

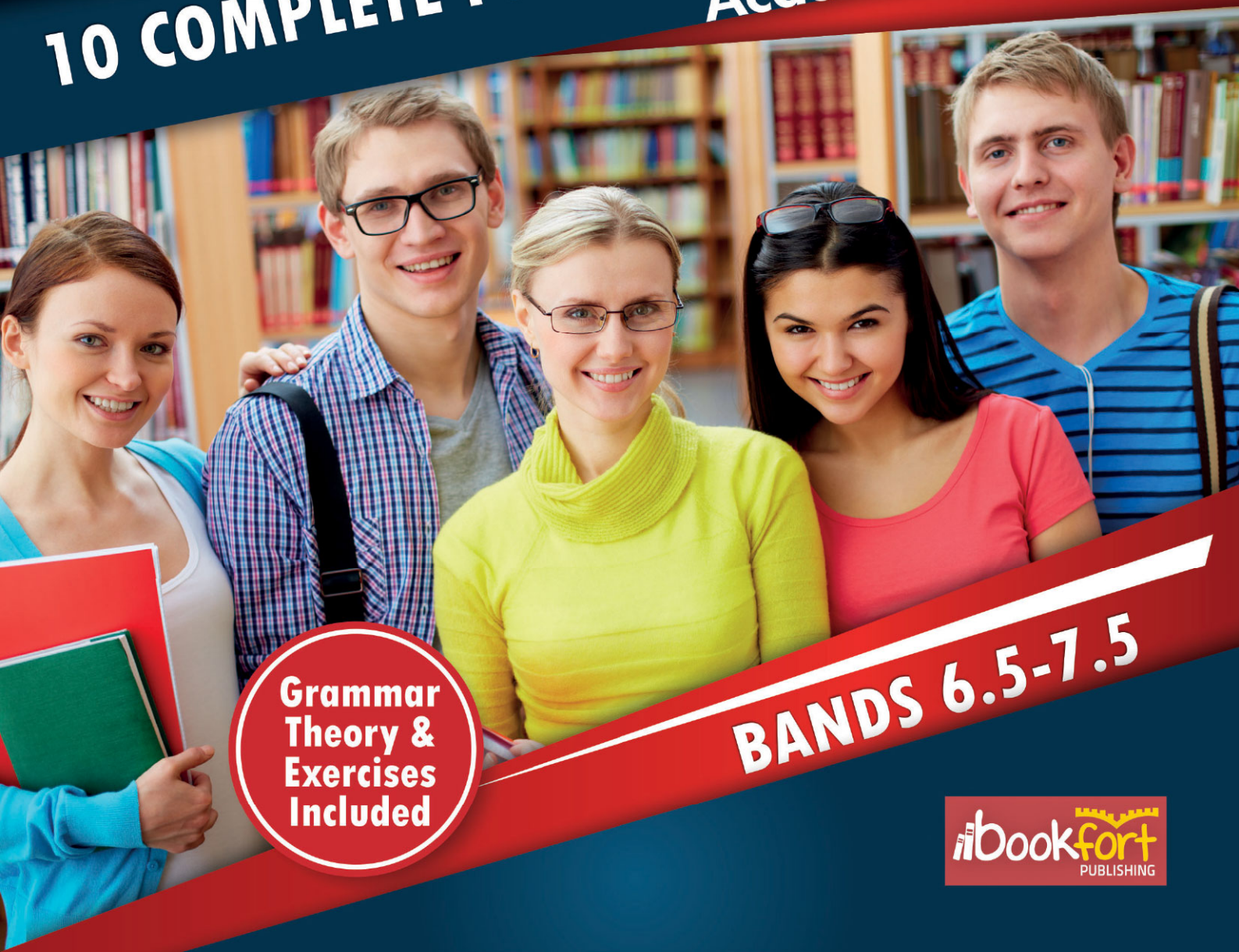
The key to



Preparation
& Practice

IELTS

10 COMPLETE PRACTICE TESTS
Academic Module



Grammar
Theory &
Exercises
Included

BANDS 6.5-7.5

 **bookfort**
PUBLISHING

The key to



IELTS

10 COMPLETE PRACTICE TESTS

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General Exam Info

ABOUT IELTS

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who want to work or study where English is the language of communication.

IELTS is the world's leading test of English for higher education, immigration and employment and is jointly owned by IDP: IELTS Australia, the British Council and University of Cambridge ESOL Examinations (Cambridge ESOL). IELTS conforms to the highest international standards of language assessment and is recognised by universities and employers in many countries. It is also recognised by professional organisations, immigration authorities and other government agencies.

There are two exam modules to choose from: **IELTS Academic** and **IELTS General Training**.

IELTS Academic: IELTS Academic is for candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.

IELTS General Training: IELTS General Training is for candidates wishing to migrate to an English-speaking country, and for those wishing to train or study at below degree level.

Each organisation sets its own entry requirements. In some cases, either Academic or General Training may be accepted. If you are in doubt as to which to take, you should contact the organisation you are applying to in order to check their requirements.

You are tested in all four language skills: listening, reading, writing and speaking. Both Academic and General Training candidates take the same listening and speaking tests. There are different reading and writing tests for Academic and General Training.

The listening, reading and writing tests are completed on the same day, usually in the aforementioned order. There are no breaks between these three tests. The speaking test may be taken up to seven days before or after the other three tests.

You will receive a Test Report Form which includes a score for each of the four skills, as well as an Overall Band Score. Results are available 13 calendar days after the test. At some test centres, candidates may collect their results on the 13th day; at others, results are mailed on the 13th day. Test centres are not permitted to give results over the phone, by fax or email. If you are in doubt about your test results, you can apply for a re-mark at the centre where you took the test. You must apply no later than six weeks after the test date. You can choose which test components are to be re-marked. There is a fee for this service which will be refunded if your score in any component is increased. There are no restrictions on retaking the IELTS Test. You can re-register for a test as soon as you feel you are ready to do so.

Contact details for all IELTS test centres worldwide can be found at www.ielts.org.

MARKING

There is no pass or fail in the IELTS Test. Candidates are graded on their performance, using scores from 1 to 9 for each part of the test: listening, reading, writing and speaking. The results from the four parts then produce an Overall Band Score. IELTS scores have a recommended validity period of two years.

Each of the sub-test scores is equally weighted. The Overall Band Score is calculated by taking the average of the total of the four individual sub-test scores. If the average score across the four skills ends in .25, it is rounded up to the next half band, and if it ends in .75, it is rounded up to the next whole band.

Thus, a candidate achieving 6.5 for Listening, 6.5 for Reading, 5.0 for Writing and 7.0 for Speaking would be awarded an Overall Band Score of 6.5 ($25 \div 4 = 6.25 = \text{Band } 6.5$).

Likewise, a candidate achieving 4.0 for Listening, 3.5 for Reading, 4.0 for Writing and 4.0 for Speaking would be awarded an Overall Band Score of 4.0 ($15.5 \div 4 = 3.875 = \text{Band } 4.0$).

On the other hand, a candidate achieving 7.5 for Listening, 7.5 for Reading, 6.5 for Writing and 7.0 for Speaking would be awarded an Overall Band Score of 7 ($28.5 \div 4 = 7.125 = \text{Band } 7.0$).

The IELTS 9-band scale

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, *e.g.* 6.5, 7.0, 7.5, 8.0.

The IELTS band score scale		
Band 9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
Band 8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
Band 7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
Band 6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
Band 5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Band 4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
Band 3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
Band 2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
Band 1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
Band 0	Did not attempt the test	No assessable information provided.

To convert Listening and Academic Reading raw scores to band scores, see pages 56 and 73 respectively.

Band descriptors for the Writing and Speaking tests can be found on pages 91, 103 and 110 respectively.

The key to

IELTS



PREPARATION

Grammar Preparation

Although the IELTS Test does not include a separate grammar section, grammar skills are very important as they are assessed in both the writing and speaking tests (see IELTS Band Descriptors on pages 91, 103 and 110 respectively). If you study the band descriptors for the writing and speaking tests, you will notice that **grammatical range and accuracy** comprises 25% of a candidate's total mark. Therefore, candidates are assessed on their ability to use grammar correctly and they are expected to use a wide range of grammar structures. Even simple sentences need to be written or spoken accurately, but in order for a candidate to raise their score above Band 6, they need to be able to show that they can produce complex sentences and have an understanding of appropriate grammar use (relevant tenses and structures).

Moreover, good grammar skills are important for the **lexical resource** section, more specifically, for correct word formation. Candidates will be marked down in this section if they do not use the correct word form (e.g. using an adverb instead of an adjective), so the lexical resource section is also grammar related. Good grammar skills can also help candidates in the listening and reading tests, as they will achieve better results regarding what they have heard or read if they are familiar with a varied range of grammatical and syntactic structures.

The Grammar Preparation section in this book offers concise yet comprehensive coverage of the grammar necessary for candidates to be successful in the IELTS Test. It consists of 20 Grammar Lessons, which include both theory and practice. In each lesson, carefully selected and categorised grammar theory is briefly presented to help students refresh their grammatical knowledge. This is followed by a wide range of practice exercises, most of which simulate actual IELTS exam tasks.

The grammar preparation section is designed for students with a limited amount of time to prepare for the IELTS Test and can be used either in class or for self-study. It can also be used as an invaluable reference tool throughout a student's IELTS preparation course.

PRONOUNS & POSSESSIVES

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS	REFLEXIVE/EMPHATIC PRONOUNS
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	-	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

We are friends. Come and visit us. This is our car. This car is ours. Little Jimmy cut himself.

THE POSSESSIVE CASE

(*s) after:

- people or animals: *a child's feelings / an animal's habitat*
- irregular plurals: *women's rights*
- compound nouns: *my father-in-law's car*
- time expressions: *last year's figures*
- professions: *Many people buy fruit at the greengrocer's. (shop)*

(*') after:

- people or animals ending in -s: *James' car / scientists' research / the dogs' owner*

of:

- for inanimate objects: *the window of the classroom*
OR *the classroom window (used as adjective)*

NOTES

- This is **my** friend. = This is a friend **of mine**.
- James' car **OR** James's car

QUESTIONS

There are two types of questions: **direct questions** and **indirect questions**.

DIRECT QUESTIONS

They are divided into:

1. Yes/No questions

The expected answer is **yes** or **no**.

- *Do you like novels?* - **Yes, I do.** / - **No, I don't.**

2. Wh- questions

They are introduced with **question words (who, whose, what, where, when, how, etc.)**.

- *When is your birthday?* - **In May.**

Both types of questions take the **interrogative** form of the verb.

! Note the difference between **subject** and **object** questions (with **Who, What** and **Which**).

- *Who met you?* - **Alex met me.**
(Subject Question: NO Inversion)

- *Who did you meet?* - **I met the director.**
(Object Question: Inversion)

INDIRECT QUESTIONS

Indirect questions are used to ask for information in a more polite or formal way. They are introduced with expressions such as:

Can/Could you explain ..., **Please tell me ...**, **I wonder ...**, **Would you mind telling me ...**, **I'd like to ask/know ...**
+ if/whether or question word + subject + verb

Indirect questions take the **affirmative** form of the verb.

[Subject - Verb (- Object): NO Inversion]

Should I describe my friend?

> **I'd like to ask if/whether** *I should describe my friend.*

Do you speak another language?

> **I wonder if/whether** *you speak another language.*

Where is the information desk?

> **Can you tell me where** *the information desk is?*

What do you mean by ...?

> **Could you explain what** *you mean by ...?*

1. Read the Speaking task and a student's response. Complete with an appropriate pronoun or possessive.

Where do you usually go with your friends when you want to have fun?

You should say: where you go
what it's like
what you do there
and explain why you like going to this place.

I don't get to see my friends very much these days, because ¹ *they* are so busy studying. ² *Their* schedules are hectic as they are all getting ready for university. However, when ³ *we* get together, usually at weekends, there is one place we all love going to. ⁴ *It* is a café called "Memories" and it is definitely ⁵ *our* favourite place to meet. Actually, it's been around for a long time; ⁶ *my* parents used to go there when ⁷ *they* were my age! Of course, "Memories" has changed a lot since then. It has modern décor, plays the latest music and there is a waiter there that I really like. ⁸ *He* is extremely friendly and ⁹ *his* jokes are so funny that he always makes ¹⁰ *us* laugh our heads off. In fact, that's probably why we all like this café so much. We can forget about ¹¹ *our* problems there and just relax, have a delicious coffee, and enjoy ¹² *ourselves*.

2. Choose the correct option.

1. People usually prefer to buy meat from supermarkets rather than the
a. butchers' **b. butcher's**
2. This is an idea of that I've recently come up with.
a. me **b. mine**
3. Protection of rights is a serious issue.
a. childrens' **b. children's**
4. Keeping a pet is not easy, as an animal needs to have own space.
a. its b. it's
5. My friends and enjoy going to the cinema.
a. I b. me
6. Parents should teach children to be responsible.
a. theirs **b. their**
7. We went to my house for dinner.
a. mother's-in-law **b. mother-in-law's**
8. The principal's name is on his
a. office's door **b. office door**
9. Teenagers must learn to do things for
a. themselves b. theirselves
10. I was happy to see my brother at the party as I didn't expect to come.
a. him b. his

3. Complete the Speaking extracts using direct or indirect questions. (E = Examiner, C = Candidate)

E: What kind of house ¹ *do you live* (you / live) in?
Can you describe to me what ² *you don't like*
(you / not like) about it?

C: I live in a three-bedroom flat. I can't tell you many things I don't like about it because it's very nice. Could I tell you what ³ *I like* (I / like) about it?

E: Yes, of course, if you prefer.

E: I'd like you to describe what ⁴ *you would do*
(you / would / do) on your ideal day. ⁵ *Would you do*
(you / would / do) something exciting or ⁶ *would you relax*
(you / would / relax)?

C: Sorry, but could you explain what ⁷ *you mean*
(you / mean) by "ideal day"?

E: A perfect day, one that you dream about having.

E: What kind of things ⁸ *give status* (give / status)
to people in your country?

C: ⁹ *Do you mean* (you / mean) possessions or non-material things like education?

E: Either, actually.

C: Well, I don't know whether ¹⁰ *everyone feels*
(everyone / feel) this way, but generally, I think it's education that gives people status.

PRESENT TENSES

PRESENT SIMPLE

I work	Do I work?	I don't work
He works	Does he work?	He doesn't work

- Habits:
*I **watch** documentaries on TV every Sunday.*
- Permanent states:
*My aunt **lives** in Istanbul, near the city centre.*
- Descriptions:
*This diagram **shows** that the sun **heats** the water, which then **evaporates**.*
- Events on a timetable or schedule:
*The local music festival **takes place** in June.*

KEY WORDS & PHRASES

always, usually, often, sometimes, rarely, seldom, never, every day/year/morning, once/twice a week

PRESENT PERFECT SIMPLE

I have worked	Have I worked?	I haven't worked
He has worked	Has he worked?	He hasn't worked

- States which began in the past and continue until the present (esp. with *live, work, and stative verbs*):
*I **have lived** in Bristol since I was born.*
*My country **has had** economic problems for decades.*
- Actions which happened at an undefined time in the past:
*UK athletes **have won** many medals in competitions.*
*Hollywood **has produced** hundreds of great movies.*
- Experiences we have (or haven't) had in our lives:
*I've never **travelled** to Ankara before.*
*This is the best book I've ever **read**.*
*This is the first time I **have taken** the IELTS exam.*

KEY WORDS & PHRASES

for, since, ever, never, recently, lately, just, already, yet, this week/month/year, so far, still (only used in the negative)

STATIVE VERBS

The following verbs are used in **simple** tenses:

1. Senses: see, hear, feel, smell, taste, sound
2. Perception and knowledge: know, think, believe, understand, doubt, agree
3. Possession: have, own, possess, belong (to)
4. Preference: love, hate, like, dislike, want, prefer, wish
5. Other: be, look, seem, need, mean, cost

! Most people these days **own** a car.
I **don't understand** what this word **means**.
NOT I'm not understanding ... is meaning.

PRESENT CONTINUOUS

I am working	Am I working?	I'm not working
He is working	Is he working?	He isn't working

- Actions in progress now or at this period of time:
*I'm **watching** a documentary on TV now.*
*My aunt's **living** with us for the time being.*
- Developing or evolving states:
*The cost of living **is getting** higher and higher.*
- Future arrangements (usually when future time is mentioned):
*My best friend **is moving** to Madrid next winter.*

KEY WORDS & PHRASES

now, at the/this moment, today, tonight, still, for the time being, these days, this week/month/year, at present, currently

PRESENT PERFECT CONTINUOUS

I have been working	Have I been working?	I haven't been working
He has been working	Has he been working?	He hasn't been working

- Actions which began in the past and continue until the present, with emphasis on duration, not on completion:
*I **have been living** in Bristol for twenty years.*
*I've **been learning** German since 2012.*
- Past actions with visible results in the present:
*Tom's **been training** all afternoon so he's very tired now.*

KEY WORDS & PHRASES

- all day/night, these days
*I've been working **all day/night**.*
- for (+ length of time)
*I've been working here **for ten years**.*
- since (+ time reference)
*I've been working here **since 2005**.*
- since (+ clause in the Past Simple)
*I've been working here **since I graduated**.*
- How long ...?
***How long** have you been working here?*

However, many of these verbs can also be used in continuous tenses, **in which case they describe an action and not a state**.

Note the difference in meaning in the following examples:

*Everybody **sees** that there is no other option. (state)*

BUT *I'm **seeing** an optician next week. (action)*

*I **think** that modern life is too stressful.*

BUT *I **am thinking** of studying abroad.*

*Most households **have** at least one computer.*

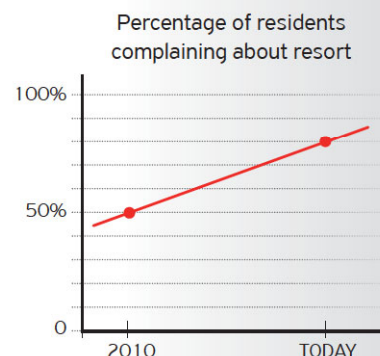
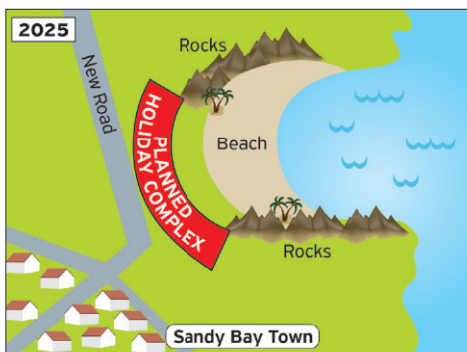
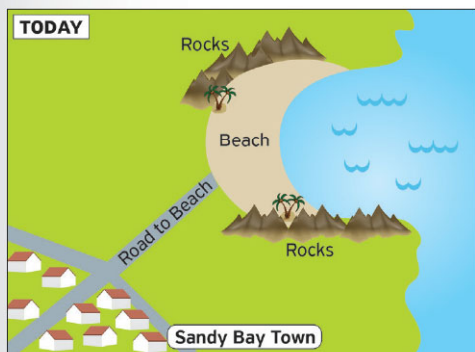
BUT *We **are having** breakfast in the garden today.*

*Our company's prospects **look** promising.*

BUT *What **are** you **looking** at?*

NOTE *I **feel** fine. = I'm **feeling** fine. (no difference in meaning)*

1. Examine the information presented in the maps and the line graph (Writing task 1). Then, read the report and fill in the gaps using the verbs given in the Present Simple or Continuous.



In the first picture, we ¹ *see* (see) the beachside town of Sandy Bay as it is now. At present, there is a beach which residents ² *have* (have) access to via a road. By contrast, the second picture, for the year 2025, ³ *shows* (show) that a hotel chain ⁴ *is building* (build) a large holiday complex and it ⁵ *seems* (seem) that they ⁶ *are planning* (plan) to block public access to the beach. If we examine the graph which ⁷ *accompanies* (accompany) the pictures, it shows that in 2010, 50% of the residents were against the holiday complex being built. What is more, it ⁸ *appears* (appear) that this number ⁹ *is rising* (rise). Today, 80% of the residents ¹⁰ *are complaining* (complain) about the holiday complex, believing that not having access to their own beach is a violation of their rights.

2. Using the word given, complete the second sentence so that it has a similar meaning to the first.

- I've never volunteered for a charity event before. (first) This is *the first time I've (ever) volunteered* for a charity event.
- I bought my laptop in 2010. (had) I *have had my laptop since* 2010.
- I started learning English five years ago. (for) I *have been learning English for* five years.
- I have never been in such a big dilemma before. (biggest) This is *the biggest dilemma I have (ever) been* in.
- I moved to this town the year before last. (living) I *have been living in this town for* two years.

3. Complete the Speaking extracts using the verbs given in the appropriate present tenses.

(C1 = Candidate 1, C2 = Candidate 2)

Examiner: Do you think tourism is a positive phenomenon for the host country?

A
feel
visit
work
come
be
mean
fly
own

C1: There ¹ *have been* some really amazing developments in the field of tourism recently. Nowadays, people can travel anywhere in the world. At this moment, thousands of people ² *are flying* to various destinations all over the planet. I ³ *feel* that this is a positive phenomenon, especially for the host countries. For example, I ⁴ *come* from Kos, and tourists ⁵ *have been visiting* this island for many decades. This ⁶ *means* more jobs and money for everyone who lives on Kos. I should also mention that my uncle ⁷ *owns* a large hotel on the island, and for the time being, I ⁸ *am working* there as a waiter.

B
enjoy
learn
think
doubt
not try
travel

C2: As far as tourists are concerned, I ⁹ *doubt* whether they get the chance to experience much authentic local culture during their short visits. However, they still ¹⁰ *enjoy* themselves a lot because they can do many things that they ¹¹ *haven't tried* before, which means that they will come back again and also recommend our island to their friends. I'm sure of this because I ¹² *have travelled* to several countries in Europe and when I have a good time, I always tell everyone about it and revisit these places, too. Actually, I ¹³ *am thinking* of becoming a tour guide, and that's why I ¹⁴ *am learning* two new foreign languages at present!

PAST TENSES

PAST SIMPLE

I worked Did I work? I didn't work

- Actions or states completed in the past (usually with a time reference):
*Prices **fluctuated** greatly from 1990 to 2000. I **went** to an art exhibition last Sunday.*
- Actions completed one after the other in the past:
*Profits **rose**, **remained** steady and then **dropped**.*

KEY WORDS & PHRASES

yesterday, ago, last week/month/year, when, the last time, the other day, How long ago ...?

PAST PERFECT SIMPLE

I had worked Had I worked? I hadn't worked

- Actions or states completed in the past before another past event or time reference:
*By the time the hero **arrived**, the villain **had** already **escaped**. She **had** **trained** for 3 years before the 2012 Olympic Games.*
- Experiences we had (or hadn't) had before/by a specified time in the past:
*I **had** never **seen** a thriller before that! That **was** the first time I **had** **visited** Paris.*

KEY WORDS & PHRASES

before, by, by the time, when

PAST PERFECT CONTINUOUS

I had been working Had I been working? I hadn't been working

- Actions which continued up to a certain time or another action in the past:
*He **had** **been** **studying** for an hour by the time the phone **rang**.*

FUTURE TENSES & FORMS

FUTURE SIMPLE

I will work Will I work? I won't work

- Future predictions based on opinions:
*I believe these measures **will** **be** effective.*
- Spontaneous decisions made at the time of speaking:
*The phone is ringing. I'll **pick** it up.*

KEY WORDS & PHRASES: perhaps, probably, tomorrow, the day after tomorrow, next week/...

BE GOING TO

- Predictions based on present evidence:
*My friend studies hard so she's **going to** do well.*
- Future plans or intentions:
*I'm **going to** take up a new hobby this summer.*

KEY WORDS & PHRASES

tomorrow, the day after tomorrow, next week/...

OTHER FUTURE FORMS

- **BE (ABOUT/DUE) TO**
*Candidates **are to** sit the exam at 8 a.m. Hurry up! The play **is about to** begin. The concert **is due to** start any minute now.*
- **BE SURE/CERTAIN/BOUND TO**
*Scientists **are bound to** find a cure for cancer.*
- **BE LIKELY TO**
*The economic crisis **is likely to** continue. **BUT It is likely that** the economic crisis will continue.*

PAST CONTINUOUS

I was working Was I working? I wasn't working
You were working Were you working? You weren't working

- Actions or states in progress at a specified time in the past:
*This time last year, Turkey **was experiencing** extreme weather phenomena.*
- Actions or states in progress in the past, interrupted by a sudden action:
*As I **was sleeping**, the phone **rang**. (The action in the Past Continuous was interrupted by the action in the Past Simple.)*
- Actions or states in the past which were in progress at the same time:
*While I **was sleeping**, my friends **were preparing** a surprise.*
- Setting the scene in narratives:
*It **was snowing** heavily and the wind **was blowing** hard.*

PAST STATES & HABITS

PAST SIMPLE:

*When I was young, I **ate** meat frequently. (habit)*

NOT *When I was young, I **was** eating meat frequently.*

*When I was young, I **was** quite shy. (state)*

USED TO + BARE INFINITIVE:

*When I was young, I **used to** eat meat frequently. (habit)*

*When I was young, I **used to** be quite shy. (state)*

WOULD + BARE INFINITIVE (ONLY FOR HABITS):

*When I was young, I **would** eat meat frequently. (habit)*

NOT *When I was young, I **would** be quite shy. (state)*

FUTURE CONTINUOUS

I will be working Will I be working? I won't be working

- Actions or states in progress at a specified time in the future:
*In the next quarter, stock prices **will be** falling.*
- Future arrangements: *I'll **be** travelling around Europe this summer.*

KEY WORDS & PHRASES

this time next week/month/..., at 6:00 tomorrow, this Friday morning

FUTURE PERFECT SIMPLE

I will have worked Will I have worked? I won't have worked

- Actions or states which will have been completed before/by a specified time in the future: *By 2050, the Earth's population **will have** risen dramatically.*

KEY WORDS & PHRASES

before, by, by the time until (only used in the negative)

FUTURE PERFECT CONTINUOUS

I will have been working Will I have been working? I won't have been working

- To emphasise the duration of actions in progress by/at a specified time in the future: *By 6 o'clock, I **will have been** cooking for 3 hours.*

! Do **NOT** use 'will' in time clauses after:

before, after, when, while, till/until, by the time, once, as soon as

Instead of 'will', use **present tenses** to refer to the **present/future**.

*Something must be done **before** it is too late.*

*You may leave **when** you **have finished** your essay. (Present Perfect to indicate completion of the action)*

BUT *When will you **finish** your essay? (If 'when' is used as a question word, it can be followed by 'will'.)*