

Collins

English for Exams



With CD

Grammar for IELTS

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Introduction

Who is this book for?

Grammar for IELTS will help improve your grammatical knowledge for all four papers of the IELTS exam. As you know, grammatical accuracy and range are part of the marking criteria for the IELTS Writing and Speaking papers. Also, grammatical accuracy is important in the IELTS Listening and Reading papers. The book can be used for self-study or as supplementary material for IELTS preparation classes. It is suitable for learners at level 5.0-5.5 aiming for band 6.0 or higher.

Summary

The *Grammar for IELTS* book and CD cover grammar and skills which are relevant to all four exam papers: Listening, Reading, Writing and Speaking. Each unit begins with a grammar section presenting the key grammar for the unit with example sentences and explanations. This grammar section is followed by exercises that help you develop the grammatical knowledge and skills needed for the exam. At the end of each unit, there is an exam practice section which is modelled on the actual IELTS exam. Tips throughout the book highlight essential grammar-related learning strategies and exam techniques.

Content

Units

Each unit is divided into three parts.

The first part introduces key grammar using Collins COBUILD grammar explanations and example sentences.

The second part, containing **Practice exercises**, provides a structured set of exercises which help you develop the skills to successfully apply grammatical knowledge to the exam. The exercises are a combination of traditional grammar exercises and exercises based on the IELTS exam.

The third part, containing **Exam practice**, provides exam practice exercises in a format that follows the actual exam giving you the opportunity to familiarize yourself with the kinds of questions you will encounter in the exam. This section focuses on a particular exam paper and is highlighted in grey for easy reference.

Exam tips

There are exam tips and strategies in each unit. These are in boxes for easy reference.

Audio script

All audio for the Listening and Speaking papers has been recorded on the CD using native speakers of English. A full audio script, including model answers for the Speaking papers, is provided at the back of the book so that you can check the language used in the listening and speaking exercises, if needed.

Answer key

A comprehensive answer key is provided for all sections of the book including model answers for more open-ended writing and speaking tasks.

Grammar reference

There is a detailed grammar reference section at the back of the book where the forms of the grammar points presented in the units are provided for your reference. There is a note in the unit telling you which page to refer to in the Grammar reference section.

How to use this book

The book is divided into 20 units. Each unit is self-contained so that you can study the units in any order. You can choose the unit you want to study either by selecting the grammar you want to study or selecting which exam papers you want to practise. A sub-skill is also practised in each unit. As a result, only the units with practice on Speaking and Listening papers contain audio. The contents pages at the beginning of the book provide an overview of what is in each unit so you can use this to choose which units you would like to study first. These pages also give you information on which units contain audio.

You will probably find it helpful to begin each unit by reading the grammar section in the first part, then working through the exercises in preparation for the exam practice exercise at the end. Try to do the exam exercises within the time limit to give yourself realistic exam practice.

Getting well-informed feedback on your writing and speaking exam practice exercises would also be an advantage. However, if this is not possible, it is still important to do the exercises in full. Studying model answers can help you develop the ability to assess your own work. If possible, record yourself when speaking and listen carefully to your performance. Avoid memorizing model answers for the Writing and Speaking papers. Remember that in the actual exam, it is important to answer the question and not just speak or write about the topic.

As part of your final preparation before the exam, you could re-read the exam tips in the boxes. This will remind you of the strategies for success in the exam.

1 Holidays and travel

Present simple tense | Past simple tense | Present perfect simple tense

Simple tenses

Present simple: The present simple is used to talk about:

1 *Permanent situations*

I work in the city but I live in the countryside.

Rome is the capital of Italy.

2 *Things which happen often or repeatedly*

I visit my grandparents in Scotland every summer.

People often send postcards from interesting places.

3 *Facts of nature or science*

Travelling by plane uses a lot of energy.

Birds migrate in winter.

4 *Timetables*

The bus departs at 9.10.

The train to London leaves every 30 minutes.

Past simple: The past simple is used to talk about:

1 *Completed actions or events in the past*

I visited the museums in New York.

I saw some monuments on holiday.

2 *Actions or events that happened at a specific time in the past (when)*

Last month I went on holiday for 2 weeks.

I travelled to Tokyo last year.

3 *Things which happened often or regularly in the past*

We always went on holiday to France when I was a child.

Every summer I spent the school holidays with my cousins.

Present perfect simple: The present perfect simple is used to talk about:

1 *Actions which started in the past and continue now*

I've worked abroad for ten years.

He has lived in Germany since 2002.

2 *Actions in the past when the time is not finished.*

I've visited many art galleries this year. (This year is not finished)

He has lived in a lot of different places in his life. (His life is not finished)

3 *Recent events which are related to the present*

Where's my camera? Oh no, someone has stolen it.

Is Sarah having dinner with us? No, she has gone back to the campsite to rest.

See page 114 in the Grammar reference for more information.

Practice exercises

1 Decide on the correct tense (present simple, past simple or present perfect simple) and finish the sentences. Decide which rule matches the meaning of each sentence.

- 1 The sun often _____ in Morocco. (*shine*) Tense: _____ Rule number: _____
- 2 'It's late. Where _____?' (*you/go*) Tense: _____ Rule number: _____
- 3 What time _____? (*the bus/leave*) Tense: _____ Rule number: _____
- 4 John _____ (*go*) to Finland last year, but he _____ (*like*) it. Tense: _____ Rule number: _____
- 5 The world _____ (*see*) a massive shift in transport and tourism in the last decade. Tense: _____ Rule number: _____
- 6 Cruise ships _____ (*cross*) the Atlantic with the majority of people before air travel became so affordable. Tense: _____ Rule number: _____

Exam tip: Practise listening to and saying the contracted form of some verbs, for example: *he has taken = he's taken, I have been = I've been*

- 2 Below is a section of a candidate answer from an IELTS essay task (Writing Task 2). Complete the spaces with the correct tenses.

“Discuss the positive and negative effects of tourism on people and the environment.”

Regarding the environment, tourism (1) _____ (*improve*) people’s understanding of endangered species. Prior to mass tourism, many societies (2) _____ (*disregard*) the natural life around them. However, due to tourism many countries (3) _____ (*invest*) in conservation programmes. Ecotourism is now a very popular and a lot of tourists (4) _____ (*visit*) Africa, Asia and South America and (5) _____ (*partake*) in projects which care for the environment. Although there are positive points, tourism (6) _____ (*also have*) a large number of negative effects on the environment. These (7) _____ (*include*) an increase in air pollution from plane travel, rubbish from tourists in parks and on beaches and the destruction of many of the world’s rain forests.

There are advantages and disadvantages for people too. During the 1990s in many parts of the world, *such as* Spain or Thailand, tourism (8) _____ (*bring*) economic development and (9) _____ (*create*) a range of new employment possibilities for local people. On the other hand, the results of this increase in tourism sometimes produce negative effects for populations. Often a new hotel or resort (10) _____ (*destroy*) traditional jobs such as agriculture, fishing and crafts.

- 3 Read the following dialogue and complete the text with the correct form of the present simple, past simple or present perfect simple. Use the verbs in the brackets.

Examiner: Where (1) _____ (*live*)?

Nikolas: I (2) _____ (*come*) from Moscow. I (3) _____ (*live*) there for 6 years. My family (4) _____ (*move*) from the countryside when I was 12 years old.

Examiner: (5) _____ still (6) _____ (*live*) with your family?

Nikolas: Yes, I (7) _____ (*do*). I (8) _____ (*live*) with my parents and (9) _____ (*share*) a room with my brother. My brother still (10) _____ (*go*) to school. He is only 8 years old.

Examiner: (11) _____ (*like*) Moscow?

Nikolas: Yes, I (12) _____ (*love*) Moscow. When I first (13) _____ (*arrive*), I (14) _____ (not like) it much because it was so different, but I (15) _____ (*grow*) accustomed to it. Now, I (16) _____ (*know*) my way around and (17) _____ (*have*) lots of friends.

Examiner: How (18) _____ (*Moscow/change*) recently?

Nikolas: It (19) _____ (*become*) more international, and more exciting. In the last few years, about ten new international restaurants (20) _____ (*open*) in my area alone and I often (21) _____ (*eat*) in them now with my friends. I (22) _____ (*have*) lots of international friends who (23) _____ (*come*) to study at the University in Moscow, and we often (24) _____ (*meet*) in the evenings.



Now listen and check your answers to Exercise 3.

Speaking exam tip: Try to answer the question the examiner asks you, and give more information. Nikolas has talked about a change and then the result of that change.

4 Answer these questions yourself and try to give as much information as possible.

- 1 Where do you live? _____
- 2 How long have you lived there? _____
- 3 What do you like about your home town? _____
- 4 What other countries have you visited? _____
- 5 Where did you go on holiday last year? _____
- 6 How often do you go to the seaside? _____

Exam practice: Speaking Part 1



Listen to the 5 questions on the CD, and answer them as fully as possible. You will have 30 seconds between questions to give your answers.

Speaking exam tip: Try to mirror the examiner's grammar in the first sentence of your answer and use the contracted form in your answer where you can, e.g. 'Have you lived...?' - 'I've lived....' 'Do you like...?' - 'I like...'



Now listen to Track 03 on the CD and the model answers given by the student. How were they better than or different from your answers?

2 Free time

Present continuous tense | Past continuous tense | Present perfect continuous tense

Continuous tenses

The continuous tenses highlight the duration of the activity so that there is a focus on the activity in progress.

Present continuous: The present continuous is used to talk about:

1 *Something that is happening / in progress now*

Some people are sitting on the grass and having a picnic.

2 *Changes and developments*

The number of Web users who shop online is increasing.

3 *Temporary situations*

My friend is staying in a holiday camp.

Past continuous: The past continuous is used to talk about:

1 *Continuing past actions happening at the same time as another event.*

I was swimming in the sea when the rain started.

2 *Describing situations in the past*

Some people were relaxing by the pool and others were playing tennis.

3 *Temporary situations in the past*

For the first two days of my holiday I was staying with friends.

Present perfect continuous: The present perfect continuous is used to talk about:

1 *Actions that started in the past and are continuing now*

My best friend has been learning French since January.

2 When you mention the results of a recent activity

I'm so tired. I've been waiting for the train for hours.

3 When we want to emphasize the repetition or duration of an action

They've been thinking about where to go this weekend.

See page 115 in the Grammar reference for more information.

Practice exercises

1 Decide on the correct tense (present continuous, past continuous or present perfect continuous) and complete the sentences 1–6 using the verbs in the brackets. Decide which rule matches the meaning of each sentence.

- 'What _____ (do)?' You look exhausted!
Tense: _____ Rule number: _____
- 'Can you help me with my homework?' 'No, I _____ TV.' (watch)
Tense: _____ Rule number: _____
- The number of people taking up extreme sports _____ (increase) since the early 1990s.
Tense: _____ Rule number: _____
- Last month I _____ (have) acting lessons but I had to stop when I lost my voice.
Tense: _____ Rule number: _____
- They _____ (walk) in the countryside when suddenly it started to rain.
Tense: _____ Rule number: _____
- I don't like the book that I _____ (read) at the moment.
Tense: _____ Rule number: _____

Grammar tip: Continuous verbs are usually **active** verbs (verbs such as *to run*), that refer to an action). **Stative** verbs (such as *to know*), refer to a state, and are usually used in simple tenses, e.g. *I want a new bike* not *I am wanting a new bike* as *to want* is a state, not an action. Some verbs such as *to see* have both an active and a stative meaning.

2 Look at the following sentences 1–5 and decide if the main verbs should be in the present continuous or the present simple.

- I am not agreeing / I don't agree* that going to the cinema is better than watching films on TV.
- I have / I am having* a great time in Paris at the moment. (meaning = to enjoy)
- I like / I am liking* studying Spanish in my free time.
- Do you mind / Are you minding* if I sit here?
- I think / I'm thinking* about learning to sail next year. (meaning = to plan to do)

- 3 Underline the examples of continuous tenses in the following passage from a Reading text, then complete the summary below using continuous verbs from the text.

The amount of leisure time available to people has been increasing since the early twentieth century when machines started to be invented to do many labour intensive tasks both at work and in the home. Previously, people were spending many more hours doing basic menial tasks and as a result had less time available for hobbies and activities. Although recently many people have been complaining about their work life balance, studies show that the amount of free time we have has been rising continuously for over 50 years. More people are playing sport on a regular basis nowadays and young people are taking up traditional style hobbies such as knitting and walking in the countryside. There has also been a large amount of government investment in leisure facilities in local communities, which has assisted the uptake of hobbies for a range of people including children and the elderly. A few years ago, visitors to a local park would see people who were playing football or walking their dog. However, nowadays people are using the gym or a climbing wall as their way of sporting recreation.

Summary

Over the last half century the amount of personal free time that people have (1) _____. Despite the fact that the general opinion of the public is that they have less leisure time than in the past the reality is the opposite. Nowadays more of us (2) _____ sport regularly and the younger generation (3) _____ traditional leisure pursuits such as crafts and outdoor activities.

- 4 Look at the graphs below from an IELTS Writing Task 1 and complete the sentences with the correct tense to describe the visual information.



a Number of people buying newspapers daily in the USA

Overall, the number of people who buy one of the three major daily newspapers in the USA (1) _____ (*rising*) since the 1950s. The largest increase in readership has been for the *New York Times*. However, most people (2) _____ (*still buy*) the *Washington Post* more than any other daily newspaper.

b Viewers of UK TV channels at 8 p.m. on 30 June 2011

The graph shows the number of people who (1) _____ (*view*) four different television channels on 30 June 2011 at 8.00 in the evening. Almost half the viewers (2) _____ (*watch*) BBC1 and the remaining 50 per cent were divided more or less equally between the other three channels.

Exam practice: Writing Task 1

You should spend about 20 minutes on this task.

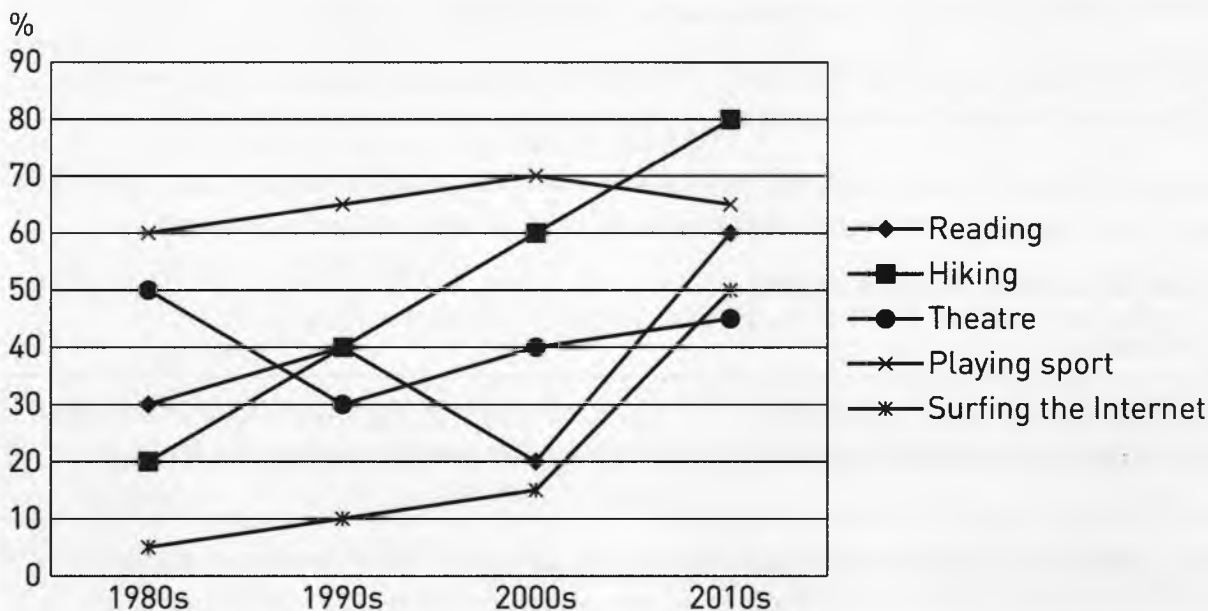
The graph below shows how elderly people in Europe spent their free time between 1980 and 2010.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Writing exam tip: When describing visual information in Task 1, it is important to think about what tenses you will need. If the diagram includes time references (dates, years) you will need a range of past and present tenses. If the graph has no past time reference, you will need to use the present simple tense only.

Free time activities of the elderly in Europe from 1980 to the present



Now compare your answer with the model answer and think about how you could improve yours.

3 Fame

Past perfect tense | Past perfect continuous | used to | would

The following forms are used to talk about the past in addition to the past simple tense.

Past perfect: The past perfect is used to talk about:

One completed action that happened before another action in the past. The past perfect is used for the first action

Before he became the 2010 world swimming champion <u>nobody had heard</u> of James Collins.	Every newspaper and TV channel in the USA wanted to interview Neil Armstrong after <u>he had landed</u> on the moon.
---	--

Past perfect continuous: The past perfect continuous is used to talk about:

Something that started in the past and continued up to a certain point in the past

The journalists <u>had been waiting</u> for over an hour by the time the President arrived at the palace.	The Beatles <u>had been playing</u> together for years before they became famous.
---	---

Used to: *Used to* is used to talk about:

Past states and habits

The Spanish Royal family <u>used to be</u> more removed from public life than they are at present.	Dickinson <u>used to work</u> in a department store before he became the owner of a fashion chain in Australia.
--	---

Note: In the negative and question form, *used to* becomes *use to*.

Would: *Would* is used to talk about:

*The typical activities of a person or people in the past. It should be used for repeated actions and **not state** and is almost always used in the **positive form only***

In the 1930s Hollywood stars <u>would give</u> regular interviews in magazines and newspapers to promote new movies.	Before publishing companies, writers <u>would often pay</u> for their own printing and distribution costs.
--	--

See page 116 in the Grammar reference for more information.

Practice exercises

1 Complete the sentences 1–6 using the verbs in the brackets and decide on the correct grammatical form from the alternatives given.

- 1 Managing an actor's image through media relations became popular in the 1980s. Up until then actors _____ (*not care*) much about their public image.
Form: past perfect or would?
- 2 Newspapers and magazines _____ (*respect*) the privacy of celebrities more than they do nowadays.
Form: used to or past perfect?
- 3 As a child I loved playing the guitar and I _____ (*dream*) of being a well-known musician.
Form: would or past perfect?
- 4 Until the 1990s, footballers _____ (*not earn*) such large salaries and they didn't use to be so famous.
Form: past perfect or would?
- 5 Before working in television I _____ (*always think*) that celebrities were special people, but now I know many of them are quite normal.
Form: past perfect or past perfect continuous?
- 6 The photographers _____ (*wait*) hours for the stars to arrive at the 2010 Oscar ceremony.
Form: past perfect continuous or used to?

Grammar tip: The past perfect is often used with a time expression such as *before*, *when* or *by the time*.

Unlike the present perfect, specific times (e.g. *in 1993*) can be used with the past perfect.



2 Listen to a radio programme about fame and complete the text with the correct verb forms.

In today's programme I'll continue examining the impact of fame on lifestyle using the style icon Gloria Van Broncken as an example. Before becoming famous in the modelling industry, Gloria (1) _____ in a small village and (2) _____ outside her own country. She (3) _____ in a clothes store and she enjoyed all the usual activities of a teenager in her free time. She (4) _____ in the clothes store for two years when a customer who represented a model agency spotted her and signed her up. By the time she was 21 Gloria (5) _____ round the world several times and (6) _____ on the cover of many international fashion magazines. Now the impact of such drastic lifestyle changes can be very significant ... (*fade*)

3

Read the following text about a famous businesswoman and correct the mistakes in the use of past perfect, past perfect continuous, *used to* and *would*. There are four mistakes.

Making money out of other people's fame is a highly specialised skill, but one that can bring great rewards to those who practise it proficiently. Marianne Beretoli is one of those people; she owns a company which sells information about celebrities to other celebrities as a kind of careers advice service. Although she was born in France, she use to dream of moving to the USA, specifically Hollywood. Whilst studying business at university Beretoli was known for her innovative approach to applying theory to practice and she would to often challenge the ideas of her tutors. When she had graduated, Beretoli worked in Paris and tried unsuccessfully to set up her own marketing agency. Then she decided to move to the USA and within months realised that she had been making the right decision. She moved from Paris to Los Angeles in 1995 and after she had been working as an assistant for an advertising agency for a few years, she had set up her own company providing information services to the rich and famous.

4

Read the text again and the multiple-choice questions below. Decide which answer A–D is correct.

- 1 Marianne Beretoli moved to the USA...
 - A immediately after she had graduated from university.
 - B after she had tried to start her own company and not been successful.
 - C after she had been working for an agency in the advertising field for several years.
 - D before she studied business.
- 2 How did Beretoli behave while studying business at university?
 - A She used to be a challenge.
 - B She would challenge the relationship between theory and practice.
 - C She would question her lecturers' ideas.
 - D She ignored the advice of her tutors.

Exam Tip: It is not usual for the Reading exam to test your knowledge of tenses directly. However, having a good understanding of tenses will help you understand a text more thoroughly and quickly.

Exam practice: Reading – multiple-choice questions

Look at the passage below.

For question 1, choose TWO letters A–E.

For questions 2 and 3, choose ONE answer from the letters a–d.

- 1 What reasons do scientists give to explain why some people may want to be famous?
 - A Because they didn't have many friends when they were children.
 - B They want to copy celebrities they see in the media.
 - C They did not receive enough attention from their parents in their youth.
 - D So that they can be rich in the future.
 - E They had a desire to please their parents.
- 2 What did the scientists do in order to reach their conclusions?
 - a They analysed the increase in celebrity news in the media.
 - b They surveyed culturally diverse sections of population.
 - c They investigated different universities.
 - d They interviewed psychologists.
- 3 In the study, how were the people who want to be rich different from those who want to be famous?
 - a Their parents helped them to be successful.
 - b People close to them had urged them to do well.
 - c They measured their success by focusing on the future.
 - d Their parents taught them about business.

The Psychology of Fame

Until the beginning of the 1990s western psychologists had not systematically studied the human desire to be famous. However, in the few years up to this time the amount of celebrity news in the media had been increasing dramatically. Scientists at various US universities then started to investigate the reasons why some humans seem to be driven to become famous, while others have no interest in attracting the limelight. Extensive research with people from different cultures led to the conclusion that people who desire fame are not the same people who want to be rich. The former group may have some desire for social acceptance based on previous experiences in their lives. It seems that many of these people used to find it difficult to make friends when they were younger or they didn't use to receive praise or recognition from their parents. The psychologists believe that it is likely that these people would often demand attention from others as teenagers and this desire has remained in adulthood and is now expressed as a longing to be famous. Conversely, those who want to be rich are much more focused on the future than the past; in contrast to the former group, the study found that many of this group had learned from their parents that success is generated by hard work and that their friends and family had always encouraged them to strive for the best in life. These conclusions suggest that there is a link between our upbringing and how we measure our success.

4 Education

going to | will | won't

Future forms

Going to: *Going to* is used to talk about:

1 *A decided plan or intention*

I am going to ask you some questions.

The headmaster is going to retire at the end of term.

2 *A prediction based on evidence*

The shortage of maths teachers is going to get worse.

My grades have gone down this year. I think I 'm going to fail.

Will: *Will* is used to talk about:

1 *Facts about the future*

We will cover this topic in more detail later in the book.

The university will admit five hundred more students next year.

2 *Decisions about the future that we make at the moment of speaking*

I 'll try my best to answer all the questions.

'I need to go to the library later.' – 'Good idea. I 'll come with you.'

3 *Predictions that are indefinite*

Online learning will become more popular in the future.

All large libraries will want a copy of this book.

4 *Promises and offers*

I 'll deal with your question in just a moment.

Note: *Shall* is usually used in place of *will* in the question form.

Shall we start again from the beginning?

Won't: *Won't* is the negative of *will* and it is also used to talk about:

Refusal

The teachers say they won't attend meetings out of school hours.

See page 117 in the Grammar reference for more information.

Practice exercises

1 Decide on the correct grammatical form (*will* or *going to*) and complete the sentences 1–5. Decide which rule matches the meaning of each sentence.

- 1 'I've made a revision timetable for the next month. I _____ study hard for this exam!' *Form:* _____ *Rule:* _____
- 2 'In the future, I think more people _____ study courses online.'
Form: _____ *Rule:* _____
- 3 'Alejandro has failed many of his exams, so I don't think he _____ be able to go to University this year.' *Form:* _____ *Rule:* _____
- 4 'No I _____ let you borrow my calculator. I need it for the next exercise.'
Form: _____
- 5 The next academic year _____ start in September. *Form:* _____
Rule: _____

Grammar tip: *Going to* and *will* are based on perspective when used for predictions, and can often be interchangeable. Sometimes, when a person uses *will* they are not so sure. When a person uses *going to* they are surer. However, as perspectives are subjective, there is not usually one correct answer.

I'll go to one of the best universities in the country. (this prediction is probably based on what the speaker wants and hopes)

I'm going to go to one of the best universities in the country. (this prediction is more likely to be based on the student's knowledge of their own academic achievement, for example, if they always get the top grades in their class)

2 Read the answers A–C to this Part 3 Speaking exercise and match them to the questions 1–3.

- 1 How do you think education will change in the future?
- 2 What are the main arguments about education in your country at the moment?
- 3 Do you think education will be accessible to all in future?

A. Well, the government **is going to** introduce compulsory tuition fees next academic year, and this has caused a lot of anger. Students have been protesting about the unfairness of these fees. They think that poorer students **won't** be able to afford the fees. The government **won't** back down though.

B. In one way, yes. I think more people **will** be able to access basic education around the world, like primary and secondary schools, and also courses online in practical subjects. But I think university education **will** become more exclusive. I read an article recently about how the Internet **is going to** make education available for the world, but I think that **will** mean that good university degrees will be more important.

C. I think a lot of people **will** study online. The Internet **is going to** be easily accessible in all countries soon and online courses are cheaper and more convenient than having to travel to a college or campus. I also think more and more people **will** be able to study.