aged 5 and under only travel free if they do not occupy a seat.

Children aged 5 and under travel free provided/as long as/on condition that they do not occupy a seat.

Even if

- *Even if* can also be used in conditional sentences to emphasize *if*:

Even if we started the project tomorrow, we would not complete it in time.

If + should

- *If + should* emphasizes that an event is not very likely (formal and mainly used in written English):

If the expedition should discover large amounts of water on the Moon, then the future of space exploration will be different.

IELTS LANGUAGE PRACTICE

If + were to

- This is often used in writing which speculates about the future:

If the government were to raise taxes, they would certainly lose votes.

If (it) were/was not for, if it hadn't been for

- This describes how one event depends on another:

If it were not for the UN, the situation would be worse.

If it hadn't been for Hubble, we would not have known that the universe was expanding.

→ SEE ALSO

Grammar 13: Conditionals 1

GRAMMAR 14 CONDITIONALS 2

This unit includes contrasts with the conditionals presented in Grammar 13.

1 Underline the most suitable verb form in each sentence.

- 1 According to a police spokesperson, the weather was so bad yesterday that if they *don't close/hadn't closed/didn't close* the motorway it *will become/would have become/would become* blocked with abandoned cars.
- 2 If the government *didn't make/hadn't made/doesn't make* a decision soon about a change in the law, then innocent people *would continue/would have continued/will continue* to pay unnecessarily large fines.
- 3 The project *finished/would have finished* on time if it *wasn't/hadn't been* for industrial action by building workers, which caused a two week delay.
- 4 We *will certainly carry on/would certainly have carried on/would certainly carry on* with the rescue operation if there *is/had been/were* any chance of finding more survivors, but as far as we knew there was nobody left alive in the area.
- 5 Even if the school *hadn't collapsed/collapses/didn't collapse* in last month's earthquake, it *would have been/will be/would be* too badly damaged to be used again.
- 6 In the unlikely event that the city *had flooded/floods/flooded* completely at some point in the future, we *would have had to/have to/would have to* consider evacuating the whole population.
- 7 The building *will suffer/suffers/would suffer* fewer burglaries if all residents *make/had made/made* sure that the front door remained securely locked at all times, but the caretaker has reported finding it open on numerous occasions. Please lock the door in future!
- 8 If the engineers *follow/followed/had followed* their instructions, they *will notice/would notice/would have noticed* the cracks in the rails during the inspection of 14th April, and the accident *can be/could be/could have been* avoided.

2 Complete the text by writing a suitable form of the verb in brackets in each space.**History - What if?****Text A**

What (1) would have happened... (happen) if the Persians (2)
 (successfully invade) the Greek mainland in 490 BC, and (3)
 (conquer) the whole of Greece? Some historians believe that even if the Persians (4) (beat) the Athenians at Marathon, they (5) (find) it extremely difficult to overcome all resistance in Greece. The Spartans (6) (present) a considerable problem, though a political solution (7) (might emerge) under which the Greek states accepted the Persian king as their 'ruler', but kept most of their independence.

IELTS LANGUAGE PRACTICE

Text B

Roman military occupation (8) (not enjoy) such success, and in some places (9) (prove) almost impossible, without the skill of Roman engineers. If the system of Roman roads (10) (exist), the movement of troops from one province to another (11) (not proceed) with such speed and order.

Text C

Some military historians argue that the First World War (12) (end) in a German victory if the USA (13) (not enter) the war in 1917. Historians also speculate about what (14) (happen) if the Bolshevik revolution (15) (not take place) in Russia in the same year. If there (16) (be) no revolution, a large German force (17) (remain) on the Eastern front, and these valuable reinforcements (18) (not be) available for transfer to the West.

3 Write a new sentence with a similar meaning to the first sentence, containing an impossible past condition with *might have*.

- 1 The company didn't make a profit, so it reduced its workforce.
.....
If the company had made a profit, it might not have reduced its workforce.
- 2 Rescue teams failed to arrive in time and very few people were rescued.
.....
- 3 The government were unprepared for a heatwave, and there was a shortage of water.
.....
- 4 The people in the town weren't very friendly, so we didn't stay there long.
.....
- 5 We had problems with our computer network so we didn't finish the project on time.
.....
- 6 The banks didn't properly understand what they were investing in, so they couldn't avoid the financial crisis.
.....
- 7 Neither side was willing to negotiate and the dispute dragged on for months.
.....
- 8 The maintenance staff failed to carry out routine checks and a breakdown occurred.
.....
- 9 The patient was not given the correct dosage of medication and she did not survive.
.....
- 10 An engineer spotted the cracks in the wing and prevented a possible crash.
.....

GRAMMAR 14 CONDITIONALS 2

4 Complete the sentences using information from the texts.

Business reports

Report A

The company is making progress even though the difficult economic climate last year saw the company on the edge of bankruptcy. It was only after a loan from National Bank, followed by a programme of restructuring that we were able to continue. Assuming that the economic climate does not worsen, we expect to make a profit in the coming year.

- 1 If the bank hadn't lent the company some money...., the company would not be.... in business now.
- 2 If it hadn't been for....., the company bankrupt last year.
- 3 As long as....., the company.....a profit.

Report B

The rise in the price of oil has boosted company profits this year. Profits are 21% higher than in the previous year, when severe weather in the North Sea forced us to cut production for two weeks. The situation was made more serious after the helicopter crash in November which claimed the lives of sixteen oil workers. This was entirely the result of the bad weather conditions.

- 4 If it....., company profits so much this year.
- 5 If it hadn't....., production.....for two weeks.
- 6 The situation.....if there.....in November.
- 7 Ifso bad,happened.

Report C

The industrial action called by the Postal Workers Union has now ended. A union representative blamed the strike on the management's unwillingness to negotiate. According to the union, the management's refusal to discuss pensions was largely responsible for the decision to strike. The representative added: 'More responsible behaviour on the part of the management will prevent any future calls for strike action.'

- 8 If the management.....with the union, the strike.....necessary.
- 9 If the management.....to discuss pensions, the union.....to strike.
- 10 The representative added: 'Provided..... responsibly, therein future.'

IELTS LANGUAGE PRACTICE

- 5** Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.

1 We could catch an earlier train but we still wouldn't arrive before 6.00.
even

Even if we caught an earlier train we still wouldn't arrive before 6.00.....

2 If you reconsider our offer, I think you might change your mind.
were

.....
3 Thanks to the security officer, the robbery did not succeed.
hadn't

.....
4 If you don't use the security code, the computer won't work.
otherwise

.....
5 Janet Ward didn't take the job so she isn't head of the company.
had

.....
6 Researchers may access this material only if they do not use it for commercial purposes.
condition

.....
7 Without government grants many students would be unable to study.
were

- 6** Complete the text by writing a suitable word in each space.

Metal detecting

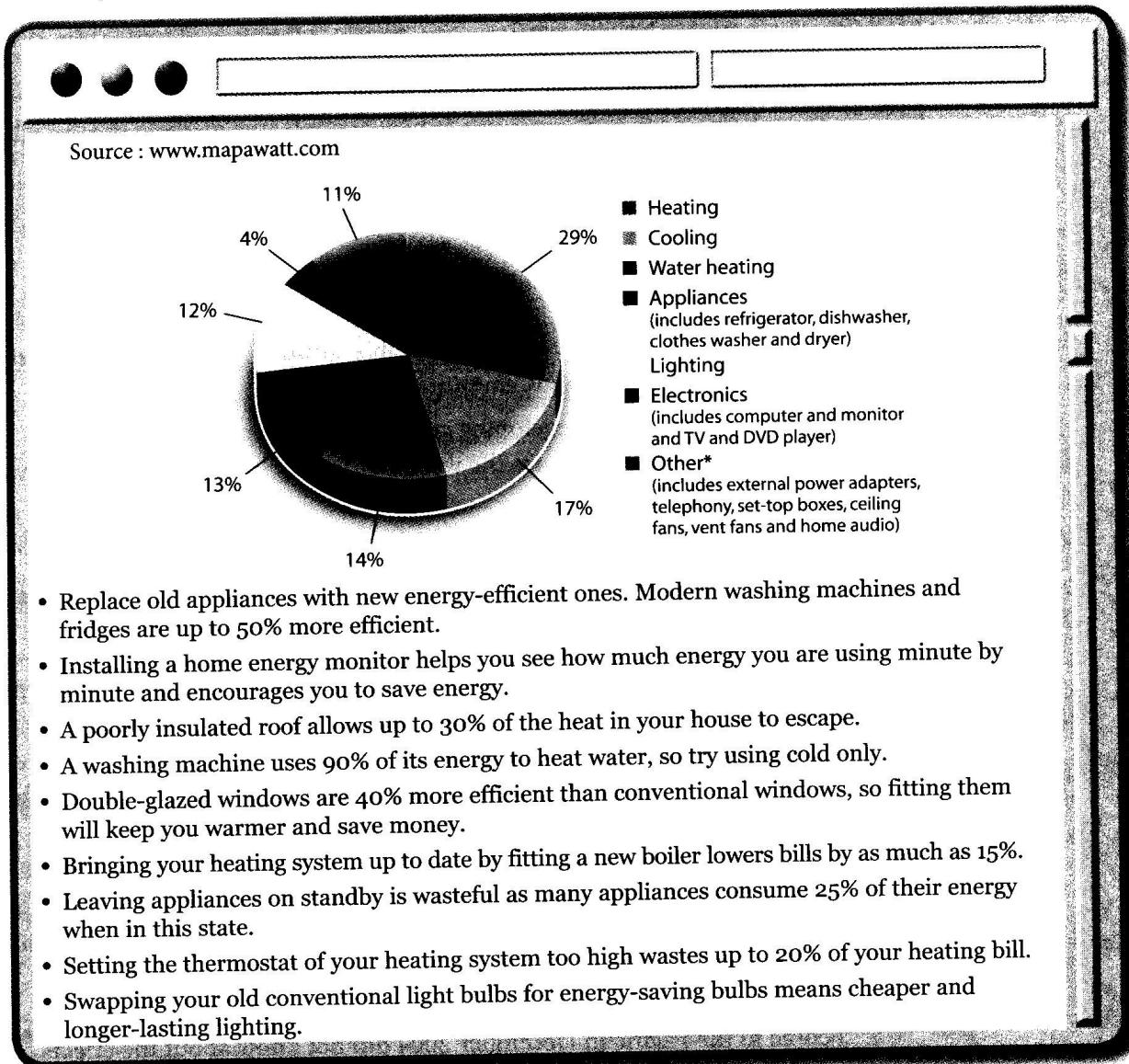
Many archaeological discoveries (1) ...*would*..... not be made if it (2) for the work of amateur metal detector enthusiasts. In many countries, metal detecting is illegal, and the authorities argue that if they (3) to allow unrestricted use of detectors, many antiquities (4) be stolen. It is certainly the case that the illegal trade in ancient coins and precious objects (5) probably not exist if it were (6) for illegal detecting. However, in the UK detecting is allowed, (7) that the user has permission from the landowner, and on (8) that any finds are reported to local museums. There is then a legal inquiry. Detectorists are usually allowed to keep everyday objects, (9) they are of precious metal such as gold or silver. In this case, they belong to the authorities, but the finder and the landowner (10) receive shares of the value. The recent discovery in the UK of the Staffordshire Hoard, important gold objects dating from the 7th century and valued at £3.285 million, would not (11) been found (12) it hadn't been for the efforts of a local metal detector.

15

GRAMMAR

Practice 5

- 1 Complete the suggestions for saving energy using the information in the text and pie chart.



- 1 If you always turn off appliances on standby, you'll save 25% of the energy they use.
- 2 If you replace
- 3 If you install
- 4 If you use
- 5 If you fit
- 6 If you insulate
- 7 If you bring
- 8 If you turn down
- 9 If you swap

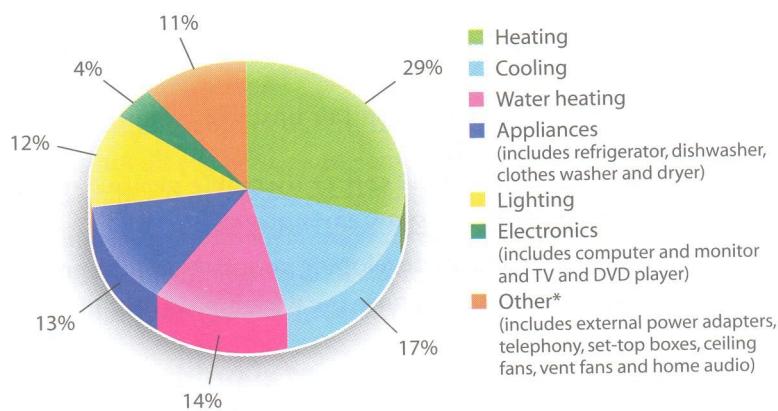
15

GRAMMAR

Practice 5

- 1 Complete the suggestions for saving energy using the information in the text and pie chart.

Source : www.mapawatt.com



- Replace old appliances with new energy-efficient ones. Modern washing machines and fridges are up to 50% more efficient.
- Installing a home energy monitor helps you see how much energy you are using minute by minute and encourages you to save energy.
- A poorly insulated roof allows up to 30% of the heat in your house to escape.
- A washing machine uses 90% of its energy to heat water, so try using cold only.
- Double-glazed windows are 40% more efficient than conventional windows, so fitting them will keep you warmer and save money.
- Bringing your heating system up to date by fitting a new boiler lowers bills by as much as 15%.
- Leaving appliances on standby is wasteful as many appliances consume 25% of their energy when in this state.
- Setting the thermostat of your heating system too high wastes up to 20% of your heating bill.
- Swapping your old conventional light bulbs for energy-saving bulbs means cheaper and longer-lasting lighting.

- 1 If you always turn off *appliances on standby, you'll save 25% of the energy they use.*
- 2 If you replace
- 3 If you install
- 4 If you use
- 5 If you fit
- 6 If you insulate
- 7 If you bring
- 8 If you turn down
- 9 If you swap

IELTS LANGUAGE PRACTICE

- 2 Rewrite each sentence or pair of sentences as an *If ...* sentence, so that it keeps the same meaning.**

Date	Place	Magnitude (Richter scale)	Fatalities
Jan 3 rd	Solomon Islands	7.2	0
Jan 10 th	Offshore California, USA	6.5	0
Jan 12 th	Haiti	7.0	233,000+
Feb 26 th	Ryukyu Islands, Japan	7.0	0
Feb 27 th	Chile	8.8	800+
Feb 27 th	Salta, Argentina	6.1	2
March 4 th	Taiwan	6.4	0
2010 Earthquakes			

- 1 Some houses are built on soft or unstable ground. These are more likely to collapse during an earthquake.
If
houses are built on soft or unstable ground, they are more likely to collapse during an earthquake.
- 2 You can ask people in developing countries to take precautions against earthquakes, but they ignore the warning, as they have their daily survival to worry about.
If
3 People don't know that an area is situated near a major fault, and so they build their towns and cities there.
If
4 Governments sometimes introduce building regulations in earthquake prone areas, and this can reduce fatalities in the event of an earthquake.
If
5 In California, building regulations were strictly enforced. In recent earthquakes not many buildings were damaged, and there were few casualties.
In California, if.....
6 Governments don't always make people aware of the dangers of earthquakes, or train them what to do in an emergency, so casualties are often greater than they need be.
If
7 People in the Pacific in December 2004 did not know about the effects of tsunamis, so there were many casualties.
If
8 There was no tsunami early warning system then, as there is now, so people did not have the chance to move to higher ground.
If
9 There was no warning before the Haiti earthquake in 2010. In any case, it might not have made a difference to the number of casualties, as there would not have been enough time to evacuate people.
Even if
10 Scientists don't have the same financial and intellectual resources to use in places like Indonesia and Pakistan as are used in the USA or Japan, so they are not able to minimize the effects of more earthquakes.
If

16

GRAMMAR

Modals 1

Modal verbs

Modal verbs such as *can*, *could*, *might*, *must*, etc are used with another verb for ideas such as ability, possibility, certainty and obligation. Modal verbs are followed by the infinitive without *to*. They do not have *-s*, *-ing*, or *-ed* forms. They form negatives with *not*, and questions by putting the modal in front of the subject:

Nobody can predict exactly what will happen.

It must be difficult.

The figures might not be correct.

Could you give me an example?

These units also include examples of semi-modals, which have some of these characteristics but not all (eg *need*), and some ordinary verbs which have the same meaning as some modal verbs (eg *have to*, *be able to*).

As modals have more than one meaning they are grouped here according to the way they are used. Other non-modal ways of expressing similar meanings are included. See Grammar 17 for ability, obligation, necessity and recommendation.

Assuming that something is true

- We use *will/won't* and *would* to show that we assume something is true:

Most of you will know what I am talking about.

You won't know the answer.

Not many people would agree with you.

That solution wouldn't work.

Being certain that something will happen

- We use *can* and *cannot*, to show a certain belief that something will happen or not happen, often with an explanation of the circumstances:

The situation can only improve in the future.

The government cannot go on raising taxes without political repercussions.

- We use *must* to show we believe that something will happen. A negative is not possible:

Directors of companies must eventually recognize that this is uneconomic.

Being certain about something in the present

- We use *must* to assert that we believe something is true. It is very common with *be*:

This must be the answer. Jim must have the tickets.

- We use *can't* to assert that something is not true, very commonly with *be*:

This can't be the right house.

- We use *surely* to emphasize that we can't believe what has happened:

Surely they can't live in a house like that!

IELTS LANGUAGE PRACTICE

Being certain about something in the past

- For the past we use *must*, *can't* and *couldn't* with the past infinitive *have done*:
They must have taken a wrong turning.
You can't/couldn't have seen Ann. She's on holiday in Canada at the moment.

Possibility and uncertainty

- We use *can* and *could* for statements about what is generally possible:
This type of machine can be very inefficient. (it is sometimes, but not always)
- We use *could* to refer to past possible situations:
In those days, students could depend on a government grant.
- May*, *might* and *could* describe what is possible in particular situations. They are common with *be*:
This may/might/could be the best solution to the problem.
The car won't start. The battery may/might/could be dead.
- We can add *well* or *just* between *may/might/could be* and the verb to emphasize the possibility. *Just* makes the possibility less likely:
This may/might/could well be the solution. (perhaps it's possible)
This plan may/might/could just work! (it's unlikely, but possible)
- We use *could easily* to emphasize a possibility:
There could easily be a more serious accident in the future.
- We use *could always* to point out a possible choice or decision:
The government could always ban the use of plastic bags entirely.
- We use *may not* and *might not* for negative possibilities. We cannot use *could not* for this meaning:
I may/might not be here tomorrow.
I may/might not have time to come.
- We use *may as well* and *might as well* to say that there is no reason for not doing something, usually because we are disappointed something else has not happened:
Supporting human life on the moon would be dangerous and expensive and so we might as well abandon the idea of a moon space station.

Past possibility and uncertainty

- We use *may have done*, *might have done*, and *could have done* for possible events in the past:
The director hasn't arrived yet. She may/might/could have missed the train.
- The negative forms are *may not have done*, *might not have done*. We cannot use *could not have done* with this meaning:
Perhaps she's still at home. She may not have got our message.

Expectation

- We use *should* and *ought to* when we describe something we think is probably true, or has failed to happen, especially with *be*:

There ought to be an exit at the end of this corridor. (I think there is)

There should be an exit here! (there isn't)

- *Should have* and *ought to have* describe what we believe has failed to happen, or expect has probably happened:

They should have found an answer by now. (they haven't)

The plane ought to have landed. (I expect it has)

Annoyance or shock

- We use *might have* and *could have* to show annoyance, when someone fails to do something we feel they should have done:

You might have told me the meeting was cancelled! I went all the way there for nothing!

- We use *might have* and *could have* when we are shocked because something nearly happened:

That was a lucky escape. You could have fallen down the stairs.

Assuming something is true about the past

- We use *will/won't have done* and *would have done* to assume something is true about the past:

You won't have heard the news.

Nobody would have had a chance.

Be bound to, be sure to, be certain to

- When we need to describe a future event which we are sure will happen, we use the non-modal forms *be bound to*, *be sure to* or *be certain to*:

Knowing Peter, he is bound to make the wrong decision.

The findings of the report are sure to be controversial.

→ SEE ALSO

Grammar 17: Modals 2

IELTS LANGUAGE PRACTICE

1 Underline the most suitable modal verb form in each sentence.

- 1 The average temperature on Earth can increase/may increase/must increase by as much as 7°C by the end of the 21st century.
- 2 Governments cannot assume /could not assume /might not assume that the laws they make will always be enforced.
- 3 The crisis must have been/should have been/could have been much worse, but fortunately the authorities acted in time.
- 4 Their slogan was ‘Things should only get/can only get/must only get better’.
- 5 We’re running out of time, I’m afraid. It can be/must be/should be nearly three o’clock by now.
- 6 You won’t have to wait for long. There should be/must be/may be another bus along in about fifteen minutes, with any luck.
- 7 You could try looking for the book in that secondhand shop. They might have/must have/ought to have a copy, I suppose.
- 8 The burglars can’t have got in/must have got in/might have got in through the window. It’s still locked.
- 9 Hello! You ought to be/must be/could be Diane Black. Pleased to meet you.
- 10 There’s no point waiting here any longer. We could as well/should as well/might as well go home.

2 Choose the answer (A, B or C) that best explains the meaning of each sentence.

- 1 They can’t have realized what would happen in that case.
 - A Perhaps they didn’t realize.
 - B We can be sure they didn’t realize. ✓
 - C They were not allowed to realize.
- 2 There can’t be two stations with exactly the same name!
 - A I suppose it’s possible.
 - B I’m certain there are.
 - C I’m sure there aren’t.
- 3 New technology might provide a solution to these problems.
 - A I’m sure it will.
 - B I suppose it’s possible.
 - C It’s important to do this.
- 4 You could have ended up in serious difficulties.
 - A You didn’t do this.
 - B You did this.
 - C You wanted to do this.
- 5 Somebody must know the truth about this matter.
 - A It’s important to do this.
 - B I suppose it’s possible.
 - C I’m sure this is true.
- 6 Someone might have started the fire deliberately.
 - A I suppose it’s possible.
 - B Luckily it didn’t happen.
 - C We know this is true.

GRAMMAR 16 MODALS 1**3 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.**

1 I'm sure this isn't the way to the city centre.

can't*This can't be the way to the city centre.....*

2 It's possible that the director won't attend the meeting.

may*.....*

3 I wish you had told me that the library always closes on Fridays.

might*.....*

4 It seems certain that the plane struck a flight of birds.

must*.....*

5 That is possibly why things have been going wrong.

could*.....*

6 We expect to get some early results by the end of the week.

should*.....*

7 It's possible that they took the wrong road in the dark.

might*.....*

8 Be more careful! You nearly gave yourself an electric shock!

could*.....*

9 I'm sure you are very proud of your daughter's achievements.

must*.....*

10 I'm sure there will be a lot of traffic on the motorway.

bound*.....***4 Complete each sentence with a modal, using the verb in CAPITALS.**1 Are you all right? You **could have hurt** yourself!

HURT

2 Never mind. I suppose things

IMPROVE

3 Try phoning again .They home by now.

ARRIVE

4 The door is open. Someone to lock it.

FORGET

5 Is that really true? Surely they more than that!

PAY

6 You..... me! Now I'm going to be late for work!

WAKE

7 I'll try my best but I there before six.

GET

8 I don't know where it is. I suppose I it on the train.

LEAVE

9 You'd better take an umbrella because it

RAIN

10 Do you know, I think you the answer.

FIND

IELTS LANGUAGE PRACTICE

- 5 Write ten statements containing a modal form based on the numbered parts in bold.

The Egyptian pyramids

Archaeologists, and others, continue to speculate about the building methods used in the construction of Egyptian pyramids, 138 of which have been discovered so far, built over a thousand year period. (1) **So the first thing we can say with some confidence is that the builders did not construct all the pyramids in the same way or for the same reason.** All theories of their construction (2) **assume that a large labour force dragged huge blocks of stone over long distances from the quarries where they were cut.** (3) **It was originally assumed that slaves performed these tasks,** but recent discoveries suggest (4) **skilled workers probably worked for a salary, or as a way of paying their taxes.** As to the exact methods of construction used, experts are still in disagreement. There is an illustration on a tomb showing a large group of men hauling a giant statue on a sledge. (5) **It is thought that this statue possibly weighed 60 tonnes,** and from these estimated figures, experts have calculated that (6) **it was possible for eight to ten workers to move a typical stone building block weighing about 2.5 tonnes.** During construction the gaps between the stones were filled with gypsum mortar which had to be heated. (7) **We can be sure that the workers used large amounts of wood to do this,** and some experts (8) **are certain that eventually a shortage of wood restricted pyramid construction.** Whatever the precise details of construction, (9) **we can be sure that the ancient Egyptians possessed great organizational skill,** as construction projects required thousands of workers over lengthy periods. Along with advanced engineering skills, (10) **the mathematical knowledge of the builders of the pyramids was certainly considerable.**

- 1The builders can't have constructed all the pyramids in the
.....same way or for the same reason.....
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

17

GRAMMAR

Modals 2

See Grammar 16 for an overview of modal verbs.

Ability: **can, be able, could**

- *Can, could, be able to* are used for ability. *Be able to* (non-modal) emphasizes that a difficulty has been overcome:
Jane can speak Mandarin.
Harry can't walk at the moment, but he is able to get around in a wheelchair.
- *Will/won't be able to* and *have been able to* are used as tenses of *can*:
I'll be able to finish.
We haven't been able to decide yet.
They weren't able to finish the project on time.
- *Could* is used for past ability. *Was/were able to* describes having the ability and doing something successfully:
Jane could speak three languages at the age of ten.
I lost control of the car, but luckily I was able to stop safely.

Obligation: **must, have to, be to**

- *Must* is used for:
A necessary action:
You must turn it off after use.
An order:
You must start now!
Describing a duty:
Everyone must recycle as much as possible.
A strong recommendation:
You really must go and see that film.
Emphasizing an intention:
I must phone Helen next week.
- *Have to/Has to* (non modal) is used for:
A necessary action:
We have to be there by six.
A rule:
We have to wear a uniform at our school.
- In many contexts, *must* or *have to* are both possible. Some speakers may use *have to* because it is longer and allows more emphasis:
You have to start now!
Everyone has to recycle as much as possible.

IELTS LANGUAGE PRACTICE

- *Have/has got to* can be used informally instead of *have to*:
We have got to be there by six.
- *Must not* is used for what is not allowed:
You must not remove any equipment from the laboratory.
- *Do not have to* is used for what is not necessary:
Our department doesn't have to provide this service.
- *Had to, didn't have to* are used as past forms of *must*:
There was a transport strike so we had to cancel the meeting.
In the end the company didn't have to reduce the workforce.
- **Be to** (non-modal)
This is a formal way of saying *must* in instructions:
All visitors are to wait here.
You are not to begin until instructed to do so.

Obligation or necessity: **need, need to**

- *Need* is a modal verb, so it has no third person form. It is used mainly in questions and negatives. The meaning is similar to *have to*:
According to the law, the minister need not explain his reasons.
According to the law, the minister doesn't have to explain his reasons.
- *Need to* is a normal verb:
The director needs to be told about this matter.
Do we really need to go through the details again?
- *Didn't need to* describes a past situation, where something was not necessary, so it was not done:
The first meeting was a success, so we didn't need to hold a second one.
- *Needn't have done* describes a past situation, where something happened or was done, but it was not necessary:
I needn't have gone so early to the office. The meeting was cancelled.

It + be + adjective + that

- Adjectives such as *necessary, important, vital, crucial, essential* are also used to show what is important or necessary, instead of using *must/have to/need*:
You must turn it off after use.
It is vital that you turn it off after use.
- The subjunctive form of the verb (without -s form) or the usual third person -s form can be used in formal writing:
It is important that the meeting come/comes to a decision.

GRAMMAR 17 MODALS 2

Recommendation: **should, ought to, had better**

- *Should/shouldn't* and *ought to/ought not to* are used when we think something is a good idea, or not a good idea, or when we say what we think is the right thing to do:

More people should cycle to work.

They shouldn't drive everywhere.

I think you ought to ask the director for some advice.

There is no difference between *should* and *ought to*. In formal writing, *should* is a polite form of *must*:

All students should report to the examination room by 8.30.

You should not write your name at the top of the letter.

- *Should have/shouldn't have* and *ought to have/ought not to have* are used when we think someone has made a mistake or done something wrong in the past.
You ought to have put your valuables in the safe. (you didn't do it)
You shouldn't have left your hotel room unlocked. (you did do it)
- *Had better (not)* (non-modal) is used to make a recommendation, when we say what we think is the right thing to do. Note that this is often contracted to *you'd better*, etc:
I think you'd better go to the doctor. You look terrible.

→ SEE ALSO

Grammar 16: Modals 1

IELTS LANGUAGE PRACTICE

1 Underline the most suitable verb form in each sentence. In some cases more than one form is possible.

- 1 I couldn't finish/haven't been able to finish/cannot finish my project yet.
- 2 Visitors are not to smoke/don't have to smoke/needn't smoke anywhere in the hospital.
- 3 You shouldn't pay/mustn't pay/don't have to pay the bill until the end of the month.
- 4 It's not far by car, but I think we must start/we'd better start/we have to start now just in case the traffic is bad.
- 5 I thought I was going to miss the plane, but I needn't have worried/didn't need to worry/shouldn't have worried, because the departure was delayed.
- 6 You shouldn't study/needn't study/don't have to study all night. You're bound to feel terrible the next morning.
- 7 Tina left the lecture early because she had to go/must go/should have gone to the doctor's.
- 8 It's your own fault. You had better not leave/didn't have to leave/shouldn't have left your bike unlocked.
- 9 At the age of six, Tom had to swim/could swim/should have swum five hundred metres.
- 10 Warning. You must not take/are not to take/ought not to take aspirin while you are taking this medication, as this may cause serious side effects.

2 Complete each sentence by writing a suitable modal form in each space. More than one answer may be possible.

- 1 Rather than simply writing down the answer in the examination, you should..... explain the method by which it is obtained.
- 2 The government previously expressed concern that this law would have the opposite effect, but they worried.
- 3 So far scientists have not to successfully devise a mechanism for accurately forecasting earthquakes.
- 4 The finance minister find an extra £76 billion to balance the books – £2400 for every family in Britain.
- 5 Fortunately in March it began to rain, and so the authorities implement the water rationing scheme.
- 6 This has been an interesting discussion, but I think we move on to something else now.
- 7 Here are five email tips that everyone follow.
- 8 The new management make wholesale changes, but some adjustments were necessary.
- 9 All students provide the telephone number of a contact person.
- 10 For schools to be successful in this new role, they really become full partners in the overall community.

GRAMMAR 17 MODALS 2

- 3** Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.

1 It's not a good idea to drink too much coffee.

shouldn't

.....*You shouldn't drink too much coffee.*.....

2 There is plenty of food in the fridge so there's no need to go shopping.

have

.....

3 If you want to hire a car a full driving licence is required.

must

.....

4 All visitors must report to reception.

are

.....

5 It was a mistake for us to travel there by bus.

have

.....

6 I can give you more detailed information at the end of the week.

be

.....

7 The government must call an election as soon as possible.

important

.....

8 If I were you, I'd try to relax for a few days.

better

.....

- 4** Write a new sentence with a similar meaning to the first sentence, using a form of the words in bold.

1 There is surely a better way of encouraging people to recycle more.

have to

.....*There has to be a better way of encouraging*..... people to recycle more.

2 It's really important for the government to introduce a scheme that everyone can understand.

must

..... everyone can understand.

3 The prosecutor made a mistake in charging the defendant with murder.

should

..... the defendant with murder.

4 If the management wants a quick solution, then it had better not delay its decision.

ought

If the management wants a quick solution,

5 Such injuries are not necessarily a problem provided they are treated promptly.

need

..... they are treated promptly.

IELTS LANGUAGE PRACTICE

5 Complete the text by writing a modal form of the verbs in brackets in each space.

This was an accident that (1) should not have happened... (happen). According to our safety guidelines, there (2) (be) a qualified instructor with each group, and the group (3) (receive) basic safety training before the trip begins. In this case, time was short and the instructor (4) (complete) the initial training before the group started the mountain trek. The weather was good, and the instructor felt that he (5) (take) any special precautions. However, the group (6) (set out).

6 Complete the text by writing a phrase from the box in each space.

had to wait needn't have bothered are only able to has to monitor
should this be allowed don't have to be must not violate are able to watch
have to think again should we be should watch

Big Brother is watching you

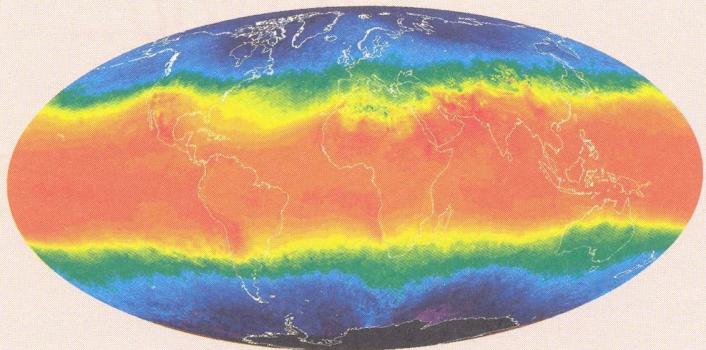
Whereas once the police (1) had to wait... before someone reported a crime to them, nowadays CCTV operators (2) crimes as they happen. There are almost three million CCTV cameras in Britain, and you (3) the owner of a security company to know that it is a growth business. But does CCTV work? Some experts believe that we (4) to install so many cameras, as they only reduce a small percentage of crimes – mainly against property. There may be millions of cameras, but in order to make CCTV effective, somebody (5) what is happening on the screens. Skilled operators (6) all the screens all the time, but in reality, most operators (7) watch one screen with concentration for about 20 minutes. When the system is not being used for a particular purpose, in co-ordination with a police operation for example, (8) worried that we are all being watched for no reason? This issue extends into questions of personal privacy. Many local councils monitor streets and public places, but (9) ? Councils claim that they use CCTV responsibly, but in a recent case where footage was shown on TV, the person filmed made objections. The European Court of Human Rights later ruled that the use of CCTV (10) the individual's right to privacy. Perhaps we (11) whether we prefer to be a little bit safer – or free to walk along the street without being watched.

18

GRAMMAR

Practice 6

- 1 Complete the text using a suitable modal form of the verb in brackets in each space.



We (1) *might suppose* (suppose) that experts in climate analysis (2) (know) what is happening to the climate, but there is a certain amount of disagreement among them. In order to make scientific predictions, scientists (3) (use) mathematical models called 'climate models'. These use mathematical techniques to simulate the way that the atmosphere, the oceans, the surface of the earth and the ice caps interact with one another. They (4) (use) to make projections of climate change, in particular to predict what the temperature (5) (be) in the future. Such models (6) (be) quite simple or more complex, and so the results probably (7) (agree) exactly. There are so many different kinds of model, that we (8) (be) sure that any one prediction is the most accurate. Different approaches (9) (produce) different results. In every case (10) (take) into account the differences in aim, and use of data, in each model. However, with an issue so important as climate change, it is vital that there (11) (be) an accurate figure available. In 2003, Climateprediction.net (CPDN) started a project running hundreds of thousands of different models. In order to do this, they (12) (link) thousands of personal computers worldwide. The 2005 results suggest that the highest temperature change (13) (be) as much as 11°C, though some experts have said that this figure (14) (be) inaccurate. So it seems that we (15) (wait) for the final word on climate change. Projections are perhaps just too complex to be totally reliable.

IELTS LANGUAGE PRACTICE

- 2 Study the leaflet and make recommendations to encourage people to reduce carbon emissions. Use a modal form of the verbs, and make any other necessary changes. More than one answer is possible in each sentence.

Dealing with Global Warming

Improve ... Promote ... Provide ... Introduce ... Discourage ... Ban ...

DO YOU ...

- ... cycle to work, or are the roads too dangerous?
- ... use public transport , or is it too expensive?
- ... own a powerful 4x4 vehicle?
- ... work from home?
- ... have free car parking at work?
- ... use disposable batteries?
- ... receive environmental education in schools?
- ... buy water in plastic bottles?
- ... have enough information about the energy efficiency of household products?
- ... own an electric or non-polluting vehicle?
- ... take your children to school by car?
- ... think that companies that have cut carbon emissions get any recognition?

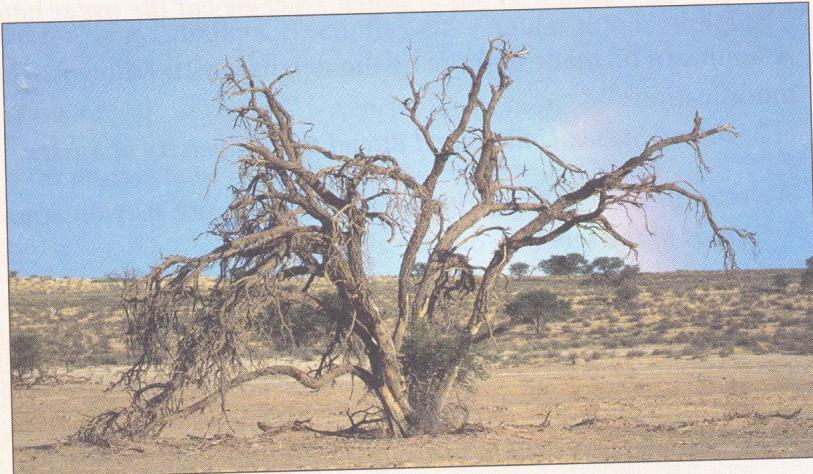
- 1 The government should improve roads to encourage bicycle use.
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

GRAMMAR 18 PRACTICE 6

3 The phrases in brackets use expressions used to make predictions. Match each one with an expression (a–l).

- | | |
|--------------------------|-------------------------------|
| a could happen | g there could be |
| b it could well be | h will almost certainly |
| c might have to | i could well be a consequence |
| d what might be involved | j might happen to |
| e are bound to | k they could well suffer from |
| f may well take place | l will probably |

Social implications of climate change



If the climate does get much warmer, what (1) (are the possible consequences)? While scientists generally restrict their predictions to physical details, and outline what changes of climate (2) (are expected to occur) over the next century, other experts have begun to look further at (3) (the implications) for human society in general. Rising temperatures (4) (are sure to) affect the environment, and other effects (5) (are very likely to) follow, especially since the poorest countries (6) (are in line to) suffer most. So what exactly (7) (lies in store for) the people of the future? First, (8) (there is the chance of) poor health, as disease-carrying insects spread into previously immune areas, and fresh food becomes more expensive, or hard to find. Secondly, (9) (there is every likelihood) that the impact of increased temperatures on water supplies and agriculture will lead to drought and famine. More people (10) (will probably be forced to) migrate to escape worsening poverty. Military conflict (11) (is predicted as a result), which would see countries fighting over water rights or to protect their territory. In general, (12) (there is the prospect of) social unrest and increased competition for resources.

19

GRAMMAR

Articles 1



The is usually called the ‘definite’ article, and *a/an* are usually called ‘indefinite’ articles. ‘Zero article’ means that an article is not used.

Context

- When we refer to something we have already mentioned, this second reference is definite:
*First, we measure 50 mls of water. Then we put **the water** into a jar.*
- A noun can be made definite by the details which follow it. This is called ‘post-modification’:
*I attend Sussex University. I attend **the University of Sussex**.*
- We refer to some things with definite *the* because they are known from context:
*Jim is in **the lab**.* (the one we all work in)
*Give me **the keys**, please.* (those ones on the table)

Giving examples

- An instrument or an example of something uses *a/an*:
*A **barometer** is used to measure air pressure.*
- We use the zero article with plurals and uncountables when they are used as examples:
Economists are divided on this issue.
Water is becoming a scarce resource.
- We use *the* when these general references are made specific:
*The **economists** who believe this put forward powerful arguments.*
*The **water** in this glass tastes bitter.*
- We use *a/an* with one of a class of things or people:
*Olga is **a Russian**.*
*Jan is **a biologist**.*
*This is **an electromagnet**.*
- We use *a/an* with one of a set of named things:
*This is **a Matisse**.* (a work of art)
- We use *the* with a singular noun to describe a class of things:
*The **electric car** is the vehicle of the future.*
*The **tiger** is in danger of extinction.*



Ideas

- We use zero article with abstract ideas:
In some respects, war has no winners and losers.
- We use *the* when an abstract noun is made specific by what comes after it:
The war between the North and the South continued for four years.

Numbers and measurement

- We use *a/an* (or *per*) for rates and speeds:
A skydiver falls at the rate of approximately 195 kms an hour.
It costs over €5 million a year to run the project.
- We use *a/an* for large numbers, fractions with singular nouns, weights and distances:
a hundred a million a third a fifth
two and a half a kilo a metre and a half
- Fractions with plurals have zero article:
We are already two thirds of the way there.

People

- Names of people have zero article but can be made definite:
Angela Thomson runs the Biology Department.
*Is she **the** Angela Thomson who used to work in Leeds?*
- We can use *a/an* with names when we mean 'a person called ...':
*Is there **an** Angela Thomson staying here?*
- We use *the* with the names of specific groups of people:
the Liberal Democrats (the party we know about)
- However, if the group is more general we use zero article:
Euro MPs tend to claim large sums of money for expenses.
Manchester United supporters are usually well-behaved.
- Names of music groups vary a great deal, and may not fit general rules:
The White Stripes
Radiohead
- Many groups of people are described by *the + singular adjective*:
the unemployed
the dead

Cities, towns, streets, places

- We use zero article with proper names, but use *the* if there is post-modification with *of*:
Alan lives in North Road in London in an area called Highbury.
*Have you been to **the** Museum of Childhood?*

IELTS LANGUAGE PRACTICE

- We use *the* with the names of shops and places with a general reference:
at the cinema/the supermarket/in the garden/in the mountains/at the beach
- Other places vary. If they begin with the name of a place or person, then they tend to use zero article:
London Bridge Waterloo Station Madame Tussaud's
(But: *the London Eye*)
Otherwise they use *the*:
the Golden Gate Bridge the Hard Rock Café the Odeon Cinema
- Note that a place name can also be used as an adjective, in which case we can use *the*:
The Paris rush hour can cause long delays.

Unique objects

- We use *the* with some familiar objects when we think of them as the only one:
The sun was setting over the sea. The moon rose into the sky.
- We use *a/an* with *a headache, a cold*, etc.
Have you got a cold/a headache/a toothache/an earache?
- Most illness words use zero article:
I've got flu. She's suffering from appendicitis.

Exclamations

- We use *a/an* in the expressions *What a ...! such a ...!*
What a huge animal!
What an incredible result!
- We use *such a/an ...* for emphasis with singular nouns:
Newton was such a great man!

→ SEE ALSO
Grammar 20: Articles

GRAMMAR 19 ARTICLES 1

This unit also contains general practice in the use of articles.

1 Underline the most suitable options. A dash (-) means that no article is included.

- 1 An/The/- agronomist is *an/the/- expert* in *an/the/- agricultural sciences*.
- 2 An/The/- agreement of 1994 finally brought *a/the/- peace* to *an/the/- eastern region*.
- 3 In *an/the/- engineering*, *a/- foundation* is *a/- structure* that transfers *the/- loads* to *the/- ground*.
- 4 *The/- dolphins* are *the/- marine mammals* that are closely related to *the/- whales* and *the/- porpoises*.
- 5 *The/- murder*, as defined in *the/- common law countries*, is *an/the* unlawful killing of another human being with *the/- intent*.
- 6 In *an/- election*, *a/- population* chooses *an /-* individual to hold *the/- public office*.
- 7 *A/The/- vacuum gauge* is used to measure *a/the/- pressure* in *a/the/- vacuum*.
- 8 *A/The/- term 'dialect'* can mean *a/the/- language* of *a/the/- particular group of a/ the/- speakers* in *a/the/- particular society*.
- 9 In *an/the/- economics*, *a/the/- recession* is *a/the/- general slowdown* in *a/the/- economic activity* over *a/the/- period of a/the/- time*.
- 10 *A/The/- subliminal message* is *a/the/- signal or message* designed to pass below *a/ the/- normal limits of a/the/- perception*.

2 Write a new sentence with a similar meaning to the first sentence and containing the words in bold.

- 1 Giorgio comes from Italy.
an
.....
Giorgio is an Italian.....
- 2 Does someone called Jane Smith live here?
a
.....
- 3 My head is aching.
a
.....
- 4 This painting is by Renoir.
a
.....
- 5 Maria has been studying French wines.
the
.....
- 6 Elephants are herbivores.
the
.....
- 7 The head of the bank has an annual income of over £10 million.
a
.....

3 Complete each short text by writing *a/an*, *the* or – (no article) in each space.

Dieting and writing

In (1) study published in 2008 in (2) American Journal of Preventive Medicine, (3) authors showed that (4) person on (5) diet who keeps (6) daily food diary loses twice as much weight as someone who does not do this. This shows that writing down what is eaten seems to act as (7) encouragement to consume (8) fewer calories.

Deserts

In (9) Arabic, (10) word *sahra* describes (11) flat area without (12) water. In fact, (13) Sahara, (14) largest hot desert in (15) world, is (16) combination of (17) sandy or stony regions and (18) rocky mountains, (19) highest of which, Emi Koussi, has (20) altitude of 3415 metres. It also includes low-lying areas called depressions which are below (21) sea level, such as (22) Qattara depression in (23) Egypt.

**4 There are twelve necessary uses of *a/an* and *the* missing from these texts.
Write a correction in the space at the side.**

Irrigation

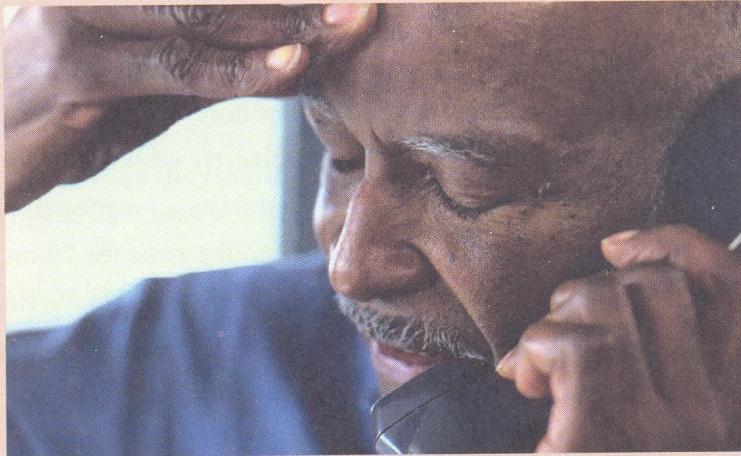
Three basic types of irrigation are flood irrigation, drip irrigation and spray irrigation. Names are self-explanatory. In flood irrigation, which is cheap and does not require expensive machinery, water simply flows among the crops, and while this is easily administered system, a lot of water is wasted. Much of it evaporates, either on ground or from the leaves of plants in process known as 'transpiration'. In drip irrigation the water is channelled along plastic pipes with holes in them that are laid along the rows of crops or under the soil close to roots of the plants. Compared to flood irrigation, there is 25% saving of water, but against this saving is cost of the pipes and any necessary equipment. Spray irrigation, where water is sprayed into air and falls on the crops like rain, is even more expensive. Lot of water is blown away, but main advantage of these systems is that they are easily moved, and more modern systems do this automatically.

- | | |
|----|-----------------|
| 1 | The three |
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| 6 | |
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| 13 | |
| 14 | |

GRAMMAR 19 ARTICLES 1

- 5** Underline the most suitable options. Sometimes more than one option is possible.

Work-related stress



Work-related stress is (1) *a/the/* – cause of clinical depression and anxiety among (2) *a/the/* – young adults, according to (3) *a/the/* – new research from Dunedin. (4) *A/The/* – study of almost nine hundred 32-year-olds, found that 14% of women and 10% of men experience stress at (5) *the/* – work. (6) *The/* – findings, published in (7) *a/the/* – UK journal Psychological Medicine, come out of the Dunedin Multidisciplinary Health & Development Study at (8) *a/the/* – University of Otago, which has followed one thousand Dunedin-born people since their birth in 1972–73.

At (9) *a/the/* – age 32, study members were asked about (10) *a/the/* – psychological and physical demands of their job, (11) *a/the/* – level of control they had in (12) *a/the/* – decision-making, and social support structures in their working environment. (13) *The/* – women who reported high psychological demands of their job, such as working (14) *a/the/* – long hours, working under (15) *a/the/* – pressure or without clear direction, were 75% more likely to suffer from (16) *a/the/* – clinical depression or general anxiety disorder than women who reported (17) *a/the/* – lowest level of psychological job demands. (18) *The/* – men in (19) *the/* – similar situations were 80% more likely to suffer with (20) *the/* – same problems, and men with low levels of social support at work were also found to be at (21) *an/* – *the/* – increased risk of depression, anxiety or both. (22) *The/* – researchers found that almost half (23) *the/* – cases of depression or generalized anxiety disorder newly diagnosed were directly related to workplace stress and high job demands.

IELTS LANGUAGE PRACTICE

6 Underline twelve unnecessary uses of a/an and the.

Text A

What is the Channel Tunnel Rail Link – CTRL?

The CTRL is the first major new railway to be constructed in the UK for over a century and the first high-speed railway. The 109 km track of the CTRL will stretch from the St. Pancras, central London, to the Channel Tunnel complex at Cheriton in Kent, connecting Britain directly with the Europe's expanding high-speed rail network and significantly reducing a journey times. The CTRL has been built in two separate sections. Section 1 runs for 70km from the Channel Tunnel through the county of Kent. Section 2 links to Section 1 and continues for a further 39km to London. The CTRL will serve the new international stations along its route at Stratford in the east London and Ebbsfleet in Kent and the existing Ashford International station. CTRL will provide the catalyst for the substantial redevelopment around the several stations on the route.

Text B

Subliminal advertising really does work, claim scientists

The phrase 'subliminal advertising' was coined in 1957 by the US market researcher James Vicary, who said he could get the moviegoers to 'drink Coca-Cola®' and 'eat popcorn' by flashing those messages onscreen for such a short time that viewers were unaware.

His claims led to fears that the governments and cults would use the technique to their advantage and it was banned in many countries, including the UK. Vicary later admitted he had fabricated his results. But more than 50 years on the British researchers have shown messages we are not aware of can leave a mark on the brain. A team from University College London, funded by the Wellcome Trust, found that it was particularly good at instilling the negative thoughts. 'There has been much speculation about whether the people can process the emotional information unconsciously, for example pictures, faces and words,' said Professor Nilli Lavie, who led the research.

'We have shown that people can perceive the emotional value of subliminal messages.'

20

GRAMMAR

Articles 2

See Grammar 19 for other uses of *a*, *an* and zero article.

Geography

- We use *the* with the names of oceans, seas, rivers, geographical areas:

The ship sailed across the Pacific/the Atlantic/the Mediterranean.

The sun rises in the East.

Our company sells air conditioning equipment in the Middle East.

The Danube is the longest river in the European Union.

- We use *the* for locations, but zero article for general directions:

The sun rises in the east.

The road runs from north to south.

- We use zero article with continents, countries, lakes:

Lake Geneva borders France and Switzerland.

Morocco is a country in the north-west of Africa.

- We use *the* with plural or collective names:

The road crosses the Alps through a series of tunnels.

She lives in the Philippines/the Netherlands/the United Kingdom/the USA.

- Names of mountains vary:

He's climbed Everest and Mont Blanc but not the Matterhorn.

- Islands are normally with zero article unless part of post-modification with *of*:

I've been to Crete/Majorca/Cuba.

I haven't been to the Isle of Wight.

They lived for many years on the island of Crete.

- We use *the* with deserts:

Parts of the Sahara can be cultivated.

Academic subjects

- We use zero article for academic subjects, such as geography and history:

I'd rather study physics than biology.

- Note that these words can be used as adjectives. In this case the use of articles depends on the noun:

I've started a physics course.

The biology teacher is really good.

IELTS LANGUAGE PRACTICE

Nationality

- We use *the* with nationality adjectives that end *-ese*, *-ch*, *-sh*, *-ss* to refer to all the people of that nationality, e.g. *Chinese*, *Japanese*, *French*, *Spanish*, *British*, *Swiss*, *Dutch*:
The Japanese eat a diet that includes a lot of fish.
- We use *the* with plural nationality nouns in same way e.g. *Russians*, *Americans*, *Poles*, *Greeks*, *Turks*, *Germans*, *Belgians*:
The Russians and the Poles are used to cold weather.
- We use *a/an* with singular examples:
a Swiss, *an Australian*, *a Greek*, *a Turk*, *a Chinese*, *a Japanese*, *a Russian*, *a Pole*, *a Romanian*, *a Bulgarian*, *an Egyptian*, *a Jordanian*
- Some nationalities end in *-man/-woman*, and others have unique names:
an Englishman, *an Irishman*, *a Scotsman*, *a Welshman*, *a Frenchman*, *a Dutchman*, *a Spaniard*, *a Cypriot*, *a Thai*, *a Pakistani*, *an Iraqi*, *a Saudi*, *a Filipino*

Calendar

- We use zero article when we refer to days, months or parts of the day:
I'll see you on Monday at midday.
The course begins in September.
- *The* with a day of the week refers to a day in a particular week, and with a month to a month in a particular year:
During the week the weather worsened, and on the Friday it rained all day.
- *A/an* with a day of the week refers to the day as a typical example:
It was a Tuesday afternoon in August and nothing much was happening.

Home, school, prison, hospital, work, university

- We use zero article with *at home*, *at school*, *in hospital*, *in prison*, *in bed*, *at university* when we speak about the use or purpose of the place:
Maria is in hospital. (she's ill)
Alan is at university. (he's a student)
 - We use zero article with verbs of movement, e.g. *home*, *to school*, *to bed*:
Are you going home? *No, I'm going to school.*
 - We use *the* when we refer to the building, place, etc:
The bus stops outside the university. (the building)
Leave the towels on the bed. (the item of furniture)
I was walking past the hospital. (the building)
There was a riot in the prison. (the building)
- Compare:
- Alan's in bed.* (he's asleep)
There's a beetle in the bed! (the item of furniture)



Generalized locations and activities

- We use zero article in these phrases when we are more interested in what people are doing than where they are:
on holiday, on tour (performers), *on location* (place where a film is shot), *on stage*,
on duty, at work
We're on holiday for three weeks. (we're not working)
He's on stage for eight performances a week. (he's performing)

- For specific instances we use *a/an* or *the*:
They decided to take a holiday abroad.
He ran onto the stage.

Changes of meaning

- Uncountable nouns can change meaning in context as shown by the use of the article:

<i>a/an: a coffee, a cup of coffee</i>	<i>Can I buy you a coffee?</i>
<i>the: the coffee</i> (a definite example)	<i>Put the coffee on the table.</i>
<i>zero: (some) coffee</i> (in general)	<i>Do you like coffee?</i>

- Many names of substances have a change of meaning when referring to objects:
glass (a glass for holding liquid)
glasses (for helping the eyes)
iron (for smoothing clothes)
paper, a paper (a newspaper, or a piece of technical writing)

- Some food names which usually have no plural have a technical use as a singular noun with *a/an*:
I try to eat as much fresh fruit as I can.
This is a fruit that only grows in the tropics.
 Others are: *wine, beer, cheese, meat, oil*

→ SEE ALSO

Grammar 19: Articles 1

IELTS LANGUAGE PRACTICE

This unit also contains general practice in the use of articles.

1 Underline the most suitable option in each sentence.

- 1 There are many interesting geological formations on *Greek island of Milos/the Greek island of the Milos/the Greek island of Milos*.
- 2 From here you can observe *moon rising above the Alps/the moon rising above the Alps/the moon rising above Alps*.
- 3 In order to complete this course, all students will need *physics textbook /the physics textbook/a physics textbook*.
- 4 The festival usually takes place on *first Tuesday in August/the first Tuesday in August/the first Tuesday in the August*.
- 5 Generally speaking, at breakfast I prefer *a coffee to a tea/coffee to tea/the coffee to the tea*.
- 6 Mrs Adams is *on a holiday/on the holiday/on holiday* at present but she will be back next Monday.
- 7 Norway is not *a member state of the European Union/member state of the European Union/a member state of European Union*.
- 8 Does this bus go in the direction of *a British Library/the British Library/British Library?*
- 9 Have you finished with *paper/the paper/a paper*? I'd like to read it.
- 10 An ugli fruit is *a citrus fruit/citrus fruit/the citrus fruit* produced by crossing a grapefruit, a tangerine and an orange.

2 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.

- 1 Susan comes from Australia.

an

.....*Susan is an Australian.*.....

- 2 I'm afraid that George is still asleep.

bed

- 3 Anna studied to become a doctor.

medicine

- 4 The sun is hottest at midday.

middle

- 5 Helen is at the office, but I can give you her number.

work

- 6 We get paid at the end of the month on a Friday.

last

- 7 Inspector Gorse is working at the moment.

duty

GRAMMAR 20 ARTICLES 2**3 Complete each short text by writing a/an, the or – (no article) in each space.**

- 1 Psycholinguistics is study of psychological factors that enable human beings to acquire, understand, use, and produce language. Developmental psycholinguistics is branch of psycholinguistics which studies process by which children learn to speak.
- 2 hurricane is large-scale storm system which rotates around area of very low pressure. Its strong winds have average speed of more than 120 kms hour. whole system can have height of 15 kms and may be 800 kms wide on average.
- 3 In UK general election, 650 Members of Parliament are elected to House of Commons. longest period parliament can sit for is five years, and election is usually called before end of this term. general elections generally take place on Thursday.
- 4 Sydney Harbour Bridge, opened in 1932, is road and rail bridge which crosses Sydney Harbour. It is steel structure with length of 1.15 kms and height of 134 metres above water. For 35 years it was tallest structure in city of Sydney. Its local nickname is ‘..... Coat Hanger’.
- 5 ‘..... Times’ is British newspaper which was first published in 1785 as ‘..... Daily Universal Register’. widely-used typeface (font) English Times New Roman was developed in 1932 by Stanley Morison, English typographer, for use in newspaper.

4 Complete the text by writing a/an or the, or – (no article) in each space.**What is a jury?**

(1) A jury is (2) group of (3) people who attend (4) court hearing, consider (5) evidence presented and then decide whether (6) defendant is (7) guilty or not guilty. (8) jury trial usually involves (9) more serious criminal cases. (10) members of (11) jury are known as jurors. Jurors do not have legal training. In (12) UK, jury members are selected from (13) electoral register and represent (14) cross-section of (15) society. (16) twelve jury members are then chosen at (17) random. The jury attends (18) court and follows (19) case as presented by (20) prosecution and (21) defence. The jury members are not allowed to discuss their case or talk to (22) people about it. At the end of (23) case, (24) judge gives (25) case summary and also gives (26) instructions about possible decisions, based upon (27) law. Then the jury discusses (28) case in (29) private until they reach (30) decision, known as (31) verdict. On their return to the court, one of (32) jury members, usually called (33) foreman, is asked to give their verdict.

IELTS LANGUAGE PRACTICE

5 There are twelve necessary uses of *a/an* and *the* missing from these texts. Write a correction in the space at the side.

A Mayan City

Palenque is a ruined city of */* Maya civilization which reached its height around 700 AD, and was abandoned within the next 150 years. It is located in the foothills of Tumbalá Mountains in the Mexican state of Chiapas. For centuries ruins of the city lay hidden in a tropical forest, until they were examined by Europeans in 18th century. The site contains over 200 buildings. It has now been excavated and restored and attracts tourists from all over world. Archaeologists have deciphered the hieroglyphic inscriptions in the city, and from them learned much of the history of city and its rulers. The most important buildings in Palenque are the Palace and the Temple of Inscriptions, and there is also aqueduct and a stone bridge. The Palace is actually complex made up of several buildings, and includes sculptures and carved reliefs, and a striking tower. In the Temple of Inscriptions was discovered the tomb of Pacal the Great, most famous ruler of Palenque. He came to power in 615 AD and was buried in 683 in a sarcophagus within the temple. His body was found still inside this sarcophagus, his face covered in a mask made of jade mosaic, and his body clothed in jade suit. The sections of jade are joined together with gold wire. In 1994 in another temple, archaeologists discovered a secret door. This led to series of underground rooms, in one of which was a sarcophagus containing the remains of a woman painted red with cinnabar, and known as 'Red Queen'.

- | | |
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21

GRAMMAR

Practice 7

Two exercises in this unit form one continuous text.

1 Complete the paragraph by writing *the* or – (no article) in each space.

A Time series graphs

- (1) time-series graphs are popular with (2) newspapers for suggesting and comparing (3) trends. However, showing how a single quantity varies with (4) time is not the same as showing how two quantities vary, and then suggesting a link between them.
 (5) graphs showing the variation of two things with (6) time often use two different vertical scales. Figure 34 shows an example taken from a national newspaper.

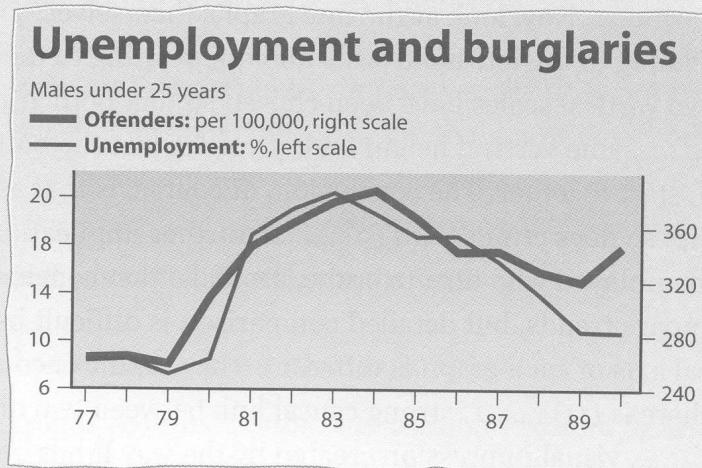


Figure 34: Unemployment and burglaries

This graph was included in a front-page article suggesting that there is a link between (7) level of unemployment among (8) young men and (9) number of offenders committing (10) burglaries.

(11) way the graph has been drawn seems unambiguously to support (12) claim that when (13) unemployment rises so does (14) crime and, by virtue of (15) closeness of (16) shape of (17) two curves, carries (18) strong implication that indeed (19) unemployment causes (20) crime.

GRAMMAR 21 PRACTICE 7

3 Complete the paragraph by writing *a/an*, *the* or – (no article) in each space.

C Same data, different graph

Figure 35 shows (1) ...*the*.... the same data, with both vertical axes scaled in percentages. The left axis still shows (2) percentage level of unemployment, but now the right axis shows the number of (3) offenders expressed as (4) percentage. You could argue that this graph tells (5) different story – that (6) level of crime is hardly affected by unemployment. In spite of a significant increase in (7) joblessness between 1979 and 1983, the number of offenders increased by under 0.2%. Even the original graph starts to tell (8) different story towards the end of the 1980s, revealing that in 1990 the level of unemployment had fallen almost to the level of 1980, while (9) crime was not far below its 1984 peak. The strong visual impression of the two overlaid graphs and (10) apparent close match between 1977 and 1983 works to divert (11) attention from (12) last years of the decade. What the graphic actually shows is two separate time-series graphs that have been drawn in the same place. There may be (13) causal link between crime and unemployment, but graphical similarity alone does not tell you about (14) cause. For that you need additional knowledge about (15) factors and forces that influence a real situation.

4 Put *the* (twice) and *a* (five times) into the text.

D What does this tell us about graphs?

Comparing trends requires notion that variables plotted against time are somehow related, but any such relationship must be established elsewhere – graph itself cannot do it. Graph is presentational device, and all it can do is display data in chosen format. Graphs are drawn by people, and it is people who decide what graph shows and how it shows it. There is nothing inevitable about graph.

22

GRAMMAR



Number and quantity

Countable and uncountable

- Countable nouns have singular and plural forms:
book/books child/children
- Uncountable (or mass) nouns do not have a plural form:
milk information
- Some nouns can be countable or uncountable with a change of meaning.
a chicken (an animal) *some chicken* (food)
a glass (container) *some glass* (substance)
damage (something broken) *damages* (money a court orders to be paid)

Some and any

- We use *some* with plural countable nouns, and uncountable nouns in positive sentences:
There are some glasses in that cupboard. *I need some information.*
- We use *some* in questions that are invitations, offers or requests:
Would you like some help?
- We use *some* rather than *any* in questions about plural nouns or uncountables when we expect the answer 'yes':
Have you got some information/some results to give me?
- We use *some* to mean 'not all':
Some of the/Some experiments were successful, but others failed.
- We use *any* with plural countable nouns, in questions and negatives:
Are there any glasses in that cupboard?
There aren't any glasses in this one.
- We use *any* with uncountable nouns in questions and negatives with a singular verb:
Is there any information about this subject?
There isn't any money left.
- We use *any* to mean 'whichever one you like':
You can use any desk.

GRAMMAR 22 NUMBER AND QUANTITY

How many, how much

- We use *how many* to ask questions about quantity with countable nouns:
How many planets are there in the solar system?
- We use *how much* to ask questions about mass with uncountable nouns:
How much oxygen is there in the atmosphere?
- We use *not many* to make a negative statement about countables:
There aren't many good restaurants around here.
- We use *not much* to make a negative statement about uncountables:
Hurry up, there isn't much time left.
- We use *many* and *much* in positive statements in formal or written language:
Many people travel everywhere by car.
Much damage was caused by the storm.

Too many, too few, very few, few and a few

- We use *too many*, *too few*, *not many*, (*only*) *a few*, (*very*) *few* with countable nouns:
There are too many employees for a building this size.
We've had very few complaints about this.
- *Few* is negative, *a few* is positive:
We invited a few friends for a meal. (some)
I have few friends in this part of the country. (not many)

Too much, not much, (*only*) a little, (*very*) little

- We use *too much*, *not much*, (*only*) *a little*, (*very*) *little* with uncountable nouns:
We haven't got much time. *There is too much noise in here.*
I need a little help. *There's only a little water left.*

A lot of/lots of, plenty, hardly any, not enough

- We use *a lot of/lots of*, *plenty of*, *hardly any*, (*not*) *enough*, *hardly enough* with countable and uncountable nouns:
We've got lots of friends.
There was a lot of noise.
There are hardly any seats.
There's hardly any water.
We haven't got enough employees.
There aren't enough seats.
- *A lot* and *lots* can stand alone as pronouns in answer to *how much/how many* questions:
How many animals are there on the farm? A lot/Lots!

IELTS LANGUAGE PRACTICE

No, not any, none (of)

- We use *no* and *not any* with countables and uncountables:
There's no time to finish.
There isn't any time for lunch.
- *None* stands alone as a pronoun, often with *at all*. *None of* is used with nouns, with either a singular or a plural verb, though many users prefer a singular verb:
There might be lots of people there, or there might be none (at all).
None of the suggested proposals was/were accepted.

Many, more, less with numbers

- We use *many* as an intensifier with *hundreds of/thousands of*, etc:
Many thousands of people took part in the survey.
- *A good many* means a large number:
A good many people have left the area.
- We use *as many as* or *up to* when we estimate the highest number:
As many as/Up to a hundred people were injured.
- We use *more than/less than* or *in excess of* to estimate numbers:
Less than/More than/In excess of €5 billion has been spent already.

Enough, hardly enough, just enough

- We use *enough* with countables and uncountables when we want to show that the number or amount is acceptable or sufficient:
We'll have enough time to check the results.
- *Hardly enough* means *almost not enough*. *Just enough* means the right amount or number. *More than enough* means the amount or number is sufficient:
There is hardly enough room for so many new buildings.
There are just enough lifejackets for everyone.
Don't worry, there is more than enough money to pay for this.

Number and amount

- We use *a number* with *large/small* to describe how many, and *a large/small amount* to describe how much. We use a singular or a plural verb:
A small number of companies have/has already closed down.
A large amount of gold is missing from the warehouse.

Measurement words + of

- Measurement words such as *litre*, *ton*, *kilometre*, etc are followed by *of*.
Millions of litres of water are wasted every day.
There were several kilometres of wiring in each machine.

GRAMMAR 22 NUMBER AND QUANTITY

1 Underline the most suitable option in each sentence. Sometimes more than one option is possible.

- 1 There isn't some money/any money/a money in the drawer.
- 2 I'm afraid there is little hope/not much hope/none hope left of any survivors.
- 3 There are too many containers/many containers/large numbers of containers to fit into one van.
- 4 Do you need help/some help/a help?
- 5 I'm sorry, but you are making enough/much/too much noise.
- 6 Do you think we have any/very little/enough paint to do all the rooms upstairs?
- 7 Could you give me an advice/some advice/advises about my application?
- 8 Sit here, there's just enough room/too much room/a few room.
- 9 There isn't very much/isn't a lot/is hardly enough we can do about that, I'm afraid.
- 10 Millions litres of wine/millions of litres of wine/millions of litres wine are drunk every year.

2 Complete each short text by writing one suitable word in each space.

Global warming and business

- (1) Some business leaders agree with politicians and scientists that too
(2) has been done to limit global warming. However, too
(3) companies are only enthusiastic about the profits they
can make when governments start handing out large (4) of
taxpayers' money.

Languages

Do we know how (5) languages there are in the world? Estimates suggest that there are (6) to 7,000 living languages, with (7) experts quoting the precise figure of 6,909. Interestingly, Europe has relatively (8) languages – fewer than 3.5% of the world total – though (9) millions of people speak them as it has about 25% of the world's population.

Exercise

A recent study shows that (10) any men and women do the amount of exercise recommended. Only a (11) do 30 minutes' exercises five times a week, although most of the people interviewed thought that they were taking (12) of exercise. When researchers measured exactly how (13) exercise was taken by a sample of people, they found that most of the sample were not taking (14) useful exercise and were getting out of breath when walking or running.

IELTS LANGUAGE PRACTICE

3 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.

- 1 The earthquake made many people homeless.

large

The earthquake made a large number of people homeless.....

- 2 How long have we got left?

time

.....

- 3 There is not much point in carrying on.

little

.....

- 4 We've been thinking, and we've come up with some suggestions.

few

.....

- 5 Too little interest has been shown in the project to make it viable.

not

.....

- 6 The emergency fund hasn't got any money in it.

there

.....

- 7 No patients reported any side effects.

none

.....

- 8 There are very few remaining options.

any

.....

- 9 The bridge has been badly damaged.

done

.....

4 Complete each short text by writing one suitable word in each space.

Endangered species

There is not (1) that can be done to save some endangered species. When a species is (2) in number there may be (3) chance of keeping it from extinction, mainly because (4) a few of the species at risk are protected by law, and (5) of them simply do not get (6) public attention. It is not even clear how (7) endangered species either vanish or manage to recover. A small (8) of species, such as tigers and elephants, receive a (9) of publicity, but even they are still at risk. In the future there may be (10) any of these animals left in the wild, and their survival may depend on captive breeding in zoos.