

TIMESAVER FOR EXAMS



PHOTOCOPIABLE

GRAMMAR

(5.5—7.5)

ES

FIONA DAVIS



SCHOLASTIC

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Information overload

1a Work in pairs. Discuss the questions.

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



1b Check your grammar! What does each question ask about?

Match the questions and the actions.

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

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

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

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

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

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

Grammar reference: present perfect

Use the **present perfect** to refer to events which took place in a period of time that started in the past and (1) This period of time is unfinished, e.g. *I've only had this phone since last week*. The present perfect can refer to an event that has happened once or several times, e.g. *I've had three new phones this year*.

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

Present perfect simple or present perfect continuous?

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

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

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

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

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

Grammar tip

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

5 Work in pairs. Discuss the questions.

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

Grammar tip

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

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

Grammar reference: present perfect

Present perfect or past simple?

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

Surviving without technology 19 comments

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

Soon after the programme started, (7) *I've turned off* / *I turned off* notifications on my phone for all apps.

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



EXAM TASK: Speaking (Part 2)

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

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

You should say:

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

EXAM TASK: Speaking (Part 3)

- 8 Work in pairs. Discuss the questions.

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

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

Have you ever considered unplugging your technology?

Global learning

- 1 Read the article about some recent research into reading. Discuss in pairs. What do you think of the conclusions of the study? Can you think of any reasons for these findings?

Reading helps with your maths!

(1) may seem surprising that reading for pleasure could help to improve children's maths' scores. Yet researchers at the Institute of Education at London University have come to (2) in a recent study. The study analysed the results of tests taken at the age of sixteen by 6,000 children born in the same week in 1970. (3) appears to indicate that reading for pleasure was an important factor in the children's development. The research found there was a 14.4% advantage in vocabulary, a 9.9% advantage in maths and an 8.6% advantage in spelling amongst children who read regularly from an early age, once their parents' educational background and own reading habits were taken into account.

(4) have been published at a time when there are continuing concerns that reading for pleasure amongst young people has declined.



- 2 Check your grammar! Look at the article in exercise 1 again. What words do you think were used to complete the original article?

- 3a Read some further conclusions from the author of the study. Are any of these ideas similar to the ones you discussed in exercise 1?

It is widely accepted that reading for pleasure improves a child's vocabulary. However, Dr Alice Sullivan, the author of the recent study at London University, suggests, 'It is likely that a strong reading ability enables children to absorb and understand new information and affects their attainment in all subjects. According to Dr Sullivan, it is important to encourage a child's desire to read independently as it may promote a more self-sufficient approach to learning in general. In the survey, children who had read often at the age of ten and had been reading books and newspapers more than once a week aged sixteen had performed better in cognitive tests than those who had read less. These findings show it is essential for government policies to support and encourage children's reading, particularly in their teenage years.

There seems to be a tendency for today's young people to read less in their spare time than in previous generations. This is particularly worrying in the light of Dr Sullivan's research, which shows that reading less is likely to affect teenagers' intellectual development. Reading for pleasure tends to decline in secondary school so it is clear how crucial it is to provide access to a wide range of books in schools and libraries and to help young people discover authors they will enjoy.

Some people are concerned that the decline in reading for pleasure is the result of time spent online. However, that argument does not take into account the fact that e-readers and other new technologies make it easier to access books and newspapers. Indeed in some countries where limited access to text has been a barrier to literacy, there is thought to be a link between improving literacy levels and the availability of mobile devices.

Grammar tip

that and those can be used to mean 'the one' and 'the ones'. In this text, those who = 'the ones / the children who'.

- 3b** Read the Grammar reference. Choose examples for each point from the underlined parts of the text in exercise 3a and add them to the Grammar reference.

Grammar reference: *it* and *there* as preparatory subject

- Use *it* to start a sentence instead of a to-infinitive, e.g. (1)
(*it* + *be* + adjective / noun (+ *for* someone / something) + to-infinitive). This is more usual or natural than *To encourage a child's desire to read independently is important*. Note that this pattern is not used after *likely*, e.g. *They are likely to find a book there. It is likely for them to find a book there.*
- We often use *it* instead of starting a sentence with a *that*-clause or question-word clause, e.g. (2)
or (3)
- In academic writing, *it* as a preparatory subject is common with passive structures. This is useful when presenting a balanced argument as it allows you to distance your opinion from statements and claims, e.g. *It is widely accepted that ...*, *It must be remembered that ...*. Some other verbs commonly used in this way are: *believe, claim, demonstrate*, discover*, estimate, find, know, say, show*, suggest, think, understand*. (*These verbs are more commonly used in the past simple or present perfect.)
- *There* is used as a preparatory subject (*there is / are / was / were* + past participle + *to be / to have been*) with some reporting verbs, such as *believe, expect, report, say, think, understand*, e.g. (4)
- *It* and *there* can both be used with *seem / appear*, e.g. *It appears to indicate ... / It appears that ...*, *There seems to be*, (5)

Referring back using *it*, *this / these*, *that / those*

- We can use *it* and *this / that* to refer back to ideas or topics as well as single nouns that have already been mentioned in the text. Use *it* to continue referring to a topic that has already been established, e.g. *A child's desire to read independently is to be encouraged as it may promote a more self-sufficient approach to learning in general.* (*it* = a child's desire to read independently) Use *this* for greater emphasis or a new topic, e.g. *There seems to be a tendency for today's young people to read less in their spare time than in previous generations. This is particularly worrying because ...*
- We often use *this / these* + noun phrase to summarise an idea that has been previously expressed, e.g. (6)
- *That* and *those* can imply a greater distance from the writer in time, such as in phrases used to refer to the past, e.g. *at that time / in those days*; *that* can also be used to distance oneself from the opinion of another person, e.g. (7)

- 4** Rewrite the paragraphs. Include the words given in brackets at the points in the sentences marked with an asterisk (*). Do not change the words given. Use any additional words necessary.

- a) (1) *a fifth of all children in England, and close to a third of disadvantaged children, are unable to read well when they leave primary school. (*completely unacceptable*) (2) * creates obstacles to a fairer society. (*situation*) (3) It is not just impossible * experience the joy of reading. (*for these children*) (4) * prevent poorer children from achieving their potential in secondary school and beyond. (*also more likely*)
- b) (1) * over 750 million adults worldwide who are illiterate. (*are believed*) (2) Roughly two-thirds * are female. (*cannot read or write*) (3) * population growth has caused this global literacy crisis. (*often claimed*) (4) However, * underinvestment in adult literacy programmes in many communities and workplaces is also to blame. (*probable*)

- c) (1) Of the 650 million primary school age children in the world, * 250 million are not learning basic literacy skills. (*thought*) (2) However, * remembered that tremendous progress has been made in some countries. (*must*) (3) An estimated 17 million more children are now learning the basics at school in sub-Saharan Africa – * due in part to the abolition of school fees. (*this*) (4) * represents an impressive 45% more children learning at schools. (*figure*)
- d) (1) It is becoming more and more evident *mobile technology could be for literacy development (*important*). (2) *Hundreds of thousands of people in countries like Ethiopia, Nigeria and Pakistan are reading more now that they can read on their mobile phones. (*seems*) (3) A survey conducted by UNESCO reveals that * was more pronounced among women than men. (*trend*) (4) *One in three mobile readers are reading to their children from their phones. (*also significant*) (5) *high-light the potential of mobile technology for literacy programmes. (*examples*)



Grammar reference: preparatory it as object

We can sometimes use preparatory *it* as an object. Some common patterns are:

- (dis)like, enjoy, love, hate, can't stand, prefer + *it* + *if*-clause / *question-word* clause, e.g. *I enjoy it when the teacher reads to us.*
- consider / find + *it* + adjective + *to*-infinitive / *that*-clause / *question-word* clause, e.g. *I find it unacceptable that ...*

EXAM TASK: Speaking (Part 3)

- 5 Work in pairs. Discuss the questions. Use some of the phrases in the Grammar reference above in your discussion.

How much time do you have for reading? When or where do you find it easiest or most difficult to read?

Do you like it when favourite books are adapted into films?

Do you think literacy levels worldwide are acceptable? Why? / Why not?

EXAM TASK: Writing (Task 2)

- 6 Write about the topic below. Give reasons for your answer and include any relevant examples from your own knowledge or experience. Use different structures that you have looked at in this lesson. Underline the examples you use in your answer and compare in pairs.

Some people say that reading is something which parents should encourage in children at home. Others, however, believe governments and schools have a responsibility to motivate students to read more.

Discuss both these views and give your own opinion.

Answers

The evolution of cephalopods (pages 6–9)

- 1a** Students' own answers.
- 1b** a and c are true: cephalopods are invertebrates and some species (especially squid, octopus and cuttlefish) are intelligent.
b and d are not true: cephalopods are not endangered and they have short lifespans.
- 2** **1** appears **2** have been rising **3** seems **4** are now investigating **5** is changing
- 3** **a** continuous **b** ongoing, temporary
c state, an unchanging state
- 4** **a)** Use of senses **b)** Preferences and feelings **c)** Description
d) Mental process verbs **e)** Possession
- 5** **1** resemble **2** consists **3** have **4** is thinking **5** sounds **6** does not always mean **7** is looking **8** how do they know **9** contains **10** appears **11** see / can see **12** like **13** are gradually realising **14** recognise **15** represent **16** differs **17** is currently challenging **18** including
- 6** **a** Students' own answers.
b We consider that intelligent animals have evolved, like humans, partly as a result of long and social lives, but cephalopods have short lifespans and are not sociable.
c Students' own answers.
- 7** **Sample answer**
Animals have always been used as a food source and are also often exploited for the testing of medicine and products which are for human use. However, *some people now feel that this is not acceptable.*
The fact that humans have canine teeth is enough to convince many people that we are carnivores and it is natural for us to eat meat. For this reason, *many people believe that the farming of animals is acceptable. Since the consumption of animals ensures our survival, then it is not surprising that people also assume that medicines which will be used to treat humans will first be tested on animals.*
However, the large-scale production of meat is something that I do not believe is natural. We are now aware that humans can get adequate nutrition, *including protein*, from other food sources. *It appears that* better education is needed on the alternatives to meat. Some of the medical testing that is done on animals is not essential and a considerable amount of unnecessary testing is still done for cosmetics. *It seems likely that* animals suffer pain and loss in much the same way as humans. *This means that* keeping them in laboratories is unacceptable. *Current research into the lives of marine animals is leading us to question our assumptions about animals.* Studies on octopus and squid, for example, show that they are far more intelligent than many of us realise and deserve our respect.
To conclude, while *I recognise that* humans will want to consume meat, the current extent of meat production is unnecessary. We should educate people on the benefits of meat-free diets and the testing of non-essential products on animals should be banned. This would go some way towards improving the rights of animals.
- 8** Students' own answers.

Information overload (pages 10–12)

- 1a** Students' own answers.
- 1b** **a** 1 **b** 4 **c** 3 **d** 2
- 2a** **a)** increase; (also possible: rise)
b) report; (some other options are: survey, researcher)
c) this year; (some other options are: today, this month, this week)
d) a day; (also possible: every day)
e) for decades; (some other options are: for ages, for years)
f) online; (also possible: internet, cyber)
- 2b** **a)** present perfect simple (*has been*), present simple (*spend*)
b) present perfect simple (*has found*), present simple (*admits, spend*)
c) past simple (*commissioned*)
d) present simple (*checks*)
e) present perfect continuous (*have been warning*)
f) present continuous (*are starting*)
- 3** **1** leads up to now **2** give news of recent events
3 may be understood or implied **4** recent studies
5 with questions beginning *How long?* **6** present perfect continuous **7** which the speaker views as more long-term
- 4** **1** has been increasing **2** has not brought **3** have set up
4 has suggested / suggests **5** has demonstrated / demonstrates **6** have been published **7** appeared **8** have been complaining **9** worried **10** constantly puts / is constantly putting **11** have discovered **12** has been monitoring **13** has shown / shows **14** has proved / proves
- 5** Students' own answers.
- 6** **1** I've recently started / I recently started **2** I've become
3 I celebrated **4** I've been feeling / I felt **5** advised
6 have grown up **7** I turned off **8** Have I missed
9 I've installed / I installed **10** I've reduced / I reduced
11 has already given **12** I've been sleeping **13** I haven't woken up **14** I've come / I came **15** I've never thought
- 7&8** Students' own answers.

A dream come true (pages 13–15)

- 1a** **a)** The Wright Brothers made the first powered flight in an aeroplane.
b) Alberto Santos-Dumont made the first flight of a powered aeroplane in Europe.
c) Amelia Earhart was the first female pilot to fly across the Atlantic.
d) Wiley Post made the first solo flight around the world.
e) Frank Whittle invented the jet engine.
- 1b** the past simple, e.g. *made, flew*; the past perfect, e.g. *had made, had told*; the past continuous, e.g. *were achieving, was attempting*
a) had made, achieved
b) had built, (had) flown, carried out
c) disappeared, was attempting
d) made, became
e) told, had come up with
- 2** **1** False **2** False **3** Not Given **4** False **5** True **6** True

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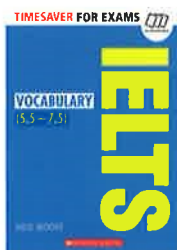


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