

# IELTS GRAMMAR MASTERCLASS 8.5<sup>©</sup>

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English Grammar for IELTS 8.5:  
100+ pages of Essential English Grammar  
Rules + Exercises for Advanced IELTS  
Students & Teachers: Grammar for IELTS  
Speaking, Writing, Listening & Reading.  
(IELTS Vocabulary Books Series ©)

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Marc Roche & IELTS Writing Consultants



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**ENGLISH GRAMMAR FOR IELTS 8.5: 100+ PAGES OF ESSENTIAL  
ENGLISH GRAMMAR RULES + EXERCISES FOR ADVANCED IELTS  
STUDENTS & TEACHERS.**

**GRAMMAR FOR IELTS SPEAKING, WRITING, LISTENING & READING**

IELTS VOCABULARY BOOKS SERIES ©

**MARC ROCHE**

***IELTS MASTERCLASS ONLINE***

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*Originally published as English Grammar for IELTS 8.5: English Grammar for IELTS Booster  
Volume 1 : English Phrasal Verbs & Collocations*

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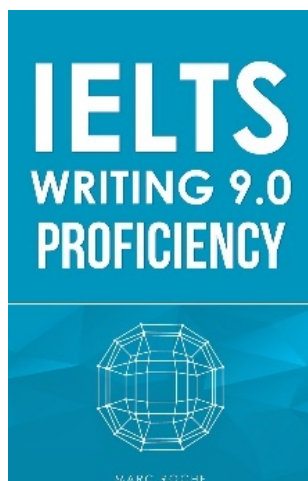
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This IELTS book was published thanks to invaluable contributions from people far smarter and more  
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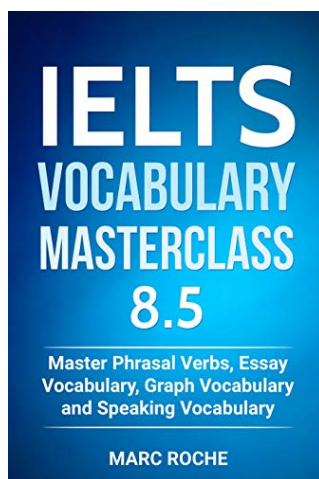


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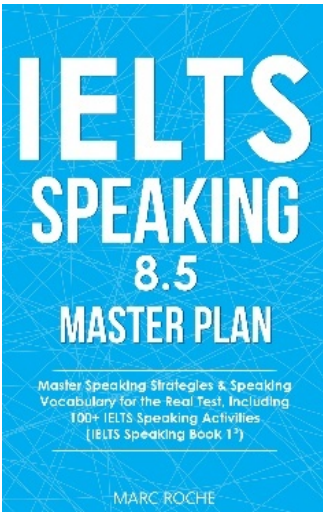
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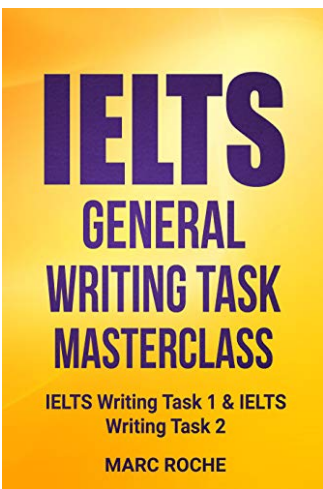
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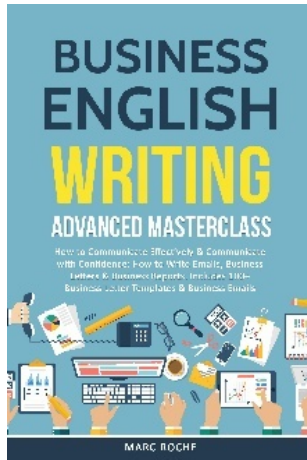
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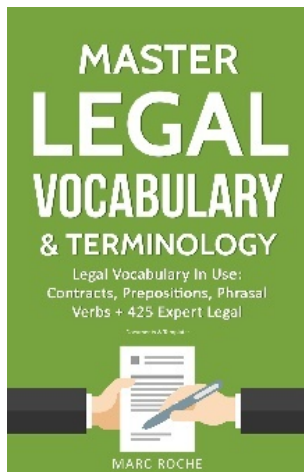
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# WHY I WROTE THIS GRAMMAR BOOK FOR IELTS

## 8.5 CANDIDATES

English Grammar and vocabulary are an essential component if you want to achieve a high band score in the IELTS test. Improving your grammar and vocabulary for IELTS, will not only help you achieve the grade you need, but it will also improve your listening comprehension, speaking and writing skills for the exam.

*IELTS Grammar Masterclass 8.5*, is packed full of grammar and vocabulary exercises, and explanations to help you maximize your IELTS score.

This short IELTS book is ideal for anyone who has problems understanding, remembering and using English vocabulary and grammar, and who wants to speak English fluently and confidently. This book will make your IELTS preparation more efficient with less of your own effort, which means more spare time to review other concepts.

# ABOUT THE MAIN AUTHOR



## **Marc Roche**

Marc is originally from the UK and currently lives in Spain. He is a father, teacher, trainer, writer and entrepreneur. He has worked with organisations such as the British Council, the Royal Melbourne Institute of Technology and University of Technology Sydney among others. Marc has also collaborated with multinationals such as Nike, GlaxoSmithKline and Bolsas y Mercados.

Learn more about Marc at [amazon.com/author/marcroche](https://amazon.com/author/marcroche)

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# **CHAPTER 1. IMPORTANT WARNING**



Dear Reader,

Thank you for choosing ***IELTS Grammar Masterclass 8.5***.

**Remember to NEVER to ignore the basics of English grammar if you want the highest band scores in the IELTS Test!**

*"IELTS Grammar Masterclass 8.5 © English Grammar for IELTS 8.5:*

*100+ pages of Essential English Grammar Rules + Exercises for Advanced IELTS Students & Teachers"*

This is the fully revamped deluxe edition of ***English Grammar for IELTS 8.5***

English Grammar and vocabulary are an essential component if you want to achieve a high band score in the IELTS test. Improving your grammar and vocabulary for IELTS, will not only help you achieve the grade you need, but it will also improve your listening comprehension, speaking and writing skills for the exam.

What you're about to discover inside this book is a surprisingly easy way to get your level of grammar up to an 8.5-9.0 band score, whether you are preparing for IELTS Academic or IELTS General Training.

Typically, candidates **THINK** that they need to study a massive amount of grammar for the IELTS test, **but that's NOT true.**

**All you have to do is keep to some basic concepts, and soon you too will be able to obtain a high band score.**

You must ensure that you produce as many correct sentences as possible in your report and your essay. No matter how small, every mistake is detected and penalized, so you need to avoid making basic mistakes that will bring your grades down.

Review the **80 Grammar Rules for IELTS** included in this book so that you can minimize the number of basic errors you make in the exam. **Many students ignore these basic grammar rules because they believe that they already know them. The problem is that knowing something passively isn't the same as understanding it in practice!**

If you don't pay attention to these basic concepts, you will probably make some mistakes in the Writing and Speaking exams, which could bring your grades down a lot. So, review the 80 Grammar Rules, complete the short exercises, and check your answers if you need to. **Remember: never to ignore the basics if you want the highest band scores!**

Although some of these exercises and rules might seem obvious to you, the fact that you are reviewing them will help you avoid mistakes in the exam. Don't fall into the trap of neglecting the basics. This is where 8.5 band scores are made!

If you're new to IELTS, then I suggest that you start at the beginning of this book.

If you're like a lot of other people, you'll find that this book is extremely useful when it comes to learning how to build your basic grammar for an 8.5 band score in the IELTS Writing test. But once you've applied what you've learned inside ***IELTS Grammar Masterclass 8.5***, then you'll probably want to take the next step.

That means that you'll want to expand your skillset and gain full proficiency in IELTS Writing. You'll want to learn more vocabulary and grammatical structures. And you may even want to learn expert tricks for the exam.

The good news is that all of this is possible. Even if you've tried to prepare for the IELTS Writing test before and failed, no worries. Even if you don't have an extremely high level of English at the moment, no problem. And that's because we've developed a strategy that works regardless of your exact level.

It's called [IELTS Writing 9.0 Proficiency](#), and it's the easiest and quickest way to gain the necessary skills to get a band 9 in the IELTS Writing exam.

Forget what you've heard about the difficulties of IELTS Writing. When you use the surprisingly simple strategies in [IELTS Writing 9.0 Proficiency](#), within a few days you'll start to feel more confident about your ability to achieve the highest band scores in the exam. Within a few weeks, you'll improve your writing to a point where you thought was impossible. And soon you too will be able to achieve a band 9 in the exam.

You know what though?

This isn't a magic bullet.

If you still think that you can achieve a band 8 or a band 9 in the IELTS just by wishing for it, this isn't for you.

[IELTS Writing 9.0 Proficiency](#) is for people who realize that good things come to those who wait and work. It's going to take time and effort.

But the good news is that it's not going to take quite as long as you might think.

Good luck and stay focused

Marc Roche

# **SPECIAL OFFER**

**If you'd like to shortcut your success, then I highly recommend you check out IELTS Writing 9.0 Proficiency right now at**

**<https://www.ieltsmasterclassonline.com/ielts-writing-proficiency-9-book>**

**– and do it now, because you'll be glad you did!**

Marc

**[www.ieltsmasterclassonline.com](http://www.ieltsmasterclassonline.com)**

# **CHAPTER 2. IELTS GRAMMAR AND VOCABULARY GUIDE**





This book will help you increase your IELTS Writing band score by focusing on grammar, vocabulary, and coherence. This is ALL you need, despite what some teachers, courses, and books will tell you. IELTS Writing Bands 7, 8, and 9 do not depend on learning hundreds of grammar rules. Your success depends on your ability to use practical grammar well.

As you can see, good grammar, good vocabulary, and logic are all you need! Unfortunately, some IELTS gurus online and offline insist on complicating things and making IELTS Speaking and Writing seem more complicated than it is because, if we are honest, it keeps the student scared and confused.

I have good news. I wrote this book and my next book [\*IELTS Writing 9.0 Proficiency\*](#), to help you become less confused, more confident, and more independent in your IELTS preparation. This is my mission, and I try to achieve it with every article, course, book, and post.

If you're ready, let's get started!

## *ACCURACY*

### **How many error-free sentences do you have?**

You must ensure that you produce as many correct sentences as possible in your report and your essay. No matter how small, every mistake is detected and penalized, so you need to avoid making basic mistakes that will bring your grades down.

You must review the 80 Grammar Rules for IELTS Writing so that you can minimize the number of basic errors you make in the exam. Many students ignore these basic grammar rules because they believe that they already know them. The problem is that knowing something passively isn't the same as understanding it in practice. If you don't pay attention to these basic concepts, you will probably make some mistakes in the Writing and Speaking exams, which could bring your grades down a lot. So, review the 80 Grammar Rules, complete the short exercises, and check your answers if you need to. Remember never to ignore the basics if you want the highest band scores!

## *PROOFREADING*

It is also essential that you proofread your work after you finish the writing test. Aim to leave five minutes at the end to check your responses and make sure you haven't made any mistakes. Small grammar and vocabulary mistakes, which you can correct with a quick check, could damage your band score.

### ***RANGE***

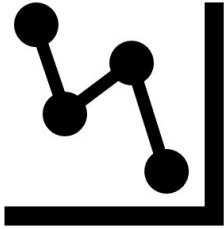
A great task response will have a range of appropriate grammar structures and tenses. The word "appropriate" above is bold because it's important not to throw grammar structures randomly at the examiner! So many IELTS candidates try to build complex sentences when it's inappropriate, or worse, they make mistakes when they write the sentences, and their essays and reports fall apart!

A great response uses complex sentences, like relative clauses and conditional sentences, but it uses them naturally. Using overly complicated sentences to impress the examiner is **a recipe for disaster!**

The following grammar structures will help increase your IELTS band score in task 1 of the writing test if you use them correctly.

Note: We discuss ALL types of IELTS Writing task in the book [\*IELTS Writing 9.0 Proficiency\*](#) and in the [\*Advanced Writing Course\*](#)

## DESCRIBING TRENDS



You might need to write about data trends in IELTS writing task 1. This could be in a line graph, a bar chart, or contrasting more than one graph.

The two most important structures we use to write about trends.

**1. There + be + adj. + noun + in + noun phrase**

**Example:**

*There was a slight reduction in the consumption of timber.*

*There was a sudden increase in the price of cocoa.*

Note: "Timber" refers to wood.

**Possible adjectives**

moderate

gradual

modest

sharp

drastic

dramatic

rapid

steep

considerable

significant

slight

steady

**Possible nouns:**

shift

change

variation

decline

decrease

dip

slump

drop

fall

peak

fluctuation

increase

rise

growth

## **2. Noun phrase + verb + adverb**

### **Example:**

*The price of paper dropped significantly.*

*The consumption of wheat grew sharply.*

### **Verbs:**

rise

jump

grow

climb

increase



rocket

skyrocket

go down

drop

fall

shrink

decline

decrease

plummet

plunge

**Adverbs:**

moderately

steadily

gradually

slowly

modestly

sharply

dramatically

slightly

steeply

significantly

considerably

**INCREASES + DECREASES**

When you write about any of the IELTS writing task 1 graphs or charts (IELTS Academic), you might have to explain changes in the data (increases and decreases). There are three main ways you can do this:

### **Noun phrase + verb + adverb**

**E.g.:**

*The price of rentals increased dramatically.*

*The percentage of refund requests fell gradually.*

### **There + be + noun + in + noun phrase**

**E.g.:**

*There has been a rise in petty crime.*

*There was a drop in the price of coal.*

### **Using fractions and Multiplications**

**E.g.:**

The price of milk **doubled** in under two years.

The consumption of red meat has **halved** since 2001.

By 2010, the price of butter had **tripled**.



## MAKING COMPARISONS

IELTS writing task 1 often requires you to compare the information. You can use these structures to make comparisons.

**More/fewer/less + first noun + to + second noun**

**E.g.:**

*Overall, more people preferred public transport to taxis.*

**One syllable adjective with-er + "number of" + noun 1+ verb+ noun 2  
+ to + noun 3**

**E.g.:**

*A larger number of students preferred intensive courses to longer courses.*

**More/less + adjective of two or more syllables + than**

**E.g.:**

*In 2010, Math was more popular than history.*

**Superlative One syllable adjective -est.**

**E.g.:**

*The lowest percentage of students preferred blended courses.*

**The most/least + adj. of more than one syllable.**

**E.g.:**

*The most innovative company in 2017 was XCom.*

## SUMMARIZING

IELTS writing task 1 is a summary report. Therefore, your overview paragraph should contain two or three sentences summarizing the main features of the graph, chart, table, map, or process. These short phrases will help you.

*To summarize, the most significant change/shift is ....*

*Overall, it is clear ....*

*Overall, most of the/ the majority/ the minority ....*

*In summary, the primary trend is ....*

## APPROXIMATIONS, PERCENTAGES, AND FRACTIONS

You often need to describe percentages in IELTS writing task 1 questions. It's the perfect chance to stand out and increase your band score by describing them as fractions or proportions.

Always use synonyms and different expressions as naturally as possible to score highly in the 'lexical resource' section of the exam.

For example, use approximations.

E.g., 26% can be expressed as *"just over one quarter."*

Use the expressions below:

### **Fractions**

73%- nearly three quarters

51%- just over a half

49%- just under a half

32%- almost a third

3%- a tiny fraction

50%- precisely half



26%- roughly one quarter

49%- around a half

24%- nearly a quarter

77%- approximately three quarters

### **Proportions**

70%- a large proportion

71%- a significant majority

15% a small minority

3%- an insignificant minority

## VERB TENSES

To get a high score, it's crucial to use the right verb tenses in the IELTS writing tasks. For task 1, the secret is to check the title of the graph, chart, or diagram, and the information it gives you to decide what time frame you need to describe. This will tell you what verb tense you need.

### **Examples:**

- If the chart refers to a specific point in the past, like September 2020, you should use the past simple tense.
- If it contains future forecasts, like 2030-2050, use a future tense.
- When there is no time involved, you can use the present simple.

Below is a range of tenses in English. Remember, that the tense you use will depend on the information displayed in the graph, chart, table, diagram, process, or essay question. Therefore, this is not a complete review of tenses, and feeling comfortable using all the English tenses will really help you get the band score you want.

## **PAST SIMPLE:**

**Add 'ed' or another ending for irregular verbs (e.g., go-went, eat-ate)**

e.g.

*Sales continued to fall for the remainder of the period.*

## **PRESENT SIMPLE:**

**Add 's', 'es' or 'ies' to the base verb.**

e.g.

*Product sales continue to increase for the remainder of the period.*

## **FUTURE SIMPLE**

**WILL + future tense of the verb or (going to)**

e.g.

*The trend will continue/ The trend is going to continue.*

## **PAST PERFECT:**

**HAVE (HAD) + past participle – 'ed'**

e.g.

*The participants had studied for two years.*

## **PRESENT PERFECT:**

**HAVE (HAVE/HAS) + past participle – 'ed'**

e.g.

The participants have studied for two years.

## **FUTURE PERFECT:**

**HAVE (WILL HAVE) + past participle – 'ed'**

e.g.

*In January, the participants will have studied for two years.*

## **PAST CONTINUOUS**

**BE (WAS/WERE) + present participle of the verb – 'ing'**

e.g.

*I was waiting for an hour.*

## **PRESENT CONTINUOUS**

**BE (ARE) + present participle of the verb – 'ing'**

e.g.

*We are living in a world where various social media platforms have become crucial for any business that wants to succeed.*

## **FUTURE CONTINUOUS**

**BE (WILL BE) +**

**present participle of the verb – 'ing'**

e.g.

*I will be waiting at the station.*

## **PAST PERFECT CONTINUOUS:**

**HAD + BEEN + present participle of the verb – 'ing'**

e.g.

*I had been waiting for 2 hours when suddenly, I received a phone call.*

**PRESENT PERFECT CONTINUOUS:**

**HAVE/HAS + BEEN + present participle of the verb – 'ing'**

e.g.

*Prices have been increasing for six months.*

# COLLOCATIONS

Collocations are words or phrases, which you combine with another word or phrase, in a way that sounds correct to native speakers of English. An example of a common collocation is “*fine rain*”.

We often use prepositions to go with verbs in order to make phrasal verbs.

For example:

*Scoop up: to physically lift something with your hands or with a tool. Eg: to scoop up dirt. .*

*Pluck up the courage to do something: to force yourself to be brave enough to do something*

## Exercise 1

**The following sentences contain normal collocations and phrasal verbs. Choose the answer A, B, C or D that completes each sentence. There are FIVE questions in all. Use your instinct at first, then check your answers at the end of this chapter. (When you have checked your answers, write a sentence in your notebook using the collocation or phrasal verb from the answer).**

1) I finally ..... up the courage to go and see the Manager about a pay rise.

fetches

raises

scoops

plucks

2) I agree with the statement ..... principle but I'm not sure the idea would work in practice.

on

with



in

at

3) He's not very careful with money and often buys things ..... impulse.

in

on

with

at

4) The rebel soldiers ..... the bomb in the town center.

erected

plotted

planted

set

5) Could you ..... the curtains please? The sun's shining in my eyes.

swing

push

draw

roll

## **Exercise 2**

**Complete the second sentence so that it has a similar meaning to the first sentence using the word given in CAPITALS. Do not change the word given. You can use between two and five words. Use a dictionary if you need to and then check your answers at the end of this chapter.**

1. I'm really excited about the holiday.

FORWARD

I ..... the holiday.

2. My alarm rang early this morning.

OFF

My alarm ..... early this morning.

3. Why don't you start learning Japanese?

TAKE

Have you thought about ..... Japanese?

4. My parents raised me to believe in justice and fairness.

UP

My parents ..... to believe in justice and  
fairness.

5. Mindy has cancelled the meeting.

OFF

Mindy ..... the meeting.

6. I think they should ban smoking.

AWAY

They should ..... smoking.

7. Some people need to reduce the amount of alcohol they consume.

DOWN

Some people must ..... amount of alcohol  
they consume.

8. My brother will let you stay with us.

UP

My brother will .....

***Answers:***

***Exercise 1***

*1) I finally ..... up the courage to go and see the Manager about a pay rise.*

*fetch*

*raise*

*scoop*

***pluck***

*2) I agree with you ..... principle but I'm not sure your idea would work in practice.*

*on*

*with*

***in***

*at*

*3) He's not very careful with money and often buys things ..... impulse.*

*in*

***on***

*with*

*at*

4) *The rebel soldiers ..... the bomb in the town centre.*

*erected*

*plotted*

***planted***

*set*

5) *Could you ..... the curtains please the sun's shining in my eyes.*

*swing*

*push*

***draw***

*roll*

## ***Exercise 2***

### ***FORWARD***

*I am really looking forward to the holiday.*

### ***OFF***

*My alarm went off early this morning.*

### ***TAKE***

*Have you thought about taking up Japanese?*

### ***UP***

*My parents brought me up to believe in justice and fairness.*

### ***OFF***

*Mindy has called off the meeting.*

*AWAY*

*They should do away with smoking.*

*DOWN*

*I must cut down on amount of beer I drink.*

*UP*

*My brother will put you up.*



# PHRASAL VERBS

Phrasal verbs are essential in order to improve your spoken and written English, as well as your listening comprehension, grammar and vocabulary skills for the exam.

This is just a quick overview of phrasal verbs.

## What is a phrasal verb?

Phrasal verbs are a group of two or more words which perform the same function as another verb. A phrasal verb is a phrase that is made up of a main verb and an adverb, a preposition or both. They are idiomatic ways of expressing an action. Think of it like a sandwich:

**[Main Verb] + adverb/preposition/adverb and preposition = phrasal verb**

Phrasal verbs are unique to English and other Germanic languages and can cause issues for English learners. They can be transitive (they take a direct

object), intransitive (they do not take a direct object), separable (they can be separated) and inseparable (they cannot be separated). We will cover the differences between these, complete with descriptions and exercises, later on.

Although the meanings differ, phrasal verbs are conjugated just like main verbs. For example, to break down conjugates like to break:

*The car breaks down.*

*The car broke down.*

Here are some common phrasal verbs to get you started:

**Phrasal Verb**    bring up

**Example** *He brought up the fact that I was too short to go on the rollercoaster.*

**Meaning:** to mention a topic

**Phrasal Verb**    call off

**Example** *She called off the wedding.*

**Meaning:** to cancel

**Phrasal Verb**    carry on

**Example** *The bag was heavy, and my feet hurt, but I carried on with the walk.*

**Meaning:** to continue

**Phrasal Verb**    deal with

**Example** *I can't deal with stress.*

**Meaning:** to handle

**Phrasal Verb**    end up

**Example** *They ended up in Sheffield.*

**Meaning:** to reach a state or place

**Phrasal Verb**    fall through

**Example** *Our plans to meet for coffee fell through.*

**Meaning:** to not happen

**Phrasal Verb** get on with (something)

**Example** *She was busy, so I got on with my essay.*

**Meaning:** to continue to do

**Phrasal Verb** hand in

**Example** *I handed in my thesis.*

**Meaning:** to submit

**Phrasal Verb** join in

**Example** *She joined in the conversation at the party.*

**Meaning:** to participate

**Phrasal Verb** keep up with

**Example** *My boss talks too fast and I can't keep up.*

**Meaning:** to stay at the same pace or level.

**Phrasal Verb**    let down

**Example** *She was supposed to collect me at 6:00 but she didn't. She really let me down.*

**Meaning:** to disappoint

**Phrasal Verb**    look forward to

**Example** *Are you looking forward to your holiday?*

**Meaning:** to be excited about something, to anticipate something good.

**Phrasal Verb**    mix up

**Example** *I can't tell the twins apart; I always mix up their names.*

**Meaning:** to mistake one thing for another

**Phrasal Verb**    pass away

**Example** *My grandfather passed away last night.*

**Meaning:** to die

**Phrasal Verb** put off

**Example** *I kept putting it off, even though I knew I had to do it*

**Meaning:** to postpone

**Phrasal Verb** rule out

**Example** *We know it wasn't John who ate Sarah's pasta, so we can rule him out*

**Meaning:** to eliminate

**Phrasal Verb** stick up for (someone)

**Example** *Catherine was always getting bullied, so Alex stuck up for her.*

**Meaning:** to defend

**Phrasal Verb** think over

**Example** *Janine told Roger that she would have to think over his proposal.*

**Meaning:** to consider

**Phrasal Verb**    work out

**Example**

- 1. It's important for your fitness that you work out three times a week.*
- 2. The Math problem was difficult, but I eventually worked it out.*

**Meaning:**

1. to do physical exercise
2. to solve a problem

**Do phrasal verbs make any sense?**

If you analyze them logically, no.. but let's try to find some logic....

The meanings of phrasal verbs aren't immediately obvious, for example:

*Tom broke up with Jenny.*

*Tom separated from Jenny.*

We know that Tom didn't break Jenny into small pieces, he stopped being her boyfriend. This is an example of a phrasal verb not being directly linked to the meaning of its main verb.

However, sometimes with phrasal verbs we can work backwards to understand the logic of them. Breaking something does not have to be completely physical, it can also be figurative. The idea is that you are breaking a bond between someone. Because of this meaning, we can also use to break up to mean:

- Separate people from fighting: I had to break up a fight.
- A poor connection: I tried to call her, but the line kept breaking up.

At first glance, you may not see a link between to break and to break up, but when you work backwards and think figuratively, the meaning becomes clearer.

## **How to Learn Phrasal Verbs**



As with any item of vocabulary, you will have to learn them individually.

The more English media that you consume, the more phrasal verbs you will learn.

## **TASK 1**

**Try to match the phrasal verbs below with their synonyms:**

**Phrasal Verb**      *Example*

**a. throw away**      *John threw away his apple core.*

**b. look into**      *Sarah looked into the murder case.*

**c. get away with**      *The robber got away with the crime.*

**d. use up**      *Use up the washing-up liquid before you buy another bottle!*

**e. run out of**      *My phone ran out of battery.*

### **Meanings:**

1. use completely

2. exhaust supply

3. investigate

4. discard

5. escape blame

**Check your answers at the bottom of the next page.**

## **When to Use Phrasal Verbs**

Phrasal verbs are used in non-formal situations. You will hear them used in speech on a daily basis, in emails between friends, and in some magazines. They are becoming more and more prevalent, but there are certain situations where you should avoid using them:

- Formal letters or emails.
- Academic papers or presentations.

### **TASK 2:**

In the following email, underline all the phrasal verbs that you can find and write their meanings below. You may need to use a dictionary.

Hi Jack,

I'm sorry that I was late to work today. My car broke down yesterday, so I took the bus instead. However, the bus was held up in traffic! It seems that everyone was going to work at the same time!

Don't worry about the project, I'll be able to catch up with the rest of my colleagues. I'll drop by the office on the weekend and see if there is

anything extra that I can do.

I hope you've got over your cold, I hear it's been going round the office recently.

Best wishes,

Gary

(1) /

(2) /

(3) /

(4) /

(5) /

(6) /

## ANSWERS

### *Task 1:*

*a) 4*

*b) 3*

*c) 5*

*d) 1*

*e) 2*

### *Task 2:*

*(1) break down / to stop working*

*(2) hold up / to delay (to be held up- to be delayed)*

*(3) catch up / to do tasks*

*(4) drop by / visit briefly*

*(5) get over / to recover from an illness*

*(6) go round / to affect a lot of people*



## **Types of Phrasal Verb**

There are 4 types of phrasal verb:

**Transitive phrasal verbs**

**Intransitive phrasal verbs**

**Separable phrasal verbs**

**Inseparable phrasal verbs**

## **Transitive and Intransitive Phrasal Verbs**

There are two types of verbs in English: Transitive and Intransitive.

Transitive verbs take a direct object, whereas intransitive verbs do not.

## **Transitive phrasal verbs**

These phrasal verbs take a direct object:

*I look after my sister on Mondays*

*I      look after    +      my sister    on Mondays*

[phrasal verb]    +    [direct object]

## **Intransitive phrasal verbs**

These phrasal verbs do not take a direct object:

*When I grow up, I want to be a firefighter.*

*When      I      grow up    I want to be a firefighter*

[phrasal verb]

## **Task 1**

**Look at the phrasal verbs below in the table with their examples.**

**Decide whether they are transitive or intransitive.** (You can find the answers at the end of this section).



## Phrasal Verb: Example

1. **Take out**     *Please take out the bins before you leave.*
2. **Cheer up**    *I need to cheer up my sister because she's crying.*
3. **Come back**   *I'm waiting for my mother to come back from the shops.*
4. **Go through**   *I went through my father's bottle of cologne.*
5. **Get up**       *I get up every morning at 6am.*
6. **Get by**       *It was a difficult year and Mrs. Calloway lost her job, but they got by.*
7. **Pass out**     *She passed out because of the amount of pain she was suffering from.*
8. **Get along with**   *He gets along with most people.*

## Task 2

**Read the following sentences. They are all transitive. Underline the transitive verbs and highlight the direct object.**

1. He is so creative; he made up a story for his daughter and her friends.

2. I have to fill out this form, so I can go to university.
3. Can you help me hang up this picture?
4. There was a problem with his essay; he had left out a conclusion.
5. The old friends ran into each other on the street.
6. I don't like how she looks down on everyone.
7. We tried on the costumes, but we looked awful in them!
8. She takes after her grandmother.
9. My mother says I have to get rid of my old toys.
10. I can't hear anything - please turn up the volume!

You can find the answers at the end of this section.

### **Separable and Inseparable Phrasal Verbs**

As phrasal verbs consist of a main verb, an adverb or preposition or both, these verbs can sometimes be separated. Only transitive verbs (which take a direct object) can be separated.

## **Separable phrasal verbs**

These phrasal verbs, as the name suggests, can be separated:

*Turn off the light before you leave.*

*Turn the light off before you leave.*

**Only transitive phrasal verbs (which take a direct object) can be separated. However, it is important to remember:**

**All separable phrasal verbs are transitive, but not all transitive phrasal verbs are separable.**

*Turn off + the light before you leave.*

[Phrasal verb] + [direct object]

*Turn + the light + off before you leave.*

[PV part 1] + [direct object] + [PV part 2]

## **Inseparable phrasal verbs**

These phrasal verbs, as the name suggests, can't be separated:

*He passed away last night.*

*He    passed away                    last night*

[inseparable verbs]

They cannot be separated due to the fact that there is no direct object. The phrase '*last night*' is an adverb.

## Word Order

When separating phrasal verbs, there is a word order that must be adhered to:

When referring to a specific object or person, the object can go between the phrasal verb or after the phrasal verb:

*I picked up Sophie from school.*

*I picked Sophie up from school.*

When using a pronoun as the direct object, the pronoun can only go between the phrasal verb:

*I picked her up from school.*

## Task 3

The following phrases are separable phrasal verbs. **Write out the different ways to separate the phrasal verb using correct word order.**

**Example:**

*I hung up the picture on the wall.*

*I hung the picture up on the wall.*

*I hung it up on the wall.*

1. She put out the fire.
2. I called off the party.
3. Oscar asked out Samantha.
4. They handed in their essays on time.

5. I like showing off my new boots.
6. Turn off the washing machine!
7. I have to drop off my sister at a party.
8. She won't give up her love of singing.
9. Put on your hat.

10. I made up a lie.

You can find the answers on the next page.



***Answers:***

***Task 1***

1. *Transitive*
2. *Transitive*
3. *Intransitive*
4. *Transitive*
5. *Intransitive*
6. *Intransitive*
7. *Intransitive*
8. *Transitive*

***Task 2***

1. *He is so creative; he made up a story for his daughter and her friends.*
2. *I have to fill out this form, so I can go to university.*
3. *Can you help me hang up this picture?*

4. *There was a problem with his essay; he had left out a conclusion.*
5. *The old friends ran into each other on the street.*
6. *I don't like how she looks down on everyone.*
7. *We tried on the costumes, but we looked awful in them!*
8. *She takes after her grandmother.*
9. *My mother says I have to get rid of my old toys.*
10. *I can't hear anything - please turn up the volume!*

### *Task 3*

1. *She put out the fire.*

*She put the fire out.*

*She put it out.*

2. *I called off the party.*

*I called the party off.*

*I called it off.*

3. *Oscar asked out Samantha.*

*Oscar asked Samantha out.*

*Oscar asked her out.*

4. *They handed in their essays on time.*

*They handed their essays in on time.*

*They handed them in on time.*

5. *I like showing off my new boots.*

*I like showing my new boots off.*

*I like showing them off.*

6. *Turn off the washing machine!*

*Turn the washing machine off!*

*Turn it off!*

7. *I have to drop off my sister at a party.*

*I have to drop my sister off at a party.*

*I have to drop her off at a party.*

8. *She won't give up her love of singing.*

*She won't give her love of singing up.*

*She won't give it up.*

9. *Put on your hat.*

*Put your hat on.*

*Put it on.*

10. *I made up a lie.*

*I made a lie up.*

*I made it up.*

## RELATIVE CLAUSES

Relative clauses give important details or extra information about something. Use words like *who*, *which*, and *that*.

For example:

*"Global warming can lead to crop shortages. Global warming is largely caused by greenhouse gases."*

Transform these two basic sentences into a Band 9 sentence by using 'which.'

*"Global warming, which is mostly caused by greenhouse gases, can lead to crop shortages."*

ANOTHER WAY ...

For example:

*"It has been proven that some people are more prone to alcoholism. These individuals have established habits which keep them regularly consuming alcohol."*

Link both sentences together by using the word 'who'

*"It has been proven that people who have established habits that keep them regularly consuming alcohol are more prone to alcoholism."*

# CONDITIONALS

Conditional clauses are used to express that an action or event can **only** take place if a certain condition or conditions are met.

Fantastic for giving examples in IELTS essays.

Also great for writing about unreal situations or to speculate about past or present events.

*“Teachers would also be more able to meet the diverse needs of their students in the classroom, which is yet another benefit of blended learning. As they would not be so overworked, educators would be more likely to recognize the students' needs and to take appropriate action as a result. This would prevent or solve issues connected to bullying, learning disabilities, or demotivation, for example. If all lessons were online, it would be extremely difficult for a teacher to effectively monitor these issues and offer support.”*

There are four different kinds of conditionals:

**Zero Conditional** to describe information that is always true (absolute facts).

Example: *“If you boil water, it evaporates.”*

**First conditional** to describe real conditions and their possible results in the present or future.

Example: *“If the country’s oil supplies are depleted, the government will need to find other alternatives.”*

**Second Conditional** to describe imaginary situations or speculation about the present or future.

Example: *“If governments in developed and developing countries did not provide schooling, their economies would suffer in the long-term.”*

**Third Conditional** to describe imaginary situations or speculation about the past.

Example: *“The economic crisis in 2008 would have arguably never happened, had it not been for the financial mismanagement in banks.”*

*Or: “The economic crisis in 2008 would have arguably never happened if banks had managed their funds more responsibly.”*



## SHOWING RELATIONSHIPS BETWEEN THINGS.

These are transition words and phrases that show specific relationships between ideas:

To show similarities.

*Similarly,*

*likewise,*

*equally.*

To build an argument.

*In addition to...*

*Moreover,*

*Another argument in favour of...*

*Another argument against...*

To give examples.

*For instance,*

*By way of example,*

*For example,*

*To illustrate,*

To emphasize points.

*Indeed,*

*undoubtedly,*

*no doubt,*

*truly,*

*evidently*

To show difference.

*In spite of,*

*still,*

*although*

To indicate time.

*At present,*

*Currently,*

*Presently,*

*Soon,*

*lately,*

*recently,*

*in the short term,*

*in the long term,*

*formerly*

To indicate cause and effect.

*Therefore,*

*as a result,*

*as a consequence,*

*consequently*

*accordingly,*

To summarize.

*Overall,*

*on the whole,*

*in short*

## ACTIVE VS PASSIVE VOICE



The following chapter has been taken from my other IELTS writing book, **IELTS Writing 9.0 Proficiency**. I have included it here, because I think it's one of the most common pitfalls in IELTS Writing and to be honest, in English writing in general. Misusing the passive voice is one of the most common errors for both native and non-native speakers of English, particularly in writing.

## Active Voice

It's a good idea to use the active voice if possible, as it makes for more organized, clear, and vivid sentences in general. Passive voice sentences are often longer and use more obscure word combinations, but they're also less specific and can lead to disconnected readers.

Examples:

### **Simple Present**

Active: *Mary Higgins handles the new accounts.*

Passive: *The new accounts are handled (by Mary Higgins).*

### **Present Continuous**

Active: *Mary Higgins is handling the new accounts.*

Passive: *The new accounts are being handled (by Mary Higgins).*

### **Simple Past**

Active: *Mary Higgins handled the new accounts.*

Passive: The new accounts were handled (by Mary Higgins).

### **Present Perfect**

Active: Mary Higgins has handled the new accounts.

Passive: The new accounts have been handled (by Mary Higgins).

### **Past Perfect**

Active: Mary Higgins had handled the new accounts.

Passive: The new accounts had been handled (by Mary Higgins).

### **Future**

Active: Mary Higgins will handle the new accounts.

Passive: The new accounts will be handled (by Mary Higgins).

### **Auxiliary Verb “Must”**

Active: Mary Higgins must handle the new accounts.

Passive: The new accounts must be handled (by Mary Higgins).

## ***PASSIVE VOICE***

The active voice is usually more straightforward and more potent than the passive:

*Most of our New York office will be attending the conference.*

This is clearer and more concise than:

*The conference will be attended by most of our New York office.*

Using the passive when it is not necessary can sometimes produce ridiculous sentences like:

*The conference will be attended by me next week.*

If you try to tidy up this passive sentence by removing "*by me*," you turn it into an indefinite:

*The conference will be attended next week.*

The sentence is now too unclear.

Who is going to be attending the conference?

Is it an unknown group of people?

Are we referring to people in general?



It's always better to write and say: *I will be attending the conference next week.*

### **Summary:**

Use the active voice most of the time.

The active voice carries more power, particularly in writing.

Many weak statements can become lively and emphatic by using a verb in the active voice and avoiding fillers like '*the reason why*' or '*the reason that...*'.

### **Examples of 'fillers':**

*The reason why she resigned from her last role was that her health became impaired.*

It would be much better to express the above sentence as:

*Failing health compelled her to resign from her last role.*

*It wasn't too long before I felt regret for how I'd behaved.*

It would be much better to express the above sentence as:

*I soon regretted my behaviour.*

## ***HOW TO AVOID CONFLICT & BE DIPLOMATIC***

The passive voice gets a terrible reputation among writers, partly because so many people overuse it to portray a 'professional tone' and end up misusing it. This doesn't mean that you should completely discard it, as it is often convenient and necessary in writing.

Contrary to what many writing books would have you believe; the passive voice is vital when you need to draw focus away from the person acting. Maybe the person or thing that acts isn't significant, or it could even be a sensitive or delicate matter. Using the passive voice is especially useful for texts where you need to come across as objective, such as legal texts or company policies and regulations.

As Mr. Friedrich Nietzsche once said, *"we often refuse to accept an idea merely because the tone in which it has been expressed is unsympathetic to us."*

Take the following example:

*You must not leave the door open at any time.*

This sentence is clear and direct, but it also sounds confrontational and condescending.

*The door must not be left open at any time* is a better option.

Similarly:

*We will not include accessories*

is saying: '*we, the greedy, difficult company who want to sell you this product to make money off you, are denying you all the accessories that we have just shown you in this product picture so that you have to go and buy them separately and we can make more money off you.*'

It's more impersonal and less confrontational if we simply use the passive voice and write.

*Accessories (are) not included.*

There are other situations where you may wish to focus the reader's thinking on a subject receiving an action. In the following active voice sentence:

*We will donate 75,000 USD*

the most important focus of the sentence (the 75,000 USD) doesn't appear until the end. Meanwhile,

*Over 75,000 USD will be donated*

is written in the passive voice, but it starts with the most important information and changes the focus in the reader's mind. It's more bang for your buck. So, passive or active? It all depends on the message you have and your business objective.

**Try not to make one passive verb depend directly on another in a sentence.**

*They have been proven to have been investigated by authorities.*

The sentence above would be better if we changed it to:

*It has been proven that they were investigated by authorities.*

*Or*

*It has been proven that authorities investigated them.*

A typical inefficiency in passive sentences is to write a noun that expresses the entire action of the sentence as the subject. If we do this, we have no choice but to use a redundant verb that adds no meaning to the sentence.

*An analysis of the infrastructure was done in 2019.*

*VS*

*The infrastructure was analysed in 2019.*



## **Summary:**

Use the Passive

1. To emphasize the action itself instead of the Person or Thing that 'Does' the Action.

*"After four days of negotiations, an agreement was reached by the managing partners."*

2. To Be Tactful

*"The events were misconstrued."*

*"Mistakes were made."*

3. When the doer is unknown or not important

*"Every month, hundreds of people are left homeless."*

4. To Set a Detached or Official Tone (Signs or Notices)

*"Guests are not allowed to smoke."*

***CONVERTING FROM PASSIVE TO ACTIVE VOICE***

Move the doer of the action to the start of the sentence and move the person or thing that receives the action after the verb.

Adapt the verb form as needed.

If no doer is mentioned in the passive sentence, you can often infer who or what acted.

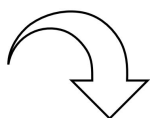
For example, in the sentence.

*All of Nike's factories were pulled out of China.*

Even though we haven't explicitly said that *Nike* pulled the factories out of China, it is implied in the sentence that since we haven't mentioned the person or group who pulled them out, it must be Nike itself.

Therefore, *Nike* is the doer, and the factories are the object that receives the action.

*All of Nike's factories were pulled out of China.*



*Nike pulled all its factories out of China.*



You have to do the exact opposite if you want to change an active sentence into a passive one.

For example:

*Do not close the window.*



*The window should not be closed.*

Or in the positive

*The window should be kept open at all times.*

## Exercise

Decide whether each of the following sentences is active or passive. If you think the sentence doesn't need changing, just write "no change" next to it.

If you think changing it from active to passive or vice-versa would improve it, go ahead and rewrite the sentence.

1. Staff don't speak English at the bank.

.....

.....

2. A report was given to him by Mary.

.....

.....

3. Many people know Bavaria for its cuisine.

.....

.....

4. You should reconsider the new policy you are trying to implement.

.....

.....

## **Answers**

Staff don't speak English at the bank.

No change is needed here, usually. This can be expressed as a complaint or a simple observation, depending on the tone of voice.

A report was given to him by Mary.

*Mary gave him a report.*

Many people know Bavaria for its cuisine.

*Bavaria is known for its cuisine.*

You need to change the new policy you are trying to implement.

*The new policy needs to be changed.*

This is much less personal and confrontational.

## FORMAL VS INFORMAL ENGLISH

1. In formal English (particularly in the UK), we tend to understate our feelings and would say *I was rather disappointed*, or *I was somewhat surprised* instead of saying how we really felt.
2. For the same reason, we do not usually use exclamation marks when we are writing formally.
3. In formal situations, we often use the passive to emphasize the action when the person is of less importance.
4. We avoid contractions in formal letters.
5. We use formal equivalence of idiomatic language and phrasal verbs
6. Particular sentence structures can be used to create a formal tone.  
Inversion is one example of this “Although we were offered an alternative dish, when it was delivered to the table it was cold again”.

### ***FORMAL VS INFORMAL LANGUAGE LIST:***

It is vital that you can distinguish between formal and informal language in English, not only for this exam, but also for life in general. Writing a letter or email to a friend is obviously not the same as writing a letter of recommendation for a friend who has applied for a job.

Here are some examples of formal and informal words with the same meaning,

<b>FORMAL</b>	<b>INFORMAL</b>
crucial/imperative/essential	important
to depart	go
to retain	keep
to cease	stop
to function	work
to demonstrate	show
to reside	live
deficiency/ lack of	not have
perspiration	sweat
inexpensive	cheap
require	need
subsequently	next / later
immature, infantile	childish
sufficient	enough
further	more (information)
assist, aid	to help
liberate	to free
to desire	want
request	to ask for
therefore	so
to seek	look for
viable	practical/realistic
to land (a	to get (a

job/position/contract etc.)	job/position/contract etc.)
obtain	to get
assume responsibility	take responsibility



## Exercise

Use words from the list above. Change the following everyday semi-formal words in **bold**, so that they would fit into an IELTS essay or a formal letter/email. (You must change the words in **bold**, even if you keep the rest of the sentence the same.)

The first one has been done as an example.

## Example

*It's **important** for our country to **keep** young talent.*

*It's **crucial/imperative/essential** our country to retain young talent.*

*Humans must **stop** damaging the environment through irresponsible business practices.*

*In order to **get** the top jobs, candidates must **show** that they can **work** under pressure.*

*We need to **take** responsibility for the past and **look for** a **practical** solution.*

## *Answers*

Humans must **cease** damaging the environment through irresponsible business practices.

In order to **land/obtain** the top jobs, candidates must **demonstrate** that they can **function** under pressure.

We need to **assume** responsibility for the past and **seek** a **viable** solution.

# **QUICK REFERENCE SECTION.**



As an exam trainer, I am very lucky to have taught IELTS test strategies for more than a decade. I've witnessed a great number of my students succeed at the IELTS exam, and it makes me immensely happy.

This short Instant Notes mini-guide was written to serve as a quick revision guide for IELTS 8.5 candidates. These grammar tips are particularly crucial in the Speaking and Writing sections of the exam.

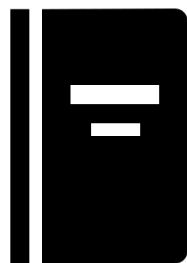
**PLEASE NOTE:**

**Although some of these exercises and rules might seem obvious to you, the fact that you are reviewing them will help you avoid mistakes in the exam. Don't fall into the trap of neglecting the basics. This is where 8.5 band scores are made!**

Once you read and internalize the advice in this mini-guide, you will be better equipped to succeed in the IELTS exam.

Let's get started!

# **FREE BONUS BOOK: 80 IELTS WRITING GRAMMAR RULES**



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**<https://www.ieltsmasterclassonline.com/80-ielts-grammar-rules>**

## 80 BASIC GRAMMAR EXERCISES FOR IELTS WRITING

### 8.5

Fill the gap in each sentence with the missing word or words.

1a. People ..... constantly asking her for advice, because she has a reputation for being an expert.

1b. The people in the stadium ..... starting to get excited.

Complete each gap with ONE, TWO or THREE words.

2a. I'd rather ..... at home while I go to the shop.

2b. I would rather ..... by bank transfer.

3. Complete each gap with ONE or TWO words.

3a. I'm used to ..... emails every day now, but it was hard at the beginning.

3b. I'll never get used ..... in this house.

4. Complete each gap with ONE word.

4. How long are you here .....? 'Till Easter.'

5. Complete each gap with ONE word.

5a. I ..... to swim 5 km yesterday.

5b. How many bottles of milk ..... you ..... to get?

6. Complete each gap with ONE word.

6a. She asked ..... his parents were.

6b. The teacher wanted to know ..... she had learned how to do that.

7. Complete each gap so that it makes sense for each sentence.

7a. You ..... pay now; tomorrow will be OK.

7b. He doesn't ..... wear a tie at work.

8. Add one word to each gap.

8a. Everything ..... perfect, thanks you so much!. (Past Tense.)

8b. .... everything ready?

9. Add one word to each gap.

9a. .... the play was late we missed the bus.

9b. The play was late, .... we missed the bus.

10. Add one word to each gap.

She never says 'hi' ..... me.

11. Add one word to each gap.

She ..... that she was not going to the party.

12. Add one word to each gap.

He was wearing a shoe on ..... foot.



13. Add one word to each gap.

You can't park in ..... of the train station.

14. Add one word to each gap.

There's a new pub just ..... front ..... our house.

15. Add one or two words to each gap.

15a. Look ..... stars!

15b. What is she looking .....?

16. Add one word to each gap.

16a. .... I was a kid I hated pasta.

16b. I hated pasta ..... I ..... a kid.

17. Complete each gap with TWO words.

17a. I'll learn the lesson as ..... I study.

17b. You can borrow my bike as ..... you bring it back tomorrow.

18. Add one word to each gap.

Do you want to meet next week at 11am, as .....

19. Complete the second sentence so that it means the same as the first.

Not only did he break his leg, but he also broke his arm!

As ..... as ..... his leg, he also ..... his arm!

20. Add one word to each gap.

20a. We ..... get the results ..... two hours'

.....

20b. I ..... see you again ..... a month's .....

21. Add one word to each gap.

What time do we arrive ..... London?

22. Add one word to each gap.

22a. They have cancelled the concert because .....is .....  
storm.

22b. They have cancelled the concert because .....the storm.

23. Complete the sentence using only TWO words.

The project ..... (Hint: has a lack of direction)

24. Complete the sentence using only ONE word.

I had already met him once, about a year .....

25a. Add one word to complete the sentence.

I read a ..... story in the newspaper yesterday, about a boy who  
cycled went to India.

25b. Choose the correct option

I have news / a new for you

Did you watch the news/new on TV?

26. Add one word to complete the sentence.

26a. I borrowed the money ..... my brother.

26b. Can we borrow some sugar ..... you?

27. Choose the correct option

She's got a very closed/shut mind. You can't tell her anything.

28. Complete each sentence.

Where does she ..... from?

Maddi ..... Wales.

29. Use the clue in brackets to fill each gap with an appropriate word or expression.

29a. The project is getting ..... due to the lack of funding. (difficult)

29b. Please try to be ..... (polite)

29c. I think the new car will be ....., as it is ..... (good *and* new)

30. It's hard work. ...., it's very rewarding. (use a connector)

31. Did you wait for ..... ? (time)

32. Use the correct form of the adjective in brackets.

32a. This is ..... project I have ever worked on.  
(difficult)

32b. She is ..... child I have ever met. (polite)

32c. I think this car will be ..... car you have ever  
had, because it has ..... engine. (good *and* new)

33. Add a word to complete each sentence.

33a. He was dressed ..... black.

33b. The bride was dressed ..... white silk.

34. Use the correct form of the word in brackets. You may need to add one or more words.

34a. .... allowed, please leave the building. (smoke)

34b. We ..... allowed to use calculators in the exam, that's why Andy's was confiscated. (the verb "to be")

35. Use the correct form of the word in brackets. You may need to add one or more words.

35a. .... that?

35b. .... taken my keys?

35c. .... coat is that?

36. Can I have ..... water please?

37a. I can write with ..... hand.

37b. 'Do you prefer Monday or Tuesday?' '..... day will do.'

38. Complete the second sentence so that it means the same as the first sentence. Use one or two words.

38a. She's his friend.

She's a friend of .....

38b. Peter can't find his keys.

Peter's ..... keys

39. I'm not very good ..... repetitive tasks.

40. We can't go to the countryside ..... a car. (Hint- we need a car)

41. 'When would you like to meet up for lunch?' '..... day is OK.'

42. Choose the right option in the sentences.

42a. Let me give you some advice/advices.

42b. Do you have any advice/advices for me?

42c. I got a lot of advice/advices from him.

42d. My dad game me three pieces/piece of advice/advices

43. Choose the correct option from the sentences below

43a.

She's got amazing eyes.

She's got some amazing eyes.

43b.

Every car needs some good quality wheels.

Every car needs good quality wheels.



44. Fill in the blanks with one or two words.

44a. Why isn't Tony ..... school today?

44b. I wanted to spend a day ..... bed, so I didn't go shopping.

45. Fill in the blanks with one or two words, using a form of the word in brackets next to each sentence.

45a. What ..... to your bike? (HAPPEN)

45b. Who .....? (SHOUT)

45c. Which .....- the blue one or the grey one? (GOOD)

46. Fill in the blanks with one, two or three words, using a form of the word in brackets next to each sentence. You may not need to change the form of the word in brackets in some cases.

46a. I was surprised by the ..... who turned up. (PERSON)

46b. The ..... we eat is ridiculous. Let's try and eat more salad.  
(RICE)

47. Fill in the blanks with ONE word only.

47a. I'm leaving my job ..... I'm fed up and I want to start a business.

47b. They are laughing ..... they think your hat is funny.

48. In question 48a, fill in the blank with ONE word only, using a form of the word in brackets next to the sentence. In question 48b, fill in the blank with ONE of the options in brackets. There may be more than one possible answer.

48a. Do you like ..... ? (TRAVELLING)

48b. We went on a ..... to Spain last spring.

(TRAVEL/TRIP/JOURNEY/TRAVELS)

49. Fill in the blanks with one or two words only. If you are doubting between two possibilities, always choose the one that best fits the sentence.

49a. I ..... to run for 5 miles without stopping, but I need to keep improving.

49b. When will we ..... to meet your new girlfriend?

49c. I ..... play chess.

50. Fill in the blanks with ONE word only.

50a. I've never been to Madrid before, instead of staying at your parents', why don't we stay in ..... hotel when we go?

50b. It's ..... honour

50c. .... unilateral agreement is needed in order to stop violence in the region.

50d. .... empire can only survive if it moves with the times.

50e. I think I've just seen ..... unicorn dancing on ..... rainbow.

50f. It's ..... impossible situation so there is no point talking about it.

51. Fill in the gaps with one word only.

51a. The North of England ..... terrible weather in general, it's always raining!

51b. I hope we get ..... weather at the weekend, I'd like to go to the beach and sunbathe.

52. Choose the correct sentence in each case.

52a.

President Jones visited the Whitehouse last weekend.

The president Jones visited the Whitehouse last weekend.

52b.

I need to speak to the Dr Owen please.

I need to speak to Dr Owen please.

53. Use the word in brackets next to each sentence to complete the gaps.

You may need to change its form to fit the sentence and/or add another word.

Stop ..... the wall, you are going to hurt yourself!

(CLIMB)

I threw his ....., the fence, where he couldn't get them. (KEYS)

54. Choose the best option in each case.

54a. She said she was 34, but she was actually/currently 44.

54b. In 2000 the number of people who used mobile phones was lower than it currently/actually is.

54c. Jake is a big football fan. He knows all the teams, their players and the actual/current gossip.

55. Use the word in brackets next to each sentence to complete the gaps.

You may need to change its form to fit the sentence and/or add another word.

55a. As the old saying goes... 'never wake a ..... giant'.

(SLEEP)

55b. He was so scared, he was like a ..... child. (AFRAID)

56. Put the words in the right order so that the sentence makes sense.

56a. We're/ someone /for/looking/ who /is /in/ skilled/ sales.

.....

56b. He/ difficult/ has/ a / to / understand /accent

.....

57. Fill the gap with an appropriate word.

57a. It took a long time, but .....he finished his studies.

57b. I'm not sure what I'll do next year. .... I'll go to university if I can get a place.

58. Use the correct form of the word in brackets to complete each sentence.  
You may need to add another word.

58a. The project is ..... we need more staff to help out.  
(BIG)

58b. I didn't buy the course because it is .....  
(EXPENSIVE)

59. Put the words in the correct order.

59a. belief /an / religious / old /

.....

59b. educational/ reform /newest / the/

.....

60. Use the correct form of the word in brackets to complete each sentence.

60a. Graham is typical ..... (WALES)

60b. She's married to a ..... (SPAIN)

61. Put the words in the correct order.

61a. a/ this / drink/ lovely/is / cool

.....

.....

61b. visited/ their/ we /wonderful /house / balcony!/ yesterday. I/ new/

loved/ their

.....

.....

62. Put the words in the correct order.

62a. / please? /you/ can/ switch/ it/ off,

.....

.....

62b. all/he's / to/ throw/ out /them/ going /

.....

.....

63. Use the correct form of the word in brackets to complete each sentence.

63a. I ..... sorry. (BE + TERRIBLE)

63b. She ..... into the room. (RUN + HAPPY)

64. Choose the best option to complete each sentence.

64a. It took a long time, but I ..... got a new car.

Finally

After all



All things considered

Supposedly

64b. He can make his own bed. .... he's not a baby any more.

Finally

Incredibly

Expectedly

After all

65. Choose the best option to complete each sentence.

Jay came round twenty minutes .....

Since

Ago

After

Before

66. Choose the best option to complete each sentence.

66a. .... went to Emma's party after the show.

All

All people

Everybody

All the people

66b. I've written to ..... in the department.

All

All the people

Every people

Everybody

67. Choose the best option to complete each sentence.

67a. I can't believe .....!

how hot it is today!

hot how it is today!

how it is hot today!

67b. It's amazing .....!

how she sings well!

she sings how well!

how well she sings!

68. Choose the best option to complete each sentence.

68a. She likes all/every people.

68b. I like every/all person in this room.

68c. I can do every/all task on this list.

69. Choose the best option to complete each sentence.

We can meet on Wednesday or Thursday – either day/all days/every day/both days is OK.

70. Choose the best option to complete each sentence.

70a. Of what/What colour is your new car?

71. Choose the best option.

71a.

Poor little one!

Poor little!

71b.

The most important thing is to be healthy and happy.

The most important is to be healthy and happy.

71c.

James is the most experienced of the department.

James is the most experienced member of the department.

72. Complete the sentences with two words.

72a. I worked ..... yesterday, from 9.00 in the morning until 10 o'clock at night.

72b. She worked ..... except Friday last week.

73. Complete the sentences with one word only.

What ..... amazing film!

What ..... terrible day!

74. Choose the best option to complete each sentence.

74a. We did an/a experience/research/ experiment in class lesson to see if you could get chlorine gas from salt.

74b. We did some experience/research/experiment before class to help us with our presentation.

74c. I'm experimenting/experiencing/researching with a new diet.

75. Choose the best option to complete each sentence.

He feels ill/himself ill today.

Mary often feels/feels herself depressed.

76. Choose the best option to complete each sentence.

76a. We work about half an hour/a half an hour away from here.

76b. I only drank a half a/ half a pint of beer.

77. Choose the best option in each case.

77a.

Did you hear that? It sounded like a dog barking.

Did you listen to that? It sounded like a dog barking.

77b.

I listened to the music for hours, it was beautiful.

I heard the music for hours, it was beautiful.

77c.

I suddenly heard a loud noise.

I suddenly listened to a loud noise.

78. Choose the best option in each case.

78a.

Can you help me find my hat?

Can you help me finding my hat?

78b.

Let me help you (to) wash up.

Let me help you (to) washing up.

79. Fill the gaps to form negative statements. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

79a.

I hope ..... tomorrow. (RAIN)

‘I hope Peter ..... today’ (COMING)

80. Fill the gaps. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

80a. .... my bike ..... a tree yesterday.

(CRASH)

80b. The car ..... a sign and then exploded. (CRASH)



# ANSWERS TO 80 GRAMMAR EXERCISES FOR IELTS

## WRITING

Fill the gap in each sentence with the missing word or words.

1a. People **are** constantly asking her for advice, because she has a reputation for being an expert.

1b. The people in the stadium **were** starting to get excited.

2a. I'd rather **stay** at home while I go to the shop.

2b. I would rather **you paid me** by bank transfer.

3a. I'm used to **writing/drafting/answering/reading** emails every day now, but it was hard at the beginning.

3b. I'll never get used **to living** in this house.

4. How long are you here **for**? 'Till Easter.'

5a. I **managed** to swim 5 km yesterday.

5b. How many bottles of milk **were** you **able** to get?

6a. She asked **where** his parents were.

6b. The teacher wanted to know **where/how** she had learned how to do that.

7a. You **needn't/ don't need to/ don't have to** pay now; tomorrow will be OK.

7b. He doesn't **have to/need to** wear a tie at work. ("want to" is possible but it has a different meaning)

8a. Everything **was** perfect, thanks you so much!. (Past Tense.)

8b. **Is** everything ready?

9a. **Because** the play was late we missed the bus.

9b. The play was late, **so** we missed the bus.

10. She never says 'hi' **to** me.

11a. She **told me/you/him/her/us/you/them** that she was not going to the party.

12a. He was wearing a shoe on **each** foot.

13. You can't park in **front** of the train station.

14. There's a new pub just **in** front **of** our house.

15a. Look **at the** stars!

15b. What is she looking **at**?

16a. **When** I was a kid I hated pasta.

16b. I hated pasta **when** I **was** a kid.

17a. I'll learn the lesson as **long as** I study.

17b. You can borrow my bike as **long as** you bring it back tomorrow.

18. Do you want to meet next week at 11am, as **usual**.

19. Not only did he break his leg, but he also broke his arm!

As **well** as **breaking** his leg, he also **broke** his arm!

20a. We **will** get the results **in** two hours' **time**.

20b. I **will** see you again **in** a month's **time**.

21. What time do we arrive **in** London?

22a. They have cancelled the concert because **there** is **a** storm.

22b. They have cancelled the concert because **of** the storm.

23. The project **lacks direction**. (Hint: has a lack of direction)

24. I had already met him once, about a year **before/ago**.

25. I read a **news** story in the newspaper yesterday, about a boy who cycled went to India.

25b. **Choose the correct option**

I have **news** / a new for you

Did you watch the **news/new** on TV?

26a. I borrowed the money **from** my brother.

26b. Can we borrow some sugar **from** you?

27. **Choose the correct option**

She's got a very **closed**/shut mind. You can't tell her anything.

28.

Where does she **come** from?

Maddi **comes/is from** Wales.

29. **Use the correct form of the adjective in brackets.**

29a. The project is getting **more difficult** due to the lack of funding. (difficult)

29b. Please try to be more polite. (polite)

29c. I think the new car will be **better**, as it is **newer**. (good *and* new)

30. It's hard work. **On the other hand/however/despite this**, it's very rewarding.

31. Did you wait for **a long time**?

32. **Use the correct form of the adjective in brackets.**

32a. This is **the most difficult** project I have ever worked on. (difficult)

32b. She is **the most polite** child I have ever met. (polite)

32c. I think this car will be **the best** car you have ever had, because it has **the newest** engine. (good *and* new)

33a. He was dressed **in** black.

33b. The bride was dressed **in** white silk.

34. Use the correct form of the word in brackets. You may need to add one or more words.

34a. **Smoking is not** allowed, please leave the building. (smoke)

34b. We **weren't/ were not** allowed to use calculators in the exam, that's why Andy's was confiscated. (the verb "to be")

35. Use the correct form of the word in brackets. You may need to add one or more words.

35a. **Who's/ who is** that?

35b. **Who's/who has** taken my keys?

35c. **Whose** coat is that?

36. Can I have **more** water please?

37a. I can write with **either** hand.

37b. 'Do you prefer Monday or Tuesday?' '**Either** day will do.'

38. Complete the second sentence so that it means the same as the first sentence. Use one or two words.

38a. She's his friend.

She's a friend of **his**.

38b. Peter can't find his keys.

Peter's **lost his** keys

39. I'm not very good **at** repetitive tasks.

40. We can't go to the countryside **without** a car. (Hint- we need a car)

41. 'When would you like to meet up for lunch?' 'Any day is OK.'

42. **Choose the right option in the sentences.**

42a. Let me give you some **advice**/advices.

42b. Do you have any **advice**/advices for me?

42c. I got a lot of **advice**/advices from him.

42d. My dad gave me three **pieces**/piece of **advice**/advices

43. **Choose the correct option from the sentences below**

43a.

**She's got amazing eyes.**

She's got some amazing eyes.

43b. Every car needs some good quality wheels.

*(While you may hear people say similar things and it's not necessarily wrong, option 2 is the best option)*

**Every car needs good quality wheels.**

44. **Fill in the blanks with one or two words.**

44a. Why isn't Tony **at** school today?

44b. I wanted to spend a day **in** bed, so I didn't go shopping.

45. **Fill in the blanks with one or two words, using a form of the word in brackets next to each sentence.**

45a. What **happened/has happened** to your bike? (HAPPEN)

45b. Who **shouted**? (SHOUT)

45c. Which **is best** - the blue one or the grey one? (GOOD)

46. **Fill in the blanks with one, two or three words, using a form of the word in brackets next to each sentence. You may not need to change the form of the word in brackets in some cases.**

46a. I was surprised by the **number of people** who turned up. (PERSON)

46b. The **amount of rice** we eat is ridiculous. Let's try and eat more salad. (RICE)

47. **Fill in the blanks with ONE word only.**

47a. I'm leaving my job **because** I'm fed up and I want to start a business.

47b. They are laughing **because** they think your hat is funny.

48. **In question 48a, fill in the blank with ONE word only, using a form of the word in brackets next to the sentence. In question 48b, fill in the blank with ONE of the options in brackets.**

48a. Do you like **travel**? (TRAVELLING)

48b. We went on a **trip/journey** to Spain last spring. (travel/trip/journey/travels)

49. **Fill in the blanks with one or two words only. If you are doubting between two possibilities, always choose the one that best fits the sentence.**

49a. I **am able** to run for 5 miles without stopping, but I need to keep improving.

49b. When will we **be able/get** to meet your new girlfriend? ("to get to do something" is similar to saying "to have the opportunity to do something"),

49c. I **can** play chess.

50. **Fill in the blanks with ONE word only.**

50a. I've never been to Madrid before, instead of staying at your parents', why don't we stay in a hotel when we go?

50b. It's **an** honour.

50c. **A** unilateral agreement is needed in order to stop violence in the region.

50d. **An** empire can only survive if it moves with the times.

50e. I think I've just seen **a** unicorn dancing on **a** rainbow.

50f. It's **an** impossible situation so there is no point talking about it.

51. **Fill in the gaps with one word only.**

51a. The North of England **has** terrible weather in general, it's always raining!

51b. I hope we get **good/hot/sunny** weather at the weekend, I'd like to go to the beach and sunbathe.

52. **Choose the correct sentence in each case.**

52a.

**President Jones visited the Whitehouse last weekend.**

The president Jones visited the Whitehouse last weekend.

52b.

I need to speak to the Dr Owen please.

**I need to speak to Dr Owen please.**

53. **Use the word in brackets next to each sentence to complete the gaps. You may need to change its form to fit the sentence and/or add another word.**

Stop **climbing over** the wall, you are going to hurt yourself! (CLIMB)

I threw his **keys over** the fence, where he couldn't get them. (KEYS)

54. **Choose the best option in each case.**

54a. She said she was 34, but she was **actually**/currently 44.

54b. In 2000 the number of people who used mobile phones was lower than it **currently**/actually is.

54c. Jake is a big football fan. He knows all the teams, their players and the actual/**current** gossip.



55. Use the word in brackets next to each sentence to complete the gaps. You may need to change its form to fit the sentence and/or add another word.

55a. As the old saying goes... 'never wake a **sleeping** giant'. (SLEEP)

55b. He was so scared, he was like a **frightened** child. (AFRAID)

56. Put the words in the right order so that the sentence makes sense.

56a. We're/ someone /for/looking/ who /is /in/ skilled/ sales.

Answer: **We're looking for someone who is skilled in sales.**

56b. He/ difficult/ has/ a / to / understand /accent

Answer: **He has a difficult accent to understand.**

57.

57a. It took a long time, but **eventually/finally** he finished his studies.

57b. I'm not sure what I'll do next year. **Perhaps/maybe** I'll go to university if I can get a place.

58. Use the correct form of the word in brackets to complete each sentence. You may need to add another word.

58a. The project is **too big**, we need more staff to help out. (BIG)

58b. I didn't buy the course because it is **too expensive**. (EXPENSIVE)

59. Put the words in the correct order.

59a. . belief /an / religious / old /

Answer. **An old religious belief.**

59b. educational/ reform /newest / the/

**Answer. The newest educational reform**

**60. Use the correct form of the word in brackets to complete each sentence.**

60a. Graham is typical **Welshman**. (WALES)

60b. She's married to a **Spaniard**. (SPAIN)

**61. Put the words in the correct order.**

61a. a/ this / drink/ lovely/is / cool

**Answer. This is a lovely cool drink**

61b. visited/ their/ we /wonderful /house / balcony!/ yesterday. I/ new/ loved/ their

**Answer. We visited their wonderful new house yesterday. I loved their balcony!**

**62. Put the words in the correct order.**

62a. / please? /you/ can/ switch/ it/ off,

**Answer. Can you switch it off, please?**

62b. all/he's / to/ throw/ out /them/ going /

**Answer. She's going to throw them all out.**

**63. Use the correct form of the word in brackets to complete each sentence.**

Eg: I **'m/am terribly** sorry. (BE + TERRIBLE)

She **ran happily** into the room. (RUN + HAPPY)

**64. Choose the best option to complete each sentence.**

64a. It took a long time, but I **finally** got a new car.

Finally

After all

All things considered

Supposedly

64b. He can make his own bed. **After all**, he's not a baby any more.

Finally

Incredibly

Expectedly

After all

65. **Choose the best option to complete each sentence.**

Jay came round twenty minutes **ago**.

Since

Ago

After

Before

66. **Choose the best option to complete each sentence.**

66a. **Everybody** went to Emma's party after the show.

All

All people

Everybody

All the people

66b. I've written to **everybody** in the department.

All

All the people

Every people

Everybody

67. Choose the best option to complete each sentence.

67a. I can't believe **how hot it is today!**

**how hot it is today!**

hot how it is today!

how it is hot today!

67b. It's amazing **how well she sings!**

how she sings well!

she sings how well!

**how well she sings!**

68. Choose the best option to complete each sentence.

68a. She likes **all**/every people.

68b. I like **every**/all person in this room.

68c. I can do **every**/all task on this list.

69. Choose the best option to complete each sentence.

We can meet on Wednesday or Thursday – **either day**/all days/every day/both days is OK.

70. Choose the best option to complete each sentence.

70a. Of what/**What** colour is your new car?

71. **Choose the best option.**

71a.

**Poor little one!**

Poor little!

71b.

**The most important thing is to be healthy and happy.**

The most important is to be healthy and happy.

71c.

James is the most experienced of the department.

**James is the most experienced member of the department.**

72. **Complete the sentences with two words.**

72a. I worked **all day** yesterday, from 9.00 in the morning until 10 o'clock at night.

72b. She worked **every day** except Friday last week.

73. **Complete the sentences with one word only.**

What **an** amazing film!

What **a** terrible day!

74. **Choose the best option to complete each sentence.**

74a. We did **an/a** experience/research/ **experiment** in class lesson to see if you could get chlorine gas from salt.

74b. We did some experience/**research**/experiment before class to help us with our presentation.

74c. I'm **experimenting**/experiencing/researching with a new diet.

**75. Choose the best option to complete each sentence.**

He feels **ill**/himself ill today.

Mary often **feels**/feels herself depressed.

**76. Choose the best option to complete each sentence.**

76a. We work about **half an hour/a** half an hour away from here.

76b. I only drank a half a/ **half a** pint of beer.

**77. Choose the best option in each case.**

77a.

**Did you hear that? It sounded like a dog barking.**

Did you listen to that? It sounded like a dog barking.

77b.

**I listened to the music for hours, it was beautiful.**

I heard the music for hours, it was beautiful.

77c.

**I suddenly heard a loud noise.**

I suddenly listened to a loud noise.

78. Choose the best option in each case.

78a.

**Can you help me find my hat?**

Can you help me finding my hat?

78b.

**Let me help you (to) wash up.**

Let me help you (to) washing up.

79. Fill the gaps to form negative statements. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

79a.

I hope **it doesn't rain** tomorrow. (RAIN)

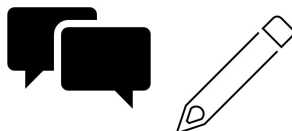
'I hope Peter **isn't coming** today' (COMING)

80. Fill the gaps. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

80a. I **crashed** my bike **into** a tree yesterday. (CRASH)

80b. The car **crashed into** a sign and then exploded. (CRASH)

## **BONUS CHAPTER. VOCABULARY TOPICS FOR IELTS**



In this section, I just wanted to provide you with a shortcut so that you can start planning your learning more easily. Here is a list of the vocabulary topic areas for IELTS Speaking and IELTS Writing. I hope it saves you some time.



## **VOCABULARY TOPICS FOR IELTS WRITING:**

**Government**

**Environment**

**Technology**

**Crime**

**Health**

**Education**

**People**

**Children & Family**

**Media**

**Arts**

**Globalization**

**Culture**

## **VOCABULARY TOPICS FOR IELTS SPEAKING:**

**Relationships (Family, Love, Friendship)**

**Holidays**

**Environment**

**Technology**

**Weather**

**Diet, Fitness and Health**

**Food**

**Newspaper**

**People – Physical Appearance**

**Business**

**Education: School & University**

**People – Personality and Character**

**Arts**

**Clothes and Fashion**

**Accommodation**

**Books and Films**

**Music**

**Work**

**Towns & Cities**

**Sport**

**Shopping**

**Advertising**

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There is also a section on proficiency-level grammar and punctuation, which should serve ambitious students well for both the Academic and General Training exams.

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Students are guided step-by-step through the process of writing for the IELTS Academic test with exercises, tricks, explanations, and examples for:

Essay writing

Graph descriptions

Pie chart descriptions

Map descriptions

Bar chart descriptions

Table descriptions

Process descriptions

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The book takes candidates through the steps they need to take in order to write outstanding:

Essays

Emails

Letters

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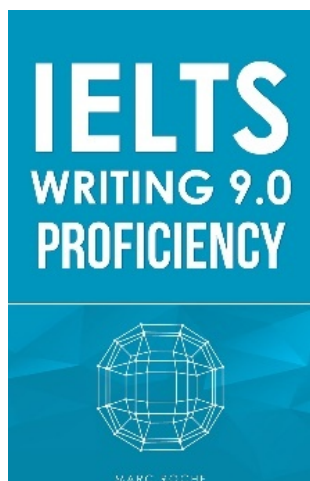
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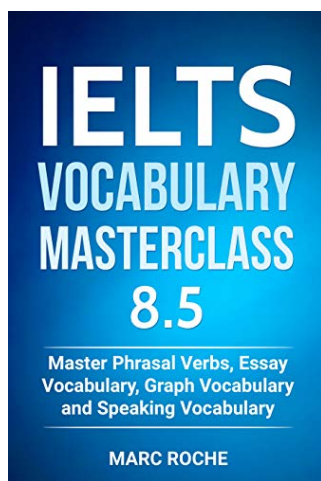
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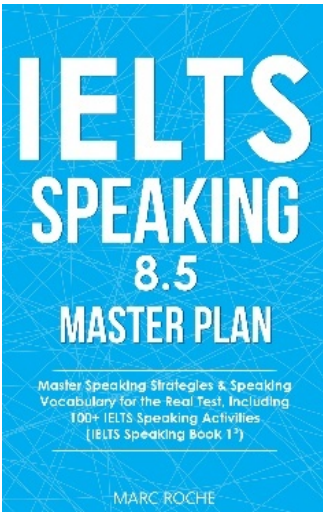
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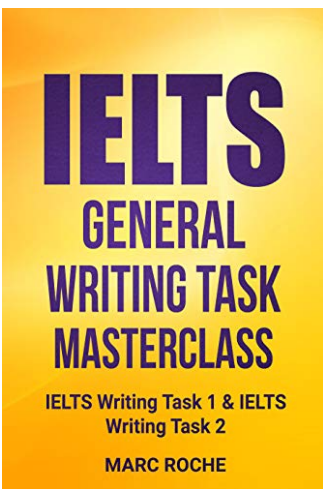
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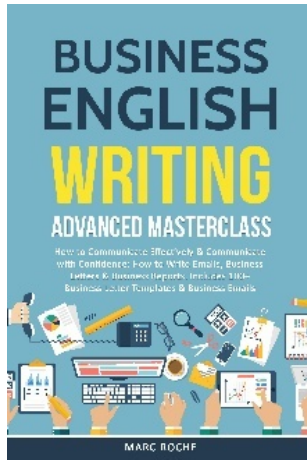


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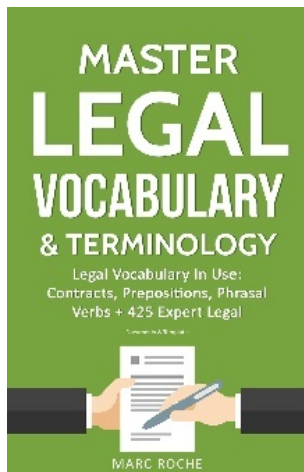
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