

# LESSONS for IELTS



## ADVANCED WRITING

New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

**NTV**

Công ty TNHH  
Nhân Trí Việt

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## **Lessons for IELTS Advanced Writing**

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# IELTS

## Writing



# 1 INTRODUCTION

- ➔ IELTS is a highly regarded test of English proficiency and recognised by more than 6,000 institutions in 135 countries around the world. IELTS consists of four separate tests, and each test assesses proficiency in reading, writing, listening, or speaking.

The IELTS Academic Writing test takes one hour to complete and evaluates a candidate's ability to express ideas effectively in an academic context.

The information and activities in this unit will help you to understand what to expect on the test day and how to approach the test.

## What Do You Know About the IELTS Academic Writing Test?



### Activity 1

*Work with a partner to answer these questions and then check your answers with your teacher.*

1. How many tasks are there in the IELTS Academic Writing test?
2. How long do I have to write the test?
3. What do I have to do in Task 1?
4. How many words do I have to write?
5. How many minutes should I spend on Task 1?
6. What do I have to do in Task 2?
7. How many words do I have to write?
8. How many minutes should I spend on Task 2?
9. How many lines should I write for each task?
10. If I write more words for either task, will I be penalised?
11. Are the two tasks worth equal marks?
12. Which task should I do first?
13. How are the writing tasks marked?
14. Which criterion is the most important?
15. How can I study to improve the four areas of writing criteria?

## How to Approach the IELTS Writing Tasks



### The Process of Writing a Task 1 Response

#### Teacher Tip

In the IELTS Writing test, you have a lot to do in a short time. If you always follow the same approach, this will help you to write a good response in the shortest possible time.

On the next page is one suggestion for how to approach a Task 1 writing response.

## Dear Student,

As an advanced student who wants to enhance your ability of writing coherent, accurate academic English, you have made an excellent choice by deciding to use the IELTS Advanced Writing Course.

A major challenge of the IELTS Writing test is being able to respond to Task 1 and Task 2 questions thoroughly and appropriately, demonstrating the ability of using a wide range of vocabulary and grammar structures with a high degree of accuracy – all within a strict one-hour time frame. This book will help you to achieve these goals.

This is a comprehensive course that provides advanced-level students with the tools to work through **Task 1** visual information quickly.

- Each unit includes three IELTS-style charts.
- Students are guided to analyse the charts, organise their ideas, and produce accurate and well-written responses.
- Authentic responses are given at different levels so that students can identify the differences between low-, average-, and high-level responses.
- Language activities consolidate and extend essential grammar and cover the use of cohesive devices.
- Model answers are supplied in all units.

The focus for **Task 2** is on different question styles and the best manner in which to respond to them. In order to gain high marks, it is absolutely essential that candidates understand the specific requirements of Task 2 questions.

- Each unit includes rubrics which reflect IELTS themes and wording.
- Students are guided to analyse the topics for content and style, which is followed by a variety of brainstorming activities in each unit.
- Advanced language practice consolidates and extends essential grammar and covers the use of cohesive devices.
- Model answers at different levels are provided in all units.

You will be primed and prepared for the challenge of the IELTS Writing test after completing this course. You will feel confident to demonstrate your skills and competence in the test situation.

This course is your pathway to success.

**Pam Watson**  
IELTS Expert

# Contents

|         |                                               |     |
|---------|-----------------------------------------------|-----|
| Unit 1  | Introduction .....                            | 6   |
| Unit 2  | Task 1 Marking Criteria .....                 | 14  |
| Unit 3  | Line Graphs .....                             | 22  |
| Unit 4  | Pie Charts .....                              | 28  |
| Unit 5  | Bar Charts .....                              | 36  |
| Unit 6  | Tables .....                                  | 44  |
| Unit 7  | Processes, Maps, Flow Charts .....            | 52  |
| Unit 8  | Task 2 Marking Criteria .....                 | 62  |
| Unit 9  | Brainstorming .....                           | 72  |
| Unit 10 | Discussing Advantages and Disadvantages ..... | 76  |
| Unit 11 | Evaluating Points of View .....               | 84  |
| Unit 12 | Discussing Problems and Solutions .....       | 94  |
| Unit 13 | Discussing Reasons and Results .....          | 104 |
| Unit 14 | Expressing an Opinion .....                   | 114 |
| Unit 15 | Practice Tests & Models .....                 | 122 |
|         | Answer Key .....                              | 129 |



## Analyse (3 minutes)

Look carefully at the chart, graph, or other visual data.

Find:

- the topic
- what each segment, line, or bar represents
- the measurement scales on both axes
- significant changes or differences
- similarities in trends that you can group together.

## Plan (2 minutes)

Decide:

- how to organise your data
- which are the most significant data points to support your response. You will usually not be able to include all the data, so you need to choose carefully.

## Write (10 – 12 minutes)

Write the Introduction:

1. Rephrase the topic of the chart. Be as brief as possible.
2. Write one or two sentences, giving an overview of the main trends. You do not need to include any data at this point.

## Teacher Tip

It is very important to include an overview. You can write this as a conclusion at the end of the response, but:

- if you do this, you may run out of time.
- an overview at the beginning helps you to organise your response and to write clearly and coherently.

Write the Body:

This will include details of the significant changes and data to describe them.

## Check (3 – 5 minutes)

After you have finished writing, allow yourself a few minutes to carefully check your answer, especially for grammatical mistakes. Check in particular for correct use of *verb tenses*, *prepositions*, *word forms*, and *comparatives*.



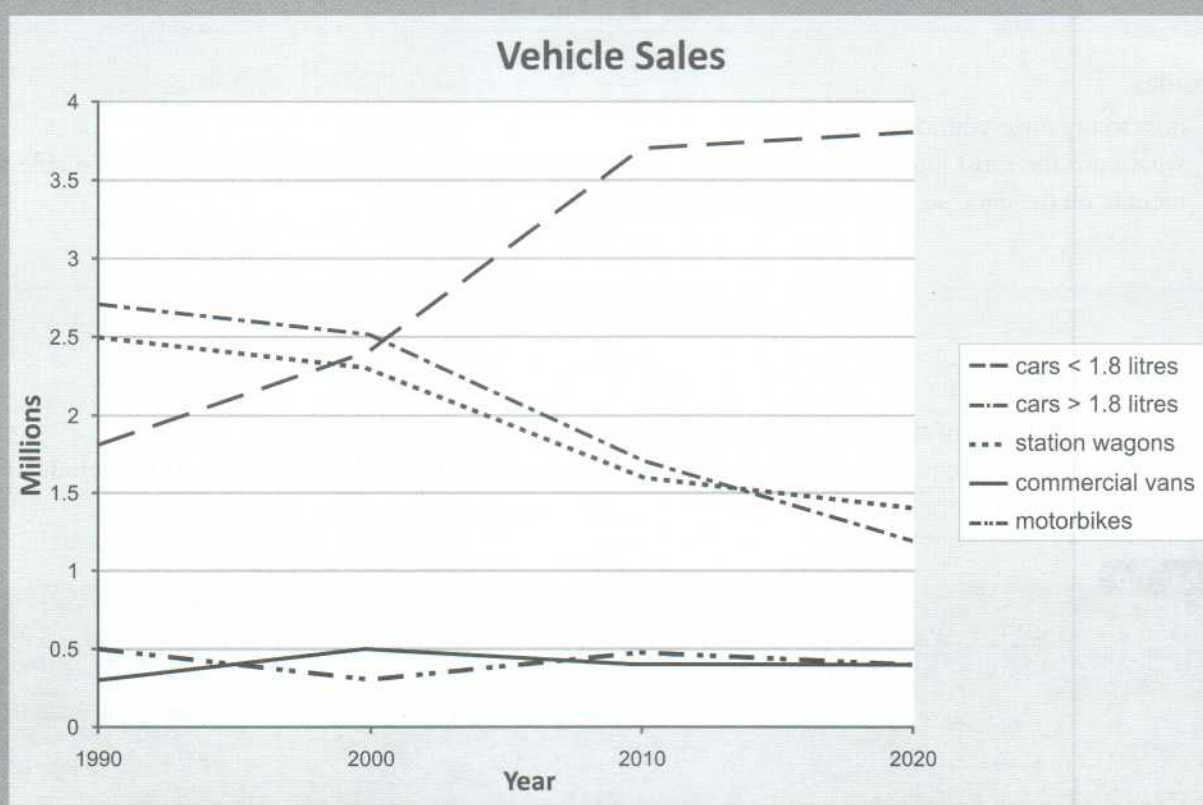
## Example of How to Approach Task 1

### Sample Task 1 Question

*The graph below gives information about the sales of five types of vehicles in Country A from 1990 with projected sales until 2020.*

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

Write at least 150 words.



### Analyse the Graph

#### Teacher Tip

It is very important to spend a few minutes carefully analysing the topic, data, and key information from the graphs. This is crucial to gaining a good band score for IELTS Task 1 writing. Many candidates get lower scores because they do not fully understand the graph before they begin writing.

## Activity 2

*Look carefully at the graph and choose the best answer for each question from the list below. Discuss your answers with a partner and with the class.*

*You need to answer similar questions for every graph that you write about for the IELTS Task 1 response.*

1. What is the topic of this graph?
  - A. The graph is about how many people bought cars from 1990 and predictions to 2020.
  - B. The graph is talking about changes in the types of vehicles sold since 1990 and predictions until 2020.
2. What is the measurement scale on the y axis?
  - A. The measurement scale is millions of vehicles sold.
  - B. The measurement scale is percentages of vehicles sold.
  - C. The measurement scale is individual vehicles.
3. What is the time scale on the x axis?
  - A. The graph is talking about past and present time only.
  - B. The graph is talking about time from the past to the future.
4. What are the most significant changes shown on this graph?
  - A. Motorbikes and vans are less popular than cars, and station wagons have similar sales' patterns to large cars.
  - B. The biggest change is that station wagons will be more popular than large cars in the future.
  - C. The biggest changes are that large cars and station wagons are becoming less popular and that smaller cars have hugely increased in popularity.
  - D. The biggest changes are that motorbikes and vans are much less popular than cars.

### Plan Your Response

Ask yourself:

- How can I organise this data to explain it clearly?
- What are the most significant data points on the line graph?

## Activity 3

1. *Here are three possible ways to organise the data from the line graph. Discuss with a partner and decide which is the best way and why.*
  - a. I could describe the changes in each kind of vehicle sales separately across the time periods.
  - b. I could group the vehicles into three categories: large cars and station wagons, vans and motorbikes, and small cars, and then write about changes in each one.
  - c. I could compare sales of each kind of vehicle across each ten-year period.

2. Look back at the graph and decide what the significant data points are. You will refer back to this in Activity 4 below.

### Write and Check the Response



## Activity 4

Read the Task 1 response and complete the following activities.

1. Underline the topic sentence.
2. Circle the overview.
3. Circle on the graph the significant data points that the writer has chosen to highlight.
4. Discuss why the writer has chosen these points.
5. Discuss how the writer has grouped the data on the graph.
6. Underline and correct ten grammatical mistakes the writer has made.

The line graph illustrating sales of five different vehicle types in Country A over three decades since 1990 with future predictions to 2020. In general, cars are more popular than vans and motorbikes, and sales of large cars and station wagons have dropped, while those of smaller cars have dramatic increased.

In 1990, large cars over 1.8 litres were the more popular vehicles sold, of about 2.7 million. Sale of both these cars and station wagons followed the same pattern to a steady decrease, to a low of around 2 million units in 2010. This falling in sales will continue to 2020. In contrast, smaller cars were less popular in 1990, by about 1.8 million sold, but sales increased significantly in the decade from 2000 to 2010, to a peak of 3.7 million. A smaller increase will expected in the next ten years.

Sales of both motorbikes and vans are remained steady at around 0.5 million per year and will continue to do so over the period.

(167 words)



## The Process of Writing a Task 2 Response

### Teacher Tip

In the IELTS Writing test, you are pressured for time. Following an approach which you have practised a lot prior to the test day and which you feel comfortable with will help you to write a clear response in the shortest possible time.

Below is one suggestion for how to approach a Task 2 writing response.

### Analyse (1 minute)

Read the question carefully: think about the topic and the type of response required.

### Plan (4 minutes)

- Brainstorm ideas. Write brief notes: a few main ideas and some examples and/or reasons.
- Plan the structure of the response: number of paragraphs, topic of each body paragraph, your opinion.



## Write (30 minutes)

Focus on clear linking of ideas and vocabulary.

## Check (5 minutes)

Focus on grammar, spelling, and word forms.



## Example of How to Approach Task 2

## Sample Task 2 Question

*Scientists frequently warn people about the need to save energy to prevent harmful consequences for our environment, yet most people have not changed their daily patterns of energy use.*

*Why do people not change their habits?*

*What can we do to encourage people to save energy?*

## Analyse the Question

## Teacher Tip

Taking a few minutes to carefully read and analyse the question is crucial to gaining a good band score in the IELTS Writing module. Many candidates get lower scores because they do not answer the question.

Answering the question has two parts:

1. Understanding the topic
2. Understanding what kind of response you are being asked to write



## Activity 5

1. Underline the key words in the topic above.
2. Which words tell you the topic of the response?
3. Which words tell you how to approach this topic?
4. Discuss with a partner. Are the following statements true or false?
  - a. My response should describe details about the different ways that people waste energy, such as using too much fuel or using lots of electrical appliances.
  - b. This topic is asking me to discuss the reasons why people waste energy and to suggest some ways to persuade them to save energy.
  - c. I should write most of my response about the reasons for wasting energy and a short section about suggestions for solving this problem.
  - d. I should write one body paragraph about reasons and one about suggestions for solving the problem.
  - e. My conclusion should give my opinion about this issue.

## Brainstorm Ideas

Before you begin to write, you need to spend a minute or two thinking of some ideas for the response.

### Activity 6

*Discuss the topic on the previous page and possible ideas with a partner. Use your first language to quickly generate ideas and then compare them with this detailed list of ideas below.*

#### Brainstorm

1. **Finally**, consequences of wasting energy – far in the future, not now
2. **Response structure**: first reasons, then solutions for problem
3. **Evidence** that human activity → global warming
4. **Examples**: higher taxes on petrol, cheaper public transport
5. **Firstly**, individuals feel powerless, e.g. driving the car instead of taking the bus makes no difference
6. **Overall**, change our habits → save our planet
7. **Examples**: people buy large cars, use wasteful packaging, squander electricity
8. **Secondly**, saving energy → personal inconvenience – little effect
9. **Solution**: laws – make saving energy cheaper and easier

## Plan Your Response

### Teacher Tip

After analysing the question and brainstorming ideas, you need to plan your response. You need to decide how many paragraphs you will write and the topic and ideas for each body paragraph. It is very important to do this before you start writing, because if you do not plan, your response will lack coherence. This means that the argument will not be clear to the reader, and you will lose marks.

Your plan can be very simple. Below is a detailed example.

### Activity 7

*Put the notes from the brainstorm above into the plan for the response below. Write the number beside each note into the plan. The first one has been done for you. The italics are a guide to help you.*

Introduction – *a general statement, examples, response structure*

3

Body paragraph 1 – *3 reasons*

Body paragraph 2 – *1 solution plus two examples*

Conclusion – *a general statement*



## Write the Response

Turn your notes and plan into paragraphs. Focus on linking ideas and writing accurate sentences.

## Check Your Answer

After you have finished writing, allow yourself a few minutes to carefully check your answer, especially for grammatical mistakes. Check in particular for correct use of *verb tenses*, *word forms*, *linking expressions*, and *noun phrases*.

### Activity 8

Read the Task 2 response and complete the following activities.

1. Introduction
  - Identify the sentence which rephrases the topic.
  - Identify the sentence which tells the reader the structure of the response.
2. Body
  - Number the body paragraphs and identify the main ideas. How many are there, and what is the topic of each one?
  - Underline all the linking words and expressions in the body of the response.
  - Circle all the words and phrases which talk about results and solutions.
3. Checking for mistakes
  - Identify and correct ten grammatical mistakes in Paragraphs 1 and 2 of the response below.

There is clear evident that human activity is contributed to global warming and that this may lead to serious consequences for our planet. However, people continue to buy large cars, using expensive and wasteful packaging, and squandered electricity without regard for the long-term future of the Earth. This essay will discuss the reasons for this and will suggest some possible solution to this problem.

Preserving our environment is a complex global task, and each individual feeling powerless in the face of such a huge issue. People think that if they drive their car to the supermarket instead of taking the bus, for example, this will make most no difference and that conversely, if they make personal sacrifices to try and save energy, this will cause them considerable personal inconvenient for little global effect. In addition, there are no immediate consequence for each small wasteful acting, so it is hard to maintain habits of saving when the results are so vague and so far in the future.

One solution to this problem is to introduce laws that will make saving power cheaper and easier than using it, and then people will see the short-term advantages of acting responsibly, and they may change their habits. For example, we could have higher taxes on petrol, and at the same time, we could improve local public transport and cut the costs of each trip on the bus or train.

If we can change our global habits so that saving power becomes part of our daily lives, this will have a significant impact on the future of the planet.

(264 words)



# 2 TASK 1 MARKING CRITERIA

- ➔ The information and activities in this unit will help you to understand the marking criteria for Task 1 of the IELTS Academic Writing test. The unit provides an overview of many of the points that you need to focus on in order to achieve success. All of the points mentioned in this unit will be covered more fully in subsequent units of the book.

## IELTS Academic Writing Marking Criteria

IELTS academic writing scripts are marked on four basic criteria, and each one has equal weight.

### Task Achievement

- ✓ Have you written at least 150 words?
- ✓ Have you understood and reworded the topic of the chart(s)?
- ✓ Have you made an overview of the data?
- ✓ Have you grouped the data in a way that helps the reader to understand the information?
- ✓ Have you included some data to support your description?
- ✓ Have you compared and contrasted the data in the chart(s)?

### Grammatical Range and Accuracy

- ✓ Have you used a variety of sentence structures?
- ✓ Have you used noun phrases to express your ideas?
- ✓ Have you used appropriate verb tenses?
- ✓ Have you controlled your subject-verb agreement?
- ✓ Have you used correct prepositions?
- ✓ Have you used correct punctuation?
- ✓ Overall, is your grammar accurate?

### Coherence and Cohesion

- ✓ Have you organised your answer in some logical way to describe data from the chart(s)?
- ✓ Have you included an overview sentence to tell the reader the main ideas of the chart(s)?
- ✓ Have you used a variety of appropriate linking expressions?
- ✓ Have you used referencing pronouns and synonyms to avoid repetition?

## Lexical Resource (Vocabulary)

- ✓ Have you used a variety of appropriate and academic words?
- ✓ Have you used correct word forms?
- ✓ Have you spelled the words correctly?

## Focus on Task 1 – Be an IELTS Examiner!

Look at the following Task 1 responses to understand these ideas in practice.

 Activity 1

Read the three responses on the next page and decide which one is:

- an expert response
- a good average response
- a weaker response

 Activity 2

Discuss your ideas from Activity 1 with your partner. Use the list of questions from the marking criteria to give three reasons for your decisions. Think about:

- the vocabulary used
- the grammar used
- the way that data has been organised – is it logical and clear?
- the introductory sentence
- the overview sentence
- the way the ideas are linked together

 IELTS Academic Writing Module – Sample Task 1 Topic

The table below shows the water usage for different purposes in six different countries in 2001.

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

Write at least 150 words.

| Countries      | Domestic Water Usage (m <sup>3</sup> ) | Agricultural Water Usage (m <sup>3</sup> ) | Industrial Water Usage (m <sup>3</sup> ) |
|----------------|----------------------------------------|--------------------------------------------|------------------------------------------|
| Australia      | 341                                    | 741                                        | 275                                      |
| Canada         | 279                                    | 1,238                                      | 532                                      |
| China          | 26                                     | 605                                        | 71                                       |
| Russia         | 98                                     | 1,663                                      | 96                                       |
| Turkey         | 80                                     | 1,462                                      | 73                                       |
| United Kingdom | 38                                     | 810                                        | 398                                      |



### Response A

The table shows water usage for different sectors in six different countries during 2001.

Australia's domestic water usage was  $341\text{m}^3$  whereas its agricultural usage was  $741\text{m}^3$  and finally industrial usage stands at  $275\text{m}^3$ . Canada had  $279\text{m}^3$ ,  $1,238\text{m}^3$  and  $532\text{m}^3$  for the different sectors respectively. Domestic usage in China is  $26\text{m}^3$ , agricultural use  $605\text{m}^3$  and finally industrial usage  $71\text{m}^3$ . Water use in Russia was high, with  $98\text{m}^3$  used for domestic purposes,  $1,663\text{m}^3$  for agricultural purposes and  $96\text{m}^3$  for industry purposes. Turkey used  $80\text{m}^3$ ,  $1,462\text{m}^3$  and  $73\text{m}^3$  for the three categories and United Kingdom use  $38\text{m}^3$ ,  $810\text{m}^3$  and  $398\text{m}^3$ .

Overall, the table shows the various amounts of water used by different countries in 2001.

(112 words)

### Response B

The table gives water usage information for six countries in various sectors during 2001: domestic, agricultural, and industrial.

Russia and Turkey both indicated relative low levels of domestic usage on  $98\text{m}^3$  and  $80\text{m}^3$  respectively; however, water usage for the agricultural sector in these two countries was the highest of all six countries at  $1,663\text{m}^3$  and  $1,462\text{m}^3$ . The lowest user of water for agricultural usage was China at  $605\text{m}^3$  and the highest amount of water used for industrial purposes is in Canada, at  $532\text{m}^3$ .

In Australia, domestic water usage ( $341\text{m}^3$ ) was higher than industrial water usage ( $275\text{m}^3$ ) and this trend was similar yet less pronounced in Russia ( $98\text{m}^3$  for domestic usage compared to  $96\text{m}^3$  for industrial usage) and Turkey, where domestic use was recorded at  $80\text{m}^3$  in contrast to industrial consumption at  $73\text{m}^3$ . In all other countries, water usage for industrial purposes was higher than domestic use.

Overall, agricultural water usage was much greater than usage in the other two sectors for all the countries represented.

(165 words)

### Response C

The chart gives information about the amount of water used in six countries in the domestic, agricultural, and industrial sectors. China had by far the lowest consumption of water in 2001, while Canada had the highest.

China, Russia, Turkey, and the United Kingdom all had noticeably low domestic consumption, ranging from 26 to 98 cubic metres. Three of these also had light industrial usage ( $71\text{--}96\text{m}^3$ ), but the UK used ten times more water for industry, at  $398\text{m}^3$ . By contrast, Australia and Canada consumed 341 and 279 cubic metres respectively in the home. Whereas industrial consumption was higher for Canada, at 532, it was only 275 cubic metres for Australia.

Agriculture consumed between 605 and 810 cubic metres of water in China, Australia, and the UK, but the other three countries had very high usage rates: Canada at 1,238, Turkey at 1,462 and Russia, even higher, at 1,663 cubic metres.

Agricultural usage was much greater than either domestic or industrial in all six countries.

(163 words)



### Activity 3 Overall Descriptions

Match the overall description to each response.

#### Description 1

This is a good average response. A variety of vocabulary has been used, and there are only a few minor grammatical errors indicated by mistakes in prepositions. There is a good attempt to compare and summarise the data, and an overview sentence has been included. There is a good variety of sentence structures used. There is one minor verb tense error in this response.

#### Description 2

This is a weaker response. It describes all the data in the table, rather than summarising the main features, and does not compare data. Sentence structure is repetitive and simple. The introductory sentence has virtually been copied word for word from the rubric, rather than being reworded. There are also several verb tense errors: because a date which has been given for the table is in the past, verb tense usage must reflect this as well as being consistent. This response does not give an overview sentence, but instead simply repeats the introductory sentence. It is also below the required word count.

#### Description 3

This is an expert response. Synonyms have been used in order not to repeat vocabulary, and complex sentence structures have been used along with linking language to ensure good overall coherence and flow. The data has been logically grouped, summarised, and compared to good effect.

### Response A

### Activity 4 Focus on Coherence and Cohesion in Response A

- This response has very little logical organisation. Choose the best way(s) to reorganise it.
  - One paragraph about domestic use and another paragraph about agricultural and industrial use
  - One paragraph about the highest consuming countries and another paragraph about the lowest consuming countries
  - One paragraph about China and Canada and another paragraph about the other countries
- Linking words would improve overall cohesion and linking between ideas. Give examples of linking words you could use.

### **Activity 5** Focus on Task Achievement in Response A

1. The introductory sentence has been copied from the question. Can you rewrite it by using synonyms and/or changing the word order/sentence structure?
2. The word count is well below the requirement. How will you remedy this?
3. A good overview sentence gives a summary of the overall pattern or trend within the data. Which of the following do you think is most suitable?
  - A. In summary, the table shows water consumption in six different countries.
  - B. Overall, water consumption in the agricultural sector was the highest for all six countries.
  - C. In general, water consumption in the agricultural sector was the highest in Canada at 1,238m<sup>3</sup>.

### **Activity 6** Focus on Grammar in Response A

1. There are several mistakes in this response. Look at the table below. Can you correct the grammatical mistakes?

|                                                                                                                                                                        |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Australia's domestic water usage was 341m <sup>3</sup> whereas its agricultural usage was 741m <sup>3</sup> and finally industrial usage stands at 275m <sup>3</sup> . |  |  |
| Domestic usage in China is 26m <sup>3</sup> .                                                                                                                          |  |  |
| United Kingdom use 38m <sup>3</sup> , 810m <sup>3</sup> and 398m <sup>3</sup> .                                                                                        |  |  |

2. Find four examples of simple sentences. How could you join these ideas together?
3. Rewrite and improve Response A.

### **Response A Rewritten and Improved**

The table shows how water was used for three different purposes in several countries during 2001.

Australia had the highest domestic water usage, at 341m<sup>3</sup>, followed by Canada, which had 279m<sup>3</sup>. Whereas Australia's agricultural usage was 741m<sup>3</sup>, Canada's was much greater, at 1,238m<sup>3</sup>. The latter had the highest industrial consumption, at 532m<sup>3</sup>, while Australia's was much less, at 275m<sup>3</sup>.

Water use in China was the lowest overall, at just 26m<sup>3</sup>, 605m<sup>3</sup>, and 71m<sup>3</sup> for domestic, agricultural, and industrial purposes respectively. Turkey and Russia used a low amount (between 80 and 98m<sup>3</sup>) for domestic purposes; however, they were the highest consumers of water for agriculture (1,462 and 1,663m<sup>3</sup>). On the other hand, their industrial usage was similar to China's. The United Kingdom used much less water in the home (38m<sup>3</sup>) than in agriculture (810m<sup>3</sup>) or industry (398m<sup>3</sup>).

In summary, the most water was used in agriculture, and Canada was the biggest consumer.

(151 words)

## Response B

### **Activity 7** *Focus on Coherence and Cohesion in Response B*

*Carefully re-read the good average response and answer the following questions.*

1. Introduction
  - How has the question been rephrased? What words are different?
2. How have the body paragraphs been organised? Is this logical?
  - Body paragraph 1
  - Body paragraph 2
3. Which synonyms have been used to avoid repetition?
4. Has the writer used referencing pronouns to avoid repetition?
5. What linking words have been used to connect ideas?

### **Activity 8** *Focus on Grammar in Response B*

*Answer the following questions about Response B.*

1. Are verb tenses accurate and consistent throughout? Which tense has been used and why?
2. Can you find the wrong preposition in this response?
3. Is there a good variety of sentence structures used in this response?
4. How many complex sentences can you find?

### **Activity 9** *Focus on Task Achievement in Response B*

1. Has the writer attempted to summarise and compare the data? Dotted underline examples of comparison and contrast in the response.
2. Check that the required word count has been met. How many words are there in this response?
3. Has sufficient data been included in the body paragraphs? Underline examples of this.

### **Response B Rewritten and Improved**

*Read carefully – what do you notice about changes in grammar, cohesion and coherence?*



The table gives water usage information for six countries in various sectors during 2001: domestic, agricultural, and industrial.

Russia and Turkey both indicated relatively low levels of domestic usage, at  $98\text{m}^3$  and  $80\text{m}^3$  respectively; however, water consumption for the agricultural sector in these two countries was the highest of all six countries, at  $1,663\text{m}^3$  and  $1,462\text{m}^3$ . In contrast, the lowest user of water for agricultural purposes was China, at  $605\text{m}^3$ , and the largest amount of water used for industrial purposes was in Canada, at  $532\text{m}^3$ .

In Australia, domestic water usage ( $341\text{m}^3$ ) was greater than industrial water consumption ( $275\text{m}^3$ ), and this trend was similar yet less pronounced in Russia ( $98\text{m}^3$  for domestic usage compared to  $96\text{m}^3$  for industrial usage) and Turkey, where domestic use was recorded at  $80\text{m}^3$  in contrast to industrial consumption at  $73\text{m}^3$ . However, in all the other countries, water usage for industrial purposes was higher than domestic use.

Overall, agricultural water usage was much greater than usage in the other two sectors for all the countries represented.

(169 words)

## Response C



### Activity 10 Focus on Response C

Carefully re-read Response C below and notice all the underlined and numbered words, phrases, and sentences.

Match each number to its description on the next page. You may use some numbers more than once.

The chart gives information about the amount of water used in six countries in the domestic, agricultural, and industrial sectors.<sup>(1)</sup> China had by far<sup>(2)</sup> the lowest consumption<sup>(3)</sup> of water in 2001, while Canada had the highest<sup>(4)</sup>.

China, Russia, Turkey, and the United Kingdom all had noticeably<sup>(5)</sup> low domestic consumption, ranging from 26 to 98 cubic metres. Three of these also<sup>(6)</sup> had light<sup>(7)</sup> industrial usage ( $71\text{--}96\text{m}^3$ ), but<sup>(8)</sup> the UK used ten times more<sup>(9)</sup> water for industry, at  $398\text{m}^3$ . By contrast<sup>(10)</sup>, Australia and Canada consumed 341 and 279 cubic metres respectively in the home. Whereas<sup>(11)</sup> industrial consumption was higher<sup>(12)</sup> for Canada, at 532, it was only 275 cubic metres for Australia.

Agriculture consumed between 605 and 810 cubic metres of water in China, Australia, and the UK, but<sup>(13)</sup> the other three countries had very<sup>(14)</sup> high usage rates: Canada at 1,238, Turkey at 1,462 and Russia, even higher<sup>(15)</sup>, at 1,663 cubic metres.

Agricultural usage was much<sup>(16)</sup> greater<sup>(17)</sup> than either domestic or industrial in all six countries.

|                                                   |  |
|---------------------------------------------------|--|
| Synonym(s) for 'higher'                           |  |
| An introductory sentence                          |  |
| Linking words – can you find others?              |  |
| Synonym(s) for 'low'                              |  |
| Synonym(s) for 'usage'                            |  |
| Adverbs – can you find more?                      |  |
| Words to indicate comparison and contrast         |  |
| Referencing pronouns – can you find any examples? |  |



### Activity 11 Review

*Work with a partner. Look back at the checklist of questions on the first page of this unit and check that you understand each one.*

# 3 LINE GRAPHS

- ➔ In this unit, you will practise writing a Task 1 response where the input data is in the form of a line graph.

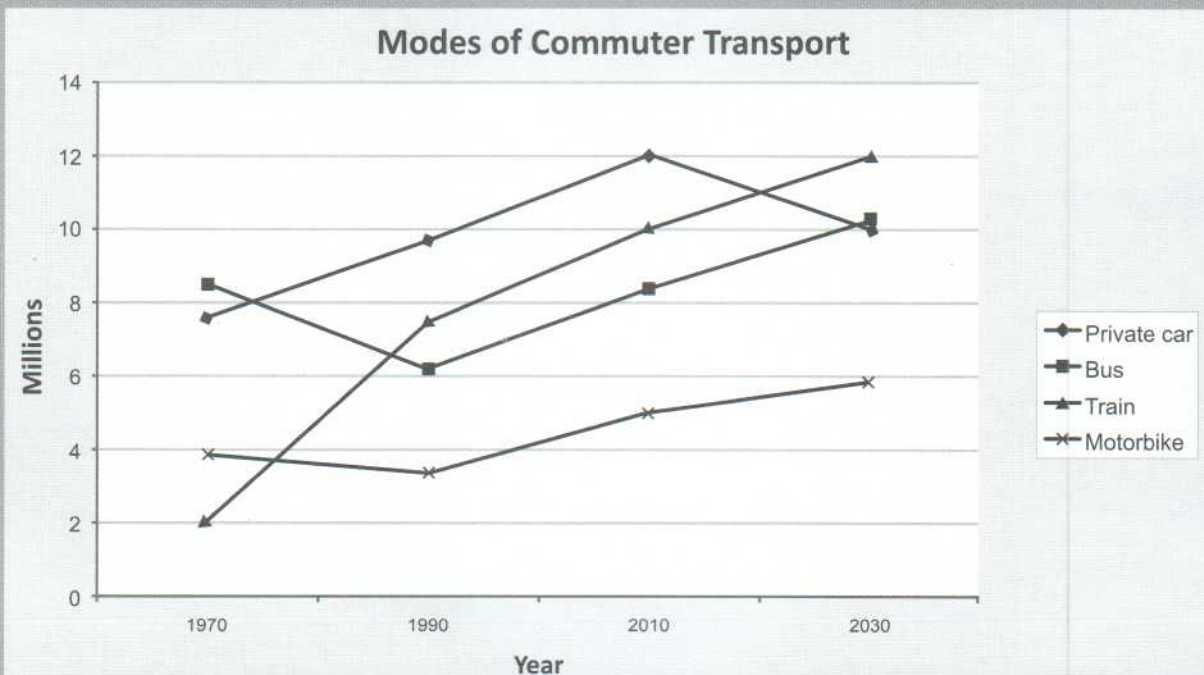
## Part A Analyse the Graphs and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

*The line graph below shows the main methods of commuting to work in New Stratford from 1970 to the present day with predictions to 2030.*

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

Write at least 150 words.



### Teacher Tip

Write the names of the transport at the end of the appropriate lines to help you read the graph correctly.



## Activity 1 Analyse the Graph

Work with a partner to answer the following questions.

1. What is the topic of this graph?
2. What do the various lines represent?
3. What years does the timeline cover?
4. Which lines have similar trends?
5. What is the most significant feature of the graph?
6. Which line shows a different future trend from the others?

## Activity 2 Organise Your Response

Here are three possible ways to describe this data. Discuss with a partner the advantages and disadvantages of each way.

1. Describe each line separately.
2. Compare each decade across the various modes of transport.
3. Group some modes of transport together and compare them across the years. How would you do the grouping?

## Part B Authentic Responses

## Activity 3

Read the two responses that follow and then answer the following questions.

1. Which response does not begin with a topic sentence?
2. Which response does not have an overview of the trends?
3. Which response ignores most of the important data?
4. Which response has a clearer structure and is easier for the reader to follow?
5. Which response has more complex sentences?
6. Which response would gain a higher score in the IELTS Writing test?

### Response A

In general, there has been an increase in the number of commuters over the period and this is predicted to continue. Cars have declined while train usage has markedly increased.

In 1970, about 4 million people a day used motorbikes. This rose to about 5 million in 2010, and a slow further increase is predicted.

Trains were the least popular option in 1970, at just over 2 million per day, but there was a dramatic increase to over 7 million in the next two decades. This increase is predicted to continue to over 12 million per day in 2030. Usage of buses dropped as trains grew in popularity, but there is a similar pattern of increased, if lower, usage.

Private cars were the most popular form of transport in New Stratford, starting at 7.8 million in 1970 and growing to a peak of 12 million in 2010. However, this is predicted to drop by 2030 to 10 million per day.

(160 words)

## Response B

The graph shows how many people commuted to work in New Stratford and the means of transport which they chose. It covers a period from 1970 to the present day and beyond to the year 2030.

Private cars are very popular but not so much in 2030. Only 10 million people will use cars in that year although the same number of people used bus transport as cars in 1970 and again in 2030. Trains were not used much at the beginning of the period whereas this changes. More people use trains because they are the most popular at the end of the period.

Motorbikes are not very popular with commuters. Four million people used them in 1970 and, after twenty years elapsed, this number fell to 3.5 million, and then it rose to 5 million in 2010 and finished on 6 million in 2030.

(145 words)

## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.



### Verb Tenses

#### Teacher Tip

When faced with a timeline that starts in the past, moves through the present, and ends up in the future, candidates must pay attention to the verb tenses and verb structures used throughout the response.



### Activity 4

1. Underline all the verbs used in Response B.
2. Discuss with a partner whether each verb tense is correct, why it is correct, or whether it should be changed and how you would change it.
3. Discuss different ways of talking about the future in a graph like this.



### Activity 5

1. Look at the first paragraph in Response A. What is wrong with the second overview sentence? (Hint: There is more than one thing wrong!)
2. Discuss Response B with a partner – pay particular attention to repetition of vocabulary and grammar structures. How could you improve it?
3. Look at Response B again and rewrite the body paragraphs aiming for more clarity and accuracy (in the organisation of data and verb tenses). Aim to introduce a wider range of vocabulary and grammar structures, too.



### Error Correction

#### Teacher Tip

To get a good grammar mark, verb usage has to be accurate and appropriate.



## Activity 6

Fill in the gaps with the correct form of the verbs in square brackets.

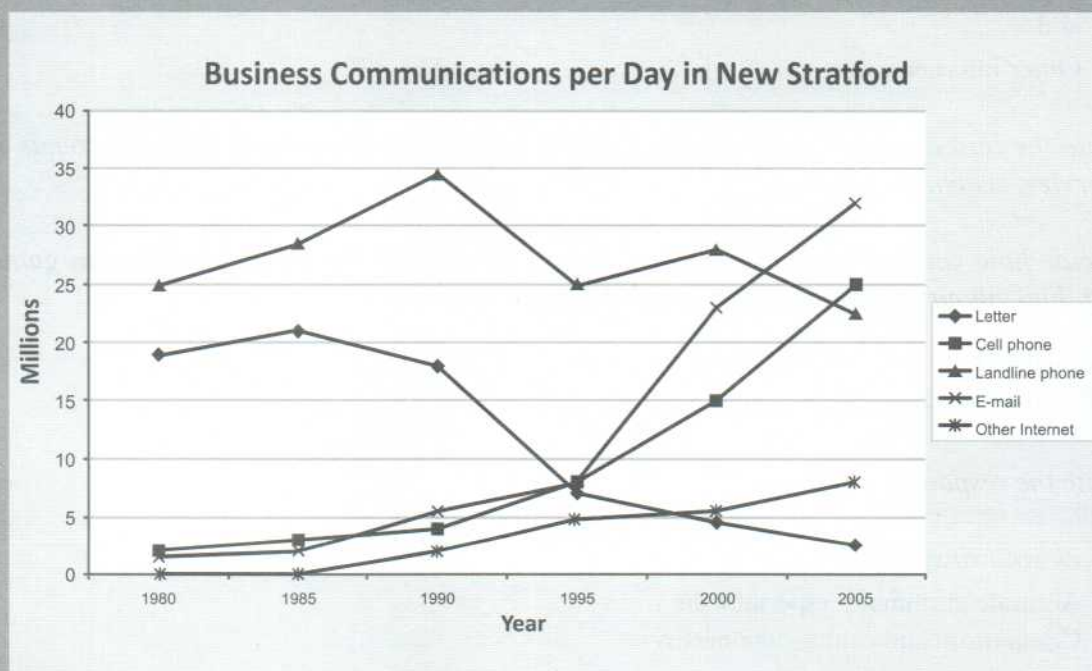
In 1995, about 60% of people (1) \_\_\_\_\_ [use] CD players, and this figure (2) \_\_\_\_\_ [rise] steadily to 80% today. In the next twenty years, however, usage (3) \_\_\_\_\_ [level off]. Home computers were not very common in 1995 – they (4) \_\_\_\_\_ [use] by only 30% of people, but there (5) \_\_\_\_\_ [be] a dramatic rise to the present day: now over half the population (6) \_\_\_\_\_ [use] them, and this (7) \_\_\_\_\_ [increase] until 2020. Not many people (8) \_\_\_\_\_ [access] the Internet before the year 2000, but Internet usage (9) \_\_\_\_\_ [climb] rapidly, and now almost everyone who (10) \_\_\_\_\_ [use] a computer also (11) \_\_\_\_\_ [access] the Internet. This practice (12) \_\_\_\_\_ [escalate] even further in the years to come.

## Part D Guided Writing

The line graph below shows changing patterns of business communication in New Stratford from 1980 to 2005.

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

Write at least 150 words.





**Teacher Tip**

Label each line on the graph to avoid confusion and mark lines with similar trends. **Circle** other significant data to help you plan.

 **Activity 7**

- Look at the graph on the previous page and work with a partner to answer these questions.
  - What is the topic of this graph?
  - What do the different lines represent?
  - What similarities can you identify?
  - What other trends can you see?
  - In which year(s) did the most significant changes occur?
  - What way would you group the data?
- Complete these notes about the graph. Choose the words from the table and use the correct form. You may use some words more than once.

|            |         |          |      |
|------------|---------|----------|------|
| cell phone | decline | rise     | grow |
| decrease   | e-mail  | increase |      |

- Landline use \_\_\_\_\_ then \_\_\_\_\_.
  - Letter writing also went into \_\_\_\_\_.
  - Usage of cell phones, e-mails, and the Internet all \_\_\_\_\_.
  - There was an exponential \_\_\_\_\_ in the use of \_\_\_\_\_ and \_\_\_\_\_.
  - Other Internet usage \_\_\_\_\_ steadily.
- Write the introduction by rephrasing the topic and briefly describing the main trends in the overview sentence.
  - Decide how you will organise the rest of your response – use the notes above to guide you and think about grouping similar trends together.
 

Body paragraph 1 \_\_\_\_\_

Body paragraph 2 \_\_\_\_\_
  - Write the response.
  - Check your answer for:
    - Accurate grammar – especially the verbs
    - Comparison and contrast connectives

## 7. Compare your answer with the model below.

The graph shows how business communication was conducted in New Stratford from 1980 to 2005. In general, cell phone and e-mail communications grew hugely, while letter writing became much less popular.

In 1980, the most common form of communication was the landline phone, at about 25 million calls per day. This grew to a peak of nearly 35 million in 1990 and subsequently decreased with fluctuations to 22.5 million in 2005. Letters were also a popular form of communication in 1980, at about 19 million, but declined in number rapidly from 1985 to end up at 2.5 million in 2005.

By contrast, usage of cell phones, e-mails, and the Internet rose. These three were all virtually unused in 1980, but from 1995 to 2005, there was an exponential increase in the use of e-mail and cell phones. From about 8 million communications a day in 1995, e-mail grew to about 32 million in 2005 and cell phones had a consistent rise to 25 million in 2005. Other Internet usage rose steadily from 5 million in 1995 to 8 million in 2005.

(181 words)

## Part E You Try

 Activity 8

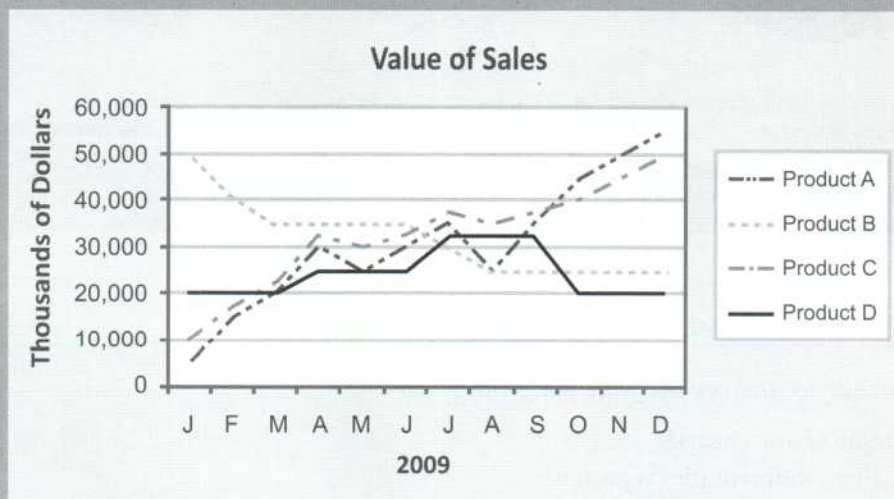
Write your own response to the graph below.

1. Analyse the data.
2. Organise your answer.
3. Write the introduction.
4. Write the body.
5. Check your answer carefully.

*The graph shows the value of sales for four products during 2009.*

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

Write at least 150 words.



# 4 PIE CHARTS

- ➔ In this unit, you will practise writing a Task 1 response where the input data is in the form of three pie charts.

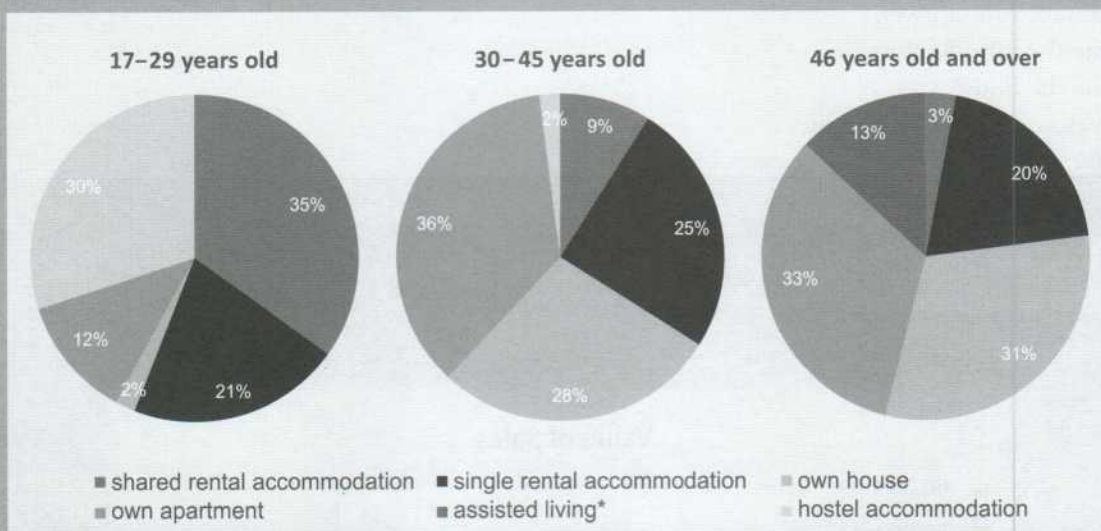
## Part A Analyse the Charts and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

*The charts below illustrate accommodation choices in the country of Evonia for people aged from 17–29 years, 30–45 years, and over 45 years.*

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

Write at least 150 words.



\*Assisted living means living in an old people's home.

### Activity 1 Analyse the Charts

Work with a partner to answer the following questions.

1. What is the topic of the charts?
2. What do the three different pies represent?



3. What do the different segments represent?
4. Which two pies are quite similar, and which one is different?
5. Which segment is different in pie chart 3?
6. Which segment has similar percentages across all three pies?
7. Which segment changes percentages significantly, and what are those changes?

### Activity 2 Organise Your Response

*Here are three possible ways to describe this data. Discuss with a partner the advantages and disadvantages of each way.*

1. Describe each pie chart separately.
2. Compare each segment across the three pies.
3. Group some segments together and compare them across the three pies. How would you group the segments?

## Part B Authentic Responses

### Activity 3

*Read the two responses that follow and then answer the following questions.*

1. Which response rephrases the topic?
2. Which response has an overview of the general trends?
3. How is the data organised in Response A? In Response B?
4. Which way of organising the data leads to clearer writing?
5. Which response has a variety of sentence structures?
6. Which response has many similar sentences?
7. Which response would gain a higher score in the IELTS Writing test?

#### Response A

The pie charts show the percentage of people living in different kinds of accommodation in Evonia over three age groups. Most younger people choose rental or hostel accommodation, while those in the two older categories tend to own their own houses or apartments.

Shared rental accommodation is the most popular choice for people under 30, at 35%. This drops to 9% and 3% respectively for the two older categories. In contrast, single rental accommodation remains steady at around 20–25% across all ages.

Only 2% of young people own their own houses, but this proportion increases dramatically to 28% for those between 30 and 45 with a small growth to 31% in the older age group. 12% of young people have their own apartment and again, this rises significantly to 36% and 33% respectively for the other two groups.

Whereas 30% of young people live in hostels, only 2% of middle-aged ones do and this option is replaced by assisted living, at 13%, in the older age group.

(168 words)

## Response B

The pie charts depict accommodation preferences over three age categories in Evonia.

Many young people from 17–29 years old live in shared rental accommodation, at 35%. 30% of people from 17–29 years old live in hostel accommodation and 21% live in single rental accommodation. Only 12% and 2% respectively of young people own their own apartment or own house.

Most middle-aged people from 30–45 years old own their own apartment or house, at 36% and 28% respectively. 25% of people from 30–45 years old live in single rental accommodation, while only 9% and 2% live in shared rental accommodation and hostels, so these are less popular than the other choices.

Older people over 45 years old mostly live in their own house or apartment, at 31% and 33%. Single rental accommodation is less popular, at 20%, and 13% of people over 45 years old live in assisted living accommodation. Only 3% of people over 45 live in shared rental accommodation.

(160 words)

## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### Rephrase the Topic

#### Teacher Tip

It is very important to rephrase, or paraphrase, the topic of the chart. It is not a good idea to copy the topic exactly because the words will not be counted.

### Activity 4

1. Put the following words into the boxes below.

|              |           |              |        |                              |
|--------------|-----------|--------------|--------|------------------------------|
| alternatives | children  | illustrate   | depict | age categories               |
| elderly      | housing   | options      | kinds  | people from x to y years old |
| middle-aged  | older     | babies       | living |                              |
| preferences  | represent | young people | types  |                              |

| Synonyms for<br>'Accommodation' | Synonyms for<br>'Show' | Synonyms for<br>'Choices' | Synonyms for<br>'Different Age Groups' |
|---------------------------------|------------------------|---------------------------|----------------------------------------|
|                                 |                        |                           |                                        |



Here is the description of the chart topic:

The charts below illustrate accommodation choices in the country of Evonia for people aged from 17-29 years, 30-45 years, and over 45 years.

2. Use the words in the table on the previous page to rephrase the topic. Write three different introductory sentences on your own paper.

## Avoid Repetition

Compare these sentences:

1. 25% of people from 20-35 prefer living in hostel accommodation, but **living in hostel accommodation** is much less popular with **people from 36-50 and people 51 years and older**.
2. 25% of people from 20-35 prefer to live in hostel accommodation, but **this choice** is much less popular with **the two older age categories**.

Both of these sentences have no grammatical mistakes, but sentence 2 shows much more control of language than sentence 1, and this kind of writing would get a higher mark in the IELTS Writing test.

The writer of sentence 2 has 'tightened' his writing and avoided repetition by using:

- paraphrases such as "this choice"
- synonyms for the age groups.

## Activity 5

1. Rewrite the sentences below to shorten and 'tighten' them by changing the bolded words. Hints have been provided in brackets after the sentences.
  - a. Only 7 per cent of people 51 to 65 years old prefer action movies, but the majority of people **51 to 65 years old** tend to prefer **documentary movies** and **drama movies**. (*this category*)
  - b. While documentaries and dramas are most popular with **people from 51 to 65 years old**, **people from 36 to 50 years old** prefer animation movies. (*older, middle, group*)
  - c. Approximately 20% of people **from 20 to 35 years old, from 36 to 50 years old, and from 51 to 65 years old** prefer romance movies. (*all groups*)
  - d. Only 5% of people from 17 to 29 years old are self-employed, but **the percentage of people who are self-employed** rises to 20 per cent for **people from 24 to 40 years old** and to 23 per cent for **people from 41 to 65 years old**. (*this, middle, older, group*)
  - e. The most common employment situation for people from 17 to 25 years old is working in a company with more than 100 employees, but **working in a company with more than 100 employees** is much less common for those **people 26 to 40 years old and 41 to 65 years old**. (*this situation, older groups*)
2. Rewrite the long version of Response A on the next page, replacing all the bolded words and phrases with referencing pronouns or synonyms. Then, check your answer with Response A on page 29.



The pie charts show the percentage of people living in different kinds of accommodation in Evonia over three age groups. Most younger people choose rental or hostel accommodation, while **middle-aged and older people choose** their own houses or apartments.

Shared rental accommodation is the most popular **option** for people under 30, at 35%. **Shared rental accommodation** drops to 9% and 3% respectively for **people from 30-45** and **people 46 years and older**. In contrast, single rental accommodation remains steady at around 20-25% **for people from 17-25, people from 30-45 and people 46 years and older**.

Only 2% of young people own their own houses, but **the number of people who own their own houses** increases dramatically to 28% for those between 30 and 45 and **the number of people who own their own houses increases** to 31% in the older age group. 12% of young people **own** their own apartment and again, **the number of people who own their own apartment increases** significantly to 36% and 33% respectively for **people from 30-45 and people 46 years and older**.

While 30% of young people live in hostels, only 2% of middle-aged ones **live in hostels** and **living in hostels** is replaced by assisted living, at 13%, in **people 46 years and older**.

(210 words)

3. Look back at Response B on page 30 and underline all the places where the writer has repeated phrases. Work with a partner to either change or delete those phrases to improve the writing.



## Error Correction

### Teacher Tip

It is easy to make simple mistakes in Task 1 writing, and this will lower your score for grammar. You need to train yourself to use correct prepositions and word forms and to check for errors.



## Activity 6

The following paragraphs have ten errors in word forms, verb tenses, prepositions, or spelling. Find and correct them.

NB: Responses A and B above have no grammatical or spelling errors.

The pie charts show the percentages of people eat different kinds of takeaway foods in the country of Firenze over three age category. In general, younger people preferred chips and burgers, whereas older ones prefer salads or roast dinners.

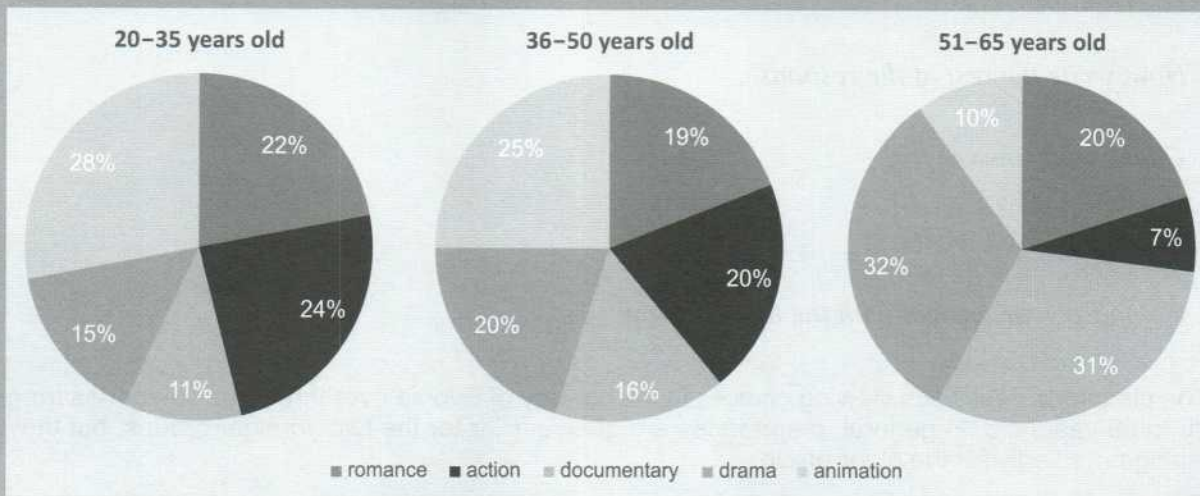
Chips and burgers are the most popular chose for people under 20 year old, to 33%. This drops to only 10% by people of age over 50 years. 15% of the middle group prefers these two type of food. In contrast, preferences for pizza is similar for all age groups in the charts.

## Part D Guided Writing

The charts below show movie preferences in the country of Evonia for people aged from 20–35 years, 36–50 years, and 51–65 years.

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

Write at least 150 words.



### Teacher Tip

Do not panic if you do not understand all the names of the categories in the pie charts. You can still write about them, even if you do not know exactly what they mean.

### Activity 7

1. Look at the charts above and work with a partner to answer these questions.

- What is the topic of the charts?
- What do the different pies and segments represent?
- What are the similarities and differences between the three pies?
- Which significant changes do you need to focus on in your response?
- What is the best way to group this data?

2. Complete the notes below.

- romances – mostly \_\_\_\_\_
- documentaries and dramas \_\_\_\_\_ slightly, then rise \_\_\_\_\_
- action and animation \_\_\_\_\_ slightly, then \_\_\_\_\_
- biggest change is between \_\_\_\_\_ and \_\_\_\_\_ groups;  
\_\_\_\_\_ and \_\_\_\_\_ are fairly similar



3. Write the introductory and overview sentence by rephrasing the topic and briefly describing the main trends. See note d on the previous page.

Useful phrases: movie watching/viewing habits/preferences/choices

4. Decide how you will organise the rest of your response and write the structure below. See notes a, b, and c on the previous page.

- a. Describe similarities across the three pies.
- b. Describe \_\_\_\_\_.
- c. Describe \_\_\_\_\_.

5. Now, write the rest of the response.

6. Check your answer for:

- Referencing
- Accurate grammar

7. Compare your answer with the model below.

The pie charts depict film viewing choices in the country of Evonia over three age categories from 20 to 65 years old. In general, preferences are quite similar for the two younger groups, but they change markedly for the older group.

The only film category which is equally favoured across all ages is romance, at about 20 per cent.

Action and animation are the two best liked types of movie for 20- to 35-year-olds, at 24% and 28% respectively. This pattern is similar for the middle group, but the percentages fall slightly. However, there is a significant drop for those from 51 to 65 years old, to 7 and 10 per cent.

In contrast, dramas and documentaries are less popular with the younger group, at 15% and 11% respectively, and these rise slightly in popularity for the middle-aged group. The older group much prefers these movies, and they account for 63% of all viewing preferences in this age group.

(159 words)

## Part E You Try



### Activity 8

Write your own response to the charts on the next page.

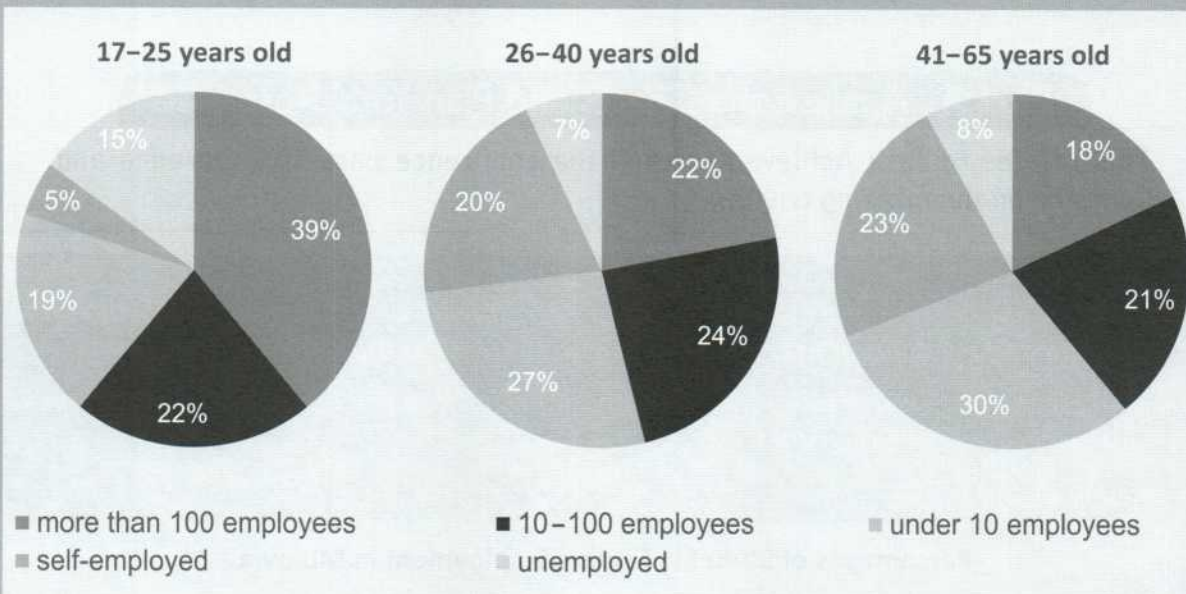
- 1. Analyse the data.
- 2. Organise your answer.
- 3. Write the introduction.
- 4. Write the body.
- 5. Check your answer carefully.



The pie charts below illustrate the percentages of people in five different employment situations in the country of Evonia over three age categories: 17–25 years old, 26–40 years old, and 41–65 years old.

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

Write at least 150 words.



### Teacher Tip

You need to describe the segments in full the first time you discuss each one. However, if you write 'companies with more than 100 employees', 'companies with 10–100 employees', and 'companies with under 10 employees' throughout your answer, this will take many words, and it will not improve the quality of your response.

What short phrases can you use instead of these long phrases?

# 5 BAR CHARTS

➔ In this unit, you will practise writing a Task 1 response where the input data is in the form of a bar chart.

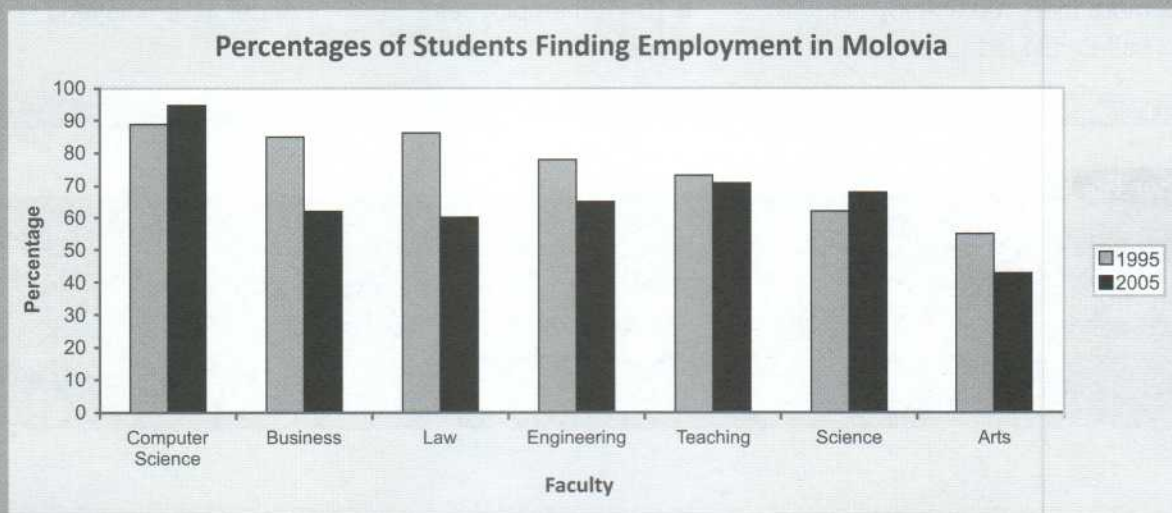
## Part A Analyse the Charts and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

*The bar chart below shows the percentages of students who found employment within 6 months of graduation over seven subject areas in 1995 and 2005 in Molovia.*

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

Write at least 150 words.



### Activity 1 Analyse the Chart

Work with a partner to answer the following questions.

1. What is the topic of this chart?
2. What do the bars represent?
3. What do the grey bars represent? What do the black bars represent?



4. Graduates of which faculty had the most success in finding jobs?
5. Students from which two faculties had more success in 2005 than in 1995?
6. Overall, in which year did graduates have more luck finding employment?

### Activity 2 Organise Your Response

*Here are three possible ways to describe the data. Discuss with a partner the advantages and disadvantages of each way.*

1. Describe each subject separately for 1995 and 2005.
2. Deal with the year 1995 and then 2005.
3. Group some subjects together and compare them with the others. Which subjects would you group together?

## Part B Authentic Responses

### Activity 3

*Read the two responses that follow and then answer the following questions.*

1. Which response rephrases the topic?
2. Which response has an overview of the main trends?
3. How is the data organised in Response A? In Response B?
4. Which way of organising the data responds better to the rubric '*Summarise the information by selecting and reporting the main features, and make comparisons where relevant*'?
5. Which response has a variety of sentence structures?
6. Which response has many similar and simple sentences?
7. Which response would gain a high score in the IELTS Writing test?

#### Response A

The bar chart indicates employment opportunities within half a year of graduation from seven areas of study in Molovia and how these changed from 1995 to 2005.

In 1995, employment prospects were generally good. Computer Science, Business and Law were the three most sought after professions for graduates, and close to 90% gained employment in these areas. Engineering and teaching followed close behind at around 80% and 75% respectively. Science and the Arts were the least sought after by employers, but even in these areas around 60% found jobs.

However, in 2005 the situation had changed and there were fewer jobs available in most areas, except for the Sciences, which increased by about 5% in popularity. Teaching remained relatively unchanged and Engineering and the Arts both fell about 10 percent, to 65 and 50 percent respectively.

(136 words)



## Response B

The bar chart shows the percentage of students who found employment within 6 months of graduation over seven subject areas in 1995 and 2005 in Molovia. In general, employment dropped over the period, rising only for Computer Science and Science.

Around 90% of graduates of computer science found work in 1995 and this rose to 95% in 2005. About 85% of business and law graduates got work in 1995 and this dropped to 60% in 2005. 75% of engineering students found work in 1995 but less than 65% did in 2005. Teaching was about the same for both years. More Science graduates found work in 2005 than in 1995. Arts fell from above 50% to around 40%.

Business and Law had the greatest change, dropping from approximately 85% to 60% over the period.

(133 words)

## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.



### Rephrase the Topic

#### Teacher Tip

It is very important to rephrase, or paraphrase, the topic of the chart. It is not a good idea to copy the topic exactly because the words will not be counted.



### Activity 4

1. How many different expressions can you think of for these words/phrases in the context of the topic?

| Bar Chart | Show | Percentage | Students |
|-----------|------|------------|----------|
|           |      |            |          |

| Find Employment | Within 6 Months of Graduation | Seven Subject Areas | In 1995 and 2005 |
|-----------------|-------------------------------|---------------------|------------------|
|                 |                               |                     |                  |

*Here is the description of the chart topic:*

The bar chart below shows the percentages of students who found employment within 6 months of graduation over seven subject areas in 1995 and 2005 in Molovia.

2. Use the answers to Activity 4.1 above to rephrase the topic. Write three different introductory sentences on your own paper.

Note: Sometimes, it is better to break the topic into two sentences if it is too long or leave out some of the less important information and include it elsewhere in your response.



## Avoid Repetition

It is important not only to avoid repetition of words and phrases but also to avoid repeating the same structure.



## Activity 5

*Look at this excerpt from Response B and complete the activities on the next page.*

Around 90% of graduates of computer science found work in 1995 and this rose to 95% in 2005. About 85% of business and law graduates got work in 1995 and this dropped to 60% in 2005. 75% of engineering students found work in 1995 but less than 65% did in 2005. Teaching was about the same for both years. More Science graduates found work in 2005 than in 1995. Arts fell from above 50% to around 40%.

1. **Highlight** the sentences/clauses with the same structure.
2. **Underline** synonyms and **dotted underline** different ways of making comparisons.
3. Identify the sentences that do not make sense because information is missing.
4. Discuss with a partner what you think that information is and how you could improve the sentences.
5. Rewrite the paragraph – use a variety of sentence structures (be sure to include some complex sentences); use more synonyms; fix up the sentences that have information missing; and use a variety of comparative language structures.



## Error Correction

### Teacher Tip

Everyone makes mistakes, but candidates who get a higher score are the ones who have developed a good eye for proofreading and can find errors and correct them quickly.



## Activity 6

*The following paragraphs have ten errors in word forms, verb tenses, prepositions, or spelling. Find and correct them. Time yourself, then compare your time and correction rate with a partner. Can you categorise the errors?*

In 1995, employment prospects were generally good. Computer Science, Business and Law were the three most sought-after professions for graduates, and close to 90% gain employment in these areas. Engineering and Teaching followed close behind at around 80% and 75% respectively. Science and Arts was the least sought-after for employers, but even in these areas around 60% found jobs.

However, in 2005 the situation has changed and there were fewer jobs available in most areas, except for the Sciences, which increased by about 5% in popular. Teaching remained relatively unchanged and Engineering and Arts both felled about 10 per cent, to 65 and 50 percentage respectively.

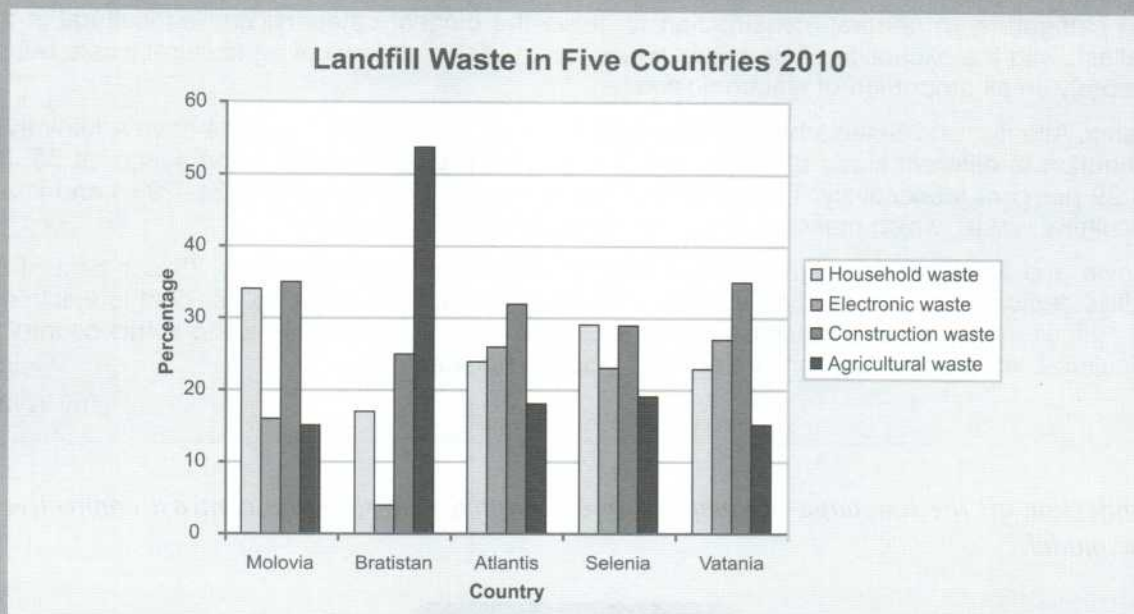


## Part D Guided Writing

The bar chart below shows the percentages of different kinds of landfill waste in five different countries in 2010.

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

Write at least 150 words.



### Activity 7

- Look at the chart above and work with a partner to answer these questions.
  - What is the topic of this chart?
  - What do the different coloured bars represent?
  - What is the most significant feature?
  - Which category makes up the highest percentage in most of the countries?
  - Which countries show similar data?
  - What is the best way to group the data?
- Write the introductory and overview sentence by rephrasing the topic and briefly describing the most significant point(s).
- Look at the structure of paragraphs and complete the missing notes below.
  - Atlantis, \_\_\_\_\_ & Vatania – similar: high % of \_\_\_\_\_ at \_\_\_\_\_ % followed by \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_
  - \_\_\_\_\_ & Bratistan – \_\_\_\_\_ : Molovia 35% dedicated to \_\_\_\_\_ & \_\_\_\_\_ but only 15% \_\_\_\_\_ & \_\_\_\_\_ ; Bratistan more than 50% \_\_\_\_\_ & less than 5% \_\_\_\_\_

4. Now, write the full response.

5. Check your answer for:

- Correct use of comparative language structures
- Contrast connectives

6. Compare your answer with the model below.

This chart illustrates the makeup of landfill sites in five different countries. Waste is divided into four main categories. In general, construction waste is the biggest category, and agricultural is the smallest, with the exception of Bratistan, which has a very high level of agricultural waste but an extremely small proportion of electronic waste.

Vatania, Atlantis, and Selenia have similar landfill usage. All of these countries have a fairly even distribution of different kinds of waste, with a high percentage of construction waste, at 35, 32, and 29 per cent respectively. This is followed by electronic and household (24–29%) and finally agricultural waste, which makes up less than 20% in all three countries.

Molovia and Bratistan are significantly different. Molovia has approximately 35 per cent of its landfills dedicated to construction and household waste but only about 15 per cent is electronic and agricultural, whereas Bratistan's profile is unique. More than half the waste in this country is agricultural, while a tiny fraction is electronic waste (less than 5%).

(169 words)

7. Underline all the language of comparison and dotted underline the contrast connectives in the model.

## Part E You Try



### Activity 8

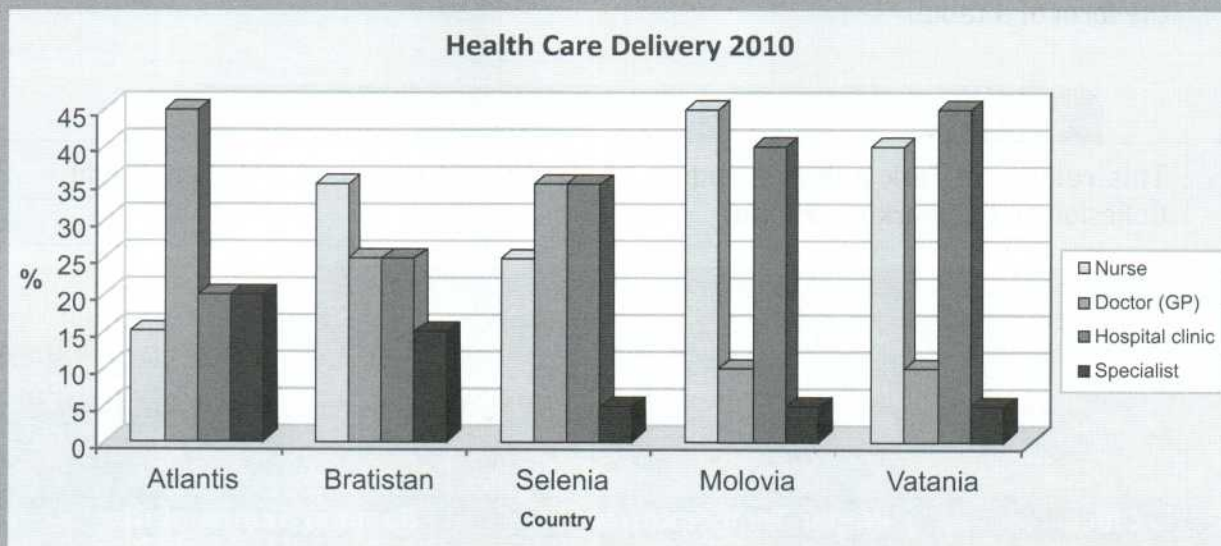
Write your own response to the chart on the next page.

1. Analyse the data.
2. Organise your answer.
3. Write the introduction.
4. Write the body.
5. Check your answer carefully.

The bar chart below shows the four main sources of primary health care in five countries in 2010.

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

Write at least 150 words.



Note: GP = general practitioner (family doctor)



# 6 TABLES

- ➔ In this unit, you will practise writing a Task 1 response where the input data is in the form of a table.

## Part A Analyse the Tables and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

*The table below shows average minimum and maximum temperatures in degrees Celsius in winter and summer for four cities in an Asian country.*

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

Write at least 150 words.

| Cities     | Winter Temperatures |         | Summer Temperatures |         |
|------------|---------------------|---------|---------------------|---------|
|            | Minimum             | Maximum | Minimum             | Maximum |
| West City  | -4                  | +8      | +13                 | +30     |
| East City  | +2                  | +13     | +11                 | +22     |
| North City | -12                 | +5      | +15                 | +32     |
| South City | +7                  | +18     | +21                 | +35     |

### Activity 1 Analyse the Table

Work with a partner to answer the following questions.

1. What is the topic of this table?
2. How many temperatures are shown for each city?
3. What do the + and - signs with the temperatures represent?
4. How many seasons are represented?
5. Which cities experienced the greatest variation in temperature across seasons?
6. Which cities had the least variation in temperature?

### Activity 2 Organise Your Response

Here are three possible ways to describe the data. Discuss with a partner the advantages and disadvantages of each way.

1. Write one paragraph about winter temperatures and one about summer temperatures.
2. Group the West city data and the North city data together in one paragraph, and the East city data and the South city data together in the next paragraph.
3. Write about each city in the order of the table in one large paragraph, describing all the data.

## Part B Authentic Responses

### Activity 3

Read the two responses that follow and then answer the following questions.

1. Which response rephrases the topic?
2. Which response gives an overview of the table?
3. How is the data organised in Response A? In Response B?
4. Which response has a variety of sentence structures?
5. Which response has many similar and simple sentences?
6. Which response would gain a high score in the IELTS Writing test?

#### Response A

The table illustrates changes in temperature over the year in four Asian cities. In general, the West and North cities have much higher fluctuations in temperature than East and South cities.

The North city is the coldest in winter with an average low of  $-12^{\circ}\text{C}$  and a high of only  $5^{\circ}\text{C}$ . The West city has slightly higher average temperatures but the same general pattern. In summer, however, these two cities are the hottest of the four, with highs of  $32^{\circ}\text{C}$  and  $30^{\circ}\text{C}$  respectively and lows around the mid-teens.

The East and South cities are more temperate, and the South city is the warmest overall. This city has an average low of  $7^{\circ}\text{C}$  in winter and the temperature averages  $18^{\circ}\text{C}$  in the hottest part of the day. In summer, the average is  $35^{\circ}\text{C}$  with lows of  $21^{\circ}\text{C}$ . The East city has the fewest variations in temperature over the year. It ranges from  $2^{\circ}\text{C}$  in winter to  $22^{\circ}\text{C}$  during summer days.

(159 words)

#### Response B

Average temperatures for four cities in an Asian country during summer and winter are given in the table. Overall, the largest fluctuation in average temperatures across seasons was indicated in the West city and the North city.

Minimum winter temperatures in the West city and the North city both dipped below zero. These temperatures were at  $-4^{\circ}\text{C}$  and  $-12^{\circ}\text{C}$  respectively. The East city and the South city experienced milder temperatures ranging from a minimum of  $2^{\circ}\text{C}$  in the East to a maximum of  $13^{\circ}\text{C}$ . The South city experienced slightly higher temperatures of  $7^{\circ}\text{C}$  minimum and  $18^{\circ}\text{C}$  maximum.

Summer temperatures in the West city and North city experienced more variation. There was a  $13^{\circ}\text{C}$  minimum to  $30^{\circ}\text{C}$  maximum in the West city and a maximum of  $32^{\circ}\text{C}$  for the North city. This was in comparison to its minimum temperature of  $15^{\circ}\text{C}$ . Temperatures in the East city and South city increased during summer. The increases were from  $11^{\circ}\text{C}$  to  $22^{\circ}\text{C}$  and  $21^{\circ}\text{C}$  to  $35^{\circ}\text{C}$  respectively.

(163 words)



## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### Rephrase the Topic

#### Teacher Tip

Some vocabulary is common to many Task 1 responses, so it pays to build up a bank of these common vocabulary items, including their different word forms.

### Activity 4

Sort the following words and phrases into four categories given in the columns below.

|             |              |                 |                        |
|-------------|--------------|-----------------|------------------------|
| fluctuation | availability | consistent      | locally grown          |
| overall     | midday       | decline         | most expensive         |
| peak        | cheapest     | usage           | peak morning rush hour |
| exemplar    | busiest      | similarly       | drop by nearly half    |
| rise        | in general   | remain          | similar pattern        |
| midnight    | temperate    | slightly higher | heavy daytime use      |
| average     | mild         | vary            | in contrast            |
| fall        | respectively | halved          | traffic volume         |
| variation   | high         | however         | temperature            |
| hottest     | low          | in comparison   | imported               |

| Climate | Seasonal Fruit/<br>Fruit Prices | Traffic Flow on<br>Bridges | General Task 1<br>Vocabulary |
|---------|---------------------------------|----------------------------|------------------------------|
|         |                                 |                            |                              |



## Overview Sentences

An overview sentence summarising the most important data or main points is an essential part of gaining a good score. Do not be tempted to leave this sentence out of your response as you will be penalised under the Task Achievement descriptor of the marking criteria.

### Activity 5

1. Look at the overview sentences from Responses A and B.

- In general, the West and North cities have much higher fluctuations in temperature than East and South cities.
- Overall, the largest fluctuation in average temperatures across seasons was indicated in the West city and the North city.

What do you notice about each sentence? Check the features on the checklist below.

| Criteria                                            | Sentence a                             | Sentence b                             |
|-----------------------------------------------------|----------------------------------------|----------------------------------------|
| Uses a linking word to indicate a general statement | Yes / No. If yes, write it here: _____ | Yes / No. If yes, write it here: _____ |
| Is a concise summary of the main points             | Yes / No                               | Yes / No                               |
| Often offers a comparison or contrast of some types | Yes / No                               | Yes / No                               |
| Does not contain any data                           | Yes / No                               | Yes / No                               |
| Is general rather than specific                     | Yes / No                               | Yes / No                               |

2. Answer the questions about the trends in tables 1 and 2. Then, write an overview sentence for each table. Use the checklist above to help you.

#### Teacher Tip

When you are looking at data to determine the trends for your overview sentence, look for broader patterns in the figures or numbers. If you spot a trend occurring across one line of the table, check the others to see if something similar or different is happening. In this way, you can integrate the data.

**Table 1: Fruit**

| Fruit                   | January<br>(Summer) | April<br>(Autumn) | July<br>(Winter) | October<br>(Spring) |
|-------------------------|---------------------|-------------------|------------------|---------------------|
| <b>Apples (L)</b>       | \$4.50              | \$3.75            | \$2.25           | \$4.25              |
| <b>Oranges (L)</b>      | \$4.95              | NA                | \$4.30           | \$3.90              |
| <b>Oranges (I)</b>      | \$5.00              | \$5.50            | \$5.25           | \$5.00              |
| <b>Bananas (I)</b>      | \$2.99              | \$2.99            | \$2.99           | \$2.99              |
| <b>Strawberries (L)</b> | \$6.00              | \$8.00            | NA               | \$6.50              |

Note: (L) = local; (I) = imported; NA = not available

1. What is the trend for apples?
2. What is the trend for local oranges?
3. What is the trend for imported oranges?
4. What is the trend for bananas?
5. What is the trend for strawberries?
6. What is the trend for local fruit prices?
7. What is the trend for imported fruit prices?
8. Which is the most important trend?

Overview sentence:

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**Table 2: Traffic Flow**

| Bridges        | 8 a.m. | 12 Noon | 4 p.m. | 8 p.m. | Midnight |
|----------------|--------|---------|--------|--------|----------|
| Harbour Bridge | 12,500 | 10,300  | 11,750 | 6,400  | 2,550    |
| River Bridge   | 8,300  | 6,490   | 8,500  | 4,450  | 1,250    |
| City Bridge    | 6,225  | 6,800   | 6,150  | 1,280  | 555      |
| Smith Bridge   | 2,350  | 2,125   | 3,330  | 1,225  | 430      |

Note: Figures refer to the number of vehicles.

1. What is the trend for the Harbour Bridge?
2. What is the trend for the River Bridge?
3. What is the trend for the City Bridge?
4. What is the trend for the Smith Bridge?
5. Which trends are similar?
6. Which trends are different?

Overview sentence:

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## Using Comparisons

### Activity 6

1. Complete the following table with the correct form of the comparative and superlative adjectives.

|          |                |             |
|----------|----------------|-------------|
| cheap    | a. _____       | b. _____    |
| c. _____ | more expensive | d. _____    |
| e. _____ | f. _____       | the busiest |
| high     | g. _____       | h. _____    |
| i. _____ | lower          | j. _____    |

## 2. Complete the rule about correct formation of comparative and superlative adjectives.

If the adjective ends in \_\_\_\_\_, make the comparative and superlative form by dropping the \_\_\_\_\_ and adding '-ier' and '-iest'. If the adjective has more than \_\_\_\_\_ syllables, insert \_\_\_\_\_ + normal adjective to form a comparative and \_\_\_\_\_ + most + normal adjective for the superlative form.

## Adverbs

Using adverbs to qualify your explanations of Task 1 data helps you to be more specific and accurate in your writing, as well as showing your vocabulary range.

## Activity 7

Sort the following adverbs according to their meaning.

|              |               |            |          |
|--------------|---------------|------------|----------|
| considerably | substantially | moderately | somewhat |
| slightly     | significantly | reasonably |          |

| Large Amount | Medium Amount | Small Amount |
|--------------|---------------|--------------|
|              |               |              |

## Error Correction

## Activity 8

The following paragraph has ten errors in word forms, verb tenses, prepositions, or spelling. Find and correct them. Time yourself, then compare your time and correction rate with a partner.

The price of local grown apples were varying from a peak at \$4.50 per kilo in summer to a low of \$2.25 in winter, and they are available all yearly round. In contrast, locally grown oranges are not on sale in autumn, and their cheapest season is spring, at \$3.90 in average per kilo. Summer is the expensivist time to buy local oranges. However, importing oranges and bananas are available all year and are consistently price at around \$5 and \$3 per kilo respectively.

### Teacher Tip

The word 'respectively' is a helpful one as it can improve the conciseness and clarity of your writing. It means 'in that order', so if you list two or more items and then want to refer back to their cost, for example, you can list the costs in the same order and add 'respectively'. Check the previous activity for an example.



## Part D Guided Writing

The table below shows the average price in dollars per kilogram of apples, oranges, bananas, and strawberries in January, April, July, and October in a Southern hemisphere country.

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

Write at least 150 words.

**Key:**

L = locally grown

I = imported

NA = not available

| Fruit            | January (Summer) | April (Autumn) | July (Winter) | October (Spring) |
|------------------|------------------|----------------|---------------|------------------|
| Apples (L)       | \$4.50           | \$3.75         | \$2.25        | \$4.25           |
| Oranges (L)      | \$4.95           | NA             | \$4.30        | \$3.90           |
| Oranges (I)      | \$5.00           | \$5.50         | \$5.25        | \$5.00           |
| Bananas (I)      | \$2.99           | \$2.99         | \$2.99        | \$2.99           |
| Strawberries (L) | \$6.00           | \$8.00         | NA            | \$6.50           |

### Activity 9

- Look at the table above and start planning your answer. Use your overview sentence from Activity 5 and write an introductory sentence to go with it in the first paragraph.
- Look at the words in Activity 4 (Language Activities) that you identified as suitable for this response to help plan the body of your response.

The price of \_\_\_\_\_ apples \_\_\_\_\_ from a \_\_\_\_\_ of \$4.50 per kilo in summer to a \_\_\_\_\_ of \$2.25 in winter, and they are available all year round. \_\_\_\_\_, \_\_\_\_\_ oranges are not on sale in autumn, and their \_\_\_\_\_ season is spring, at \$3.90 on average per kilo. Summer is the \_\_\_\_\_ time to buy local oranges. \_\_\_\_\_, \_\_\_\_\_ oranges and bananas are \_\_\_\_\_ all year and are \_\_\_\_\_ priced at around \$5 and \$3 per kilo \_\_\_\_\_. Strawberries are the \_\_\_\_\_ fruit and are at their \_\_\_\_\_ in summer, at \$6 a kilo. They are expensive in autumn (\$8 per kilo) and are not \_\_\_\_\_ in winter at all.

- Check your answer for:
  - Correct use of comparative language structures
  - Contrast connectives

## 4. Compare your answer with the model below.

The table depicts average fruit prices over the year in one country in the Southern hemisphere. Four different fruits are used as exemplars. Overall, locally grown fruit varies in price and availability according to the seasons, whereas imported fruit is more consistently priced.

The price of locally grown apples varies from a peak of \$4.50 per kilo in summer to a low of \$2.25 in winter, and they are available all year round. In contrast, locally grown oranges are not on sale in autumn, and their cheapest season is spring, at \$3.90 on average per kilo. Summer is the most expensive time to buy local oranges. However, imported oranges and bananas are available all year and are consistently priced at around \$5 and \$3 per kilo respectively. Strawberries are the most expensive fruit and are at their cheapest in summer, at \$6 a kilo. They are expensive in autumn (\$8 per kilo) and are not available in winter at all.

(160 words)

## Part E You Try



## Activity 10

Write your own response to the table below.

1. Analyse the data.
2. Organise your answer.
3. Write the introduction.
4. Write the body.
5. Check your answer carefully.

The table below shows the number of cars per hour crossing the four major bridges in New Stratford at 8 a.m., 12 noon, 4 p.m., 8 p.m., and midnight.

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

Write at least 150 words.

| Bridges        | 8 a.m. | 12 Noon | 4 p.m. | 8 p.m. | Midnight |
|----------------|--------|---------|--------|--------|----------|
| Harbour Bridge | 12,500 | 10,300  | 11,750 | 6,400  | 2,550    |
| River Bridge   | 8,300  | 6,490   | 8,500  | 4,450  | 1,250    |
| City Bridge    | 6,225  | 6,800   | 6,150  | 1,280  | 555      |
| Smith Bridge   | 2,350  | 2,125   | 3,330  | 1,225  | 430      |



# 7 PROCESSES, MAPS, FLOW CHARTS

- ➔ In this unit, you will practise writing a Task 1 response where the input data is in the form of a process, map, or flow chart.

## Part A Process Diagrams

### Analyse the Diagrams and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

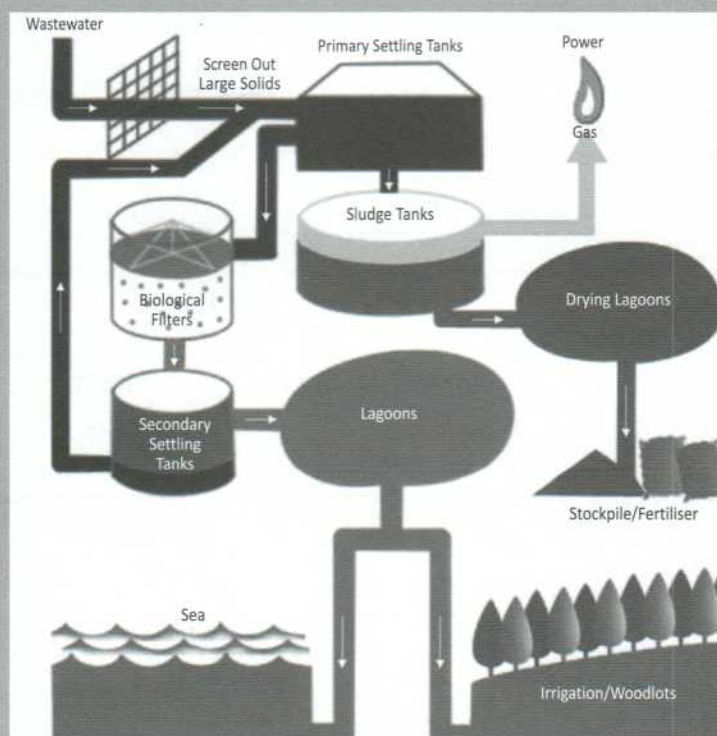
#### Teacher Tip

A diagram showing a process sometimes comes up in Task 1. The first thing you should do is to follow the process from beginning to end in order to understand it, then break it down into smaller parts to write about each step.

*The diagram below shows how wastewater is treated at a water treatment plant in order for it to be recycled.*

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

Write at least 150 words.





**Teacher Tip**

Looking carefully at process diagrams such as these for start and finish points on the graphic will help you to make sense of the process.

**Activity 1** *Analyse the Diagram*

*Work with a partner to answer the following questions.*

1. What does this graphic represent?
2. Where does the water go from the primary settling tanks?
3. Where does the substance at the top of the sludge tanks go?
4. What happens to sediment in the secondary settling tanks?
5. What happens to the material in the drying lagoons?
6. What are the two final options for water which has been in the lagoons?
7. Do you think it is relevant to make comparisons in this type of response? Why/Why not?

**Activity 2** *Organise Your Response*

*What is the best way to organise your response?*

- A. One paragraph explaining each step of the process in detail and comparing each stage to another
- B. A series of bullet points for each step of the process
- C. An introductory sentence, a body paragraph explaining each step, and then a summary statement

**Teacher Tip**

Rewrite the IELTS Writing question in a different way and use it as your introductory sentence. You must still have an overview or concluding sentence in this type of response, that is, a summary of what the overall process entails.

**Language Activities**

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

**Activity 3**

1. *Which tense are you most likely to use in your response? Why?*
  - A. Present simple passive, because there is no time indicated on the diagram.
  - B. Past simple passive, because the stages occurred in the past.
  - C. Present continuous, because the stages are occurring now.
2. *Convert the verbs in this response to active or passive voice as you think is appropriate.*  
 Firstly, the wastewater \_\_\_\_\_ (screen) to remove large solids. Then, it \_\_\_\_\_ (send) to primary settling tanks where the liquid \_\_\_\_\_ (drain off) to go to biological filters

and thence to secondary settling tanks. Meanwhile, the heavier particles in the wastewater \_\_\_\_\_ (sink) to the bottom of the primary settling tanks and \_\_\_\_\_ (remove) to sludge tanks where the gas that forms above the surface \_\_\_\_\_ (burn off) or \_\_\_\_\_ (use) as a power source. The sludge \_\_\_\_\_ (transfer) to drying lagoons, after which it \_\_\_\_\_ (stockpile) and eventually \_\_\_\_\_ (bag) as fertiliser.

The clear liquid in the secondary settling tanks \_\_\_\_\_ (siphon off) into lagoons, but what falls to the bottom of these tanks \_\_\_\_\_ (return) to the primary settling tanks to go through the process again. Water from the lagoons \_\_\_\_\_ either \_\_\_\_\_ (channel) into the sea or \_\_\_\_\_ (use) to irrigate woodlots.

### Teacher Tip

There may be some subject-specific vocabulary items that you are not familiar with in these types of process diagrams. Do not be intimidated by this, as you can still write about the process without knowing exactly what every word means. Using synonyms to vary the type of vocabulary you use will help to improve your score.

## Activity 4

Sort the following vocabulary items into the right category.

|          |             |         |        |           |
|----------|-------------|---------|--------|-----------|
| transfer | make use of | shift   | send   | transport |
| bring    | utilise     | operate | employ | return    |

| Words Meaning 'Move' | Words Meaning 'Use' |
|----------------------|---------------------|
|                      |                     |

### Teacher Tip

It is also very useful to be able to convert nouns into verbs for this type of question. That way, some of nouns which are used in a diagram can be utilised in your response while at the same time showing your grammatical and lexical knowledge.

## Activity 5

- Complete the table with the correct verb forms of the nouns from the process diagram. Sometimes, the verb form and the noun form are the same.

|            |          |
|------------|----------|
| filter     | a. _____ |
| irrigation | b. _____ |
| screen     | c. _____ |
| fertiliser | d. _____ |

It is also important to use linking words to make the stages in the process clear.

2. *Underline the linking words used in the paragraph below.*

Firstly, the wastewater is screened to remove large solids. Then, it is sent to primary settling tanks where the liquid is drained off to go to biological filters and thence to secondary settling tanks. Meanwhile, the heavier particles in the wastewater sink to the bottom of the primary settling tanks and are removed to sludge tanks where the gas that forms above the surface is burnt off or used as a power source. The sludge is transferred to drying lagoons, after which it is stockpiled and eventually bagged as fertiliser.

3. *Use linking words to write a paragraph about the process for processing peanuts below.*

1. Peanuts harvested in fields and transported to factory
2. Peanuts checked at factory for quality and size
3. Peanuts shelled and salted by machine
4. Peanuts bagged
5. Peanuts transported to retail outlets
6. Peanuts bought and enjoyed by customers

### You Try



### Activity 6

Now, try to write your own response to the wastewater process diagram. When you have completed your answer, check it against the model below.

The process diagram illustrates the process by which wastewater is treated so that it is able to be used in the form of energy, fertiliser, and irrigation water or released into the sea.

Firstly, the wastewater is screened to remove large solids. Then, it is sent to primary settling tanks where the liquid is drained off to go to biological filters and thence to secondary settling tanks. Meanwhile, the heavier particles in the wastewater sink to the bottom of the primary settling tanks and are removed to sludge tanks where the gas that forms above the surface is burnt off or used as a power source. The sludge is transferred to drying lagoons, after which it is stockpiled and eventually bagged as fertiliser.

The clear liquid in the secondary settling tanks is siphoned off into lagoons, but what falls to the bottom of these tanks is returned to the primary settling tanks to go through the process again. Water from the lagoons is either channelled into the sea or used to irrigate woodlots.

The diagram shows how wastewater is successfully reused and recycled in three different ways.

(187 words)



## Part B Maps

### Analyse the Maps and Plan Your Response

This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

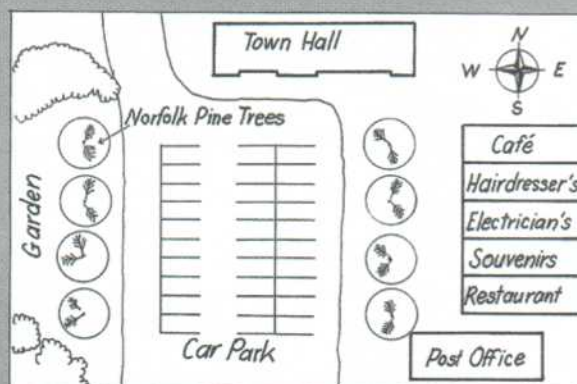
Another type of graphic which can come up in Task 1 is a map, often of a town or city, showing changes over a period of time.

The maps below show the Civic Square of the town of Smallville in 1980 and now.

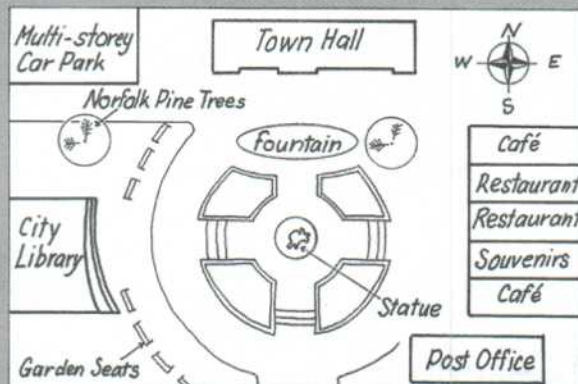
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Civic Square Smallville 1980



Civic Square Smallville Now



### Activity 7 Analyse the Maps

Work with a partner to answer the following questions.

1. What has happened to the car park in the present map?
2. How many cafés and restaurants were there in 1980? In the present map?
3. Which buildings have not changed?
4. What has happened to most of the Norfolk pine trees and the garden?
5. Which new building appeared in south-west area of the present map?
6. What has happened to the area where the car park used to be?
7. Overall, would you say the focus of the area has changed? In what ways?
8. Do you think it is relevant to make comparisons in this type of response? Why/Why not?

## Activity 8 Organise Your Response

*What is the best way to organise your response?*

- A. Comparing each map building by building
- B. An explanation and comparison of the main changes between the two years with one body paragraph focusing on 1980 and another on the current map
- C. A brief description of the 1980 map with more focus on the more recent map

### Teacher Tip

This type of response follows the same structure as all other Task 1 responses. That is, you will need to include an introduction, body paragraphs, and an overview sentence.

## Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### Teacher Tip

Paying careful attention to tense shifts in your answer is important with this kind of response, as you are writing about different time periods.

## Activity 9

*Which is the correct tense structure in the sentences below?*

- A. In the current map, the Norfolk pine trees were removed and a city library was constructed in their place.
- B. In the current map, the Norfolk pine trees had been removed and a city library had been constructed in their place.
- C. In the current map, the Norfolk pine trees have been removed and a city library has been constructed in their place.

## Activity 10

*Write an appropriate verb in each gap.*

In 1980, most of the square \_\_\_\_\_ a large car park \_\_\_\_\_ by a row of Norfolk pines on both sides, a small garden west of these trees, and a row of small shops and restaurants on the far eastern side of the square. The post office \_\_\_\_\_ on the south-eastern corner and this, along with the town hall, \_\_\_\_\_ one of the few buildings to have remained unchanged.

In the present map, the original car park \_\_\_\_\_ by a multi-storey car park adjacent to the town hall. All but two of the trees \_\_\_\_\_, but a new circular area \_\_\_\_\_ with a fountain and seats around it and a statue in the middle. A library \_\_\_\_\_ also

\_\_\_\_\_ in the square, and the shops \_\_\_\_\_ but \_\_\_\_\_ now mostly cafés and restaurants.

*Language describing where things are in relation to each other is useful. Use the compass on the map to help you.*



## Activity 11

1. Complete the table with the adjective forms. Some have been done for you as examples.

| Nouns | Adjectives       |
|-------|------------------|
| north | a. northern      |
| east  | b. _____         |
| south | c. _____         |
| west  | d. _____         |
| N/E   | e. north-eastern |
| S/E   | f. _____         |
| S/W   | g. _____         |
| N/W   | h. _____         |

2. Complete the sentences with appropriate vocabulary either from the boxes below or table above.

|               |                 |             |          |
|---------------|-----------------|-------------|----------|
| surrounded by | to the left of  | between     | opposite |
| in the middle | to the right of | adjacent to |          |

- In 1980, the electrician's was situated \_\_\_\_\_ the hairdresser's and the souvenir shop, whereas in the current map, it has disappeared.
- In the current map, a multi-storey car park has been built in the \_\_\_\_\_ corner of the square.
- In both maps, the post office remains unchanged in the \_\_\_\_\_ corner of the square.
- The statue in the centre of the square is \_\_\_\_\_ seats.
- In the current map, the car park has changed into a multi-storey building \_\_\_\_\_ the town hall.

## You Try



## Activity 12

*Now, try to write your own response to the Smallville Civic Square maps. When you have completed your answer, check it against the model on the next page.*



The maps show how the Civic Square in Smallville has changed between 1980 and now.

In 1980, most of the square was a large car park surrounded by a row of Norfolk pines on both sides, a small garden west of these trees, and a row of small shops and restaurants on the far eastern side of the square. The post office was on the south-eastern corner and this, along with the town hall, is one of the few buildings to have remained unchanged.

In the present map, the original car park has been replaced by a multi-storey car park adjacent to the town hall. All but two of the trees have gone, but a new circular area has been built with a fountain and seats around it and a statue in the middle. A library has also been constructed in the square, and the shops have remained but are now mostly cafés and restaurants.

Overall, the Civic Square has become more recreation focussed, with garden seats and an increase in places for people to eat or buy food.

(179 words)

## Part C Flow Charts

### Analyse the Charts and Plan Your Response

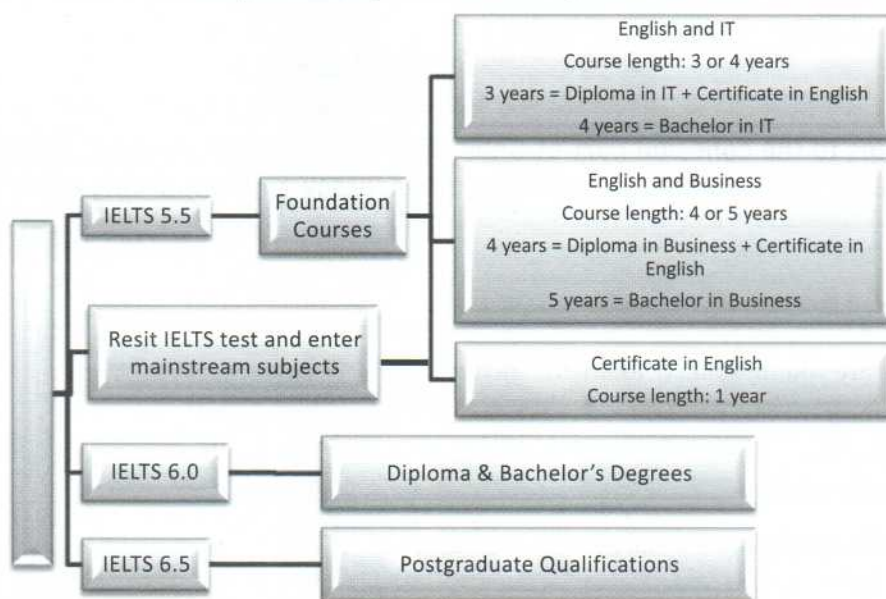
This relates to Task Achievement and the coherence part of Coherence and Cohesion on the marking criteria.

*The flow chart below shows the study pathways available to students at the University of Atlantis.*

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

Write at least 150 words.

#### Study Pathways — University of Atlantis



### **Activity 13** *Analyse the Chart*

*Work with a partner to answer the following TRUE/FALSE questions.*

1. Students with an IELTS score of 5.5 and above are eligible to enter IT and business courses. T/F
2. Students with an IELTS score of 6.0 can enter directly into postgraduate programmes. T/F
3. In four years, a Bachelor's degree in business can be completed. T/F
4. Students with an IELTS score of less than 5.5 can complete a certificate in English in one year. T/F
5. Students wanting to study English and business can choose from a four-year or five-year study programme, depending on the qualification they select. T/F
6. An IELTS score of 6.0 entitles students to direct entry into diploma and Bachelor's degrees without the need to study at foundation level. T/F
7. Students with an IELTS score under 5.5 are not able to study any degree or diploma programmes initially. T/F

### **Activity 14** *Organise Your Response*

*What is the best way to organise your response?*

- A. A paragraph explaining each of the IELTS scores and their pathways.
- B. A paragraph explaining entry requirements followed by a paragraph explaining the qualifications.
- C. A paragraph on IT qualification options followed by a paragraph on business ones.

#### **Teacher Tip**

Writing a response to this flow chart requires a good understanding of tense shifts, as you will write about the programmes, their future results, and the entry requirements of each programme.

## **Language Activities**

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### **Activity 15**

1. Which tenses are you most likely to use for each section?
  - a. Programmes: \_\_\_\_\_
  - b. Future results: \_\_\_\_\_
  - c. Entry requirements: \_\_\_\_\_
2. In which section might you use the modal verb 'can'?
  - a. Programmes
  - b. Future results
  - c. Entry requirements



3. Fill in the gaps in the body paragraphs below with the correct form of each verb.

Students with an IELTS test score of 5.5 can (a) \_\_\_\_\_ [enter] any of the Foundation Programmes at the University. Those with a 6.0 can (b) \_\_\_\_\_ [move] into diplomas and undergraduate degrees, and those with a 6.5 (c) \_\_\_\_\_ [be] eligible for postgraduate study. There (d) \_\_\_\_\_ [be] three Foundation Programmes. English and IT (e) \_\_\_\_\_ [be] a three-year qualification, at the end of which students (f) \_\_\_\_\_ [have] a Certificate in English and a Diploma in IT. One year's further successful study (g) \_\_\_\_\_ [give] them a Bachelor's degree in IT. The second choice is English and Business, which (h) \_\_\_\_\_ [be] similar to the IT course except that the whole programme (i) \_\_\_\_\_ [take] five years to complete. The final programme (j) \_\_\_\_\_ [be] the Certificate in English by itself. This (k) \_\_\_\_\_ [be] a one-year full-time course, at the end of which students can (l) \_\_\_\_\_ [elect] to sit the IELTS test and subsequently (m) \_\_\_\_\_ [join] any mainstream course at the University.

### You Try

#### Activity 16

Now, write your own response to the flow chart on page 59. When you have completed your answer, check it against the model below.

The flow chart shows study pathways at the University of Atlantis. There are two main ways to enter mainstream subjects: through an IELTS test score or a Foundation Programme.

Students with an IELTS test score of 5.5 can enter any of the Foundation Programmes at the University. Those with a 6.0 can move into diplomas and undergraduate degrees, and those with a 6.5 are eligible for postgraduate study.

There are three Foundation Programmes. English and IT is a three-year qualification, at the end of which students will have a Certificate in English and a Diploma in IT. One year's further successful study will give them a Bachelor's degree in IT. The second choice is English and Business, which is similar to the IT course except that the whole programme takes five years to complete. The final programme is the Certificate in English by itself. This is a one-year full-time course, at the end of which students can elect to sit the IELTS test and subsequently join any mainstream course at the University.

(173 words)



# 8 TASK 2 MARKING 8 CRITERIA

- ➔ The information and activities in this unit will help you to understand the marking criteria for Task 2 of the IELTS Academic Writing test. The unit provides an overview of many of the points that you need to focus on in order to achieve success. All of the points mentioned in this unit will be covered more fully in subsequent units of the book.

## IELTS Academic Writing Marking Criteria

IELTS academic writing scripts are marked on four basic criteria, and each one has equal weight.

### Task Response

- ✓ Have you understood the topic of the question and the type of response required?
- ✓ Have you answered all the parts of the question?
- ✓ Have you developed some main ideas about this topic?
- ✓ Have you given examples, reasons, or details to support your ideas?
- ✓ Have you written at least 250 words?

### Coherence and Cohesion

- ✓ Have you written a clear introduction which explains the topic and tells the reader the organisation of your response?
- ✓ Does your answer have a clear point of view which is developed throughout your essay?
- ✓ Does your response have clear paragraphs?
- ✓ Does each paragraph have one topic and a topic sentence?
- ✓ Have you used a variety of appropriate linking expressions to show the structure of your response?
- ✓ Have you used referencing pronouns and synonyms to avoid repetition?

### Grammatical Range and Accuracy

- ✓ Have you used a variety of sentence structures?
- ✓ Have you used noun phrases to express your ideas?
- ✓ Have you used appropriate verb tenses?
- ✓ Have you controlled your subject-verb agreement?
- ✓ Have you used correct punctuation?
- ✓ Overall, is your grammar accurate?

## Lexical Resource (Vocabulary)

- ✓ Have you used a variety of appropriate and academic words?
- ✓ Have you used correct word forms?
- ✓ Have you spelled the words correctly?

## Focus on Task 2 – Be an IELTS Examiner!

Look at the following Task 2 responses to understand these ideas in practice.

 Activity 1

Read the three responses below and on the next page and decide which one is:

- an expert response
- a good average response
- a weaker response

 Activity 2

Discuss your ideas from Activity 1 with your partner. Use the list of questions from the marking criteria to give three reasons for your decisions. Think about:

- the ideas in the response
- the structure of the argument
- the way the ideas are linked together
- the vocabulary
- the grammar

 IELTS Academic Writing Module – Sample Task 2 Topic

*Some people think that the technological advances from space exploration bring many benefits to the world, while others believe that money spent in this way is wasted and would be better spent elsewhere.*

*Discuss both of these ideas and give your opinion.*

## Response A

Some people believe that space exploration is not a good way to use money, while others think space exploration has many advantages for people. In my opinion, space exploration is a big benefit for everyone on the planet, because of it increases technology in other areas and is a good way to improve a country's reputation.

Firstly, space travel increase technology in many areas. Space travel increases medical technology such as cancer and heart attack. Many people saved their lives because they got good equipments from space technology ideas. Also, it helps us with other technology; for example, aeroplanes. Space technology has shown us how to improve our aeroplanes and on the other hand this has helped us to save fuel and help our environment.



Secondly, space travel improves our minds. People have always looked at the stars and wanted to go to there, and this is part of mankind's desires. Try to do difficult things is good for our lives and it makes us feel happy. Also, space travel is good for the country because it increases prestige of the country. For example, China sent Yang Liwei into space in 2003 and Chinese people plan to send men to other planets in the future.

However, some people feel that space travelling is not good because it waste money and it is expensive. They say we should spending money on the people, not spending money on space travelling, to help improve the quality of our lives.

In conclusion, space travel is a big benefit for people and countries. It increases technology in many areas and it increases prestige for the country with the space programme.

(275 words)

### Response B

Some people think that the develop of social is good for the country, and space exploration bring many benifits to the world some people think that space exploration wastes money and we should spending the money on other things.

Space exploration is good for the world. Space exploration increases our technology. We can learn many things from space exploration, such as medical and computers, and we can to help our environment. For example, medical is good for heat attack and cancer. We can learn how to help heart attack because we learn from space technology and we can learn how to help cancer because space technology teach us many thing. We can also learn about other thing such as computer and even sports equipments. Space technology benefit people because it teaches us many things. Chinese people can feel proud of their county because of space explore. For example, China develop space programme and is the third country to send humans into space and the people of China feeling very proud of China when they send Yang Liwei into space in 2003. He is special ambassador for their country pride. China wants to go to Mars in the future And maybe China can send a man to Mars in the future.

In general, space travel is many benefits for the country pride and for the technological. However, some people think it is a waste of money. I think it is good for people to exploration space and increasing technology, because it is good for pride and for people's ideas and lives.

(260 words)

### Response C

In the past, a lot of money was poured into space exploration, and some people believed that the Earth would soon be colonising other planets. However, this enterprise has proved more costly and complex than originally expected and, as a result, some people believe that we are spending too much money on exploring space. Others believe that the spin-offs from this endeavour outweigh the costs involved.

Those who disagree with space exploration say that we are squandering our resources on a futile project. They say that we are unlikely ever to be able to live on another planet and that the research benefits from this enterprise are minimal in comparison with the costs involved. They believe that we should spend our money on Earth-based research instead to improve medical technology or to solve environmental problems.

However, the attempt to explore space has resulted in many technological advances in a variety of areas, some of which have had a significant impact on environmental issues. For example, improvements in wing shape and fuel technology from spaceship research have resulted in substantial savings for aircraft travel and in reductions in harmful ozone emissions. As for medical technology, the space programme has led to improved methods of detecting and curing some forms of cancer, and help for those with heart disease and serious burns, among many other illnesses.

Although space exploration is expensive, it represents only a tiny proportion of the budget of countries with space programmes. Even if we never reach the stars, exploring the heavens has benefited mankind in many ways and will continue to do so.

(265 words)



**Activity 3** Overall Descriptions

Match the overall description to each response.

**Description 1**

This is a weaker response. It is on the topic, and there are some good ideas, but the writer has answered only one half of the question. It has an introduction, a body, and a conclusion, but the paragraph topics are not clear. Some simple sentences are error-free, but there are a lot of grammatical mistakes in the other ones. The vocabulary is very simple, and there are some spelling mistakes.

**Description 2**

This is a good average response. In terms of the topic, it has answered the question, but it has focussed more on one side of the argument than the other. The response structure is clear, but the fourth paragraph should go earlier in the response to make the argument clearer. The writer has used a variety of different sentence structures, but there are some small grammatical mistakes in some of them. The vocabulary is clear, but the writer has repeated many words.

**Description 3**

This is an expert response. The writer has answered the question fully and has written approximately half of the response on each side of the topic. There are several ideas with clear examples for each one. The structure of the response is clear, and each paragraph has a different topic. There is a variety of complex sentence structures, and there are no grammatical mistakes. The writer has used many different academic words and has not repeated vocabulary in the response.

**Response A****Activity 4** Focus on Task Response in Response A

This response has five paragraphs. Write the plan for the response by filling in the gaps below.

**Introduction**

Rephrase the topic

My opinion – space travel is a benefit

1. Technology

2. \_\_\_\_\_

**Body paragraph 1**

Technology

Example: \_\_\_\_\_

Example: \_\_\_\_\_

**Body paragraph 2**

Improve minds      makes us \_\_\_\_\_

**Body paragraph 3**

Not good      wastes money

**Conclusion**

big benefit

**Answering the Question Fully**

In this response, the writer has answered the question, but there is more information and ideas about why space exploration is more good than bad.

To improve his result, the writer should \_\_\_\_\_.

**Giving Examples and Expanding Ideas**

The writer has given three clear examples for his ideas, and he has expanded one idea by giving more details. *Find and label the three examples and the expanded idea in the response.*

**Activity 5** *Focus on Coherence and Cohesion in Response A***Improving the Flow of the Argument**

The introduction to this response is clear. The writer has rephrased the topic and written his main ideas. However, he has said nothing about \_\_\_\_\_.

Normally in English, we write the idea that we don't agree with first. Therefore, to improve this response, the writer should move Paragraph \_\_\_\_\_ and make it Paragraph \_\_\_\_\_.

**Conclusion**

The conclusion is a clear summary of the writer's opinion, and it includes the main ideas from the response.

**Linking Ideas Together**

In general, the writer has used linking words and expressions well in this response. Find and underline all the linking words and expressions in it.

Two linking expressions are used incorrectly. Can you find them?

**Introduction**

*Because of* should not be followed by a clause. How can you correct this mistake?

### Body Paragraph 1

*On the other hand* is used incorrectly. *On the other hand* indicates an opposite idea, not a result. Which linking words or expressions could the writer have used here?

### Repeating Words and Phrases

In general, the writer has used pronouns to avoid repetition. Underline all the pronouns in this response and mark what they refer to.

Now, look for places where the writer has repeated words and phrases instead of using pronouns. Try to change the repeated nouns to pronouns to improve the referencing.



### Activity 6 Focus on Grammar and Vocabulary in Response A

#### Grammar

The writer has written many correct sentences. However, there are some small mistakes. *Correct the mistakes.*

#### Vocabulary

In general, the writer has used a variety of good words in this response. However, he has repeated some words several times, and he has used simple words instead of academic ones. He has also made some mistakes with other words.

*Change the underlined words to improve the vocabulary of the response.*

Firstly, space travel increase technology in many areas. Space travel increases medical technology such as cancer and heart attack. Many people saved their lives because they got good equipments from space technology ideas. Also, it helps us with other technology; for example, aeroplanes. Space technology has shown us how to improve our aeroplanes and on the other hand this has helped us to save fuel and help our environment.

Secondly, space travel improves our minds. People have always looked at the stars and wanted to go to there, and this is part of mankind's desires. Try to do difficult things is good for our lives and it makes us feel happy. Also, space travel is good for the country because it increases prestige of the country. For example, China sent Yang Liwei into space in 2003 and Chinese people plan to send men to other planets in the future.

However, some people feel that space travelling is not good because it waste money and it is expensive. They say we should spending money on the people, not spending money on space travelling, to help improve the quality of our lives.



### Response A Rewritten and Improved

*Read carefully and notice the changes in the paragraph order, the linking, grammar, and vocabulary.*



Some people believe that space exploration is not a good way to use money, while others think that it provides many advantages for society. In my opinion, space exploration has benefits for everyone on the planet, because it has led to technological improvements in other areas and is a good way to improve a country's reputation.

Some people feel that space travel is too expensive and that there are much better ways to use the resources which are currently expended in this area. They say we should spend this money to help improve the quality of our lives, in areas such as environmental research or medical technology.

However, space travel has resulted in technological spin-offs in many of these areas. For example, it has led to medical improvements to help fight diseases such as heart attacks and cancer, and consequently, it has saved many lives. It has also provided us with environmental technological benefits, for example, it has shown us how to improve aeroplane design to save fuel.

As well as technological benefits, space travel represents a high achievement for mankind. We have always gazed at the stars and longed to go there, and consequently, sending people into space increases the prestige of the countries that spend resources in this area. For example, China sent Yang Liwei into space in 2003, and they plan to send men to other planets in the future.

In conclusion, space travel has many benefits for individuals and countries. It has led to many technological improvements, and it increases prestige for countries with a space programme.

(261 words)

## Response B



### Activity 7 Focus on Task Response in Response B

1. What is the main problem with the content of this response?
2. Does the writer use examples to support his ideas?



### Activity 8 Focus on Coherence and Cohesion in Response B

*There are many problems with coherence and cohesion in this response. Find:*

1. A paragraph which has two ideas with no linking language to signal the second, new idea. How could you improve this?
2. Repeated words and expressions. Find five places where the writer has repeated words and phrases instead of using pronouns. Can you rewrite this to make the writing tighter?
3. A new idea in the conclusion, which is not in the body of the response. Where should the writer have put this idea?



### Activity 9 Focus on Grammar and Vocabulary in Response B

*The writer has made many small mistakes in this response. Look at the table on the next page. Can you correct the grammar, punctuation, spelling, and word form mistakes?*

|                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------|--|
| the develop of social                                                                                    |  |
| space exploration bring many benifits to the world some people think that space exploration wastes money |  |
| we should spending the money on other things                                                             |  |
| we can to help our environment                                                                           |  |
| medical is good for heat attack and cancer                                                               |  |
| space technology teach us many thing                                                                     |  |
| We can also learn about other thing such as computer and even sports equipments                          |  |
| Space technology benefit people                                                                          |  |
| Chinese people can feel proud of their county because of space explore                                   |  |
| China develop space programme                                                                            |  |
| the people of China feeling very proud of                                                                |  |
| He is special ambasador for their country pride                                                          |  |
| China wants to go to Mars in the future And maybe China can send a man to Mars in the future.            |  |
| In general, space travel is many benefits for the country pride and for the technological                |  |
| it is good for people to exploration space and increasing technology                                     |  |

## Response B Rewritten and Improved

*Read and check carefully.*

Some people think that the development of technology is good for countries and that space exploration brings many benefits to the world, while others think that it wastes money. I think that space technology has more advantages than drawbacks.

Space exploration has benefits for the world because it increases our technology in many areas, such as medicine and the environment. For example, we have learned how to help both heart attacks and cancer because of space technology. It has also led to improvements in many other areas such as computing and even sports equipment.

Secondly, space exploration makes many people feel proud of their country. For example, China has developed a space programme and it was the third country to send humans into space. The people of China felt very proud when they sent Yang Liwei into space in 2003, and he is a special ambassador for their country's pride. The Chinese plan to launch rockets to Mars in the future and they are also planning some manned space flights.

In general, space travel increases a country's prestige and leads to technological advances. I think that exploring space gives many benefits to all of us and we should continue this in the future.

(202 words)





## Activity 10 Adding to the Content in Response B

Removing all of the repeated language and ideas has made this response too short. It is very important to write at least 250 words in an IELTS Task 2 response. What ideas could the writer add to make the response longer and to answer the question more fully?

*Write another paragraph for Response B. Use Responses A and C to help you. Where would you put your extra paragraph? How would you link the new paragraph into this essay?*

## Response C



## Activity 11 Focus on Response C

*Carefully re-read Response C below and notice all the underlined and numbered words and phrases.*

*Match each one to its description below. You may use some numbers more than once.*

*Then, try to find other examples.*

In the past, a lot of money was poured into space exploration, and some people believed that the Earth would soon be colonising other planets. However, this enterprise<sup>(1)</sup> has proved more costly and complex<sup>(2)</sup> than originally expected and, as a result, some people believe that we are spending too much money on exploring space. Others believe that the spin-offs<sup>(3)</sup> from this endeavour<sup>(4)</sup> outweigh the costs involved.

Those<sup>(5)</sup> who disagree with space exploration say that we are squandering our resources<sup>(6)</sup> on a futile project<sup>(7)</sup>. They<sup>(8)</sup> say that we are unlikely ever to be able to live on another planet and that the research benefits from this enterprise are minimal in comparison with the costs involved. They believe that we should spend our money on Earth-based research instead to improve medical technology or to solve environmental problems.

However, the attempt to explore space has resulted in many technological advances<sup>(9)</sup> in a variety of areas, some of which<sup>(10)</sup> have had a significant impact on environmental issues. For example, improvements in wing shape and fuel technology from spaceship research<sup>(11)</sup> have resulted in substantial savings<sup>(12)</sup> for aircraft travel and in reductions in harmful ozone emissions<sup>(13)</sup>. As for medical technology, the space programme has led to improved methods of detecting and curing some forms of cancer<sup>(14)</sup>, and help for those with heart disease and serious burns<sup>(15)</sup>, among many other illnesses.

Although space exploration is expensive, it represents only a tiny proportion of the budget of countries with space programmes. Even if we never reach the stars, exploring the heavens<sup>(16)</sup> has benefited mankind in many ways<sup>(17)</sup> and will continue to do so.

|                                               |  |
|-----------------------------------------------|--|
| Paraphrases for 'space exploration'           |  |
| Relative pronouns to create complex sentences |  |
| Referencing pronouns to avoid repetition      |  |



|                                                                          |  |
|--------------------------------------------------------------------------|--|
| Noun phrases to express ideas concisely and to create complex structures |  |
| Negative words or phrases to express bad results                         |  |
| Positive words or phrases to express good results                        |  |



## Activity 12 Review

*Work with a partner. Look back at the checklist of questions on Task 2 marking criteria at the beginning of this unit and check that you understand each one.*

# 9 BRAINSTORMING

- ➔ This unit outlines an effective strategy for brainstorming ideas and planning a structure for an academic essay.

## Effective Brainstorming

It is important that you practise this technique so that it becomes quick and easy for you. In the IELTS Writing test, you will not have time to go through this process in detail, so you need to develop the skills of brainstorming and planning so that you can do this quickly.

## What Is Brainstorming?

Brainstorming for an essay has three main steps:

1. Understanding what you are being asked to write about
2. Writing down as many ideas as you can think of in a short period of time. There are no right or wrong answers in brainstorms.
3. Organising your ideas to plan the structure of your response. You may need to delete some ideas and change or extend others.

## Where Can I Find Ideas and Words for My Response?

You need to read many articles or listen to podcasts or other online recordings on common IELTS topics. This is the best way to build up your general knowledge so that in the IELTS test, you can quickly access a bank of ideas. These ideas will be useful for all four modules of the IELTS test.

Most IELTS Task 2 writing topics ask you to give your opinion, but this opinion must be based on your own knowledge or experience.

## Steps for Brainstorming (Generating Ideas)

Identify the topic of the question. Think about the key words in the topic.

*Some people believe that there are more advantages to learning foreign languages at primary school age than at secondary school level.*

*To what extent do you agree with this opinion?*

This question style is asking you to give your opinion about advantages and disadvantages.

What is the topic of the question?

- The advantages of learning a foreign language
- The advantages of starting foreign language study at primary school or at secondary school

If you are in a hurry, you may read too quickly and choose the wrong topic, and then your brainstorm and your essay will not be relevant to the question.

What happens if you analyse the topic wrongly?

Here is a brainstorm and plan for 'the advantages of learning a foreign language'.

**My Brainstorm:**

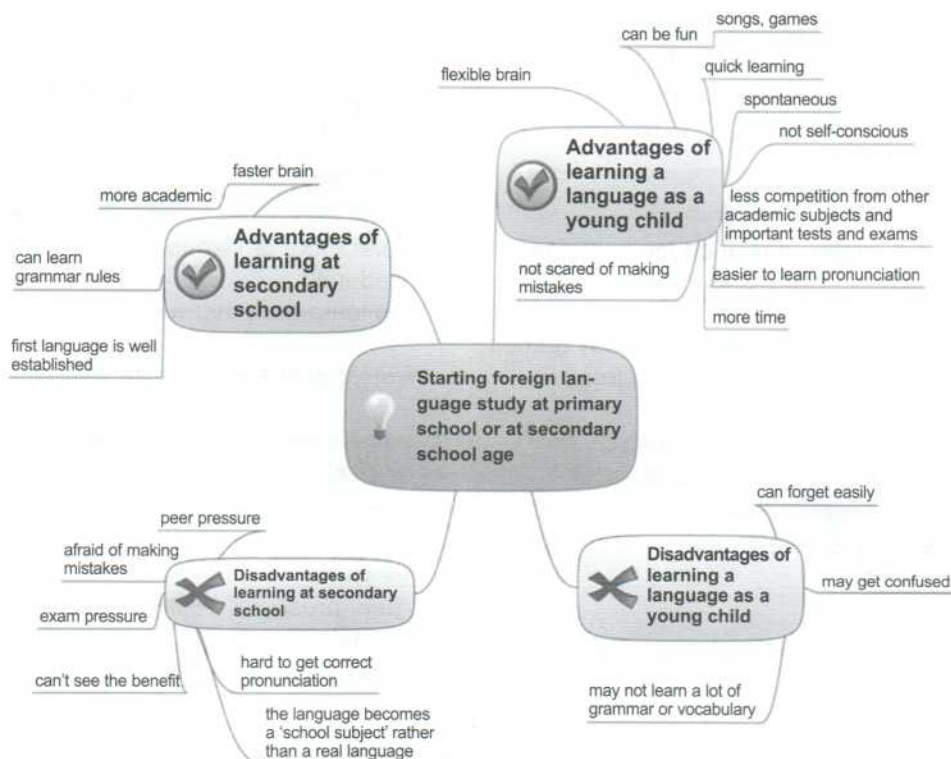
|                                |                                                                                   |                                          |
|--------------------------------|-----------------------------------------------------------------------------------|------------------------------------------|
|                                | <i>meet new people</i>                                                            |                                          |
| <i>improve brain power</i>     |  | <i>communication with other cultures</i> |
| <i>jobs in other countries</i> |                                                                                   |                                          |

**My Plan:**

I will write one paragraph about communication, one paragraph about jobs.

This would be a good response, but it is not on the required topic! You will be penalised for not answering the question in the IELTS Writing test.

Below is an example of a brainstorm followed by a plan for the correct topic. The writer has divided his brainstorm into advantages and disadvantages, because this is the approach required for this question.





## Evaluate the Brainstorm

The brainstorm on the previous page has been put into a table below to help you to see it more clearly. You can choose to write your brainstorm as a list, a diagram, or in a table.

Look at the table below – which point of view do you think the writer should agree with?

How many points are there for the advantages of primary school learning?

How many points are there for the advantages of secondary school learning?

| Primary School – Advantages                                                                                                                                                                                                                      | Secondary School – Advantages                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| flexible brain, quick learning, can be fun – songs, games, spontaneous, not scared of making mistakes, more time, not self-conscious, easier to learn pronunciation, less competition from other academic subjects and important tests and exams | faster brain – more academic, can learn grammar rules, first language is well established                                                                                              |
| Primary School – Disadvantages                                                                                                                                                                                                                   | Secondary School – Disadvantages                                                                                                                                                       |
| can forget easily, may not learn a lot of grammar or vocabulary, may get confused                                                                                                                                                                | peer pressure, afraid of making mistakes, exam pressure, can't see the benefit, the language becomes a 'school subject' rather than a real language, hard to get correct pronunciation |

## Organise the Structure of the Response

The next step is to organise the structure of each paragraph in the response.

Here, the writer has sorted his ideas into groups. He has:

- Put the most important ideas first
- Grouped his ideas in a logical order
- Used arrows to show causes and effects
- Put contrasting ideas opposite each other in the table
- Deleted repeated or less important ideas
- Changed some vocabulary

| Primary School – Advantages                                                                                                                                                                                                                                                          | Secondary School – Advantages                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>flexible brain → designed for language learning, easy to learn pronunciation</li> <li>spontaneous → not scared of making mistakes, happy to sing songs and play games</li> <li>more time → less competition from academic subjects</li> </ol> | <ol style="list-style-type: none"> <li><del>faster</del> <i>more developed</i> brain → more academic<br/><del>can learn grammar rules easily</del></li> <li><del>first language is well established</del> (not relevant)</li> </ol>            |
| Primary School – Disadvantages                                                                                                                                                                                                                                                       | Secondary School – Disadvantages                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>flexible brain → can forget easily<br/><del>may not learn a lot of grammar or vocabulary;</del><br/><del>may get confused</del></li> </ol>                                                                                                    | <ol style="list-style-type: none"> <li>more developed brain → hard to get <i>develop</i> correct pronunciation</li> <li>pressure<br/>peer pressure → afraid of making mistakes<br/>exam pressure → <i>not enough time for study</i></li> </ol> |

the language becomes a 'school subject' rather than a real language  
~~can't see the benefit~~

Organising the brainstorm has allowed the writer to see the main ideas of the response.

For example, in the brainstorm above, the writer may choose to structure the essay around the differences in the brains of younger and older children, because this is a key feature of the brainstorm.

### Write a Brief Plan

This step is very important in IELTS Task 2 writing, because a good plan will make your essay more coherent. In the test, your plan can be very brief, but you should always decide on your paragraphs and topics before you begin writing.

**Introduction** – Explain the topic: advantages and disadvantages of early language learning

**Body paragraph 1** – young children

**Body paragraph 2** – teenagers

**Conclusion** – young children: more advantages than older ones

### Write the Response

You should follow your plan, though you may decide to alter it slightly as you go, and to extend some parts or leave out others, because you should write around 250 words.

In some countries, people learn foreign languages from an early age, but in others, they do not start formal language study until high school. This essay will discuss the advantages and disadvantages of an early start to language learning.

Children of primary school age still retain their flexible baby brains, which are designed to absorb and produce language quickly. They love learning new things, and if the material is presented to them in some engaging way, such as through songs or games, they are able to learn quickly. They do not suffer from the self-consciousness that adolescents frequently feel when they are asked to produce strange sounds, and they find it easier to pronounce new languages accurately, because they have not yet established one pronunciation pattern for their first language. They also have more time for language learning because there is less pressure on them to pass exams. Thus, they face few of the barriers to language learning that teenagers do.

However, this flexibility has its disadvantages because children can forget a new language as easily as they learned it if they do not have opportunities for regular practice, whereas teenagers generally approach language learning in a more academic way, and they retain what they have learned. Nevertheless, exam pressure and peer pressure make it much harder for them to learn a new language.

In conclusion, it is much better to start learning a new language at primary school age, and provided this learning is supported by continued practice at high school age, it is likely to lead to successful communication in the new language.

(265 words)

### Important note:

Remember, in the IELTS Writing test, you will not have time to develop a detailed brainstorm and plan as having been done above.

Therefore, you need to:

1. Practise to develop brainstorming and planning skills with no time pressure.
2. Practise to develop fast planning skills under time pressure.

Finally, if you have no ideas, you will have great difficulty in writing a good response. Read, listen, and think in English to develop your general knowledge in typical IELTS subject areas.



# 10 DISCUSSING ADVANTAGES AND DISADVANTAGES

→ In this unit, you will practise writing a Task 2 response where you are asked to discuss the advantages and disadvantages of a recent change in society.

## Part A Analyse the Question, Brainstorm Ideas, and Plan Your Response

This relates to Task Response and the coherence part of Coherence and Cohesion on the marking criteria.

*In recent years, people in many countries have been able to afford more material possessions such as electronic kitchen appliances, computers, and vehicles.*

*Discuss the advantages and disadvantages of this increased level of affluence, and give your opinion about whether this is a positive or negative development.*

### Activity 1 Analyse the Question

Work with a partner to answer the following questions.

1. Underline the key topic words in the question above.
2. Underline the key words which tell you what style of essay to write.
3. Should you describe the kinds of things that people spend money on?
4. Should you write about why people buy, for example, new computers and fast cars?
5. Should you write about the good and bad effects of increased levels of consumption?
6. Where should you give your opinion?
7. Do you have to have a strong opinion for one side or the other?

### Activity 2 Brainstorm Ideas

This topic is asking you to discuss the positive and negative effects of people buying more goods.

*Discuss with a partner in your first language and think of some ideas for both sides. Then, put the following English ideas into the boxes on the next page. Decide which words could be paragraph topics and try to put the ideas into paragraph order as you write them in the boxes.*

Cars and computers → opportunities for better education and increased employment

Environmental problems – manufacture, use, disposal of items

Higher production → more industry – stimulates the economy – more employment

Individual benefits

Using / Driving cars → emissions, greenhouse gases, more traffic jams

Cars → more personal freedom

Fast cars and new computers → status symbols



Society benefits

Disposing of fridges, computers → dangerous chemicals and space in landfills

Producing cars, etc. → using resources

| Pro – Buying More Goods 😊 | Con – Buying More Goods ☹️ |
|---------------------------|----------------------------|
|                           |                            |

### Activity 3 Plan Your Response

Write a brief plan for this response in the framework below.

|                         |                                                                            |
|-------------------------|----------------------------------------------------------------------------|
| <b>Introduction</b>     | Restate the topic, give examples, organisation sentence (thesis statement) |
| <b>Body paragraph 1</b> | Advantages:                                                                |
| <b>Body paragraph 2</b> | Disadvantages:                                                             |
| <b>Conclusion</b>       | My opinion:                                                                |

## Part B Authentic Responses

### Activity 4

Read the two responses that follow and then match the following descriptions to Response A, Response B, or both responses.

- \_\_\_\_\_ This response has a clear thesis statement.
- \_\_\_\_\_ Each paragraph in the response has a clear topic sentence.
- \_\_\_\_\_ The conclusion matches the thesis statement and the body of the response.
- \_\_\_\_\_ This response has examples to support the writer's ideas.
- \_\_\_\_\_ This response uses only a few words to convey each idea.
- \_\_\_\_\_ This response has mostly simple vocabulary.
- \_\_\_\_\_ This response uses noun phrases to express ideas.
- \_\_\_\_\_ This response has some grammatical mistakes.
9. Which response would gain a higher score in the IELTS Writing test?

#### Response A

Nowadays, people buy many things such as cars, microwaves, and personal computers. There are advantages and disadvantages for buy these things and in my opinion, the disadvantages outweigh the advantages.

Buying more things can be a problem because it makes more pollution for the world. When people buy a new car, they can drive to many places and so they can get a lot of freedom for themselves and for their families. They can also drive to their job, so this means they can get a difference job where is further away from their home. Many people, especially men, like to driving fast cars and to buy the newer computer, which makes them proud of their lives. Microwaves and other things for the kitchen are easy to cook, so buy these things helps the women in the family. Personal computers can help people to get better education and training oportunities, and this can lead to better jobs.

When people buy new goods, this helps the factories to make more profit as well. They can hire more people and so more people will get jobs and they can spend more money on more goods. Spend more money benefits the economy, because it is like a big cycle for increase wealth and money in society. So, people buying more goods helps their families and it helps the whole social as well.

In conclusion, some people say that purchase more things is bad for the environment, because they create pollution when they use the new goods. I think that it is better to buy more goods.

(263 words)

### Response B

Recently, consumer goods such as cars and computers have become more affordable for a greater percentage of the world's population. This has resulted in greatly increased levels of consumption. This essay will discuss the positive and negative effects of this change in spending.

For individual households, there is no doubt that the ability to buy a family car or computer is a great benefit, as this confers increased levels of freedom and opportunities for education and economic prosperity. Many of these goods are also status symbols; they are the visible signs of success and people strive to afford them. The rise in consumption has follow-on effects on industry, and consequently many countries encourage increased spending, as this stimulates the economy and provides employment.

However, there are negative repercussions to this pattern of worldwide consumer growth, which come from the manufacture, use, and disposal of these commodities. The process of producing cars, computers, and other appliances leads to a rise in the use of resources and in pollution levels. After manufacture, the use of cars contributes to greenhouse gas emissions from exhaust fumes, and to the deterioration of city environments from increased traffic density. Disposal of items such as computer monitors and fridges is responsible for other environmental problems, as they contain dangerous chemicals and take up space in landfill sites.

In conclusion, increased buying power is a boon for individuals and for industry and leads to a much-needed rise in economic prosperity for many people. However, we need to balance these advantages against the detrimental environmental effects of increased spending.

(260 words)

## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.



### Vocabulary

#### Teacher Tip

It is very important to use a variety of vocabulary to express your ideas. You need to develop a bank of synonyms for some common ideas.



## Activity 5

Put the following words and phrases into the boxes below.

|                     |                                    |                        |
|---------------------|------------------------------------|------------------------|
| a great benefit     | deterioration of city environments | negative repercussions |
| appliances          | detrimental environmental          | opportunities          |
| boon                | economic prosperity                | pollution levels       |
| commodities         | employment                         | purchasing power       |
| consumer goods      | problems / effects                 | signs of success       |
| consumer growth     | goods                              | spending               |
| consumption         | items                              | spending patterns      |
| dangerous chemicals | levels of freedom                  | status symbols         |

| Synonyms for 'Things' | Synonyms for 'Buying' | Words or Phrases for 'Advantages' | Words or Phrases for 'Disadvantages' |
|-----------------------|-----------------------|-----------------------------------|--------------------------------------|
|                       |                       |                                   |                                      |

### Other Synonyms:

cheaper = affordable      want to = strive to  
give = confer      traffic jams = increased traffic density

## Activity 6

- Underline all the expressions above in Response B.
- Fill in the gaps in the sentences below with the words from the table above. There are many possible choices for each gap. Check that your completed sentences make sense.
  - \_\_\_\_\_ such as iPods and MP3 players have essentially replaced old-fashioned CD players and Walkmans, and they have become \_\_\_\_\_ for the wealthy youth of today.
  - \_\_\_\_\_ brings a host of \_\_\_\_\_ to a country, as increased levels of \_\_\_\_\_ lead to higher profits and more employment \_\_\_\_\_.
  - As people's \_\_\_\_\_ increases, they can afford to buy larger and more luxurious vehicles, and these become the \_\_\_\_\_ of their \_\_\_\_\_ success.
  - There is no doubt that ownership of a new vehicle is a \_\_\_\_\_ for most families, as it widens the scope of their personal \_\_\_\_\_ and employment \_\_\_\_\_.
  - Increasing levels of traffic density are largely responsible for the \_\_\_\_\_.
  - Increased consumer spending can have \_\_\_\_\_ for the environment.





## Grammar: Noun Phrases

### Teacher Tip

One of the most effective ways to improve your academic writing is to use noun phrases. A noun phrase is a group of words functioning as a noun.

Example: *Deterioration of city environments from increased traffic density*

- If you can make noun phrases, this will help your writing style. =
- The ability to make noun phrases will help your writing style.



### Activity 7

1. Underline some of the noun phrases in Response B. An example is given below. (Hint: There are at least 30 noun phrases in Response B which range from 2 to 11 words long. See if you can find 15 of them.)

This has resulted in greatly increased levels of consumption.

2. Match the following sentences to the noun phrases from Response B.
  1. One result is that all over the world, people are increasing their spending.
  2. Many people have increased the number of things they buy.
  3. One result is that many more people get more money in their lives and they need the money to buy things.
  4. When people drive their cars, the cars send out poisonous gases into the air.
  5. When people throw out their old goods, for example, computers or fridges ...
    - a. Disposal of items such as computer monitors and fridges
    - b. Greenhouse gas emissions from exhaust fumes
    - c. Greatly increased levels of consumption
    - d. A much-needed rise in economic prosperity for many people
    - e. This pattern of worldwide consumer growth
3. Rewrite the following sentences from Response A, using noun phrases instead. Hints have been provided in brackets.
  - a. Nowadays, people buy many things such as cars, microwaves, and personal computers.  
(Personal spending ... items such as ... greatly increased)
  - b. Buying more things can be a problem because it makes more pollution for the world.  
(This pattern of ... negative consequences ... higher levels of ...)
  - c. When people buy a new car, they can drive to many places and so they can get a lot of freedom for themselves and for their families. They can also drive to their job, so this means they can get a different job which is further away from their home.  
(The purchase of ... leads to ... freedom ... opportunities)
  - d. Many people, especially men, like to drive fast cars and to buy the newer computer, which makes them proud of their lives.  
(Items such as ... can increase ... prestige)
  - e. When people buy new goods, this helps the factories to make more profit as well.  
(The manufacturing industry ... benefits ... higher levels ...)

4. Compare these sentences from Response A and Response B. Discuss with a partner: How has the writer of Response B made his response more academic?

- A. When people buy a new car, they can drive to many places and so they can get a lot of freedom for themselves and for their families. They can also drive to their job, so this means they can get a difference job where is further away from their home ... Personal computers can help people to get better education and training opportunities, and this can lead to better jobs.
- B. For individual households, there is no doubt that the ability to buy a family car or computer is a great benefit, as this confers increased levels of freedom and opportunities for education and economic prosperity.

## Error Correction

Here are three common errors, examples of which can all be found in Response A. The correct sentence is written after each one.

Cars are easy to travel to other places.

Cars make it easy to travel to other places.

OR: It is easy to travel to other places by car.

People can stay in a hotel where is close to the beach.

People can stay in a hotel which is close to the beach.

Buy more things can be a problem.

Buying more things can be a problem.

## Activity 8

Find and correct 12 mistakes in Response A.

## Coherent Argument

### Teacher Tip

One of the biggest problems with Response A is that the writer changed his mind about his opinion as he wrote the response. This means that his response lacks coherence.

It is very important to plan your response and decide your opinion and structure before you start writing.

## Activity 9

Work with a partner to answer the following questions.

1. Look at the last sentence of the introduction. Does the writer agree or disagree with buying more consumer items?
2. Now, look at the last sentence of the conclusion. Does the writer agree or disagree with buying more consumer items?
3. Look at the topic sentence of body paragraph 1. What is the topic of this paragraph?
4. Now, look at the rest of body paragraph 1. What is the topic of this paragraph?



## Response A Rewritten

*Here is Response A rewritten with all errors corrected, with a coherent argument, and with some noun phrases added.*

Nowadays, personal spending on consumer items such as cars and microwaves has greatly increased. There are advantages and disadvantages to this consumer growth, and in my opinion, the advantages outweigh the disadvantages.

The ability to acquire a variety of consumer goods benefits every level of society. The purchase of a new car leads to increased personal freedom and job opportunities, because of the ability to drive to places which are further away in search of work. Items such as fast cars and high-speed computers can also increase feelings of personal prestige, while domestic consumer commodities such as microwaves can improve the lives of women by making their kitchen work easier. Personal computers can lead to better education for children and thus to increased job opportunities in the future.

The manufacturing industry also benefits from higher levels of consumer spending, which provides more jobs and contributes to a cycle of increased prosperity for everyone in the community.

In conclusion, some people say that purchasing more things is bad for the environment because of increased levels of waste and manufacturing pollution. However, in my opinion, the advantages of increased prosperity and job opportunities are greater than any possible negative environmental effects.

(199 words)

This response is now too short, and the writer needs to add a paragraph about the negative effects of increased spending. See Response B for an example of this.

## Part D Guided Writing

*Read the following IELTS Task 2 topic.*

*In the past, scientific research was usually carried out by government departments but nowadays, private companies are conducting a greater percentage of this type of research.*

*What are the advantages and disadvantages of this trend?*

Here is one writer's brainstorm on this topic.

- able to tie the research directly into consumer goods
- private companies may be quicker and more efficient than the government
- private companies will only do research with commercial possibilities and in their area
- pc may have a narrow vision, so we may miss out on future opportunities
- pc research removes expense from the taxpayer
- should have both - need both kinds
- some areas of research may be neglected if there is no clear commercial opportunity
- could suppress some research if no profits, example - oil companies alternative fuels

## Activity 10

*Put the ideas above into a plan. Think about two body paragraphs and a conclusion. Write on your own paper.*



## Activity 11

*Here is an introduction for this essay. Use your plan to write two body paragraphs and a conclusion, using the ideas above or your own ideas. Then, compare your answer with the completed model below.*

*Focus on:*

- writing clear paragraphs with a topic sentence for each one
- using noun phrases and academic language
- checking for errors

Recently, there has been a reduction in the amount of government money available for spending on research, and many private companies have moved to fill this gap by conducting their own commercially driven research projects. This new approach to research has advantages and disadvantages.

Privately funded research has financial benefits. For example, small companies may be able to conduct research more efficiently than large government institutions, thus saving money which can be spent on other projects. Private research is conducted at the company's expense, thus saving taxpayer money for other much-needed priorities. Because of the need to make profits for their shareholders, private companies tie their research directly into consumer goods, and this leads to rapid advances in some products.

However, this last advantage may also be a disadvantage in the long term. Because private companies are driven by profits, they may ignore some areas of research if they see no clear short-term commercial benefits. This means that theoretical research could be neglected, and as past experience has shown, this has often led to great advances for mankind. Private companies could even decide to suppress some research if they felt that the results would make their profits suffer. A good example of this is the reluctance of oil companies to fund research into alternative fuels.

In conclusion, while private companies are able to run efficient research projects and produce fast results at no expense to the taxpayer, I think that we need to continue government-funded research as well so that we can continue to develop new ideas.

## Activity 12

*Check the plan that you wrote again. Does your plan match the ideas in this response?*

*Underline all the noun phrases in the response above.*

## Part E You Try

## Activity 13

*Here is another IELTS writing topic that asks you to write about advantages and disadvantages. Write your own response to this topic.*

*Recently, some office workers have begun to work from home instead of commuting to an office each day, and this idea is growing in popularity.*

*What, in your opinion, are the advantages and disadvantages of this trend of working from home?*

# 11

## EVALUATING POINTS OF VIEW

- ➔ In this unit, you will practise writing a Task 2 response where you are asked to evaluate two points of view and give your opinion.

### Part A Analyse the Question, Brainstorm Ideas, and Plan Your Response

This relates to Task Response and the coherence part of Coherence and Cohesion on the marking criteria.

*Some people think that happiness in life comes from professional success, while others believe that a stable family life is more significant in producing happiness.*

*Consider both of these viewpoints and say which one you agree with.*

#### Activity 1 Analyse the Question

1. *Work with a partner to answer the following questions.*
  - a. Underline the key topic words in the question above.
  - b. Underline the key words which tell you what style of essay to write.
2. *Choose TRUE or FALSE for the following statements.*
  - a. \_\_\_\_\_ I can choose to discuss only one viewpoint in my response.
  - b. \_\_\_\_\_ I must give my opinion in the introduction.
  - c. \_\_\_\_\_ This topic is asking me to compare the importance of family life and professional success.
  - d. \_\_\_\_\_ I should write one paragraph about each aspect above.
  - e. \_\_\_\_\_ I must present a strong opinion in the conclusion.

#### Activity 2 Brainstorm Ideas and Plan Your Response

##### Teacher Tip

This topic is asking you to discuss the relative importance of a strong family and professional success in someone's life. In this kind of topic, you do not need any specific knowledge as you did when writing about the benefits of space travel, for example. Instead, you need to be able to discuss ideas about life. Use your family members and the ideas that you learned from your readings and discussions at school as examples to help you to think about this type of topic.

Remember, you must express some opinion in your conclusion, but it is acceptable and often a good idea to say that you think both sides are equally important or that while one side is more important, the other side is also significant.



*Discuss with a partner in your first language and think of some ideas for both sides. Then, put the English ideas below into the boxes. Decide which words could be paragraph topics and try to put the ideas into paragraph order as you write them in the boxes. Decide which point might be used in the conclusion and write that point in the conclusion box.*

**Education for family members**

**Expensive houses, consumer possessions**

**Financial rewards**

**Life in isolation – solitary – deeply unsatisfying**

**Lifelong happiness is important – old age as well as youth and middle age**

**Local politics**

**Over our whole lives – personal relationships – more important than material success**

**Power to influence your life and others**

**Prestige, respect**

**Satisfying personal life**

**Strength and support**

| Professional Success    | Family Life |
|-------------------------|-------------|
|                         |             |
| Conclusion – My Opinion |             |



### Activity 3 Plan a Thesis Statement

A thesis statement is a very important part of any English essay. In a short essay, such as an IELTS Task 2 response, it is normally one sentence. It is placed at the end of the introduction and it tells the reader the organisation, or structure, of your essay.

#### Teacher Tip

Writing a clear thesis statement will help you to get a good score for coherence and cohesion. It will also help you to clarify your own plan for your essay.

- Match the thesis statements below to the descriptions that follow. Some may match more than one description.
  - I will discuss the importance of both professional success and family life for our well-being.
  - Family life is generally more important than professional success for lifelong happiness.
  - This essay will discuss both points of view and give my opinion.



This thesis statement ...

- ① indicates the general structure of the essay without details.
- ② tells the reader the topic of each body paragraph.
- ③ gives the writer's opinion (this will usually be restated in the conclusion).

2. *Look at the following thesis statements for different essay topics and styles and discuss with a partner.*

1. Which description(s) above do they match?
  2. How many body paragraphs will there be in each essay? What will the topic be for each paragraph?
  3. What are the advantages and disadvantages of each type of thesis statement for IELTS Task 2 responses?
- A. Undoubtedly, learning research skills has more advantages than memorising information at school.
- B. This essay will discuss two main reasons for this problem and then suggest a possible solution.
- C. The lack of clean drinking water in some developing countries has led to problems with the water supply and public health, and one possible solution may be to provide international consultants.
- D. I believe that the growth of the Internet has had a mostly positive effect for the following reasons.
- E. This new approach to research has both advantages and disadvantages.
- F. Changes in technology and manufacturing are largely responsible for this trend, but it may have some negative consequences.

3. *Discuss with a partner and fill in the gaps in the following piece of advice for writing thesis statements. Write on your own paper and discuss with your teacher.*

When writing a thesis statement for a short essay under time pressure, it may be easier to clearly explain \_\_\_\_\_ but not to \_\_\_\_\_, because if you do this, your introduction might be too \_\_\_\_\_, and also you might end up \_\_\_\_\_ in the body of your essay.

## Part B Authentic Responses

### Activity 4

*Read the two responses that follow and then match the following descriptions to Response A, Response B, or both responses.*

1. \_\_\_\_\_ This response has a clear thesis statement.
2. \_\_\_\_\_ This response discusses both sides of the topic.
3. \_\_\_\_\_ The writer of this response has repeated his ideas and opinions.
4. \_\_\_\_\_ This response has examples to support the writer's ideas.

5. \_\_\_\_\_ The argument of the response is clear and easy to follow.
6. \_\_\_\_\_ This response uses a variety of linking words to express concession.
7. \_\_\_\_\_ This response has used complex sentences.
8. Which response would gain a higher score in the IELTS Writing test? Why?

### Response A

Personal happiness is derived from many sources; professionally, from our reputation with others, and personally, from the love of family members. I will discuss the importance of both of these for our wellbeing.

Professional success can bring us prestige and respect from our co-workers and others in the community. Successful businessmen, for example, often become local politicians or respected leaders in their community. In many cases, success may also lead to financial prosperity, which in turn gives us power to control our lives and to enjoy some luxuries such as holidays, expensive houses and consumer possessions. Money also gives the opportunity to support those around us, and to ensure the best educational choices for our children, which will give them extended future prospects. The ability to control our lifestyle and to support our families is a potent source of happiness.

However, although success can create happiness in some areas, all of this may be empty if we do not have satisfying personal relationships in our lives. These relationships are the basis of our humanity, and they are what we return to each day to give us the strength and support to continue our outside endeavours. If we live solitary lives, we will have no one to work for except ourselves and this is ultimately deeply unsatisfying for most people. It is not until we get older that we realise that material wealth is less important, while personal connections become increasingly more so.

In conclusion, while professional success can bring great satisfaction, I feel that achieving personal success is a greater source of lifelong happiness for most people.

(267 words)

### Response B

Personal happiness is important for people and many people spend their lives looking for happiness. We get personal happiness in many places, both in our jobs and in our home lives. I think that jobs are more important than home life for personal happiness for three reasons.

Firstly, a successful career can give us power and prestige in our lives. For example, if we have a successful career, we can gain prestige. People will listen to us when we talk, and they will respect our opinions, because they think that an important person should get respect. In some countries, a successful businessman can often get political power as well, and this is very important there.

Secondly, we can get money from our jobs, and when we earn a lot of money, we can buy many expensive possessions, such as a big house or a fast car, or we can go for expensive holidays to many places, such as New Zealand, France, or Japan. People will envy us because we have a lot of money to spend, and they will think we are a privileged person.

Finally, the money that we earn can give us power in our family and in our community. We can spend this money to help our family members by sending them to good schools and universities, and we can help to build new buildings in our community so that everyone knows about us and about our importance.

In conclusion, I think that jobs are more important than family life for our personal happiness.

(257 words)



## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### Vocabulary

#### Activity 5

The following words are selected from the three authentic essays in this unit. Check their meanings in your dictionary.

In different symbols, highlight the words that refer to:

- money and possessions / marketing
- respect
- education
- adjectives to describe people
- the place where something comes from

Discuss the reasons for your answers.

|                  |                |                    |                      |
|------------------|----------------|--------------------|----------------------|
| basis (n)        | calculate (v)  | jettison (v)       | consumer possessions |
| facet (n)        | equip (v)      | marketplace (n)    | critical thinking    |
| fount (n)        | flexible (adj) | endeavours (n)     | financial prosperity |
| luxuries (n)     | hamper (v)     | heritage (n)       | factual education    |
| reputation (n)   | bargain (n)    | neglect (v)        | material wealth      |
| self-esteem (n)  | solitary (adj) | source (n)         | rely on sth (v)      |
| vulnerable (adj) | integral (adj) | derive from (v)    | do a disservice (v)  |
| foundation (n)   | prestige (n)   | potential (adj)    |                      |
| promotion (n)    | rounded (adj)  | unscrupulous (adj) |                      |

#### Activity 6

1. Underline all the words above in Response A.
2. Fill in the gaps in the sentences below with the words from the table above. You may need to change the word form. Check that your completed sentences make sense.
  - a. The \_\_\_\_\_ of a good education is a \_\_\_\_\_ of knowledge in combination with good research skills. Together, these will create \_\_\_\_\_ individuals who can \_\_\_\_\_ old ideas and be \_\_\_\_\_ in the face of a changing society.
  - b. The \_\_\_\_\_ of our happiness is often \_\_\_\_\_ our personal relationships with others, as well as from the \_\_\_\_\_ with which others regard us and our personal \_\_\_\_\_.
  - c. While \_\_\_\_\_ and \_\_\_\_\_ may lead to short-term satisfaction, in my opinion, long-term happiness has its \_\_\_\_\_ in connections with others, rather than in a \_\_\_\_\_ life.
  - d. \_\_\_\_\_ advertisers in the \_\_\_\_\_ often target \_\_\_\_\_.



members of the community, such as children, because they know this is an effective way to \_\_\_\_\_ their products.

- e. \_\_\_\_\_ skills have become an \_\_\_\_\_ part of a rounded education in today's world. It is not enough to have a \_\_\_\_\_; we must be able to evaluate conflicting viewpoints and ideas, and we will be severely \_\_\_\_\_ if we cannot do this.

3. *Look back at Response B and underline all the repeated words. Use some of the synonyms from the table on the opposite page, plus other words that you know, to rewrite and improve Response B.*

**Important note:** Many ideas are repeated as well. Replace some repeated ideas with pronouns, or remove them altogether, as you do this exercise.



## Grammar: Expressing Concession

### Teacher Tip

When writing an argument, it is good style to say that idea 1 is true, but idea 2 is more important or is a new idea. This is called concession.

To express this kind of argument, we can use **while, although, even though, despite, in spite of** (these last two must be followed by a noun or noun phrase).

#### Example:

*While / Although / Even though* the acquisition of factual knowledge is an integral part of a well-founded education, **(idea 1 – old idea)** critical thinking skills are equally essential for a rounded education. **(idea 2 – more important or new idea)**

**Important note:** It is not correct to use **even** by itself in the sentence above. **Even** emphasises the idea which follows. It is not a conjunction expressing concession when used by itself.

#### Examples:

*Even* the smartest student has difficulty with using 'even' correctly. (correct)  
*Even* I missed the bus, I wasn't late for class. (incorrect – should be 'even though')



## Activity 7

- Underline the conjunctions expressing concession in Response A. Note that they can be used after 'however'.*
- Join the following ideas together, using conjunctions expressing concession. You need to think about your own opinion when you do this and to write the ideas which you are conceding (this is true) before your main idea (this is more important, new, my opinion).*
  - Older people – understand the importance of personal connections ...  
 Younger people – value and respect the benefits of professional success, such as ...

- b. Advertising:
    - can target vulnerable people, children, or teenagers
    - allows for competition, reduces prices for consumers
  - c. Research skills:
    - integral part of a rounded education, needed for lifelong learning
    - not sufficient without a foundation of knowledge, provide vital automatic skills, e.g. calculation
  - d. Marketing and promotion:
    - integral part of our economy, needed to ensure economic success
    - need to be controlled, keep people safe, protect weaker members of the community
  - e. Professional success:
    - leads to prestige, power, financial prosperity (examples?)
    - personal connections, strong family life last throughout our lives
  - f. Children need:
    - to be flexible, jettison old ideas and learn new ones – to be effective members of the workforce in the 21st century
    - foundation of knowledge and facts, cultural heritage
3. *Look back at Response B. Can you find any conjunctions expressing concession in this response? What is the reason for this?*
4. *Here is a shortened version of Response B, with all repetition removed. Rewrite this essay on your own paper, adding a thesis statement, a body paragraph to express ideas about the importance of family life, and a linking sentence.*

People gain happiness from many sources; both in their jobs and in their home lives. **Simple thesis statement needed here. Remember to include both sides.**

**New body paragraph goes here – Family life. Use Response A to help you.**

**Now, link the rest of this essay to this argument. Use a conjunction expressing concession to begin your sentence. Although ...**

Firstly, a successful career can give us power and increase our self-esteem. For example, a successful person has prestige in the community and because of this, businessmen can often get political power, which is very important in some countries. Secondly, when we enjoy financial prosperity, we can buy many valuable consumer possessions, such as a big house or a fast car, or we can go for expensive holidays to many far flung and interesting locations. As a result, people will think we are privileged because of our material wealth. Finally, the money that we earn can give us power in our family and in our community. We can help our family members by sending them to good schools and universities, and we can contribute to new buildings in our community so that everyone knows about us and about our importance.

In conclusion, I think that jobs are more important than family life for our personal happiness.

**You need to write at least 90 words in total to make 250 words.**



## Error Correction

### Activity 8

*Find and correct the mistakes in the sentences below. The mistakes are all in linking words to express concession.*

1. Even consumers enjoy purchasing material goods, this often has detrimental effects on the environment.
2. Although children need to learn research skills as part of their education, but the acquisition of knowledge is equally important.
3. Despite advertisers want to promote their products to the greatest number of people, society needs to carefully guard younger and more vulnerable consumers.
4. Even if we all need to be taught basic knowledge and skills when we are young, teachers must not neglect equally important research skills.
5. In spite of money is important for giving success and pleasure in life, personal relationships are equally a key source of lifelong happiness.

## Part D Guided Writing

*Read the following IELTS Task 2 topic.*

*Some people believe that students should be taught facts and information by their teacher, whereas others believe that students need to learn research skills rather than factual information.*

*Consider both of these views and give your opinion.*

### Activity 9

*Look back at the vocabulary and grammar exercises provided in this unit, and use them to try to flesh out the brainstorm below. Then, add your conclusion to the final box.*

| Facts and Information   | Research Skills |
|-------------------------|-----------------|
|                         |                 |
| Conclusion – My Opinion |                 |



## Activity 10

Education is the main means of equipping our workers with the skills that we need to build and develop our communities. Some people believe that we should teach children facts, while others think we should teach children how to find out information by themselves.

*Use the starter sentences above to write three introductions for this response.*

1. State the general structure of your essay, but not your ideas or opinion.
2. Tell the reader the topics of the body paragraphs but do not give your opinion.
3. Tell the reader the topics and your opinion.

*Which one will you use in your essay? Why?*

*Use the introduction you have written and the plan you have made to write your essay. Then, compare your answer with the completed model below.*

*Focus on:*

- writing clear paragraphs with a topic sentence for each one
- using concessive language where appropriate

*Checking for errors in linking expressions.*

## Model Essay

Education is the main means of equipping our workers with the skills that we need to build and develop our communities. Some educational systems are based on the idea that children need a factual education so they have knowledge to build on, while others believe that it is more important to teach them how to find out information for themselves. This essay will discuss both of these viewpoints.

There is no doubt that knowledge is important, for example, children who do not have basic maths knowledge such as the multiplication tables will be hampered for the rest of their lives because of their inability to calculate quickly. Similarly, we need to teach our children some basic facts about their own culture and history so they have a heritage to build on.

However, although knowledge is an integral part of education, we do our children a disservice if we regard teachers as the fount of all knowledge, and we neglect to teach children basic research skills. Our society is changing rapidly and continuously, especially in the areas of technology and science. While children need a foundation of knowledge to build on, they must be taught to be flexible and inquiring, willing to jettison old ideas and learn new ones, if they are to be effective members of the workforce in the 21st century.

In conclusion, children need to learn some facts and knowledge, and a good system will not neglect this important facet of education. However, research skills are equally important in creating rounded and useful members of society.

(258 words)

 **Activity 11**

*Underline all the vocabulary from the table in Activity 5 and all the concessive language in the model essay.*

**Part E You Try** **Activity 12**

*Here is another IELTS writing topic that asks you to evaluate two opinions about a current issue. Write your own response to this topic.*

*Some people feel that advertising has negative effects on our society, because it encourages people to buy more unneeded items, while others feel that it is beneficial for our economy.*

*Discuss both of these ideas and give your opinion.*

# 12 DISCUSSING PROBLEMS AND SOLUTIONS

- ➔ In this unit, you will practise writing a Task 2 response where you are asked to discuss problems and possible solutions related to endangered animal species.

## Part A Analyse the Question, Brainstorm Ideas, and Plan Your Response

This relates to Task Response and the coherence part of Coherence and Cohesion on the marking criteria.

*Many animal species around the world are endangered, and each year we lose more species as the remaining animals in a population die.*

*Discuss the possible causes of species loss, and suggest some ways that we might be able to preserve some of these vanishing species.*

### Activity 1 Analyse the Question

Work with a partner to answer the following questions.

1. Underline the key topic words in the question above.
2. Underline the key words which tell you what type of essay to write.
3. Should you write about the effects and impacts of species loss? Why/Why not?
4. Should you give possible suggestions to solve the issue?

### Activity 2 Brainstorm Ideas

This topic is asking you to discuss the causes and possible solutions to loss of animal species.

*Discuss your ideas about causes and solutions with a partner in your own language. Write your ideas here.*

| Causes of Species Loss | Possible Solutions |
|------------------------|--------------------|
|                        |                    |



**Activity 3**

Now, look at the ideas below. Do they relate to causes or solutions? Sort them into the correct categories in the table below.

- habitat loss
- poaching
- stricter penalties on industry
- climate change
- creation of reserves and breeding centres
- industry pollution
- housing development
- deforestation

- education about preservation
- introduction of predator species
- tougher controls on hunting of protected species
- hunting
- wildlife trade
- farming and agricultural practices

| Causes of Species Loss | Possible Solutions |
|------------------------|--------------------|
|                        |                    |

Now, try to think of specific examples which will support your ideas. This is where you can utilise your local knowledge. Discuss with a partner what you know about these two endangered species whose natural habitat is in Vietnam.

What are some of the reasons why these two species are endangered? What is being done to protect them and increase their numbers?

**Elephant****White-cheeked Gibbon****Activity 4** Plan Your Response

Write a brief plan for this response in the framework below.

|                         |                                                                            |
|-------------------------|----------------------------------------------------------------------------|
| <b>Introduction</b>     | Restate the topic, give examples, organisation sentence (thesis statement) |
| <b>Body paragraph 1</b> | Causes:                                                                    |

|                         |                                                                        |
|-------------------------|------------------------------------------------------------------------|
| <b>Body paragraph 2</b> | <i>Solutions:</i>                                                      |
| <b>Conclusion</b>       | <i>Summary of main points, optional concluding comment or opinion.</i> |

## Part B Authentic Responses

### Activity 5

Read the two responses that follow and then match the following descriptions to Response A, Response B, or both responses.

- \_\_\_\_\_ This response has a clear thesis statement.
- \_\_\_\_\_ Each paragraph in the response has a clear topic sentence.
- \_\_\_\_\_ The conclusion summarises the main idea of the essay.
- \_\_\_\_\_ This response has examples to support the writer's ideas.
- \_\_\_\_\_ This response has developed ideas fully.
- \_\_\_\_\_ This response has mostly simple vocabulary.
- \_\_\_\_\_ This response has used complex sentences.
- \_\_\_\_\_ This response has some grammatical mistakes.
- \_\_\_\_\_ This response has an appropriate word length.
- Which response would gain a higher score in the IELTS Writing test?

### Response A

Extinction of species is a natural phenomenon. However, the current rate of extinction is 100 to 1,000 times higher than normal, and it is estimated that half of all living species will be gone within the next two or three centuries. The main reason for this high rate can be summed up in one word: people, and therefore people have to find solutions to this problem.

Human activity is a major cause of species extinction. Often this is inadvertent, as people carry out their daily lives, destroying native habitats to create farmland, polluting rivers or soil as they manufacture goods, and competing for local food supplies with the resident animal population. Sometimes, however, this destruction is more deliberate, as often happened in the past, when humans hunted various mammals and birds such as the white-cheeked gibbons to extinction, and sometimes it is the result of ignorance, as humans introduce new species into a local ecology and wipe out existing species.

There are two main ways that we may be able to help to preserve species. The first is by protecting parts of their natural habitat through the creation of reserves. For example, the reserves in National Parks are dedicated to preserving the tiger and are using tourism as one way to raise awareness and fundraise for the project. The second way is through keeping animals in zoos, though it is often difficult to breed animals in captivity, and it is rare for zoo raised animals to be successfully reintroduced to their natural habitat.

In summary, we are responsible for species extinction and we need to work hard to prevent this.

(270 words)



**Response B**

Many species around the world have become extinct and each year, more become endangered. However, nowadays this trend is occurring more often, mainly due to the actions of people. In this essay, I intend to examine about the causes and solutions to this problem.

The most common reason for species loss is through the actions of people. For example, people destroy forests and areas where species live in order to build homes or clear land for farming purposes. Big factories also ruin animals' homes by polluting rivers and lakes, which mean that these animals have no place to live. Another reason is hunting and poaching of animals for their meat, fur or other products. For example, leopard skins used to be popular for rugs and other animal products were used for souvenirs and decoration.

A solution to this problem is to make parks and reserves to protect animal's natural home areas. These reserves can use tourism as a way to find money and make people to know about the problem. For example, lion parks in Africa are very popular and help to protect many endangered species. Also, endangered species of animals can be borned in breeding centres to help keep the animals alive. Even if they are never released to the wild, the species will still be preserved.

In conclusion, if these strategies are put into action, future extinction of animal species can be avoided. It is the responsibility of people to put solutions into place to address the problems they have created.

(253 words)

**Part C Language Activities**

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

**Vocabulary****Teacher Tip**

When you are learning a new word, it is important to also learn the other word forms along with it.

**Activity 6**

Complete the table on the next page with the correct word form of the words below.

|             |             |             |
|-------------|-------------|-------------|
| extinction  | manufacture | awareness   |
| phenomenon  | compete     | fundraise   |
| destroy     | endanger    | breed       |
| species     | deliberate  | captivity   |
| estimate    | ignorance   | reintroduce |
| inadvertent | ecology     | responsible |
| resident    | wipe out    | prevent     |
| native      | preserve    | create      |
| habitat     | reserve     | hunt        |
| pollute     | dedicate    | poach       |



| Verb      | Noun             | Adjective    |
|-----------|------------------|--------------|
| —         | extinction       | 1. _____     |
| 2. _____  | destruction      | destructive  |
| estimate  | 3. _____         | estimated    |
| dedicate  | 4. _____         | dedicated    |
| —         | awareness        | 5. _____     |
| pollute   | 6. _____         | polluted     |
| 7. _____  | breed / breeding | breeding     |
| endanger  | —                | 8. _____     |
| preserve  | 9. _____         | preserved    |
| 10. _____ | prevention       | preventative |

## Activity 7

- Underline all the vocabulary in the table above in Response A.
- Fill in the gaps in the sentences below with the words from the table on the previous page. You may need to change the word form. Check that your completed sentences make sense.
  - Keeping animals in \_\_\_\_\_ remains a controversial phenomenon; however, supporters maintain an educational focus, which helps to educate and inform the public, thereby justifying the existence of zoos on this basis.
  - Many breeding programmes exist in zoos and centres around the world, with the goal of building up populations of \_\_\_\_\_ species to ensure they do not eventually become \_\_\_\_\_ and lost to future generations.
  - A considerable number of people feel that \_\_\_\_\_ is no excuse for continuing to destroy animals' natural habitat through activities such as housing development.
  - In the past, many \_\_\_\_\_ of animals were hunted and \_\_\_\_\_ because their skins and fur were prized possessions which fetched considerable sums of money on international black markets. Sadly, this illegal trading was often \_\_\_\_\_ for the unnecessary killing of many beautiful animals.
  - A number of international charities and organisations are \_\_\_\_\_ to the protection and \_\_\_\_\_ of endangered animal species, such as the World Wildlife Fund. Often their campaigns aim to build global \_\_\_\_\_ of current issues.
  - Wild animals, especially rare ones, are \_\_\_\_\_ to be demographically stable, well maintained, and capable of self-sustaining reproduction. Therefore, a cooperative international \_\_\_\_\_ and conservation programme has just been designed to achieve these goals.
  - Many natural \_\_\_\_\_ of endangered animals have been \_\_\_\_\_ by pollution and urban development.



## Activity 8

1. Underline the language in both responses for causes and solutions. Write the useful phrases here.

| Causes               | Solutions            |
|----------------------|----------------------|
| <br><br><br><br><br> | <br><br><br><br><br> |

2. Now, write sentences using some of these phrases.
- cause / global warming / carbon dioxide emissions
  - reason / unemployment / global recession
  - solve / global warming / legislation and individual actions
  - address / unemployment / stimulation of the global economy



## Grammar: Complex Sentences

### Teacher Tip

An effective strategy to get a good grammar score is to make sure you have included complex sentences in your response. A complex sentence consists of one independent clause and at least one dependent clause joined by a subordinating conjunction.

Example:

As species loss is a complex phenomenon, it requires the full attention and commitment of world governments.

Independent clause

Dependent clause

Subordinating conjunction



## Activity 9

1. Locate the complex sentences in Responses A and B in Activity 5. Within each complex sentence, circle the independent clauses and underline the dependent clauses. Label any subordinating conjunctions (SC).
2. Finish the complex sentences which have been started for you below.
- Because the modern-day structure of the family is constantly changing, \_\_\_\_\_  
\_\_\_\_\_
  - If governments do not prioritise the need to preserve and protect indigenous languages, \_\_\_\_\_  
\_\_\_\_\_

- c. The advent of new technology has revolutionised the way in which people communicate, which means \_\_\_\_\_
- d. The field of education is constantly changing, as \_\_\_\_\_
- e. During times of economic recession, it often becomes difficult for people to donate money to charity, when \_\_\_\_\_

## Error Correction

### Activity 10

*Underline the grammatical errors in Response B. Think about what type of grammatical error has been made and why.*

*Match each error to its explanation below.*

1. In this essay, I intend to examine about the causes and solutions to this problem.
2. These reserves can use tourism as a way to find money and make people to know about the problem.
3. Also, endangered species of animals can be borned in breeding centres to help keep the animals alive.
- a. The writer has included an unnecessary preposition.
- b. The writer has inaccurately formed a passive verb construction.
- c. The writer has included an infinitive form of the verb with 'to' where this is unnecessary.

## Coherence – Body Paragraphs

### Teacher Tip

Using a listing structure in your sentences can help you express ideas coherently. Also, the use of connectors and conjunctions makes your paragraphs logical and coherent.

### Activity 11

*Work with a partner to answer the following questions.*

**Response A**

1. How many actions which cause species loss are listed in Paragraph 2?
2. What type of devices has the writer used to list these causes?
3. How many solutions are listed in Paragraph 3?
4. What type of devices has the writer used to list these solutions?



## Response B

1. What types of devices has the writer mainly used to talk about causes?
2. What types of devices has the writer mainly used to talk about solutions?

 Activity 12

*Join the following ideas about the causes and solutions of global warming together as coherent sentences. Use listing techniques and connectors.*

1. Causes of global warming
  - increased carbon dioxide emissions
  - drive cars / use coal-fired electricity / use gas heating
  - rising methane production
  - cattle farming / growing rice / fossil fuel use
2. Solutions to global warming
  - drive fuel-economic cars / choose clean power sources / plant trees
  - use public transport / use eco-friendly light bulbs / reduce air travel

 Response B Rewritten

*Here is Response B rewritten with all errors corrected, repetition deleted, and some listing devices included.*

Many species around the world have become extinct and each year more become endangered. However, nowadays this trend is occurring more often. In this essay, I intend to examine the causes and solutions to this problem.

The most common reason for species loss is through the actions of people. Destroying forests and areas where animals live, clearing land for farming, and polluting the environment through mass production are just some of the ways in which people's actions have detrimental effects on species' survival. Another reason is hunting and poaching of animals for their meat, fur, or other products, many of which used to be popular tourist souvenirs, such as leopard skin rugs and gorilla paw ashtrays.

There are many solutions to this problem, both at an individual and a political level. The first is to make parks and reserves to protect animals' natural home areas. These reserves can use tourism as a way to find money and make people know about the problem. For example, lion parks in Africa are very popular and help to protect many endangered species. Also, endangered species of animals can be born in breeding centres to help keep the animals alive. Even if they are never released to the wild, the species will still be preserved.

In conclusion, if these strategies are put into action, future extinction of animal species can be avoided. It is the responsibility of people to put solutions into place to address the problems they have created.

(246 words)

*This response is now slightly short. Add another example to one of the body paragraphs to reach the word count required for Task 2.*

## Part D Guided Writing

Read the following IELTS Task 2 topic.

*Many young people nowadays graduate from school with a negative attitude, and they are often unwilling to pursue further studies or seek employment.*

*Why do you think this happens?*

*What can be done to solve or reduce this problem?*

### Activity 13

*The writer's introduction and conclusion are shown, along with their notes for the body paragraphs, which are mixed-up causes and solutions. Sort these ideas into two separate, coherent paragraphs.*

#### Introduction

School students nowadays are often demotivated by the time they finish high school. This problem has several causes, and we need to do something to provide at least some partial solutions.

#### Notes – Causes and Solutions

- overworked students attempting to gain entry to limited tertiary places become disenchanted
- valuing skilled labour occupations as a good career option
- unsuccessful students become demotivated
- awareness that job opportunities on graduating are limited
- careers counselling of students for realistic expectations

#### Conclusion

In conclusion, the problem of unhappy high school leavers is a serious one that needs to be given priority.

### Activity 14

*Write a clear topic sentence for each paragraph. Then, list the causes and solutions for each paragraph along with your own examples for each point. Finally, write the two body paragraphs.*

*Focus on:*

- writing clear paragraphs with a topic sentence for each one
- using listing devices and connectors to make your ideas coherent
- making sure you have included complex sentences in your answer



*Compare your answer with the model below.*

School students nowadays are often demotivated by the time they finish high school. This problem has several causes, and we need to do something to provide at least some partial solutions.

High school students nowadays have a difficult time. There is intense competition for places in tertiary institutions in many countries, including Vietnam. This has led to high pressure education, where students must work inhumanly hard in order to gain places in the best institutions. Those who do not succeed brilliantly are often left wondering what is the point of all that hard work, while others are simply incapable of high level academic study, though they may be ideally suited to work in less prestigious professions such as building or hairdressing. Also, students are aware that even for those who do succeed and gain a tertiary qualification, job opportunities are limited and are becoming increasingly so. These are potent factors in creating a large cohort of school leavers with a negative attitude.

We need to address this problem before it becomes a serious social issue. A change in attitude may help to alleviate the problem so that skilled manual work is valued and well paid. If parents can be convinced that their child faces good prospects as a highly skilled builder, for example, they may take off some of the intense academic pressure which damages so many. Teachers could also take some responsibility for reducing unreasonable expectations by counselling students about their career options and by openly rewarding those whose skills do not lie in the academic arena.

In conclusion, the problem of unhappy high school leavers is a serious one that needs to be given priority.

(277 words)

### Activity 15

*Check the plan for the body paragraphs you wrote. Did you include similar information?*

*Compare it to the model above. Underline any complex sentences and language expressing causes and solutions.*

## Part E You Try

### Activity 16

*Here is another IELTS writing topic that asks you to write about causes and solutions. Write your own response to this topic.*

*In many countries, although people work hard throughout their lives, they still don't have enough money to live comfortably in their retirement.*

*Identify some causes of this retirement issue and suggest possible solutions.*



# 13 DISCUSSING REASONS AND RESULTS

- ➔ In this unit, you will practise writing a Task 2 response where you are asked to give reasons for a problem or a current issue and/or some possible results.

## Part A Analyse the Question, Brainstorm Ideas, and Plan Your Response

This relates to Task Response and the coherence part of Coherence and Cohesion on the marking criteria.

*The percentage of the population living in urban areas has greatly increased in many countries. Discuss some reasons for this change and some of its consequences for urban planning.*

### Activity 1 Analyse the Question

Work with a partner to answer the following questions.

1. Underline the key topic words in the question above.
2. Underline the key words which tell you what type of essay to write.

*Read the following example introductions for this response. Work with a partner to decide the topic of each body paragraph in the response (a few words are sufficient). Then, choose the best introduction. Give a reason for your answer.*

3. In many countries, a significant percentage of the rural population is moving to the cities because of the poor employment prospects in farming areas and reduced incomes. Rural people see that there are many more economic opportunities in the cities, so they are flocking to large urban centres. (48 words)
4. In many countries, including Vietnam for example, there has recently been a large population shift from country to town areas, as an increasing number of young people come into the cities to obtain work in manufacturing and to improve their own prospects. These people put a lot of pressure on the facilities in the cities, for example, on the housing, sewage, and water systems. This essay will discuss these problems and suggest solutions. (73 words)
5. Most countries have experienced a significant movement of population to urban areas over recent decades. There are several reasons for this shift, which has put pressure on the infrastructure of many cities. (32 words)

**Teacher Tip**

Keep your introduction short and clear, with a simple and general thesis statement which follows the rubric (instructions) for the topic.

Avoid putting all your ideas into the introduction, as this can lead to repetition in the body of the essay.

**Activity 2** *Brainstorm Ideas and Plan Your Response*

*Discuss with a partner in your first language and think of reasons and consequences.*

*Look back at the sample introductions on the previous page to start your discussion. Then, look at the completed brainstorm below.*

- **Highlight** main ideas and write numbers (1, 2, etc.) beside each new point.
- Draw arrows (→) to show cause and effect chains.
- Write 'e.g.' beside examples.

| Reasons for Urban Shift               | Consequences for Cities              |
|---------------------------------------|--------------------------------------|
| Increased opportunities in the city   | Pressure on cities                   |
| Farming – more mechanised             | Infrastructure:                      |
| Fewer agricultural jobs               | roading, housing, sewage             |
| More money in the cities              | hospitals, schools                   |
| Vietnam – young people move to cities | Unplanned growth                     |
| Clothes manufacturing, industries     | problems                             |
| Help families                         | slums, traffic gridlock              |
| Country life is boring                | Ignore public health: no clean water |
|                                       | disease                              |
|                                       | cholera, dysentery                   |

**Part B Authentic Responses****Activity 3**

*Read the two responses that follow and then match the following descriptions to Response A, Response B, or both responses.*

- \_\_\_\_\_ This response has a clear thesis statement.
- \_\_\_\_\_ This response discusses both the reasons for moving to cities and the results for the cities.
- \_\_\_\_\_ The writer of this response has repeated his ideas and opinions.
- \_\_\_\_\_ This response has examples to support the writer's ideas.
- \_\_\_\_\_ This response uses a variety of linking words to express causes and effects.
- \_\_\_\_\_ This response uses models to express possible consequences.
7. Which response would gain a higher score in the IELTS Writing test? Why?



### Response A

Most countries have experienced a significant movement of population to urban areas over recent decades. There are several reasons for this shift, which has put pressure on the infrastructure of many cities.

The main reason why people move from country to city areas is the increased opportunities that city living provides. Employment prospects in most country areas are limited to agriculture, and these are significantly reducing and becoming less attractive as farming becomes more mechanised, and as people see the prospects of earning more money and making a better life in the cities. As a result, in Vietnam, many young rural people move to urban areas to work in clothes manufacturing or other industries because they see this as a way to help their families. Young people often find country life very boring, and they leave because they want to experience the excitement of city living.

However, the increased number of urban dwellers has put huge pressure on cities in many areas, and urban planners need to take this into account when designing infrastructure such as roading, housing developments and sewage systems, and facilities such as hospitals and schools. If cities are allowed to grow without any plan or vision, this can result in slum areas and in traffic gridlock as commuters struggle to travel to work. It could have more serious consequences, too; if basic public health issues such as the provision of clean water are ignored, this could provide conditions for outbreaks of diseases such as cholera or dysentery.

In conclusion, continued movement to cities would seem to be inevitable and urban planners need to research and plan for the consequences of this population shift.

(277 words)

### Response B

In many countries, a large proportion of the population in the country is moving to the cities, because they can't get jobs in farming areas, and so their incomes are decreasing. Rural people see that they have a much better chance of getting a job in bigger population areas, so many of them travel to the cities to find work.

In many country areas, farms are becoming bigger and there are more machines to do the work. Because there are more machines, people have fewer jobs, and cannot get a lot of money from the jobs. Farming people often struggle to make a living, and they sometimes cannot feed their families. They think that if they send their children to the city, their children will have a better life. Consequently, many young people travel to the cities to find work, often in clothes factories or other factory jobs.

Sometimes, many people go to the city with their whole family if they cannot make a living any more on their small farms. They hope that they will find work in the city and they will become richer. For example, this is happening a lot in Vietnam, and the big cities are getting bigger all the time because the country people come to live and work there.

This change of living place has a lot of effects on the cities. Cities become bigger, and often there are poor areas in cities which are full of poor-quality houses for the country people. In conclusion, when country people come to the city, this creates a lot of problems for the cities.

(267 words)



## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

### Vocabulary

#### Activity 4

The following words are selected from the two authentic essays in this unit. Check their meanings in your dictionary.

Classify:

- words to describe city or country life
- words which express causes and effects
- words which are associated with town planning
- words which express change or movement

Discuss the reasons for your answers.

|             |                   |                  |
|-------------|-------------------|------------------|
| significant | infrastructure    | facilities       |
| movement    | prospect          | traffic gridlock |
| population  | agriculture       | vision           |
| urban       | attractive        | slum area        |
| rural       | mechanised        | commuter         |
| decade      | industry          | struggle         |
| shift       | dweller           | consequence      |
| pressure    | city living       | provision        |
| result in   | take into account | outbreak         |
| inevitable  | proportion        | effect           |
| research    | as a result       |                  |
| income      | disease           |                  |

#### Activity 5

1. Underline all the words above in Response A.
2. Fill in the gaps in the sentences below with the words from the list above. You may need to change the word form. Check that your completed sentences make sense.
  - a. Many industries have experienced an increase in the level of \_\_\_\_\_, particularly in factories and assembly lines. \_\_\_\_\_, many jobs have ceased to exist.

- b. \_\_\_\_\_ dwellers are often attracted to city life due to better employment \_\_\_\_\_, better living standards, and a more interesting lifestyle.
- c. Unsanitary conditions can often lead to the \_\_\_\_\_ of potentially life-threatening \_\_\_\_\_.
- d. City \_\_\_\_\_ must be able to cope with the demands of a large \_\_\_\_\_, particularly in relation to water, sanitation, and roads.
- e. \_\_\_\_\_ often sit in traffic for a \_\_\_\_\_ amount of time each day as a result of \_\_\_\_\_ while making the journey from their homes to work and back again.
- f. A small \_\_\_\_\_ of the population prefer to reside in \_\_\_\_\_ areas, because this ensures a clean living environment and peaceful lifestyle. However, the majority of the world's residents live in cities, due to the potential to earn higher \_\_\_\_\_.
- g. City living is an \_\_\_\_\_ proposition for many people, who enjoy all that the city has to offer, including excellent public \_\_\_\_\_, such as swimming pools and recreation centres.

3. Look back at Response B and underline all the repeated words. Substitute some of the vocabulary from the list on the previous page for the repeated words.

#### Teacher Tip

Avoiding repetition of vocabulary will help to improve your lexical resource score. Remember to try to show the examiner the range and depth of your vocabulary.



## Grammar: Language Expressing Causes and Effects

#### Teacher Tip

Be careful with language expressing causes and effects – make sure you are clear about what caused what.

To express causes and effects, we can use the following phrases and linking words:

- have had follow-on effects on
- have influenced
- this will result in
- have also led to
- as a result / consequence (of)

#### Example:

Many young people are leaving their own countries after completing high school in order to gain a world-class university education abroad. This has had follow-on effects on the local economy, as many of these bright and talented individuals end up residing overseas permanently, rather than returning to their home countries. As a consequence, there is a loss of knowledge and expertise at a local level, and this has also led to sluggish local economies.



**Teacher Tip**

Remember to learn verb and preposition collocations expressing causes and effects. For instance, it is correct to say **result in**, not **result on**. However, something has **an effect on** something else, not **an effect in**. Learning these combinations thoroughly will help your grammatical accuracy.

Modal verbs (could, may, will, might) can also be used to express the probable effects.

Also, using modals in combination with conditional structures is a good way to express tentative effects when you want to speculate about the effects of something.

**Examples:**

If there are fewer jobs available in rural areas, more people may shift to the city to look for employment.

If global warming does not start to reduce, natural weather patterns might be disrupted.

**Teacher Tip**

Tentative language is a better style because it is more realistic than making unsupported generalisations. Remember, in this context, modal verbs are expressing a future probability.

**Activity 6**

1. Underline the language which expresses causes and effects in Response A. Include the tentative language for effects also.
2. Join the ideas below, using cause and effect language. Remember to identify the order of cause and effect clearly in your sentences. Sometimes, more than one cause or effect is given.

a. Smoking in public places

Discomfort and annoyance for others

b. Increased carbon dioxide emissions

Global warming

|                 |                                 |
|-----------------|---------------------------------|
| c. Overcrowding | Increased pressure on resources |
|-----------------|---------------------------------|

|                        |                         |
|------------------------|-------------------------|
| d. Sedentary lifestyle | Physical fitness levels |
|                        | Illness                 |

|                              |                       |
|------------------------------|-----------------------|
| e. Increased tourism numbers | Local economy         |
|                              | Pollution and rubbish |

|          |           |
|----------|-----------|
| f. Money | Happiness |
|----------|-----------|

3. Look back at Response B. Can you find any language which expresses causes and effects? Are there more or fewer of these structures than in Response A? Why do you think this is?

4. Look at the simple sentences which form the body paragraphs from Response B. Write the causes and effects in the boxes to understand the relationships between them.

Bigger farms, →  →   
more machines

→  →  →

Farms no longer →  →   
financially viable



## Activity 7

Now, you have the vocabulary and linking words to rewrite and improve Response B. Follow the tips in the essay below to rewrite and restructure Response B in its entirety.

In many countries, a large proportion of the population in the country is moving to the cities, because they can't get jobs in farming areas, and so their incomes are decreasing. Rural people see that they have a much better chance of getting a job in bigger population areas, so many of them travel to the cities to find work. **Write a clear thesis statement signposting reasons for one paragraph and consequences for the other.**

In many country areas, farms are becoming bigger and there are more machines to do the work. Because there are more machines, people have fewer jobs, and cannot get a lot of money from the jobs. Farming people often struggle to make a living, and they sometimes cannot feed their families. They think that if they send their children to the city, their children will have a better life. Consequently, many young people travel to the cities to find work, often in clothes factories or other factory jobs. **Rewrite using linking words to express causes and effects and using less simple sentence structures.**

**Rewrite this paragraph as consequences.** Sometimes, many people go to the city with their whole family if they cannot make a living any more on their small farms. They hope that they will find work in the city and they will become richer. For example, this is happening a lot in Vietnam, and the big cities are getting bigger all the time because the country people come to live and work there.

**Incorporate this idea into body paragraph 2.** This change of living place has a lot of effects on the cities. Cities become bigger, and often there are poor areas in cities which are full of poor-quality houses for the country people. **Create a separate conclusion.** In conclusion, when country people come to the city, this creates a lot of problems for the cities.

## Error Correction

## Activity 8

Find and correct the mistakes in the sentences below. The mistakes are all in relation to language expressing causes and effects.

1. Increasing globalisation has resulted on wider choices for the average consumers.
2. The fact that a large amount of money has been invested in space travel has also led in greater knowledge about the wider solar system.
3. If a student loan scheme for tertiary education fees is introduced, it might encouraged more students to gain a university education.
4. The popularity of certain fashion and music has definitely influenced on the way young people dress and behave nowadays.
5. Deforestation of large areas continues to occur in many parts of the world. This might resulting in subsequent detrimental environmental effects, such as erosion and flooding.
6. As a consequence on lower rates of physical activity, many people are now suffering from obesity-related health problems.

## Part D Guided Writing

Read the following IELTS Task 2 topic.

*Over the past thirty years, technological changes have resulted in greatly improved communication, and it is now possible for individuals and companies to cooperate globally. What impact does this change have on individuals and society?*

### Activity 9

Which of the following do you think would be the most appropriate structure for your response? Why?

- A. A discussion of the reasons for improved communication
- B. A discussion of the effects of improved communication
- C. Both of the above

#### Teacher Tip

Do not assume that an essay question will ask you to discuss both causes and effects in the same essay. Read the rubric carefully before you begin writing: sometimes you will only be asked about effects, sometimes only about causes, and sometimes about both. Be aware that different language might be used, such as consequences instead of effects, or reasons instead of causes.

### Activity 10

Give the synonym(s) for each word.

| Word   | Synonym(s) |
|--------|------------|
| cause  |            |
| effect |            |

### Activity 11

1. Brainstorm some ideas for your own response to the topic above.

| Effects at a Personal/an Individual Level | Effects at a Societal Level |
|-------------------------------------------|-----------------------------|
|                                           |                             |

Use your brainstorm as a rough outline of each body paragraph.

2. What about your introduction? Remember to start with a general statement about the topic and narrow to your thesis statement.

Put the following introductory sentences for the essay topic above in the correct order.



- These changes have hugely affected us, at a personal and societal level.
- In the 1980s, e-mail and the Internet were in their infancy, and people still relied on telephones and the postal service for their communication needs.
- Cell phones were yet to be invented, and people in many communities had no means of telephone communication with the outside world.
- Computers and cell phones have changed our lives.

For your conclusion, sum up the main effects you have mentioned in your body in one or two sentences.

## Model Essay

Computers and cell phones have changed our lives. In the 1980s, e-mail and the Internet were in their infancy, and people still relied on telephones and the postal service for their communication needs. Cell phones were yet to be invented, and people in many communities had no means of telephone communication with the outside world. These changes have hugely affected us, at a personal and societal level.

Improved communication has affected people at every level of their lives. Personally, it is now much easier for families who live in different cities or even countries to keep regular contact with each other, cheaply and without much effort. No doubt, this has contributed to people's willingness to move from their home town and seek employment opportunities in far-flung places. Business opportunities have also expanded, and video conferencing, for example, allows for cheap and efficient international meetings.

These increased opportunities for individuals have had follow-on effects on our society. Businesses have become increasingly international, as companies are able to manage branches in different cities and even countries. This has led to increased competition, as we become a more global marketplace. Communication has also allowed us to learn more about other countries and cultures, and hopefully, this will result in a more tolerant and accepting world community in the long run. However, in a strange way, this increasingly easy communication may also have led to more isolated communities. Those who have all their social needs met online may be less likely to go out into their neighbourhoods and seek companionship with those that live around them.

In conclusion, better communication has had many benefits for both individuals and communities, but it also has the potential to lead to increased isolation.

(286 words)

## Activity 12

Underline the language which expresses effects in this essay.

## Part E You Try

## Activity 13

Here is another IELTS writing topic that asks you to write about causes and effects. Write your own response to this topic.

*Nowadays, people often buy new items, use them for a short time, and then replace them as fashions or technology change.*

*Give some reasons why people behave like this and discuss the implications of this new pattern of behaviour for our society as a whole.*



# 14 EXPRESSING AN OPINION

➔ In this unit, you will practise writing a Task 2 essay where you are asked to express an opinion about the role of popular icons in society.

## Part A Analyse the Question, Brainstorm Ideas, and Plan Your Response

This relates to Task Response and the coherence part of Coherence and Cohesion on the marking criteria.

*Some people feel that popular icons such as sports or movie stars play an important part in shaping the character of young people because they may act as role models.*

*To what extent do you agree with this opinion?*



### Activity 1 Analyse the Question

Work with a partner to answer the following questions.

1. Underline the key topic words in the question above.
2. Underline the key words which tell you what style of essay to write.
3. You must give your opinion in this type of essay. TRUE/FALSE
4. You have to write a balanced argument of both sides. TRUE/FALSE
5. Your opinion only shows in the conclusion of the essay. TRUE/FALSE
6. Using 'I' statements is a good way to show your opinion. TRUE/FALSE



### Activity 2 Brainstorm Ideas

This topic is asking you how much you agree or disagree that celebrities have an important influence on young people's character.

Discuss the question with your partner in your first language and decide whether you mainly agree or disagree with this opinion. Write your reasons and examples in the table below.

| Agree / Disagree / Both? | Why? | Examples |
|--------------------------|------|----------|
|                          |      |          |
|                          |      |          |
|                          |      |          |
|                          |      |          |

**Teacher Tip**

For this type of essay, it is often easier to have a structure around one particular side of the opinion, rather than present a detailed argument of both sides. Either option is an acceptable structure for this type of IELTS writing question. In this unit, each of the sample essays has a different structure for you to see the difference.

**Activity 3** *Plan Your Response*

Write a brief plan for this response in the framework below.

|                         |                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>     | General statements about the topic, restate the topic, organisation sentence (thesis statement)                         |
| <b>Body paragraph 1</b> | Reason #1 why you agree or disagree:<br>Supporting statements:<br>1. _____<br>2. _____<br>3. _____<br>Counter-argument: |
| <b>Body paragraph 2</b> | Reason #2 why you agree or disagree:<br>Supporting statements:<br>4. _____<br>5. _____<br>6. _____<br>Counter-argument: |
| <b>Conclusion</b>       | Summary plus a final concluding comment                                                                                 |

**Teacher Tip**

Acknowledging and then discrediting a counter-argument makes your point of view more persuasive.

**Part B Authentic Responses****Activity 4**

Read the two responses that follow and then match the following descriptions to Response A, Response B, or both responses.

- \_\_\_\_\_ This response has a clear thesis statement.
- \_\_\_\_\_ Each paragraph in the response has a clear topic sentence.
- \_\_\_\_\_ The conclusion matches the thesis statement and the body of the response.
- \_\_\_\_\_ This response has stayed on topic and answered the question.
- \_\_\_\_\_ This response takes an 'agree' position.
- \_\_\_\_\_ This response presents aspects of both sides to the argument.
- \_\_\_\_\_ This response uses persuasive language.
- \_\_\_\_\_ This response has some grammatical mistakes.
- Which response would gain a higher score in the IELTS Writing test?
- What is the main problem with the lower-level response?



### Response A

Celebrities definitely have more of a global presence and influence over young people's lives nowadays than in previous years. In my opinion, they play important role in impacting on young people's character for two main reasons.

First of all, there is constant accessibility which young people have to celebrities' lives, which has resulted in youth feeling as though these stars are their friends. For instance, constant checking of social networking sites and celebrity blogs provide pictures, information and gossip about all the hottest celebrities. Added to this is magazine and television coverage which takes us close and into the private lives of many celebrities which also has the same effect. As a result, young people might feel closer bond and attachment to these celebrity icons than they do to their own friends and family, and as such, elements of their character and personality are considerably influenced.

This problem can be addressed through ensuring that the young people are engaged in meaningful and authentic relationships with friends and family around them, rather than disappearing into a fantasy land where they worship superficial celebrities. It will take time, energy and commitment on the part of parents, but is essential if we are to take a real interest in shaping the characters of our young people.

In summary, it is my view that celebrities such as movie stars and sports heroes have the strong influence on young people's character, and this issue is one that warrants immediate attention.

(245 words)

### Response B

I agree to some extent that famous icons such as sports or movie stars play a role in forming young people's character, but I think it is very easy to overestimate their influence. We should not ignore the far more important roles that parents and peer groups can play.

It is true that these icons have massive amounts of exposure through movies, magazines, and the Internet. Their personalities and personal lives have also become the propeller behind marketing – it might be said that the media now exists to present them. The reason this has happened is that young people have demanded closer access to celebrity's lives. For this reason, it would be folly to deny the influence a popular icon can have over young people's ambitions and desires.

We must remember, however, that even though we are all exposed to the media and its associated personalities, this still makes up only a small part of our personal life. It is easy to forget the time we spend in the presence of our families, and with our friends. Because these are personal interactions, with people we know and trust, they have a far more important role to play in shaping our character.

The influence that popular icons have over young people's dreams, desires and ambitions is real, but it will always be surpassed by the influence of a close friend or family member. When public figures are called upon to make a speech about their life and achievements, they rarely thank a celebrity, but almost always thank one or both of their parents.

(262 words)

## Activity 5

1. Make notes about the differences in the body paragraph structure between Response A and Response B in the table below.

|                               | Response A | Response B |
|-------------------------------|------------|------------|
| Body paragraph 1 – main ideas |            |            |
| Body paragraph 2 – main ideas |            |            |

2. What do you notice about body paragraph 2 in Response A? How would you fix this problem?

### Teacher Tip

Ensuring that you stay on topic and answer the question is vital to attaining a good writing score. Do not be distracted by your ideas or go off on tangents. Keep your focus firmly on the topic at hand. A good plan will help you to achieve this. Also be aware that sometimes within IELTS writing questions, there is 'extra' information which does not necessarily form part of the question but just gives background information to the topic.

## Part C Language Activities

This relates to the cohesion part of Coherence and Cohesion, Lexical Resource (Vocabulary), and Grammatical Range and Accuracy on the marking criteria.

|            |               |             |
|------------|---------------|-------------|
| global     | accessibility | demand      |
| presence   | achievement   | folly       |
| impact     | overestimate  | deny        |
| constant   | influence     | ambition    |
| coverage   | role          | desire      |
| bond       | peer group    | interaction |
| attachment | massive       | surpass     |
| icon       | exposure      | speech      |
| element    | propeller     |             |
| popular    | marketing     |             |

### Activity 6

1. Underline all the words above in Responses A and B.
2. Fill in the gaps in the sentences below with the words from the table above. You may need to change the word form. Check that your completed sentences make sense.
  - a. There is \_\_\_\_\_ pressure on the young people of today to succeed at all costs. They are told that it is possible to achieve their greatest \_\_\_\_\_ and desires, no matter how far-fetched they might seem.
  - b. It is thought that their \_\_\_\_\_ has a significant influence on teenagers, more so than families.
  - c. The Internet has made information and knowledge much more \_\_\_\_\_ to the average person; however, there is a considerable amount of inaccurate information on the web, and some people are unduly \_\_\_\_\_ by this.
  - d. The government seems to have \_\_\_\_\_ the length of time it will take to recover from the economic recession, as indicated by the President's \_\_\_\_\_ to the nation last week.
  - e. Clever and creative \_\_\_\_\_ techniques have ensured the popularity of long-standing brands and \_\_\_\_\_ for products such as cola drinks is now higher than ever.
  - f. It is vital for young children to form secure \_\_\_\_\_ to parental and family figures.
  - g. The \_\_\_\_\_ of the media is often described as providing checks and balances for public



processes, such as government decision-making. However, sometimes news \_\_\_\_\_ is misleading and sensationalist, with a focus on making current affairs more entertaining than informative.

- h. The \_\_\_\_\_ of alternate life forms in our galaxy has not been ruled out, and the \_\_\_\_\_ of science fiction movies and television shows only serves to confirm the fascination humans have with the idea of life on other planets.
- i. Economic concerns have \_\_\_\_\_ environmental concerns in the last few years, as countries learn to adjust to the \_\_\_\_\_ of the global recession.
- j. Gaining entrance to a prestigious university is not only an extremely worthy \_\_\_\_\_, but one which puts students on a path to future success.



## Grammar: Language Linking Arguments

### Teacher Tip

Linking arguments together is a good way to achieve coherence in your essay. This involves using phrases at the start of sentences which refer back to your previous points or signal a connection between what you have said and what you are going to say.

#### Examples:

It is true that criminals deserve to be punished; however, rehabilitation is a more successful long-term strategy.

Smoking in public places is inconvenient and unpleasant for non-smokers, but it is easy to forget that these individuals are highly addicted to a powerful drug.

We must remember that our actions today impact on the planet for many years to come.



## Activity 7

1. Underline the language which links the arguments in Response B.
2. Complete the gaps in the sentences below with an appropriate argument linking phrase.
  - a. \_\_\_\_\_ time to address environmental issues is running out.
  - b. \_\_\_\_\_ the population is increasing; however, overall global standards of living are dropping.
  - c. \_\_\_\_\_ increases in violent crime are due to a failure of our justice system to address the wider issues and causes of this problem.
  - d. \_\_\_\_\_ looking after oneself and one's family is of higher priority for many people than donating to charity.
  - e. Addressing local environmental issues \_\_\_\_\_ more relevant than promoting vague, general issues which no one can do anything about.
  - f. \_\_\_\_\_ forget that loyal friendships are only built with time and effort.

### Teacher Tip

Using modal verbs to imply urgency and obligation can help to make your writing more persuasive, as can some comparative structures. Use this type of language to make your argument more convincing.

## Error Correction

### Activity 8

1. Look closely again at Response A. What type of grammatical error has been made throughout the response?
  - A. Errors in tense formation
  - B. Errors with article usage
  - C. Singular/plural noun errors
2. Identify and copy the sentence with each error here.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. Insert or delete articles to correct the sentences.
4. Match each error with the rule about article usage below.
  - i. Use of the indefinite article refers to a noun which is one of many.
  - ii. Use of the definite article refers to something specific.
  - iii. Generic plural statements do not require an article.

## Response A Rewritten

Here is Response A rewritten with the errors corrected. Because body paragraph 2 was irrelevant in answering the question, it has been omitted, so you will need to write another body paragraph to complete this response.

Celebrities definitely have more of a global presence and influence over young people's lives nowadays than in previous years. In my opinion, it is true they play an important role in impacting on young people's character for two main reasons.

First of all, there is the constant accessibility which young people have to celebrities' lives, which has resulted in youth feeling as though these stars are their friends. For instance, constant checking of social networking sites and celebrity blogs provide pictures, information, and gossip about all the hottest celebrities. Added to this is magazine and television coverage which takes us close and into the private lives of many celebrities which also has the same effect. As a result, young people might feel a closer bond and attachment to these celebrity icons than they do to their own friends and family, and as such, elements of their character and personality are considerably influenced.

In summary, it is my view that celebrities such as movie stars and sports heroes have a strong influence on young people's character, and this issue is one that warrants immediate attention.



## Part D Guided Writing

Read the following IELTS Task 2 topic.

*Many people think it is the government's responsibility to ensure the provision of good health care for everyone in the community and that each individual should be cared for by State medical programmes.*

*To what extent do you agree with this opinion?*

Here are one writer's notes on this topic:

|                                                                             |                                                                   |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------|
| - free medical care is a basic human right                                  | - type of medical care = educational                              |
| - people function better if they are healthy                                | - focus on preventative medicine                                  |
| - the government should look after those who become ill or have an accident | - e.g. publicly funded awareness campaigns                        |
|                                                                             | - the State should not have to pay for effects of reckless living |

### Activity 9

*Put the ideas above into a plan to build a logical argument within the two body paragraphs.*

### Activity 10

*Below is an introduction for this essay. Use your plan to write two body paragraphs and a conclusion, using the ideas above or your own ideas. Then, compare your answer with the completed model essay on the next page.*

*Focus on:*

- using language to build and connect an argument
- awareness of correct article usage
- staying on topic and answering the question

#### **Introduction:**

I agree that the State should provide health care for its citizens. However, I also believe that individuals must take responsibility for their own well-being.

#### **Body paragraph 1:**

---

---

---

---

---

---

#### **Body paragraph 2:**

---

---

---

**Conclusion:**

I agree that the State should provide health care for its citizens. However, I also believe that individuals must take responsibility for their own well-being.

In my opinion, free medical care is a basic human right. It is true that the government needs to look after its people to ensure that they can live productive, healthy lives. After all, parents and the family unit function better if they are in good health, and workers are more industrious if they are free from disease. Taxpayers should have confidence that the government will look after them and their families if they become ill or have an accident because worry about health care can cause or exacerbate illness.

However, the type of medical care that is provided should be mostly educational, with the emphasis on preventative medicine rather than providing treatment for self-inflicted illnesses. For instance, publicly funded campaigns to warn about the consequences of smoking, drinking too much alcohol, taking illicit drugs, or careless driving could also inform people that, if they indulge in these activities, the financial burden of their treatment and rehabilitation will lie with them. We must remember that the State should not have to pay for the effects of reckless living. Undoubtedly, this will empower people to make sensible eating, drinking and exercise decisions whilst remaining secure in the knowledge that, should they fall sick or sustain an injury through no fault of their own, the State will nurse them back to health.

To sum up, governments should provide their citizens with good-quality health care on the understanding that individuals look after themselves to the best of their ability.

(271 words)

 **Activity 11**

Check the plan that you wrote again. Does your plan match the ideas in this response?

## Part E You Try

 **Activity 12**

Here is another IELTS writing topic that asks you to write about your opinion. Write your own response to this topic.

*Nowadays, teamwork is becoming very important in many aspects of our work and home lives. Some people believe that the success of a team depends on the mental attitude of the whole team rather than leadership by strong individuals.*

*To what extent do you agree with this opinion?*



# 15 PRACTICE TESTS & MODELS

- ➔ In this unit, you will practise writing various kinds of Task 2 essays, and you can compare your responses with the two different model essays given for each topic.

## Topic 1

*Nowadays, many tasks that used to be done by hand, such as factory and farm work, are becoming increasingly mechanised.*

*Discuss the advantages and disadvantages of this trend and give your opinion about whether the advantages outweigh the disadvantages.*



### Topic 1

#### Model Essay A

Modern techniques for farming and manufacturing have changed the face of our workforce. Whereas, in the past, farmers had small plots of land and used hand tools and animals, nowadays huge machines such as combine harvesters do the same work in a fraction of the time. This essay will discuss the advantages and disadvantages of this trend.

The main disadvantage of this change is that employment opportunities are reducing, particularly for unskilled workers. People who used to be able to make a living by completing simple, repetitive tasks such as filling in ledgers in offices or assembling parts on a factory line are now struggling to find this kind of work at the lower end of the market. Instead, most jobs nowadays require a high level of skills and literacy, and there are fewer manufacturing and office jobs available. Farmers who try to continue on their small pieces of land are gradually being driven off because of the efficiencies that machines make possible.

However, this trend also has many advantages. Firstly, mechanised products are generally of a more consistently high quality than those produced by hand. Highly expensive handcrafted products still exist for the wealthy but, in general, the consumer gets a better product for his money. Similarly, mechanised production has allowed for larger volumes of cheaper food in most countries. Many boring and menial tasks have simply disappeared from the workplace, and work is more varied and interesting than it was in the past.

In conclusion, I think the trend toward mechanisation is a positive one, but we need to be aware of the problems that it causes for some people.

(272 words)



### Topic 1

#### Model Essay B

The mechanisation of many tasks has caused profound changes in society over recent years, especially in manufacturing and agriculture; in the following essay, I will discuss the positive and negative effects of this trend.

There are definite advantages. This is so particularly in the electronics industry where the manufacture and manipulation of tiny parts can be carried out with a great deal of precision. In farming and other labour intensive employment, workers now have machines to cope with the back-breaking tasks of old days. It can also be noted that a greater degree of hygiene and safe practice has been introduced into the food-processing and pharmaceutical industries as well.

However, mechanisation has its drawbacks. Not only has it contributed to unemployment but it has not entirely dispensed with boring, dirty or dangerous jobs. Just recently, 29 coal miners lost their lives in an explosion in a New Zealand mine. Sometimes, mechanisation makes jobs more dangerous or boring. Without machines, those miners would not have been able to bore so far underground. Because of machines in factories, the workers are left with the most mind-numbing, boring jobs imaginable. For example, whereas a worker might once have assembled an entire product (and taken some pride in the fact), she now has a simple, repetitive task adding just one part or making just one adjustment. Mechanisation in farming has led to disastrous practices of large scale monoculture which has not only ruined the natural environment and the soil but left us with tasteless, nutrition-deficient food.

In my opinion, the advantages of mechanisation are outweighed by the disadvantages of mass unemployment and worker dissatisfaction, not to mention environmental destruction caused by polluting factories and corporate farming methods.

(283 words)

## Topic 2

*Many developed countries give financial and practical support to poor nations. Some people think that money is the most useful form of aid, while others believe that practical advice is of more benefit.*

*Discuss both views and give your opinion.*



## Topic 2

### Model Essay A

In our increasingly global society, we are all dependent on each other, and nowhere is this better seen than in the generosity with which developed countries give aid to their poorer neighbours. This aid can be in the form of money, advice, or both, and this essay will discuss the circumstances under which each kind of aid is most appropriate.

In some cases, money or other goods such as food or medical supplies are of paramount importance. This is particularly true after natural disasters, and recent events such as the earthquake in Haiti and floods in Pakistan are prime examples of this. People in these situations need immediate practical help to prevent a huge death toll and to give vital supplies to those who are living shattered lives after the destruction of their homes and often, family members.

However, after the immediate effects of such disasters, there are often long-term problems with poverty, and consequent lack of infrastructure and skills needed to build solid communities. This is also the case in countries such as East Timor, which have been involved in war or political upheaval. In these cases, money could be of less help than practical advice which will allow the local people to learn and develop the skills to become functioning members of the world community.

Of course, the provision of advice also costs money, and therefore, it is important for nations with aid programmes to carefully consider the form that their aid takes and how best to deploy the available resources. Money is sometimes very necessary, but practical advice is often of more long-term benefit.

(267 words)





## Topic 2

### Model Essay B

Developed countries, mostly western countries, do give various types of aid to poorer nations, and there is often a lively debate over what forms that aid should take. This essay will discuss the relative importance of financial, or practical, aid and advice.

In the event of an emergency or major disaster, any community needs all the practical help it can get. Advice is of no use in this situation. Food, shelter, medicine, doctors, clean water, and clothing are essential. They need to be delivered to the site of the crisis immediately to give relief to the victims and ease their suffering. Or, sometimes, after a tsunami, huge flood, or severe earthquake, for example, the casualties need to be removed from the scene to a place of safety. After the initial rescue efforts and humanitarian assistance, financial aid should then be given. With money, the locals can buy what they need from within their own community if that is possible, or surrounding communities, or neighbouring countries. In this way, the region as a whole is helped, and interdependence and co-operation is encouraged between developing countries rather than dependence on a western or other developed nation. Take Africa for instance, if drought-ravaged areas had money to buy food from adjacent areas, it would encourage agriculture and boost prices in the region with a better outcome than a situation where the underprivileged become reliant on food aid from America.

Whether advice is of any benefit at any stage to struggling, hard-hit communities are disputable. The advice, no matter how 'practical', may not be applicable to the region – it will be infused with western ideology and will perpetuate the expansionist, colonialist ideals of the donor government.

In my opinion, critical situations require urgent, genuine humanitarian intervention, but advisors are meddlers and should stay at home.

(301 words)

## Topic 3

*The advent of air transport, for both passengers and cargo, has brought enormous benefits to mankind.*

*To what extent do you agree or disagree?*



## Topic 3

### Model Essay A

There is no doubt that there are many advantages of air travel. This essay will outline some of the benefits and mention some of the drawbacks.

The freedom to fly almost anywhere in the world quickly and conveniently has revolutionised business and leisure travel. It is so effective and affordable that companies are able to send representatives to any country to negotiate business deals, and people are able to holiday in far-off places. The overall effect of this is that the world is now a much smaller place, and globalisation is not only possible but already under way.

Using air transport for cargo means that consumers have a much wider choice of products in the shops, and a range of exotic foods is available all year round delivered fresh to your local market. Without this means of transport, perishables would not be able to be exported. For countries reliant on fruit and vegetable exports for foreign exchange, air cargo is a blessing.

There is the additional advantage that, in times of emergency or armed struggle, aeroplanes are able to effectively transport aid workers, soldiers, and equipment right to the site of the crisis or disturbance.

In some ways, air travel may have drawbacks because it can rapidly transport diseases and undesirable characters or even terrorists from one location to another. However, with increased security and wellness checks at airports, these problems can be avoided.

Overall, I strongly agree that the advent of the aeroplane has been of great benefit to mankind.

(251 words)



### Topic 3

#### Model Essay B

Whether air transport has been absolutely beneficial to mankind is a contentious issue. This essay will look at some of the advantages and drawbacks.

The advantages are obvious: it is a speedy, efficient mode of transport that can move people and cargo around the world with ease. People can do business, pursue leisure activities, or visit friends and relatives around the globe. Commerce and trade benefit hugely from using the airline industry to carry products as well.

However, there is a real cost in the way that it contributes to noise and air pollution. The airlines themselves admit this and offer the customer a higher-priced ticket on the premise that they will plant a tree to help clean up the atmosphere. A lot of travel is obviously quite unnecessary – people could holiday in their own country, and many business trips are mere 'perks' because, with advanced information technology, they are not essential.

Using aeroplanes to carry perishable cargo may delight consumers in the western world where they have an extensive range of goods to choose from, but most of those food items have been picked before they are ripe and thoroughly sprayed with all kinds of chemicals to try to rid them of fungi, insects, blight, and other diseases. Whether they are fit to eat or not when they arrive at their destination is another issue, but they do pose a real biological threat to the importing country.

Air travel makes the spread of illness a nightmarish thought. A few years ago, the SARS epidemic could not be contained in its country of origin because of air travel and, more recently, swine flu resulted in sickness and deaths in very distant places from where it originated.

To conclude, air travel has brought benefits, but there are more dangers and drawbacks to be considered.

(303 words)

## Topic 4

*Working conditions and work patterns are changing more rapidly now than in the past with the result that how and where work is carried out today is quite different from a century ago.*

*Why is this so and what are some of the effects of these changes?*



### Topic 4

#### Model Essay A

Employment conditions and the way that people work have changed markedly over the years for a variety of reasons. This essay will focus on the contributing factors and the results of these changes.



Keeping up with the economic pressures of increased production in varying financial climates has led to cost-cutting measures that frequently reduce staff numbers and put more demands on the remaining employees. These workers must continue to produce at the same rate as before, often with the same amount of pay (or even less), and they must inevitably work longer hours. This happens not only in industry and manufacturing but in education and administration, too. Obviously, there is a lot of anxiety, insecurity, and unhealthy stress as a consequence.

Technological developments have also driven changes in the workplace. There are mixed results: in some cases, work has become less burdensome and faster but, in other cases, older workers or those who have been unable to up-skill have lost their jobs or are struggling to cope with technology that they are not comfortable operating. Information and communication technology, in particular, has revolutionised patterns of work because it has enabled people to work from home or whilst travelling. This has brought flexibility into workers' lives and lowered the costs of the employer.

Health and safety regulations have altered the way people work as well. Generally, the modern workstation is much safer than that of early last century, and products are generally safer to use or consume, too.

Economics, technology, and law reform all play a part in rapidly changing work patterns; unfortunately, sometimes the consequences are stressful rather than beneficial.

(270 words)



## Topic 4

### Model Essay B

Work patterns have changed a lot in recent years for many reasons, and the results have been quite dramatic. This essay will explore what has caused the changes and their consequences for the society we live in.

Firstly, the society I live in has moved from a largely agricultural base to a manufacturing base. This has resulted in a huge shift of population from rural areas into urban areas close to the factories and commercial centres. Many people have given up working in the open air of the countryside to breathe the industrial fumes of cities, and the negative effects on their health have been substantial. Conditions inside the factories are often overcrowded, stuffy, and noisy, which contrasts considerably with the relatively quiet and peaceful fields on farms.

Arts and crafts and other cottage industries have been replaced by mass production. Whereas extended family members, neighbours, and friends used to gather in a home to produce their wares for sale, now thousands of strangers are gathered together in large industrial units working on assembly lines and often living in crowded conditions with strangers, too. This is soul destroying.

On the other hand, efficient transport systems and private cars have made it possible for people to choose where they want to work. They are not restricted to working in their town or village but can move to wherever the job opportunities are. Thus, there is more opportunity today for people to try different types of work or even to work at two or more different jobs.

To sum up, changes in the type of employment available and the rise of large corporations and new transport methods have changed the nature of work for many people with mixed results.

(287 words)

## Topic 5

*Although most governments have punishments for every conceivable type of crime, this does not seem to deter criminals as the crime rate in many societies is still increasing.*

*Why is crime still on the rise?*

*What possible measures can be taken to address the problem?*



**Topic 5***Model Essay A*

Punishment and crime are always hot topics for debate in the news media and in general conversations amongst acquaintances. Despite all the publicity and outcry, however, the reality is that the crime rate continues to rise. This essay will consider some of the causes of crime and suggest some possible solutions to the problem.

The main reason for crime is that we live in an inequitable society and the gap between rich and poor is constantly widening. Added to this is a constant drive by producers and the advertising industry to brainwash the populace into thinking it needs to buy more than it can comfortably afford. On top of that, a greedy banking and finance sector is willing to trap people in debt that they will never manage to pay off. The total effect of all this is a large number of people who consider themselves disadvantaged, underprivileged, or dispossessed in some way. As statistics show, it is not only the supposedly downtrodden who react violently or set out to rob or do other harm but also 'white-collar' workers and professionals who behave in this way. You might think people in paid employment have no reason to commit criminal acts, but scams and crimes of fraud and embezzlement are on the increase.

What can be done about it? Firstly, we should still punish the guilty, but at the same time, we should work towards making our society fairer. A good place to start would be to cap corporate salaries. The fact that CEOs are paid exorbitant amounts for ensuring that their companies make a profit (often at the expense of consumers or employees) is not right. The banking sector and financiers should be responsible for the villains, for they are the ones who set off the latest global financial crisis which caused a lot of despair amongst ordinary people, some of whom resorted to crime just to get by.

To conclude, inequity is the primary reason for crime and getting rid of high-level corruption coupled with redistributing wealth is the answer.

*(341 words)***Topic 5***Model Essay B*

Crime is a plague on society, and despite the threat of punishment, it continues unabated. This essay will consider why this is and offer some solutions.

I think there is a general lack of spiritual awareness in society these days. People want instant fixes such as drugs, alcohol, entertainment, and material possessions as if these things could really fill the emptiness they feel inside. Some people turn to crime in order to get these things. For others, it is the 'high' of pulling off the crime that is the attraction. This lack of connection with divinity comes about through loss of contact with the beauty and bounty of nature. People live in concrete jungles surrounded by man-made ugliness, and consequently, they behave in a savage manner.

Many people also lack a proper education and a disciplined mind so they are unable to escape from their harsh surroundings into a mental realm where they can appreciate the beauty of ideas. They have been brought up on excessively violent video games and television shows instead. Let us get rid of worthless and demeaning reality television and programmes filled with violence and criminal behaviour.

Studies of prison inmates show that they have very high levels of illiteracy. The solution is to teach core subjects of mathematics, science, and language at school and to add philosophy and ethics to the syllabus. Rigorous health checks would ensure that no child is disadvantaged by eyesight or hearing deficiencies. Rough and competitive sports could be discouraged and replaced by yoga and meditative practices instead.

In conclusion, it is my opinion that people who are well educated, instilled with a sense of morality, and feel they are valued will treat their peers and elders with respect. Punishment does not remedy the situation.

*(294 words)*





# Answer Key

## Unit 1 Introduction

### Activity 1

| Questions                                                       | Answers                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How many tasks are there in the IELTS Academic Writing test? | Two.                                                                                                                                                                                                                                                                                                 |
| 2. How long do I have to write the test?                        | 60 minutes.                                                                                                                                                                                                                                                                                          |
| 3. What do I have to do in Task 1?                              | You have to describe a visual of some sort, such as a bar chart or a diagram.                                                                                                                                                                                                                        |
| 4. How many words do I have to write?                           | At least 150 words.                                                                                                                                                                                                                                                                                  |
| 5. How many minutes should I spend on Task 1?                   | Approximately 20 minutes.                                                                                                                                                                                                                                                                            |
| 6. What do I have to do in Task 2?                              | You have to write a response giving your ideas about a topic in the style required.                                                                                                                                                                                                                  |
| 7. How many words do I have to write?                           | At least 250 words.                                                                                                                                                                                                                                                                                  |
| 8. How many minutes should I spend on Task 2?                   | Approximately 40 minutes.                                                                                                                                                                                                                                                                            |
| 9. How many lines should I write for each task?                 | This depends on the size of your writing, but if you write 10 words per line on average, you need to write about 15 lines of text for Task 1 and about 25 lines for Task 2. You need to practise so that you can be sure that you can judge the right number of words per line for your own writing. |
| 10. If I write more words for either task, will I be penalised? | No, but you may run short of time for completing the other task.                                                                                                                                                                                                                                     |
| 11. Are the two tasks worth equal marks?                        | No, Task 2 is worth more marks.                                                                                                                                                                                                                                                                      |
| 12. Which task should I do first?                               | This is your choice; there is no rule about which task you should do first. You may prefer to complete Task 1 first because it is shorter, or Task 2 because it is worth more marks. You can decide as you practise some tests.                                                                      |

|                                                                    |                                                                                                           |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 13. How are the writing tasks marked?                              | They are marked under four criteria: task achievement, coherence and cohesion, grammar, and vocabulary.   |
| 14. Which criterion is the most important?                         | Each one equals 25%, so they are of equal value.                                                          |
| 15. How can I study to improve the four areas of writing criteria? | This book will provide activities which will help you to understand and develop skills in all four areas. |

### Activity 2

1. B      2. A      3. B      4. C

### Activity 3

- b is the best answer. There is too much data here to describe separately in 150 words; therefore, grouping similar data trends together is very important. This will also make the answer more coherent for the reader. If candidates try to describe each line separately or compare across the decades, they will run out of time and words, and their answers will be hard to understand.
- Significant data points — discuss this in class. See answer 3 in Activity 4 below for the correct answer.

### Activity 4

- italics* = topic sentence
- underline = overview
- Significant data points = numbers of large and small cars sold in 1990, the low in sales of station wagons and large cars in 2010, and the peak in sales of small cars in 2010
- The writer has chosen these data points to illustrate the major changes in the data. She cannot describe each line in detail, there is not enough room allowed within the word limit, and a detailed explanation of each line would be confusing for the reader.
- She has grouped the data according to the three similar patterns of vehicle sales.
- bold** = grammatical mistakes (corrections in brackets)

The line graph **illustrating** (*illustrates*) sales of five different vehicle types in Country A over three decades since 1990 with future predictions to 2020. In general, cars are more popular than vans and motorbikes, and sales of large cars and station wagons have dropped, while those of smaller cars have **dramatic** (*dramatically*) increased.

In 1990, large cars over 1.8 litres were the **more** (*most*) popular vehicles sold, **of** (*at*) about 2.7 million. **Sale** (*Sales*) of both these cars and station wagons followed the same pattern **to** (*of*) a steady decrease, to a low of around 2 million units in 2010. This **falling** (*fall*) in sales will continue to 2020. In contrast, smaller cars were less popular in 1990, **by** (*at*) about 1.8 million sold, but sales increased significantly in the decade from 2000 to 2010, to a peak of 3.7 million. A smaller increase **will** (*is*) expected in the next ten years.

Sales of both motorbikes and vans **are** (*have*) remained steady at around 0.5 million per year and will continue to do so over the period.



### Activity 5

1. The key words are underlined.
2. The underlined words are key topic words.
3. The bold words are key words for how to approach the topic.

Scientists frequently warn people about the need to save energy to prevent harmful consequences for our environment, yet most people have not changed their daily patterns of energy use. Why do people not change their habits? What can we do to encourage people to save energy?

- a. FALSE—This is not the topic of the response. This could be briefly mentioned in the introduction, but it should not be the body of the response.
- b. TRUE—See No. 3 above
- c. FALSE—The response should be as balanced as possible in order to gain the best marks.
- d. TRUE—This would be a good way to answer the question in a balanced way.
- e. TRUE—But it should be brief and it should summarise the main points.

### Activity 7

|                                                                  |             |
|------------------------------------------------------------------|-------------|
| Introduction — a general statement, examples, response structure | 3<br>7<br>2 |
| Body paragraph 1 — 3 reasons                                     | 5<br>8<br>1 |
| Body paragraph 2 — 1 solution plus two examples                  | 9<br>4      |
| Conclusion — a general statement                                 | 6           |

### Activity 8

1. First sentence rephrases the topic, (second sentence gives examples of wasteful activities), third sentence tells the reader the structure of the response.
2. There are two body paragraphs; the first one discusses reasons and the second one gives a solution and two examples.  
underline = linking words and expressions  
*italics* = words and phrases showing results and solutions
3. **bold** = grammatical mistakes (corrections in brackets)

There is clear **evident** (*evidence*) that human activity is **contributed** (*contributing*) to global warming and that this may lead to serious consequences for our planet. However, people continue to buy large cars, **using** (*to use*) expensive and wasteful packaging, and **squandered** (*to squander*) electricity without regard for the long-term future of the Earth. This essay will discuss the reasons for this and will suggest some possible **solution** (*solutions*) to this problem.

Preserving our environment is a complex global task, **and** each individual **feeling** (*feels*) powerless in the face of such a huge issue. People think **that if** they drive their car to the supermarket **instead of** taking the bus, **for example**, **this** will make **most** (*almost*) no difference **and that conversely**, **if** they make personal sacrifices to try and save energy,

**this** will cause them considerable personal **inconvenient** (*inconvenience*) **for** little global effect. **In addition**, there are no immediate **consequence** (*consequences*) for each small wasteful **acting** (*act*), **so it is hard to maintain habits of saving** **when** the results are so vague and so far in the future.

**One solution to this problem** is to introduce laws that will make saving power cheaper and easier than using it, **and then** people will see the short-term advantages of acting responsibly, **and they may change their habits**. **For example**, we could have higher taxes on petrol, **and at the same time**, we could improve local public transport and cut the costs of each trip on the bus or train.

If we can change our global habits so that saving power becomes part of our daily lives, this will have a significant impact on the future of the planet.

## Unit 2 Task 1 Marking Criteria

### Activity 1

Expert response: C  
Weaker response: A

Good average response: B

### Activity 3

1. B
2. A
3. C

### Activity 4

1. Responses A and B are both acceptable answers because they attempt a logical organisation of ideas. Response C is not an appropriate structure because it does not group the data in a meaningful manner.
2. There are many possible answers, for example, in contrast, in comparison, however, in summary.

### Activity 5

1. There are many possible answers, for example:  
Information about the water consumption patterns in six countries in 2001 is given in the table.
2. By including an overview sentence and two well-structured body paragraphs that compare and contrast the data
3. B

### Activity 6

1. Australia's domestic water usage was 341m<sup>3</sup>, whereas its agricultural usage was 741m<sup>3</sup> and finally industrial usage stood at 275m<sup>3</sup>.  
Domestic usage in China was 26m<sup>3</sup>.  
The United Kingdom used 38m<sup>3</sup>, 810m<sup>3</sup> and 398m<sup>3</sup>.
2. Canada had 279m<sup>3</sup>, 1,238m<sup>3</sup> and 532m<sup>3</sup> for the different sectors respectively.  
Domestic usage in China is 26m<sup>3</sup>, agricultural use 605m<sup>3</sup> and finally industrial usage 71m<sup>3</sup>.  
Water use in Russia was high, with 98m<sup>3</sup> used for domestic purposes, 1,663m<sup>3</sup> for agricultural purposes, and 96m<sup>3</sup> for industrial purposes.  
Turkey used 80m<sup>3</sup>, 1,462m<sup>3</sup> and 73m<sup>3</sup> for the three categories and the United Kingdom used 38m<sup>3</sup>, 810m<sup>3</sup> and 398m<sup>3</sup>.



Simple sentences can be joined together with conjunctions in order to make complex sentences or to improve sentence structure and variety, as well as to avoid repetition. Conjunctions include coordinating conjunctions (e.g. and, but, or) and subordinating conjunctions (e.g. whereas, while, even though).

### 3. Response A rewritten and improved

The original structure has been maintained to a certain extent, but the grammar and sentence structures have been vastly improved. There is a much greater range of sentence structures, and there is also a greater range of vocabulary. The response now has an overview sentence as a concluding statement.

### Activity 7

1. The table gives water usage information for six countries in various sectors during 2001: domestic, agricultural, and industrial.  
Note the use of the colon before the list of sectors.
2. Body paragraph 1: domestic – agricultural – industrial  
Body paragraph 2: domestic – industrial  
No, this kind of organisation has led to unnecessary repetition of data and the omission of other important data.
3. use, usage, consumption; high, great
4. Only once: and this trend was similar yet less pronounced in Russia...
5. however, overall

### Activity 8

1. There is a good level of accuracy with verb tenses. The present simple tense is used to introduce the table, but following this, the past simple tense has been used because 2001 is a completed time in the past. There is one error where the writer slips into the present tense: 'the highest amount of water used for industrial purposes is in Canada, at 532m<sup>3</sup>.'
2. Russia and Turkey both indicated relative low levels of domestic usage on 98m<sup>3</sup> and 80m<sup>3</sup> respectively.  
This should read **at** instead of **on**.
3. Not very many different sentence structures
4. Only one complex sentence:  
In Australia, domestic water usage (341m<sup>3</sup>) was higher than industrial water usage (275m<sup>3</sup>) and this trend was similar yet less pronounced in Russia (98m<sup>3</sup> for domestic usage compared to 96m<sup>3</sup> for industrial usage) and Turkey, where domestic use was recorded at 80m<sup>3</sup> in contrast to industrial consumption at 73m<sup>3</sup>.

### Activity 9

1. Yes, there has been an attempt to summarise and compare. There is a range of language of comparison and contrast.
2. Yes, 165 words.
3. Insufficient data: There is no mention of the United Kingdom; some data has been repeated; other important data has been omitted.

Russia and Turkey both indicated relative low levels of domestic usage on 98m<sup>3</sup> and 80m<sup>3</sup> respectively; however, water usage for the agricultural sector in these two countries was the highest of all six countries at 1,663m<sup>3</sup> and 1,462m<sup>3</sup>. The lowest user of water for agricultural usage

was China at 605m<sup>3</sup>, and the highest amount of water used for industrial purposes is in Canada, at 532m<sup>3</sup>.

In Australia, domestic water usage (341m<sup>3</sup>) was higher than industrial water usage (275m<sup>3</sup>) and this trend was similar yet less pronounced in Russia (98m<sup>3</sup> for domestic usage compared to 96m<sup>3</sup> for industrial usage) and Turkey, where domestic use was recorded at 80m<sup>3</sup> in contrast to industrial consumption at 73m<sup>3</sup>. In all other countries, water usage for industrial purposes was higher than domestic use.

Overall, agricultural water usage was much greater than usage in the other two sectors for all the countries represented.

### Response B rewritten and improved

There are no grammatical mistakes, and a wider range of vocabulary is demonstrated (through the use of synonyms). Cohesion between sentences is very good with a range of cohesive devices being appropriately and accurately used. Unfortunately, coherence has not been improved because the organisation of the data has not been made more logical.

### Activity 10

| Descriptions                              | Numbers & Words/Phrases Used                                       |
|-------------------------------------------|--------------------------------------------------------------------|
| Synonym(s) for 'higher'                   | 17                                                                 |
| An introductory sentence                  | 1                                                                  |
| Linking words                             | 6, 8, 10, 11, 13, while, and                                       |
| Synonym(s) for 'low'                      | 7                                                                  |
| Synonym(s) for 'usage'                    | 3                                                                  |
| Adverbs                                   | 2, 5, 14, 16, respectively, only, even                             |
| Words to indicate comparison and contrast | 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, the lowest, while, only |
| Referencing pronouns                      | three of these                                                     |

## Unit 3 Line Graphs

### Activity 1

1. Modes of transport in New Stratford
2. The different kinds of transport
3. 1970–2030 (past–present–future)
4. Bus and motorbike
5. Enormous rise in use of trains
6. Private car

### Activity 2

1. This is a simple but mechanical description of data without any comparisons, and it may take a long time. This method could give you an average score, provided you include an overview and there are also no major problems with vocabulary or grammar, but you could not achieve a higher-level score because you would not have achieved the task — summarise, select, and compare.
2. This is not a good idea although it will lead to comparisons, it will require too many words, and it would be very confusing for the reader (and probably the writer, too).



3. This is the best choice because it will help the reader to understand the information clearly and it is easier to fulfil the task this way — summarise, select, and compare. Most likely, you would group the bus and motorbike together, and then look at the other methods.

### Activity 3

1. A
2. B
3. B — focuses on all the data to do with motorbikes (instead of selecting) but ignores other important data.
4. A — deals with lowest usage, then compares two similar trends, then deals with highest usage.
5. B — However, many of the connectives are used inappropriately.
6. Response A (although the topic sentence is missing) has given an overview, grouped the data to help the reader to understand the graph, and used a variety of grammar structures with two complex sentences. This is a higher-level response.  
Response B is slightly under length and has ignored some of the important data. It has a topic sentence but it has no overview, and the description of the data doesn't help the reader to understand the graph. The grammar is mostly accurate (except for verb tenses), but there is a lot of repetition of vocabulary items and some cohesive devices have been used inaccurately. This is a fair response for a lower-level candidate.

### Activity 4

1. The graph shows<sup>(1)</sup> how many people commuted<sup>(2)</sup> to work in New Stratford and the means of transport which they chose<sup>(3)</sup>. It covers<sup>(4)</sup> a period from 1970 to the present day and beyond to the year 2030.

Private cars are<sup>(5)</sup> very popular but not so much in 2030. Only 10 million people will use<sup>(6)</sup> cars in that year although the same number of people used<sup>(7)</sup> bus transport as cars in 1970 and again in 2030. Trains were not used<sup>(8)</sup> much at the beginning of the period whereas this changes<sup>(9)</sup>. More people use<sup>(10)</sup> trains because they are<sup>(11)</sup> the most popular at the end of the period.

Motorbikes are<sup>(12)</sup> not very popular with commuters. Four million people used<sup>(13)</sup> them in 1970 and, after twenty years elapsed<sup>(14)</sup>, this number fell<sup>(15)</sup> to 3.5 million, and then it rose<sup>(16)</sup> to 5 million in 2010 and finished<sup>(17)</sup> on 6 million in 2030.

2.
  1. correct — refers to the graph itself
  2. correct — refers to information on the graph (but doesn't allow for the future trend; however, this is dealt with in the next sentence)
  3. correct — see 2. above
  4. correct — refers to the graph itself
  5. incorrect — use a past tense to describe the beginning point on the timeline and future tense for 2030
  6. correct — refers to 2030
  7. correct for 1970 but future tense is needed for 2030 at the end of the sentence
  8. correct — refers to 1970
  9. incorrect — past tense is needed
  10. incorrect — future tense is needed

11. incorrect — see 10. above
12. incorrect — past tense is needed
13. correct
14. correct
15. correct
16. correct
17. incorrect — use future tense for 2030

3. Use 'will + base form verb' or a phrase like one of the following: 'is projected to', 'is expected to', 'is predicted to', 'is forecast to' + base form verb.

### Activity 5

1. In general, there has been an increase in the number of commuters over the period and this is predicted to continue. Cars have declined while train usage has markedly increased.

Underline = it is incorrect to say 'cars have declined' → it is the use of cars that has declined.

**Bold** = the incorrect verb tense. The use of cars doesn't decline until after the present day (2010), so use of the present perfect here is incorrect — it should be the future tense. It is true that train usage has increased, but it continues to rise in the future, so this must be indicated, e.g. 'train usage **has increased** markedly and **will rise** further'. (Note: It is more usual to put the adverb after the verb, too.)

3. One possible answer:  
Private cars and buses were very popular with around 8 million people using each form of transport in 1970 but, whereas car transport increased in popularity with 12 million commuters in 2010, bus use dropped by around 2 million before rising again to over 8 million in that year. Surprisingly, both car and bus transport is projected to be at the same level of 10 million users by 2030.

Trains were not used much at the beginning of the period (only 2 million), whereas this changed markedly in 1990 (7.5 million). After an exponential increase, trains are predicted to be the most popular commuter transport with 12 million users at the end of the period.

Motorbikes, on the other hand, were not much favoured in 1970 with only 4 million users and will not be very popular with commuters in the future. It is expected that around 6 million people in New Stratford will use them in 2030.

### Activity 6

1. used
2. has risen
3. will level off OR is expected/predicted/projected/forecast to level off
4. were used
5. has been
6. use
7. will increase OR is expected/predicted/projected/forecast to increase
8. accessed
9. has climbed
10. uses
11. accesses

12. will escalate OR is expected / predicted / projected / forecast to escalate

### Activity 7

- Changes in methods of business communication
  - Different methods of communication
  - Cell phones, e-mails, and other Internet communications followed a similar upward trend.
  - Letter writing and landline use became less popular.
  - 1995
  - One good way would be to group the 3 upward trends together and put the 2 downward trends together.
- Suggested answers:
  - Landline use **grew (rose / increased)** then **decreased (declined)**.
  - Letter writing also went into **decline**. [this is the only possible choice]
  - Usage of cell phones, e-mails, and the Internet all **rose (grew / increased)**.
  - There was an exponential **increase (rise / growth)** in the use of **cell phones** and **e-mails**. [in either order]
  - Other Internet usage **rose (grew / increased)** steadily.
- See the model answer on page 27 as an example.

### Activity 8 Model Answer

The graph shows how much revenue was generated by sales of four different products throughout 2009. Products A and C had similar upward trends with low sales in January and high sales in December, whereas Product B generated the most value in January and Product D reached its peak in the middle of the year.

Sales of Products A and C had a value of five and ten million dollars respectively in January of 2009, and both increased to around \$30m in April before dipping in May and rising to reach about \$35m in mid-year. Sales for Product A slipped to \$25m in August, but both increased to end the year with sales of \$55m for Product A and \$50m for C.

Product B's sales started at \$50m in January, declined by \$15m by March, and levelled out at \$35m for the second quarter. They reached a low point of \$25m in August and remained there until year's end. The value of sales for Product D were the same for the first and last quarter at \$20m but experienced a rise of \$5m in the second quarter and reached a plateau of \$32m in the third quarter.

(197 words)

## Unit 4 Pie Charts

### Activity 1

- Different kinds of living arrangements for people in three age groups
- The three age groups
- The different choices
- The first pie is quite different from the second two, which are quite similar.
- Pie chart 3 includes assisted living, which is not in pie charts 1 and 2.
- Single rental accommodation is 20–25% across all three pies.

7. Most segments change significantly, especially between pie charts 1 and 2.  
Shared rental accommodation and hostel accommodation drop, own houses and apartments rise.

### Activity 2

- It is simple and the answer will be clear, but it will lead to a mechanical description of data without any comparisons and it may require too many words. This method could give you a good average result, provided you also include an overview, but not a higher-level score.
- It is harder to do, and although it will lead to comparisons, it will require too many words and it could be very confusing for the reader (and the writer).
- It is the hardest but the best choice because it will help the reader to understand the information clearly.

### Activity 3

- Both responses rephrase the topic and both do this well.
- Response A
- Response A — the data is compared across the three age groups and is grouped into rented accommodation, owned accommodation, and shared accommodation.  
Response B — each pie is described and compared separately.
- Response A is much clearer because it shows the trends across ages, which is the purpose of the charts. Response B does describe the data, but the description does not help the reader to understand trends and changes.
- 5 & 6. Response A has a variety of sentence structures, whereas the sentences in Response B are mostly similar.
- Response A has given an overview, grouped the data to help the reader to understand the charts, and used a variety of grammar structures. This is a high-level response.

Response B has answered the question and described the data, but it has no overview and the description of the data doesn't help the reader to understand the charts. The grammar is accurate, but there are only a few different structures. This is a good response for a lower-level candidate, and it would get an average score.

### Activity 4

1.

|                                     |                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Synonyms for 'Accommodation'        | housing<br>living                                                                                               |
| Synonyms for 'Show'                 | illustrate<br>depict<br>represent                                                                               |
| Synonyms for 'Choices'              | alternatives<br>kinds<br>options<br>preferences<br>types                                                        |
| Synonyms for 'Different Age Groups' | age categories<br>babies, children, young people<br>middle-aged, older, elderly<br>people from x to y years old |



2. Answers may vary.  
See the first sentences from Responses A and B.

The pie charts represent accommodation options in Evonia for young, middle-aged, and older people.

The pie charts illustrate different housing alternatives in Evonia for people from 17 years and up, in three age categories.

The pie charts show the housing choices of three different age categories in Evonia.

### Activity 5

- Only 7 per cent of people 51 to 65 years old prefer action movies, but the majority of people **in this category** tend to prefer **documentaries** and **dramas**.
  - While documentaries and dramas are most popular with **the older group**, **the middle group** prefers animation movies.
  - Approximately 20% of people **in all three age groups** prefer romance movies.
  - Only 5% of people from 17 to 29 years old are self-employed, but **this** rises to 20 per cent for **the middle group** and to 23 per cent for **the older group**.
  - The most common employment situation for people from 17 to 25 years old is working in a company with more than 100 employees, but **this situation** is much less common for those **in the older groups**.
- See Response A.
- One possible answer:  
The pie charts depict accommodation preferences over three age categories in Evonia.

Many young people from 17–29 years old live in shared rental accommodation, at 35%. 30% of people in this group live in hostel accommodation and 21% live in single rental accommodation. Only 12% and 2% respectively of young people own their own apartment or (word deleted) house.

Most middle-aged people from 30–45 years old own their own apartment or house, at 36% and 28% respectively. 25% of these people live in single rental accommodation, while only 9% and 2% live in shared rental accommodation and hostels, so these are less popular than the other choices.

Older people over 45 years old mostly live in their own house or apartment, at 31% and 33%. Single rental accommodation is less popular, at 20%, and 13% (words deleted) live in assisted living accommodation. Only 3% (words deleted) live in shared rental accommodation.

(NOW 150 words and much better writing)

NB: Please note the existing referencing at the end of Paragraph 3—these are less popular than the other choices.

### Activity 6

The pie charts show the percentages of people **eating** different kinds of takeaway foods in the country of Firenze over three age **categories**. In general, younger people **prefer** chips and burgers, whereas older ones prefer salads or roast dinners.

Chips and burgers are the most popular **choice** for people under 20 years old, at 33%. This drops to only 10% **for** people (**of age**) over 50 years **old**. 15% of the middle group prefers these two **types** of food. In contrast, preferences for pizza **are** similar for all age groups in the charts.

### Activity 7

- Movie viewing preferences for three age groups
  - Pies = age groups, segments = movie types
  - c&d. Similarities—preferences for romances across all groups. Differences—action and animation are more popular with the two younger groups and less so with the older one, and documentaries and dramas are less popular with the younger groups and more so with the older one.
  - Grouping data—probably as described above—three categories of movies: romances, action and animation, and documentaries and dramas.
- romances—mostly **similar**
  - documentaries and dramas **rise** slightly, then **rise significantly**
  - action and animation **drop** slightly, then **fall significantly**
  - biggest change is between **the two younger** and **the older** groups; **young** and **middle groups** are fairly similar
- See the model answer on page 34.
- One possible answer:
  - Describe similarities across the three pies.
  - Describe the ones which rise/fall (group action and animation together, and group documentaries and dramas together).
  - Describe the ones which fall/rise.

NB: The model answer ignores the fact that the younger and, in particular, the middle group have fairly equally divided preferences, while the older group has much stronger preferences. It is not possible to include all the information in 150 words. The writer has to choose how to group and organise his or her data. Writing about the balance of preferences is another valid way to organise this data. You should try to do this.

Alternatively, you could add this sentence into the introduction, but this takes the word count to 170 words. 'The middle group, from 36 to 50 years old, has the most equally divided preferences.'

### Activity 8 Model Answer

The pie charts show what percentages of people choose to work in five different work situations over their working lives. There are three age groups shown, 17–25 years old, 26–40, and 41–65. Overall, younger people tend to work in larger companies with over 100 people, whereas older people choose small companies with under 10 employees or are self-employed.

Approximately 20% of workers are employed in medium-sized companies, with 10–100 employees, over all three age groups. In contrast, 39% of young people work in large companies, and this drops to only 18% for the oldest group. The preference for small companies grows with age; 19% of young people choose this option, but this grows to 27% and 30% respectively for the other two groups.



Unemployment drops as people get older, but self-employment rises sharply from only 5 per cent of young people to 23 per cent of those in the oldest category.

(152 words)

## Unit 5 Bar Charts

### Activity 1

1. The percentages of students who found employment within 6 months of graduation in Molovia
2. The percentages of students in each faculty who got a job
3. The grey bars are for the year 1995, and the black bars are for the year 2005.
4. Computer Science
5. Computer Science and Science
6. 1995 was a better year for finding employment.

### Activity 2

1. This would be very mechanical and would probably not 'summarise the information' effectively.
2. This is probably the most straightforward way and would allow for some summary and comparison.
3. This could work well with a lot of good comparisons, but you would have to think carefully on what basis you would group them together, e.g. highest performing versus lowest performing or big change versus little change.

### Activity 3

1. Response A
2. Response B
3. Response A — the data is compared firstly across the year 1995 and then 2005. Response B — the data is described mechanically from left to right across the chart.
4. Response A is better at summarising the information by selecting and reporting the main features. Response B does describe the data, but it is mainly mechanical, and there is little comparison.
5. Response A has a variety of sentence structures.
6. The sentences in Response B are very similar, and there is only one complex sentence in the whole response.
7. Neither. Both responses are under length and unfortunately, Response A lacks an overview sentence although it does have a much better grammatical range and organisation. Response B has an overview but has copied the topic exactly, mainly used simple sentences, and is not well organised.

### Activity 4

1.

|           |                                                             |
|-----------|-------------------------------------------------------------|
| Bar Chart | chart<br>graph<br>bar graph<br>column chart<br>column graph |
|           | illustrate<br>depict<br>represent<br>demonstrate            |

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Show                          | present<br>display<br>reveal<br>give information about                                                                |
| Percentage                    | proportion<br>[It is possible sometimes in the body paragraphs to express percentages or refer to them as fractions.] |
| Students                      | [in this context]<br>graduates<br>those who have graduated                                                            |
| Find Employment               | gain employment<br>find a job<br>find work<br>get a job<br>get work<br>find an occupation                             |
| Within 6 Months of Graduation | after graduating<br>within the first half year of graduation                                                          |
| Seven Subject Areas           | 7 fields of study<br>7 specialties<br>7 branches of learning<br>[in this context]<br>7 faculties<br>7 majors          |
| In 1995 and 2005              | in the years 1995 and 2005                                                                                            |

2. Some possible answers:

- The bar chart indicates the percentages of students who gained employment within half a year of graduation. The information is for Molovia in 1995 and 2005 and covers seven areas of interest.
- The chart presents information about the proportion of graduates in Molovia who found work in the years 1995 and 2005.
- The bar graph illustrates changes in the proportion of students who found work after graduating in 1995 and 2005 in Molovia.

### Activity 5

[1] Around 90% of graduates of computer science found work in 1995 and this rose to 95% in 2005. [2] About 85% of business and law graduates got work in 1995 and this dropped to 60% in 2005. [3] 75% of engineering students found work in 1995 but less than 65% did in 2005. [4] Teaching was about the same for both years. [5] More Science graduates found work in 2005 than in 1995. [6] Arts fell from above 50% to around 40%.

1.  = sentences/clauses with the same structure

2. Synonyms:

around; about; above (not exactly a synonym but it does avoid repetition of 'around' or 'about')  
found work; got work  
dropped; fell

3. Sentences 1, 2, 4, and 6



4. The pronoun 'this' in sentences 1 and 2 is not enough. It is unclear what it refers to. It should be 'this **percentage/proportion** (of students/graduates)'.

Sentence 4 is ambiguous—it should be made clear that 'the percentage of Teaching graduates who found work was about the same'.

Sentence 6 is ambiguous in the same way that sentence 4 is.

5. One possible answer:

Around 90% of Computer Science graduates found work in 1995 and this figure grew by 5% ten years on. By contrast, whereas 85% of Business and Law students got jobs in 1995, only 60% of them did in 2005. While three quarters of graduates from the Engineering faculty gained employment in 1995, fewer than 65% were successful a decade later. Teachers had about the same amount of success in both years, at around 70%, but 5% more Science graduates found jobs in 2005, at just under 70%. Arts graduates had even less luck getting work in 2005, at 44%, compared with 55% ten years earlier.

### Activity 6

In 1995, employment prospects were **generally** good. Computer Science, Business and Law were the three most sought-after professions for graduates, and close to 90% **gain** employment in these areas. **Engineering** and Teaching followed close behind at around 80% and 75% **respectively**. Science and Arts **was** the least sought-after **for** employers, but even in these areas around 60% found jobs.

However, in 2005 the situation **has changed** and there were fewer jobs available in most areas, except for the Sciences, which increased by about 5% in **popular**. Teaching remained relatively unchanged and Engineering and Arts both **felled** about 10 per cent, to 65 and 50 **percentage** respectively.

generally — spelling

gained — past tense

Engineering — spelling

respectively — spelling

were — subject-verb agreement

by — preposition

had changed/changed — past perfect or past tense, not present perfect

popularity — word form

fell — past tense spelling

per cent — word form

### Activity 7

- Percentages of different kinds of landfill waste in 5 countries in 2010
  - The different types of waste
  - The huge proportion of agricultural waste vs. the tiny proportion of electronic waste in Bratistan
  - Construction waste
  - Atlantis, Selenia, Vatania
  - Probably group those 3 countries together and deal with Molovia and Bratistan together because they are a bit different
- Atlantis, Selenia & Vatania — similar: high % of **construction waste** at **29–35/around 30%** followed by **electronic, household & agricultural**

- Molovia & Bratistan — different:** Molovia 35% dedicated to **construction & household** but only 15% **electronic & agricultural**; Bratistan more than 50% **agricultural & less than 5% electronic**

- This chart illustrates the makeup of landfill sites in five different countries. Waste is divided into four main categories. In general, construction waste is **the biggest category**, and agricultural is **the smallest**, with the exception of Bratistan, which has a very high level of agricultural waste **but** an extremely small proportion of electronic waste.

Vatania, Atlantis, and Selenia have **similar** landfill usage. All of these countries have a fairly even distribution of different kinds of waste, with a high percentage of construction waste, at 35, 32, and 29 per cent respectively. This is followed by electronic and household (24–29%) and finally agricultural waste, which makes up **less than** 20% in all three countries.

Molovia and Bratistan are significantly **different**. Molovia has approximately 35 per cent of its landfills dedicated to construction and household waste but only about 15 per cent is electronic and agricultural, **whereas** Bratistan's profile is unique. **More than half** the waste in this country is agricultural, **while** a tiny fraction is electronic waste (**less than 5%**).

### Activity 8 Model Answer

This chart shows how people in five different countries accessed health care in the year 2010. Most of the countries delivered health care primarily through nurses and hospital clinics, whereas for one country in particular, Atlantis, general practitioners were used the most.

Molovia and Vatania show similar patterns of use. In both countries, around 40 to 45% of people went to either a nurse or a hospital clinic for medical care, whereas fewer than 10 per cent visited a general practitioner and visits to a specialist were rare.

In Selenia and Bratistan, GPs were used as often as hospital clinics, at about 35 and 25 per cent respectively, but people also frequently visited nurses, around 35% in Bratistan and 25% in Selenia. Although specialist consultations were fairly uncommon in Selenia, almost 15% used specialists in Bratistan.

Atlantis has a very different pattern of health care. Here, the family doctor was used most commonly (nearly 45 per cent), and specialists and hospitals were level on nearly 20%. People were less accustomed to calling on a nurse and only about 15 per cent did this.

(183 words)

## Unit 6 Tables

### Activity 1

- Temperatures in 4 different cities in summer and winter
- Four — high and low for summer and winter
- Above zero and below zero
- Two

5. West and North
6. East and South

### Activity 2

1. This would not really fulfil the requirements of the task as it would not compare data.
2. This would provide a good framework for comparing across the seasons, as well as organising the data in terms of trends (bigger variation in the first paragraph, smaller in the second).
3. Organisationally, this might be confusing and unclear. It is also unnecessary to describe all the data. In fact, you probably do not have time to do so. You need to pick out the most important features only.

### Activity 3

1. Both rephrase the topic to some extent.
2. Both. Note that this is given here in the introductory paragraph, but is also perfectly acceptable in the position of a final paragraph.
3. Response A: Paragraph 2: North and West cities, Paragraph 3: East and South cities. Response B: Paragraph 2: winter, Paragraph 3: summer
4. Response A has a good variety of simple and compound sentence structures, while Response B includes mainly simple sentence constructions.
5. Response B
6. Response A, because it has a variety of sentence structures, is coherent and mentions the main points. It also has a slightly higher level of vocabulary.

### Activity 4

|                             |                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------|
| Climate                     | temperature<br>temperate<br>mild<br>high<br>low<br>hottest<br>midday<br>midnight<br>slightly higher     |
| Seasonal Fruit/Fruit Prices | locally grown<br>cheapest<br>most expensive<br>imported<br>availability                                 |
| Traffic Flow on Bridges     | peak morning rush hour<br>busiest<br>midday<br>midnight<br>heavy daytime use<br>traffic volume<br>usage |
|                             | peak<br>exemplar<br>fluctuation<br>however<br>halved                                                    |

### General Task 1 Vocabulary

high  
variation  
low  
respectively  
slightly higher  
in comparison  
average  
overall  
in general  
fall  
in contrast  
similar pattern  
drop by nearly half  
decline  
rise  
remain  
consistent  
similarly  
vary

### Activity 5

1.

| Criteria                                            | Sentence a        | Sentence b     |
|-----------------------------------------------------|-------------------|----------------|
| Uses a linking word to indicate a general statement | Yes<br>In general | Yes<br>Overall |
| Is a concise summary of the main points             | Yes               | Yes            |
| Often offers a comparison or contrast of some types | Yes               | No             |
| Does not contain any data                           | Yes               | Yes            |
| Is general rather than specific                     | Yes               | Yes            |

2.

#### Table 1: Fruit

1. Most expensive in summer and spring, cheapest in winter
2. Most expensive in summer, cheapest in spring
3. More expensive than local, most expensive in autumn, cheaper in summer and spring, but fairly consistent pricing over the year
4. Consistently the same price across all seasons
5. Most expensive fruit, cheapest in summer
6. They vary considerably from season to season.
7. The prices are quite consistent from season to season.
8. Imported fruit is consistently priced, whereas local fruit varies more.

Overview sentence: Students' own answers

#### Table 2: Traffic Flow

1. Highest 8 a.m. and 4 p.m., lowest midnight
2. Highest 8 a.m. and 4 p.m., lowest midnight
3. Highest 8 a.m. and 12 noon, lowest midnight
4. Highest 8 a.m. and 4 p.m., lowest midnight
5. Highest 8 a.m. and 4 p.m. = Harbour Bridge and River Bridge. Lowest midnight = for all bridges
6. City Bridge—12 noon highest, different to all other bridges

Overview sentence: Students' own answers



### Activity 6

- cheaper
  - the cheapest
  - expensive
  - the most expensive
  - busy
  - busier
  - higher
  - the highest
  - low
  - the lowest
- If the adjective ends in 'y', make the comparative and superlative form by dropping the 'y' and adding '-ier' and '-iest'. If the adjective has more than **two** syllables, insert **more** + normal adjective to form a comparative and **the** + most + normal adjective for the superlative form.

### Activity 7

| Large Amount                                   | Medium Amount            | Small Amount         |
|------------------------------------------------|--------------------------|----------------------|
| considerably<br>substantially<br>significantly | moderately<br>reasonably | slightly<br>somewhat |

### Activity 8

The price of **local** grown apples **were varying** from a peak at \$4.50 per kilo in summer to a low of \$2.25 in winter, and they are available all **yearly** round. In contrast, locally grown oranges are not on sale in autumn, and their **cheapest** season is spring, at \$3.90 **in** average per kilo. Summer is the **expensivist** time to buy local oranges. However, **importing** oranges and bananas are available all year and are consistently **price** at around \$5 and \$3 per kilo **respectively**.

locally — word form

varies — tense & subject-verb agreement

of — preposition

year — word form

cheapest — spelling

on — preposition

most expensive — word form

imported — word form

priced — word form

respectively — spelling

### Activity 9

- The price of **locally grown** apples **varies** from a **peak** of \$4.50 per kilo in summer to a **low** of \$2.25 in winter, and they are available all year round. **In contrast**, **locally grown** oranges are not on sale in autumn, and their **cheapest** season is spring, at \$3.90 on average per kilo. Summer is the **most expensive** time to buy local oranges. **However**, **imported** oranges and bananas are **available** all year and are **consistently** priced at around \$5 and \$3 per kilo **respectively**. Strawberries are the **most expensive** fruit and are at their **cheapest** in summer, at \$6 a kilo. They are expensive in autumn (\$8 per kilo) and are not **available** in winter at all.

### Activity 10 Model Answer

The table indicates usage of four bridges over a 16-hour period every day in New Stratford. In general, traffic volumes decrease at night and are highest in the morning and afternoon.

The Harbour Bridge is the busiest bridge. At peak morning rush hour, 12,500 vehicles cross the bridge, and this declines only slightly over the day. By 8 p.m., however, usage drops by nearly half, and it drops again to 2,550 by midnight. The River Bridge has smaller volumes but a similar pattern. At 4 p.m., about 8,500 vehicles cross this bridge, and this almost halves to 4,450 vehicles by 8 p.m., with a bigger midnight drop.

The City Bridge has heavy daytime use at an average of just over 6,000 vehicles, and unlike the other two, usage rises to a peak at midday, with 6,800 vehicles. However, in the evening and at night, far fewer people use this bridge.

The Smith Bridge is the smallest one and has highest usage at 4 p.m., with 3,330 vehicles. Similar to the City Bridge, this bridge does not have heavy use at night.

(181 words)

## Unit 7 Processes, Maps, Flow Charts

### Activity 1

- The process of treating wastewater so that it can be reused for other purposes
- Through a biological filtering process
- It produces the gas which is used as an energy source.
- It is returned to the primary settling tanks.
- It is stockpiled to be used as fertiliser.
- It flows out to the sea or is used for irrigation purposes.
- No. Because there is nothing to compare in this type of response. (So, you should not try to make comparisons.)

### Activity 2

C

### Activity 3

- A
- Firstly, the wastewater **is screened** to remove large solids. Then, it **is sent** to primary settling tanks where the liquid **is drained off** to go to biological filters and thence to secondary settling tanks. Meanwhile, the heavier particles in the wastewater **sink** to the bottom of the primary settling tanks and **are removed** to sludge tanks where the gas that forms above the surface **is burnt off** or **used** as a power source. The sludge **is transferred** to drying lagoons, after which it **is stockpiled** and eventually **bagged** as fertiliser.

The clear liquid in the secondary settling tanks **is siphoned off** into lagoons, but what falls to the bottom of these tanks **is returned** to the primary settling tanks to go through the process again. Water from the lagoons **is either channelled** into the sea or **used** to irrigate woodlots.

#### Activity 4

| Words Meaning 'Move' | Words Meaning 'Use' |
|----------------------|---------------------|
| transfer             |                     |
| shift                | make use of         |
| send                 | utilise             |
| transport            | operate             |
| bring                | employ              |
| return               |                     |

#### Activity 5

- filter
  - irrigate
  - screen
  - fertilise
- Firstly, the wastewater is screened to remove large solids. Then, it is sent to primary settling tanks where the liquid is drained off to go to biological filters and thence to secondary settling tanks. Meanwhile, the heavier particles in the wastewater sink to the bottom of the primary settling tanks and are removed to sludge tanks where the gas that forms above the surface is burnt off or used as a power source. The sludge is transferred to drying lagoons, after which it is stockpiled and eventually bagged as fertiliser.
- One possible answer:  
Firstly, peanuts are harvested in the fields and then transported to the factory where they are checked for quality and size. After this, they are shelled and salted by machine, and then bagged, after which they are transported to retail outlets and finally bought and enjoyed by customers.

#### Activity 7

- It has shifted to a multi-storey structure rather than taking up the area in front of the town hall.
- Two, four
- The post office and the town hall
- The pines and garden have mostly gone.
- The city library
- It has been converted to an area with a fountain, statue, and seats.
- Yes, there is more focus on people relaxing and enjoying the space.
- Yes. Comparisons must be made between the two maps because they show changes over time.

#### Activity 8

B

#### Activity 9

C

#### Activity 10

In 1980, most of the square **was** a large car park **surrounded** by a row of Norfolk pines on both sides, a small garden west of these trees, and a row of small shops and restaurants on the far eastern side of the square. The post office **was** on the south-eastern corner and this, along with the town hall, **is** one of the few buildings to have remained unchanged.

In the present map, the original car park **has been replaced** by a multi-storey car park adjacent to the town hall. All but two of the trees **have gone**, but a new circular area **has been built** with a fountain and seats around it and a statue in the middle. A library **has also been constructed** in the square, and the shops **have remained** but **are** now mostly cafés and restaurants.

#### Activity 11

- eastern
  - southern
  - western
  - south-eastern
  - south-western
  - north-western
- between
  - north-western
  - south-eastern
  - surrounded by
  - adjacent to

#### Activity 13

- FALSE
- FALSE
- FALSE
- TRUE
- TRUE
- TRUE
- TRUE

#### Activity 14

B — This will be less confusing and still provides a structure for comparison.

#### Activity 15

- Programmes: present tense
  - Future results: future tense
  - Entry requirements: present tense
- c
- See the model answer on page 61.

### Unit 8 Task 2 Marking Criteria

#### Activity 1

Expert response: C  
Weaker response: B

Good average response: A

#### Activity 3

1-B 2-A 3-C

#### Activity 4

Introduction

Rephrase the topic

My opinion — space travel is a benefit

1. Technology

2. Country prestige

Body paragraph 1

Technology

Example: medical — cancer, heart attack

Example: aeroplanes — save fuel



|                  |                                                   |
|------------------|---------------------------------------------------|
| Body paragraph 2 |                                                   |
| Improve minds    | makes us feel happy<br>increases country prestige |
| Body paragraph 3 |                                                   |
| Not good         | wastes money                                      |
| Conclusion       | big benefit                                       |

### Answering the Question Fully

To improve his result, the writer should write more about disadvantages of space exploration.

### Giving Examples and Expanding Ideas

Examples:

1. such as cancer and heart attack. Many people saved their lives because they got good equipments from space technology ideas.
2. for example, aeroplanes. Space technology has shown us how to improve our aeroplanes and on the other hand this has helped us to save fuel and help our environment.
3. For example, China sent Yang Liwei into space in 2003 and Chinese people plan to send men to other planets in the future.

Expanded idea:

They say we should spending money on the people, not spending money on space travelling, to help improve the quality of our lives.

### Activity 5

#### Improving the Flow of the Argument

However, he has said nothing about the fact that some people disagree with space travel.

Therefore, to improve this response, the writer should move Paragraph 4 and make it Paragraph 2.

#### Linking Ideas Together

Linking words and expressions underlined

**Pronouns bolded** (referents in brackets)

*Repeated words/phrases italicised. (Possible changes in brackets)*

Some people believe that space exploration is not a good way to use money, while others (people) think *space exploration (it)* has many advantages for people. In my opinion, space exploration is a big benefit for everyone on the planet, because of it (space exploration) increases technology in other areas and is a good way to improve a country's reputation.

Firstly, space travel increase technology in many areas. *Space travel (It)* increases medical technology such as cancer and heart attack. Many people saved their lives because they (people) got good equipments from *space technology (these)* ideas. Also, it (space travel) helps us with other technology; for example, aeroplanes. Space technology has shown us how to improve our aeroplanes and on the other hand this (space technology) has helped us to save fuel and help our environment.

Secondly, space travel improves our minds. People have always looked at the stars and wanted to go to there (the stars), and this (wanting to go to the stars) is part of mankind's desires. Try to do difficult things is good for our lives and it (doing difficult things) makes us (people) feel happy. Also,

space travel is good for the country because it (space travel) increases prestige of the country. For example, China sent Yang Liwei into space in 2003 and Chinese people plan to send men to other planets in the future.

However, some people feel that space travelling is not good because it (space travel) waste money and it (space travel) is expensive. **They** (some people) say **we** (people) should spending money on the people, not *spending money (delete)* on space travelling, to help improve the quality of **our** (people's) lives.

In conclusion, space travel is a big benefit for people and countries. **It** (space travel) increases technology in many areas and it (space travel) increases prestige for the country with the space programme.

#### Because of:

In my opinion, space exploration is a big benefit for everyone on the planet, **because** it increases technology in other areas and is a good way to improve a country's reputation.

OR

**because of the resulting increases** in technology in other areas and **improvements** in a country's reputation.

#### On the other hand:

Space technology has shown us how to improve our aeroplanes **and** this has helped us to save fuel and help our environment.

OR

Space technology has shown us how to improve our aeroplanes **and as a result**, this has helped us to save fuel and help our environment.

#### Repeating Words and Phrases — see above.

### Activity 6

See the rewritten and improved response on page 68.

### Activity 7

1. The main problem is that the writer has talked only about the advantages of space travel and has not mentioned the disadvantages at all, except briefly in the introduction and conclusion.
2. Yes, the writer uses many good examples — medical technology, computing, sports equipment, examples of the Chinese space programme.

### Activity 8

1. Paragraph 2 is too long and contains two separate ideas. It should be separated into two paragraphs, and the new idea could be signalled by saying:  
'Another advantage of space travel is that we can feel proud of our country because of space exploration.'
2. **Repeated words and phrases.** See below — all could be replaced by pronouns or synonyms, or simply deleted. See the rewritten and improved response on page 69 as an example.

Some people think that the develop of social is good for the country, and space exploration bring many benifits to the world **some people** think that **space exploration** wastes money and we should spending **the money** on other things.

Space exploration is good for the world. **Space exploration** increases our technology. We can learn many things from **space exploration**, such as medical and computers, and we can to help our environment. For example, medical is good for heart attack and cancer. We can learn how to help **heart attack** because we learn from space technology and **we can learn how to help cancer** because **space technology** teach us many thing. **We can also learn about** other thing such as computer and even sports equipments. **Space technology benefit people because it teaches us many things.** Chinese people can feel proud of their county because of space explore. For example, China develop space programme and is the third country to send humans into space and **the people of China feeling very proud of China** when they send Yang Liwei into space in 2003. He is special ambassador for their country pride. China wants to go to Mars in the future And maybe China can **send a man to Mars in the future.**

3. *However, some people think it is a waste of money.* The writer should have put this idea into a separate paragraph in the body of the response.

#### Activity 9

|                                                                                                          |                                         |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------|
| the develop of social                                                                                    | the development of society              |
| space exploration bring many benifits to the world some people think that space exploration wastes money | brings, benefits, and some people think |
| we should spending the money on other things                                                             | spend                                   |
| we can to help our enviroment                                                                            | can help                                |
| medical is good for heat attack and cancer                                                               | heart                                   |
| space technology teach us many thing                                                                     | teaches, things                         |
| We can also learn about other thing such as computer and even sports equipments                          | things, equipment                       |
| Space technology benefit people                                                                          | benefits                                |
| Chinese people can feel proud of their county because of space explore                                   | country, space exploration              |
| China develop space programme                                                                            | has developed                           |
| the people of China feeling very proud of                                                                | feel                                    |
| He is special ambassador for their country pride                                                         | a special ambassador, country's         |
| China wants to go to Mars in the future And maybe China can send a man to Mars in the future.            | and                                     |
| In general, space travel is many benefits for the country pride and for the technological                | has, country's, technological advances  |
| it is good for people to exploration space and increasing technology                                     | explore space and increase technology   |

#### Activity 10

Extra paragraph should be written as Paragraph 2. A good example would be Paragraph 2 from the improved Response A.

#### Activity 11

|                                                                          |                              |
|--------------------------------------------------------------------------|------------------------------|
| Paraphrases for 'space exploration'                                      | 1, 4, 7, 16                  |
| Relative pronouns to create complex sentences                            | 10                           |
| Referencing pronouns to avoid repetition                                 | 5, 8                         |
| Noun phrases to express ideas concisely and to create complex structures | 9, 11, 12, 13, 14, 15        |
| Negative words or phrases to express bad results                         | 2, 6, 7                      |
| Positive words or phrases to express good results                        | 3, 9, 11, 12, 13, 14, 15, 17 |

### Unit 10 Discussing Advantages and Disadvantages

#### Activity 1

- In recent years, people in many countries have been able to afford more material possessions such as electronic kitchen appliances, computers, and vehicles.
- Discuss the advantages and disadvantages of this increased level of affluence, and give your opinion about whether this is a positive or negative development.
- No, only briefly in the introduction if at all.
- No, you have not been asked to discuss reasons in this topic.
- Yes, you should write one paragraph about positive effects and one about negative effects.
- Possibly in the introduction and definitely in the conclusion
- No, you can agree with either side or give a balanced opinion, but your opinion must match the body of your essay. If you strongly agree with one side, write those arguments second and write the side you disagree with first. If your opinion is more balanced, the order is not important.

#### Activity 2 Possible Answer

| Pro — Buying More Goods 😊                                                                                                                                                                      | Con — Buying More Goods ☹️                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual Benefits</b><br>Cars and computers → opportunities for better education and increased employment<br>Cars → more personal freedom<br>Fast cars and new computers → status symbols | <b>Environmental Problems —</b><br><b>manufacture, use, disposal of items</b><br>Producing cars, etc. → using resources<br>Using / Driving cars → emissions, greenhouse gases, more traffic jams<br>Disposing of fridges, computers → dangerous chemicals and space in landfills |
| <b>Society Benefits</b><br>Higher production → more industry — stimulates the economy — more employment                                                                                        |                                                                                                                                                                                                                                                                                  |



### Activity 3

|                  |                                                                                                                                            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction     | Restate the topic, give examples, organisation sentence (thesis statement)                                                                 |
| Body paragraph 1 | Advantages:<br>Individual benefits — freedom, jobs, opportunities, status<br>Society benefits — more production, more jobs, better economy |
| Body paragraph 2 | Disadvantages:<br>Environment — manufacture, use, disposal of items                                                                        |
| Conclusion       | My opinion:<br>Balanced — need to consider both sides                                                                                      |

### Activity 4

- Both responses have a clear thesis statement. Response A gives the writer's opinion, and Response B states how the essay will be structured. Both are acceptable.
- Response B has clear topic sentences. In Response A, the topic sentence of the first paragraph leads the reader to expect disadvantages, but the paragraph then goes on to discuss advantages. This is a common IELTS mistake.
- Response B. In Response A, the writer is very confused about whether there are more advantages or disadvantages, and he changes his mind about this as the response progresses. This type of response is typical of a writer who has not taken a few minutes to brainstorm and plan the answer.
- Both responses have good examples. However, Response A is very one-sided, and there are few examples of disadvantages.
- Response A
- Response A has some good words but mostly simple vocabulary, while Response B uses many synonyms.
- Response B uses more noun phrases, which is a feature of academic writing.
- Response A has some grammatical mistakes.
- Response A is an average essay. It is on the topic and has some good ideas, mostly correct if simple grammar, but limited vocabulary and a very confusing argument. Response B is an expert essay. It is on the topic. It has a clear argument and examples and a variety of sentence structures and vocabulary.

### Activity 5

|                       |                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------|
| Synonyms for 'Things' | commodities<br>consumer goods<br>appliances<br>status symbols<br>items<br>goods     |
| Synonyms for 'Buying' | consumption<br>spending patterns<br>spending<br>consumer growth<br>purchasing power |

|                                      |                                                                                                                                                          |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Words or Phrases for 'Advantages'    | a great benefit<br>levels of freedom<br>opportunities<br>economic prosperity<br>signs of success<br>employment<br>boon                                   |
| Words or Phrases for 'Disadvantages' | negative repercussions<br>pollution levels<br>deterioration of city environments<br>detrimental environmental<br>problems/effects<br>dangerous chemicals |

### Activity 6

#### 2. Possible answers:

- Consumer goods/commodities** such as iPods and MP3 players have essentially replaced old-fashioned CD players and Walkmans, and they have become **status symbols** for the wealthy youth of today.
- Economic prosperity** brings a host of **benefits** (**NOT boons** — *boon* is usually used as a singular noun) to a country, as increased levels of **consumer spending/consumption** lead to higher profits and more employment **opportunities**.
- As people's **purchasing power** increases, they can afford to buy larger and more luxurious vehicles, and these become the **status symbols** of their **economic** success.
- There is no doubt that ownership of a new vehicle is a **boon** for most families, as it widens the scope of their personal **freedom** and employment **opportunities**.
- Increasing levels of traffic density are largely responsible for the **deterioration of city environments**.
- Increased consumer spending can have **negative repercussions** for the environment.

### Activity 7

- Recently, consumer goods such as cars and computers have become more affordable for a greater percentage of the world's population. This has resulted in greatly increased levels of consumption. This essay will discuss the positive and negative effects of this change in spending.

For individual households, there is no doubt that the ability to buy a family car or computer is a great benefit, as this confers increased levels of freedom and opportunities for education and economic prosperity. Many of these goods are also status symbols; they are the visible signs of success and people strive to afford them. The rise in consumption has follow-on effects on industry, and consequently many countries encourage increased spending, as this stimulates the economy and provides employment.

However, there are negative repercussions to this pattern of worldwide consumer growth, which come from the manufacture, use, and disposal of these commodities. The process of producing cars, computers, and other appliances leads to a rise in the use of resources and in pollution levels. After manufacture, the use of cars contributes to greenhouse gas emissions from exhaust fumes, and to



the deterioration of city environments from increased traffic density. Disposal of items such as computer monitors and fridges is responsible for other environmental problems, as they contain dangerous chemicals and take up space in landfill sites.

In conclusion, increased buying power is a boon for individuals and for industry and leads to a much-needed rise in economic prosperity for many people. However, we need to balance these advantages against the detrimental environmental effects of increased spending.

2.

|      |      |      |      |      |
|------|------|------|------|------|
| 1. e | 2. c | 3. d | 4. b | 5. a |
|------|------|------|------|------|

3. Possible answers:

- Nowadays, personal spending on consumer items such as cars and microwaves has greatly increased.
- This pattern of increased spending can have negative consequences because it results in higher levels of pollution.
- The purchase of a new car leads to increased personal freedom and job opportunities.
- Items such as fast cars and high speed computers can increase feelings of personal prestige.
- The manufacturing industry also benefits from higher levels of consumer spending.

4. Response B has more noun phrases and uses more academic synonyms to express ideas. This means that the response can be shorter, because there is less repetition of words.

### Activity 8

Nowadays, people buy many things such as cars, microwaves, and personal computers. There are advantages and disadvantages for **buy (buying)** these things and in my opinion, the disadvantages outweigh the advantages.

Buying more things can be a problem because it makes more pollution for the world. When people buy a new car, they can drive to many places and so they can get a lot of freedom for themselves and for their families. They can also drive to their job, so this means they can get a **difference (different)** job **where (which)** is further away from their home. Many people, especially men, like to **driving (drive)** fast cars and to buy **the newer (a newer OR the newest)** computer, which makes them proud of their lives. Microwaves and other things for the kitchen **are easy to cook (make it easy to cook)**, so **buy (buying)** these things helps the women in the family. Personal computers can help people to get better education and training **opportunities (opportunities)**, and this can lead to better jobs.

When people buy new goods, this helps the factories to make more profit as well. They can hire more people and so more people will get jobs and they can spend more money on more goods. **Spend (spending)** more money benefits the economy, because it is like a big cycle **for increase (for increasing OR to increase)** wealth and money in society. So, people buying more goods helps their families and it helps the whole **social (society)** as well.

In conclusion, some people say that **purchase (purchasing)** more things is bad for the environment, because they create pollution when they use the new goods. I think that it is better to buy more goods.

### Activity 9

- He disagrees — The disadvantages outweigh the advantages.
- He agrees — It is better to buy more goods.
- The topic is the disadvantages of buying consumer goods.
- The examples are all about the advantages of buying consumer goods.

### Activity 10

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Body paragraph 1: Advantages — private companies    | <ul style="list-style-type: none"> <li>• may be quicker and more efficient than the government</li> <li>• saves the taxpayer money</li> <li>• able to tie the research directly into consumer goods</li> </ul>                                                                                                                                                                                                              |
| Body paragraph 2: Disadvantages — private companies | <ul style="list-style-type: none"> <li>• private companies will only do research with commercial possibilities and in their area</li> <li>• some areas of research may be neglected if there is no clear commercial opportunity</li> <li>• may have a narrow vision, so we may miss out on future opportunities</li> <li>• could suppress some research if no profits, example — oil companies alternative fuels</li> </ul> |
| Conclusion                                          | Should have both — need both kinds                                                                                                                                                                                                                                                                                                                                                                                          |

### Activity 12

Privately funded research has financial benefits. For example, small companies may be able to conduct research more efficiently than large government institutions, thus saving money which can be spent on other projects. Private research is conducted at the company's expense, thus saving taxpayer money for other much-needed priorities. Because of the need to make profits for their shareholders, private companies tie their research directly into consumer goods, and this leads to rapid advances in some products.

However, this last advantage may also be a disadvantage in the long term. Because private companies are driven by profits, they may ignore some areas of research if they see no clear short-term commercial benefits. This means that theoretical research could be neglected, and as past experience has shown, this has often led to great advances for mankind. Private companies could even decide to suppress some research if they felt that the results would make their profits suffer. A good example of this is the reluctance of oil companies to fund research into alternative fuels.

In conclusion, while private companies are able to run efficient research projects and produce fast results at no expense to the taxpayer, I think that we need to continue government-funded research as well so that we can continue to develop new ideas.



### Activity 13 Model Answer

Nowadays, e-mail and online video or chat programmes allow people to be connected to their offices or to other workers via computers, and as a result of this, many more employees are able to work from home. In my opinion, this trend has both advantages and disadvantages.

One of the main advantages of this new lifestyle is its flexibility. Employees with young children, for example, can plan their working day around the needs and schedules of their children, working early in the morning or late at night. Work patterns can also follow varied schedules, with workers being asked to work harder at busy times and given time off when the workload is reduced. Another advantage is the saving of time, fuel, transport, and resources. People who don't have to commute to work save money on petrol and running a car and in turn, this contributes to cleaner air and a reduction in pollution levels.

However, there are also disadvantages to this new way of working. The main one is the potential for poor workplace communication. Managing large and complex projects would become very difficult if most employees worked at home and did not meet regularly to discuss and allocate tasks. Workers who rarely or never met could fail to develop company spirit, and individuals might get bored or lonely working at home by themselves most of the time. This could reduce productivity and good work habits.

In conclusion, this new trend has both benefits and potential problems, but provided the problems are recognised and managed well, I feel that the advantages outweigh the disadvantages.

(264 words)

## Unit 11 Evaluating Points of View

### Activity 1

- Some people think that happiness in life comes from professional success, while others believe that a stable family life is more significant in producing happiness.
  - Consider both of these viewpoints and say which one you agree with.
- FALSE — You are specifically told to discuss both viewpoints, and if you don't, your response will be penalised.
  - FALSE — You may give your opinion in the introduction or in the conclusion, or both. This is your choice.
  - TRUE
  - TRUE — The essay should be approximately 50/50 for each side. You can choose to write more paragraphs, but it is often easier to write one for each side.
  - FALSE — You can present a strong opinion or a balanced opinion. Balance is often better.

### Activity 2

One possible answer — the order of notes in each box may vary.

| Professional Success                                                                 | Family Life                                                               |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Prestige, respect                                                                    | Strength and support                                                      |
| Local politics                                                                       | Satisfying personal life                                                  |
| Financial rewards                                                                    | Life in isolation — solitary                                              |
| Expensive houses, consumer possessions                                               | — deeply unsatisfying                                                     |
| Power to influence your life and others                                              | Lifelong happiness is important — old age as well as youth and middle age |
| Education for family members                                                         |                                                                           |
| <b>Conclusion — My Opinion</b>                                                       |                                                                           |
| Over our whole lives — personal relationships — more important than material success |                                                                           |

### Activity 3

- A. ①, ② B. ②, ③ C. ①
  1. A. ②, ③ B. ① C. ②, ③ D. ③ E. ① F. ②, ③
- Essay A: Two body paragraphs — one for the advantages of research skills, one for memorising information  
Essay B: Three body paragraphs — one for each reason and one for a solution  
Essay C: Two or three — either one or two discussing water supply and public health and one discussing international consultants  
Essay D: Not clear — one reason for each body paragraph — need at least two reasons  
Essay E: Two — one for advantages, one for disadvantages  
Essay F: Either two or three — one or two for technology and manufacturing and one for the negative consequences
- The fuller thesis statements are better in a long research style essay, of 1,000 words or more. However, in the IELTS Task 2, writing a long thesis statement may take too much time and leave you with not enough time for writing the body, and it may result in a lot of repetition in your essay. In general, it is better to make your thesis statement short and clear.
  - When writing a thesis statement for a short essay under time pressure, it may be easier to clearly explain **the structure of your essay** but not to **give all your ideas in detail and your opinion**, because if you do this, your introduction might be too **long**, and also you might end up **repeating your words** in the body of your essay.

### Activity 4

- Both responses have a clear thesis statement which matches the rest of the essay.
- Response A discusses both sides. Response B discusses only one side (this is a big problem).
- Response B has a lot of repetition of words.
- Both responses have examples.
- Both responses have a clear, coherent argument.
- Response A — although, while
- Both responses have complex sentences, but Response A has a greater degree of complexity.
- Response A



## Activity 5

money and possessions/marketing, respect, education, adjectives to describe people, the place where something comes from

|                  |                |                    |                 |
|------------------|----------------|--------------------|-----------------|
| basis (n)        | calculate (v)  | jettison (v)       | consumer        |
| facet (n)        | equip (v)      | marketplace (n)    | possessions     |
| fount (n)        | flexible (adj) | endeavours (n)     | critical        |
| luxuries (n)     | hamper (v)     | heritage (n)       | thinking        |
| reputation (n)   | bargain (n)    | neglect (v)        | financial       |
| self-esteem (n)  | solitary (adj) | source (n)         | prosperity      |
| vulnerable (adj) | integral (adj) | derive from (v)    | factual         |
| foundation (n)   | prestige (n)   | potential (adj)    | education       |
| promotion (n)    | rounded (adj)  | unscrupulous (adj) | material        |
|                  |                |                    | wealth          |
|                  |                |                    | rely on sth (v) |
|                  |                |                    | do a            |
|                  |                |                    | disservice (v)  |

## Activity 6

- In order: derive from, sources, reputation, prestige, respect, financial prosperity, luxuries, consumer possessions, basis, endeavours, solitary, material wealth
- The **basis / foundation** of a good education is a **foundation / basis** of knowledge in combination with good research skills. Together, these will create **flexible / rounded** individuals who can **jettison** old ideas and be **flexible** in the face of a changing society.
  - The **source** of our happiness is often **derived from** our personal relationships with others, as well as from the **respect** with which others regard us and our personal **self-esteem / reputation**.
  - While **consumer possessions** and **luxuries / financial prosperity** may lead to short-term satisfaction, in my opinion, long-term happiness has its **source / basis / foundation** in connections with others, rather than in a **solitary** life.
  - Unscrupulous** advertisers in the **marketplace** often target **vulnerable** members of the community, such as children, because they know this is an effective way to **promote** their products.
  - Critical thinking** skills have become an **integral** part of a rounded education in today's world. It is not enough to have a **factual education**; we must be able to evaluate conflicting viewpoints and ideas, and we will be severely **hampered** if we cannot do this.
- One possible answer:  
Personal happiness is important for people and they spend their lives looking for this. We **gain** happiness from many **sources**, both in our jobs and in our home lives. I think that **professional success** is more important than home life for three reasons.

Firstly, a successful career can give us power and **increase our self-esteem**. For example, (**repetitive sentence removed**) people will listen to us when we talk, and they will respect our opinions, because a **successful** person has **prestige** in the community. **Because of this**, businessmen can often get political power, and this is very important in some countries.

Secondly, (**unnecessary information removed**) when we **enjoy / gain financial prosperity**, we can buy many **valuable consumer** possessions, such as a big house or a fast car, or we can go for expensive holidays to many places, such as New Zealand, France, or Japan. People will envy us because we have **material wealth**, and they will think we are a privileged person.

Finally, the money that we earn can give us power in our family and in our community. We (**unnecessary information removed**) can help our family members by sending them to good schools and universities, and we can **contribute to** new buildings in our community so that everyone knows about us and about our importance.

In conclusion, I think that jobs are more important than family life for our personal happiness.

## Activity 7

- In order: However, **although** success...; ... material wealth is less important, **while** personal connections...; ... **while** professional success can bring great satisfaction...
- Sample answers — there are several possible answers, depending on each individual own opinion.
  - Although younger people value and respect the benefits of professional success, such as the prestige and financial prosperity that it can bring, older people understand the importance of personal connections in bringing happiness to their lives.
  - While advertising can target vulnerable people such as children or teenagers, it has many benefits because it allows for competition, and thus (consequently) reduces prices for consumers.
  - Even though research skills form an integral part of a rounded education and are needed for lifelong learning, we cannot afford to ignore the fact that these are not sufficient without a foundation of knowledge which provides vital automatic skills such as numerical calculation.
  - Despite the fact that marketing and promotion form an integral part of our economy and are needed to ensure economic success, they need to be controlled in order to keep people safe and to protect weaker members of the community.
  - Although personal connections and a strong family life last throughout our lives, professional success leads to prestige, power, and financial prosperity such as the ability to buy many consumer possessions.
  - While children need a foundation of knowledge and facts and need to learn about their cultural heritage, it is more important for them to be flexible and willing to jettison old ideas and learn new ones, if they are to be effective members of the workforce in the 21st century.
- There are no conjunctions expressing concession in Response B, because the writer has expressed only one side of the argument. This has limited his ability to express complex ideas such as those shown above.



4. Possible answers:

Thesis statement: This essay will discuss both of these ideas and give my opinion.

New body paragraph: There is no doubt that family life is an important facet of happiness. A strong and secure family life can bring a great deal of satisfaction to people and enhance their life experience by giving them someone to share their good fortune and success with or to help them when they are struggling.

Linking sentence: However, although family life is undoubtedly important for personal happiness, without the prestige and financial security that professional success brings, it is difficult to enjoy lifelong happiness.

### Activity 8

1. Even **though** consumers enjoy purchasing material goods, this often has detrimental effects on the environment.
2. Although children need to learn research skills as part of their education, (**but** removed) the acquisition of knowledge is equally important.
3. Despite **the fact that** advertisers want to promote their products to the greatest number of people, society needs to carefully guard younger and more vulnerable consumers.
4. Even **though** (this is a fact, not a condition) we all need to be taught basic knowledge and skills when we are young, teachers must not neglect equally important research skills.
5. In spite of **the importance of money** for giving success and pleasure in life, personal relationships are equally a key source of lifelong happiness.

### Activity 9 Sample Answer

| Facts and Information                                                                                    | Research Skills                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge important — no basic maths skills — hamper children<br>Ideas about culture, history — heritage | Concessive sentence — knowledge integral, do a disservice — neglect to teach basic research skills<br>Foundation of knowledge — also flexible, inquiring, jettison old ideas, to be effective members of the workforce |
| Conclusion — My Opinion<br>Both equally important                                                        |                                                                                                                                                                                                                        |

### Activity 10 Sample Answers

1. This essay will evaluate the importance of both of these ideas.
2. This essay will discuss the importance of learning facts and research skills in developing rounded future citizens. (This one is repetitive — repeats sentence 2 of the introduction — but it is grammatical and well written.)
3. In my opinion, both research skills and knowledge are equally important for producing students with appropriate life skills for our developing society. (This is fine, but the conclusion needs to express the same idea in different words, which may be difficult under time pressure.)

### Activity 11

Vocabulary in order: factual education, calculate, heritage, integral, do a disservice, fount, neglect, foundation, flexible, jettison, facet, rounded

Concessive language: However, although knowledge is an...; While children need a...

### Activity 12 Model Answer

Advertising is truly a double-edged sword. On the one hand, it allows manufacturers to promote their products and to make a profit, but on the other hand, it often encourages wasteful consumption of goods.

Advertising has become an integral part of the consumer economy, and people increasingly rely on product promotions to let them know about new products and to find the best bargains in the marketplace. For example, people who are shopping for a new car or a holiday often use the Internet, magazines, or other sources of advertising to help them select items that best meet their needs at the best possible price. In this way, advertising is one of the key elements for creating profitable companies which can reach the maximum number of potential customers, and at the same time, for allowing competition that reduces prices for consumers.

However, although advertising has benefits, it has a downside. Marketers target vulnerable members of the community, such as children, who are too young to have developed critical thinking skills, teenagers who need to be fashionable, or those who rely on consumer goods to give them a sense of self-esteem. These people can often be persuaded to buy expensive and ultimately useless goods that they do not need, and these goods frequently end up on our waste landfills. They represent a huge waste of resources.

In my opinion, we need advertising as it is one of the main drivers of our economy. However, we also need to have some laws which control unscrupulous advertisers and protect the weaker members of our community.

(262 words)

## Unit 12 Discussing Problems and Solutions

### Activity 1

1. Many animal species around the world are endangered, and each year we lose more species as the remaining animals in a population die. Discuss the possible causes of species loss, and suggest some ways that we might be able to preserve some of these vanishing species.
2. Many animal species around the world are endangered, and each year we lose more species as the remaining animals in a population die. Discuss the possible causes of species loss, and suggest some ways that we might be able to preserve some of these vanishing species.
3. No, this is not asked for in the rubric. Focus specifically on causes and solutions.
4. Definitely, as this is part of achieving a good task response.



### Activity 3

| Causes of Species Loss             | Possible Solutions                               |
|------------------------------------|--------------------------------------------------|
| habitat loss                       | tougher controls on hunting of protected species |
| poaching                           | stricter penalties on industry                   |
| climate change                     | education about preservation                     |
| hunting                            | creation of reserves and breeding centres        |
| industry pollution                 |                                                  |
| housing development                |                                                  |
| deforestation                      |                                                  |
| wildlife trade                     |                                                  |
| introduction of predator species   |                                                  |
| farming and agricultural practices |                                                  |

### Activity 4

|                         |                                                                                                                                                                  |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>     | Restate the topic, give examples, organisation sentence (thesis statement)                                                                                       |
| <b>Body paragraph 1</b> | Causes:<br>– Human activity<br>– Destruction of habitat through development/industrial pollution<br>– Hunting and poaching<br>– Introduction of predator species |
| <b>Body paragraph 2</b> | Solutions:<br>– Protecting natural habitat<br>– Raising awareness and money for the cause                                                                        |
| <b>Conclusion</b>       | Summary of main points, optional concluding comment or opinion.                                                                                                  |

### Activity 5

- Both responses have clear thesis statements with slightly different styles. Either style is acceptable in the IELTS test.
- Response A has a clear topic sentence signalling that the second body paragraph is about causes and the third about solutions. In Response B, the first body paragraph has a clear topic sentence but the second is not so clear. It needs to be slightly more general to introduce the topic of solutions rather than going straight into an example.
- Both responses achieve this.
- Both responses achieve this.
- Response A shows a better development of ideas than Response B.
- Response B
- Response A has more, while Response B also has several complex sentence structures.
- Response B
- Both, although Response B is very close to the minimum.
- Response A (for the reasons above)

### Activity 6

- extinct
- destroy
- estimation/estimate
- dedication
- aware
- pollution

- breed
- endangered
- preservation
- prevent

### Activity 7

- captivity
  - endangered; extinct
  - ignorance
  - species; poached; responsible
  - dedicated; preservation; awareness
  - estimated; breeding
  - habitats; destroyed

### Activity 8

1.

| Causes                        | Solutions                        |
|-------------------------------|----------------------------------|
| The most common reason for... | We may be able to...             |
| Another reason is...          | We need to...                    |
| The main reason for...        | A solution to this problem is... |
| ... is a major cause of...    |                                  |

2. Possible answers:

- Carbon dioxide emissions are a major cause of global warming.
- The most common reason for unemployment is the global recession.
- We may be able to solve global warming through legislation and individual actions.
- We need to address this problem of unemployment by stimulation of the global economy.

### Activity 9

1. independent clause

dependent clause

subordinating conjunction

#### Response A

Extinction of species is a natural phenomenon. However, the current rate of extinction is 100 to 1,000 times higher than normal, and it is estimated that half of all living species will be gone within the next two or three centuries. The main reason for this high rate can be summed up in one word: people, and therefore people have to find solutions to this problem.

Human activity is a major cause of species extinction. Often this is inadvertent, as people carry out their daily lives, destroying native habitats to create farmland, polluting rivers or soil as they manufacture goods, and competing for local food supplies with the resident animal population. Sometimes, however, this destruction is more deliberate, as often happened in the past, when humans hunted various mammals and birds such as the white-cheeked gibbons to extinction, and sometimes it is the result of ignorance, as humans introduce new species into a local ecology and wipe out existing species.

There are two main ways that we may be able to help to preserve species. The first is by protecting parts of their natural habitat through the creation of reserves. For



example, the reserves in National Parks are dedicated to preserving the tiger and are using tourism as one way to raise awareness and fundraise for the project. The second way is through keeping animals in zoos, though it is often difficult to breed animals in captivity, and it is rare for zoo raised animals to be successfully reintroduced to their natural habitat.

In summary, we are responsible for species extinction and we need to work hard to prevent this.

#### Response B

Many species around the world have become extinct and each year, more become endangered. However, nowadays this trend is occurring more often, mainly due to the actions of people. In this essay, I intend to examine about the causes and solutions to this problem.

The most common reason for species loss is through the actions of people. For example, people destroy forests and areas where species live in order to build homes or clear land for farming purposes. Big factories also ruin animals' homes by polluting rivers and lakes, which means that these animals have no place to live. Another reason is hunting and poaching of animals for their meat, fur or other products. For example, leopard skins used to be popular for rugs and other animal products were used for souvenirs and decoration.

A solution to this problem is to make parks and reserves to protect animal's natural home areas. These reserves can use tourism as a way to find money and make people to know about the problem. For example, lion parks in Africa are very popular and help to protect many endangered species. Also, endangered species of animals can be borned in breeding centres to help keep the animals alive. Even if they are never released to the wild, the species will still be preserved.

In conclusion, if these strategies are put into action, future extinction of animal species can be avoided. It is the responsibility of people to put solutions into place to address the problems they have created.

2. Possible answers:
  - a. Because the modern-day structure of the family is constantly changing, there has been a decline in family values.
  - b. If governments do not prioritise the need to preserve and protect indigenous languages, they will be lost to the world forever.
  - c. The advent of new technology has revolutionised the way in which people communicate, which means that nowadays more than ever, people are constantly available to each other.
  - d. The field of education is constantly changing, as new developments and trends in teaching develop daily.
  - e. During times of economic recession, it often becomes difficult for people to donate money to charity, when they are having enough trouble just looking after themselves.

#### Activity 10

1. a
2. c
3. b

#### Activity 11

##### Response A

1. 5 actions
  - a. First sentence: destroying native habitats, polluting rivers and soil, competing for food
  - b. Second sentence: hunting of animals and introduction of new species
2. Grammatical devices:
  - a. Sentence 1 — participial phrases
  - b. Sentence 2 — parallel structure, complex sentence
3. 2 solutions: creation of reserves and keeping animals in zoos
4. Linking devices: For example, The second way

##### Response B

1. Linking devices and conjunctions: For example, also, another reason, Even if
2. Modal verb 'can' and 'A solution to this problem is'

#### Activity 12 Possible Answers

1. Most commonly, global warming results from increased carbon dioxide emissions, which come from cars, coal-fired electricity, and gas heating. Furthermore, cattle farming, rice growing, and fossil fuel all contribute to the problem of rising methane production, which is another reason for global warming.
2. In order to address this issue, people need to take more responsibility by driving fuel-economic cars, choosing clean power sources, and planting trees in their local area as all of these activities help to reduce carbon dioxide. Also, using public transport to get around, using eco-friendly light bulbs around the home, and reducing the amount of air travel are other ways to help solve the problem of global warming.

#### Activity 13

##### Body paragraph 1: Causes

- overworked students attempting to gain entry to limited tertiary places become disenchanted
- unsuccessful students become demotivated
- awareness that job opportunities on graduating are limited

##### Body paragraph 2: Solutions

- valuing skilled labour occupations as a good career option
- careers counselling of students for realistic expectations

#### Activity 15

*Italics = complex sentences*

Underline = language expressing causes and solutions

School students nowadays are often demotivated by the time they finish high school. This problem has several causes, and we need to do something to provide at least some partial solutions.

High school students nowadays have a difficult time. There is intense competition for places in tertiary institutions in many countries, including Vietnam. This has led to high pressure



education, where students must work inhumanly hard in order to gain places in the best institutions. Those who do not succeed brilliantly are often left wondering what is the point of all that hard work, while others are simply incapable of high level academic study, though they may be ideally suited to work in less prestigious professions such as building or hairdressing. Also, students are aware that even for those who do succeed and gain a tertiary qualification, job opportunities are limited and are becoming increasingly so. These are potent factors in creating a large cohort of school leavers with a negative attitude.

*We need to address this problem before it becomes a serious social issue. A change in attitude may help to alleviate the problem so that skilled manual work is valued and well paid. If parents can be convinced that their child faces good prospects as a highly skilled builder, for example, they may take off some of the intense academic pressure which damages so many. Teachers could also take some responsibility for reducing unreasonable expectations by counselling students about their career options and by openly rewarding those whose skills do not lie in the academic arena.*

In conclusion, the problem of unhappy high school leavers is a serious one that needs to be given priority.

#### Activity 16 Model Answer

Nowadays, when people stop work, many of them cannot support themselves for the length of their retirement. This essay will discuss some reasons for this problem and some ways we may be able to solve it.

Improved life expectancy and changing demographics are the main causes of the retirement problem. People live longer nowadays, and they are likely to spend two or even three decades at the end of their lives without a regular job. The increasing number of old people has put pressure on state-run pension programmes, because the number of people left in the workforce is dropping in proportion to those who have retired. Thus, pensions are dropping and it is becoming increasingly hard for people to live off state funding. This means that they need to save while they are working, but many of them cannot afford to do this because they are on low salaries and need all their disposable income for their daily needs.

What can we do about this huge and growing problem? One possibility is for governments to encourage saving, and maybe to provide financial incentives such as tax reductions for those who do save. Another solution which seems almost inevitable is to raise the retirement age, or at least the age for eligibility for government pensions. Finally, as already happens in many countries, old people could be encouraged to live with their families, sharing household responsibilities and financial costs.

Our global community will have a significantly increased proportion of old people in the future, and we need to think of creative solutions now to avoid financial difficulties later.

(266 words)

## Unit 13 Discussing Reasons and Results

### Activity 1

1. The percentage of the population living in urban areas has greatly increased in many countries.
2. Discuss some reasons for this change and some of its consequences for urban planning.
3. Body para. 1 — poor employment prospects and reduced incomes in the country; Body para. 2 — economic opportunities in the cities — move to the cities. No mention of consequences in this introduction. Where will the writer write about consequences?
4. Body para. 1 — reasons for moving to the cities (e.g. work); Body para. 2 — consequences for cities. This long introduction follows the topic exactly, but it gives all the ideas in the introduction — hard to avoid repetition in the body. Introduces 'solutions' — not part of the topic.
5. Body para. 1 — reasons for moving; Body para. 2 — consequences for cities. This introduction is the best — it is short, clear, and allows the writer to develop ideas in the body of the essay.

### Activity 2

One possible answer — the order of notes in each box may vary.

| Reasons for Urban Shift                                                                                                           | Consequences for Cities                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Increased opportunities in the city<br>Farming — more mechanised →<br>Fewer agricultural jobs                                  | Pressure on cities<br>1. Infrastructure:<br>e.g. roading, housing, sewage<br>e.g. hospitals, schools                                           |
| 2. More money in the cities<br>Vietnam — young people move to cities<br>e.g. Clothes manufacturing, industries →<br>Help families | 2. Unplanned growth → problems<br>e.g. slums, traffic gridlock<br>3. Ignore public health: no clean water → disease<br>e.g. cholera, dysentery |
| 3. Country life is boring                                                                                                         |                                                                                                                                                |

### Activity 3

1. Response A
2. Response A does this fully. Response B mentions consequences briefly in the final body paragraph.
3. Response B has a lot of repetition of ideas.
4. Both responses do this.
5. Response A
6. Response A
7. Response A is better structured, has answered the question fully, uses more variety of vocabulary, and would get a better score.

### Activity 4

|                                        |                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| Words to describe city or country life | urban, rural, agriculture, mechanised, industry, city living, traffic gridlock, slum area, commuter |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|



|                                               |                                                                   |
|-----------------------------------------------|-------------------------------------------------------------------|
| Words which express causes and effects        | result in, consequence, as a result, effect                       |
| Words which are associated with town planning | population, infrastructure, dweller, facilities, vision, research |
| Words which express change or movement        | movement, shift                                                   |

### Activity 5

- Most countries have experienced a significant movement of population to urban areas over recent decades. There are several reasons for this shift, which has put pressure on the infrastructure of many cities.

The main reason why people move from country to city areas is the increased opportunities that city living provides. Employment prospects in most country areas are limited to agriculture, and these are significantly reducing and becoming less attractive as farming becomes more mechanised, and as people see the prospects of earning more money and making a better life in the cities. As a result, in Vietnam, many young rural people move to urban areas to work in clothes manufacturing or other industries because they see this as a way to help their families. Young people often find country life very boring, and they leave because they want to experience the excitement of city living.

However, the increased number of urban dwellers has put huge pressure on cities in many areas, and urban planners need to take this into account when designing infrastructure such as roading, housing developments and sewage systems, and facilities such as hospitals and schools. If cities are allowed to grow without any plan or vision, this can result in slum areas and in traffic gridlock as commuters struggle to travel to work. It could have more serious consequences, too; if basic public health issues such as the provision of clean water are ignored, this could provide conditions for outbreaks of diseases such as cholera or dysentery.

In conclusion, continued movement to cities would seem to be inevitable and urban planners need to research and plan for the consequences of this population shift.

- mechanisation; As a result
  - Rural; prospects
  - outbreak(s); disease(s)
  - infrastructure; population
  - Commuters; significant; traffic gridlock
  - proportion; rural; incomes
  - attractive; facilities
- In many countries, a large proportion of the population in the country is moving to the cities, because they can't get jobs in farming areas, and so their incomes are decreasing. Rural people see that they have a much better chance of getting a job in bigger population areas, so many of them travel to the cities to find work.

In many country areas, farms are becoming bigger and

there are more machines to do the work. Because there are more machines, people have fewer jobs, and cannot get a lot of money from the jobs. Farming people often struggle to make a living, and they sometimes cannot feed their families. They think that if they send their children to the city, their children will have a better life. Consequently, many young people travel to the cities to find work, often in clothes factories or other factory jobs.

Sometimes, many people go to the city with their whole family if they cannot make a living any more on their small farms. They hope that they will find work in the city and they will become richer. For example, this is happening a lot in Vietnam, and the big cities are getting bigger all the time because the country people come to live and work there.

This change of living place has a lot of effects on the cities. Cities become bigger, and often there are poor areas in cities which are full of poor-quality houses for the country people. In conclusion, when country people come to the city, this creates a lot of problems for the cities.

### Activity 6

- Most countries have experienced a significant movement of population to urban areas over recent decades. There are several reasons for this shift, which has put pressure on the infrastructure of many cities.

The main reason why people move from country to city areas is the increased opportunities that city living provides. Employment prospects in most country areas are limited to agriculture, and these are significantly reducing and becoming less attractive as farming becomes more mechanised, and as people see the prospects of earning more money and making a better life in the cities. As a result, in Vietnam, many young rural people move to urban areas to work in clothes manufacturing or other industries because they see this as a way to help their families. Young people often find country life very boring, and they leave because they want to experience the excitement of city living.

However, the increased number of urban dwellers has put huge pressure on cities in many areas, and urban planners need to take this into account when designing infrastructure such as roading, housing developments and sewage systems, and facilities such as hospitals and schools. If cities are allowed to grow without any plan or vision, this can result in slum areas and in traffic gridlock as commuters struggle to travel to work. It could have more serious consequences, too; if basic public health issues such as the provision of clean water are ignored, this could provide conditions for outbreaks of diseases such as cholera or dysentery.

In conclusion, continued movement to cities would seem to be inevitable and urban planners need to research and plan for the consequences of this population shift.

- Possible answers:
  - Smoking in public places results in discomfort and annoyance for others.



- b. Increased carbon dioxide emissions have led to global warming.
  - c. As a result of overcrowding, increased pressure on resources has occurred.
  - d. Living a sedentary lifestyle has a negative influence on physical fitness levels and can also lead to illness.
  - e. Increased tourism numbers have had follow-on effects on the local economy but also on the amount of pollution and rubbish in the local area.
  - f. Some people say that happiness is a result of having plenty of money.
3. Language: because, consequently, has a lot of effects, creates. This response has less cause and effect language because it is less coherent and its ideas and relationships are less developed.
  4. People have few jobs and are less well paid — People struggle to make a living — Cannot feed families — Send kids to city — Kids find jobs in factories  
Families go to city — Cities are becoming bigger

#### Activity 8

1. Increasing globalisation has resulted in wider choices for the average consumers.
2. The fact that a large amount of money has been invested in space travel has also led to greater knowledge about the wider solar system.
3. If a student loan scheme for tertiary education fees is introduced, it might encourage more students to gain a university education.
4. The popularity of certain fashion and music has definitely influenced ~~on~~ the way young people dress and behave nowadays.
5. Deforestation of large areas continues to occur in many parts of the world. This might result in subsequent detrimental environmental effects, such as erosion and flooding.
6. As a consequence of lower rates of physical activity, many people are now suffering from obesity-related health problems.

#### Activity 9

B

#### Activity 10

cause: reason

effect: consequence/impact/result/outcome/implication

#### Activity 11

2. d-b-c-a

#### Activity 12

has affected

has contributed to

have had follow-on effects

this has led to

result in

may also have led to

#### Activity 13 Model Answer

The consumer society is a buzzword that we often hear nowadays, and this refers to the trend of buying commodities with the intention of keeping them for only a short while

before replacing them. Changes in technology and manufacturing are largely responsible for this trend, but it may have some negative consequences.

Consumer goods are getting cheaper, as a result of improved manufacturing technology. The microwave which cost \$500 ten years ago is now available for less than half of that price and, at the same time, most people's disposable incomes are increasing. In addition, in many countries, the cost of paying someone to repair a broken item is often more than the item itself, and consequently, it is normal for people to throw it away and buy a new one. Rapid changes in computer technology mean that an old item is probably out of date by the time it breaks, having been replaced by something with a better microchip and many more functions.

While this trend has many advantages for individuals, it may have an adverse impact on our society. The concept that nothing is intended to last for long, and that waste is acceptable, has the potential to permeate our whole society, and result in communities that value nothing which is old. Virtues such as saving for retirement are already being undermined, as we increasingly live in societies where each person has credit card debt.

In conclusion, we live in a world where there are few benefits to preserving old items and many advantages in buying new ones. However, we need to balance this with an appreciation of the value of thrift, if we are to continue to thrive.

(281 words)

## Unit 14 Expressing an Opinion

#### Activity 1

1. Some people feel that popular icons such as sports or movie stars play an important part in shaping the character of young people because they may act as role models. To what extent do you agree with this opinion?
2. Some people feel that popular icons such as sports or movie stars play an important part in shaping the character of young people because they may act as role models. To what extent do you agree with this opinion?
3. TRUE. The essay question has specifically asked you how much you agree or disagree with the statement, so it is best to give your opinion either at the outset or in the conclusion.
4. FALSE. You don't have to, but some students prefer this approach. However, if you want to argue one side, that is an acceptable response.
5. FALSE. Your opinion is expressed throughout and supported by facts, reasons, and examples.
6. It is not necessary to preface every sentence with 'In my opinion' or 'I believe'. Let your supporting statements speak for themselves. However, in your introduction or conclusion, you may want to emphasise your opinion with one of these linking devices.

#### Activity 4

1. Response A



2. Both
3. Response B
4. Response B
5. Response A
6. Response B
7. Response B
8. Response A
9. Response B
10. It has not addressed the question, and body paragraph 2 has gone off the topic. Therefore, marks for task response would be lost.

### Activity 5

1.

|                               | Response A                   | Response B              |
|-------------------------------|------------------------------|-------------------------|
| Body paragraph 1 — main ideas | Accessibility of celebrities | Exposure of celebrities |
| Body paragraph 2 — main ideas | Solutions to the problem     | Family and friends      |

2. This response has discussed possible solutions to the problem when it should be focused on adding further support to the candidate's opinion. It needs to be rewritten entirely to reflect this.

### Activity 6

#### 1. Response A

Celebrities definitely have more of a global presence and influence over young people's lives nowadays than in previous years. In my opinion, they play important role in impacting on young people's character for two main reasons.

First of all, there is constant accessibility which young people have to celebrities' lives, which has resulted in youth feeling as though these stars are their friends. For instance, constant checking of social networking sites and celebrity blogs provide pictures, information and gossip about all the hottest celebrities. Added to this is magazine and television coverage which takes us close and into the private lives of many celebrities which also has the same effect. As a result, young people might feel closer bond and attachment to these celebrity icons than they do to their own friends and family, and as such, elements of their character and personality are considerably influenced.

This problem can be addressed through ensuring that the young people are engaged in meaningful and authentic relationships with friends and family around them, rather than disappearing into a fantasy land where they worship superficial celebrities. It will take time, energy and commitment on the part of parents, but is essential if we are to take a real interest in shaping the characters of our young people.

In summary, it is my view that celebrities such as movie stars and sports heroes have the strong influence on young people's character, and this issue is one that warrants immediate attention.

#### Response B

I agree to some extent that famous icons such as sports or movie stars play a role in forming young people's character, but I think it is very easy to overestimate their influence. We should not ignore the far more important roles that parents and peer groups can play.

It is true that these icons have massive amounts of exposure through movies, magazines, and the Internet. Their personalities and personal lives have also become the propeller behind marketing — it might be said that the media now exists to present them. The reason this has happened is that young people have demanded closer access to celebrity's lives. For this reason, it would be folly to deny the influence a popular icon can have over young people's ambitions and desires.

We must remember, however, that even though we are all exposed to the media and its associated personalities, this still makes up only a small part of our personal life. It is easy to forget the time we spend in the presence of our families, and with our friends. Because these are personal interactions, with people we know and trust, they have a far more important role to play in shaping our character.

The influence that popular icons have over young people's dreams, desires and ambitions is real, but it will always be surpassed by the influence of a close friend or family member. When public figures are called upon to make a speech about their life and achievements, they rarely thank a celebrity, but almost always thank one or both of their parents.

2.
  - a. massive/constant; ambitions
  - b. peer group
  - c. accessible; influenced
  - d. overestimated; speech
  - e. marketing; demand/desire
  - f. attachment(s)
  - g. role; coverage
  - h. presence; popularity
  - i. surpassed; impact
  - j. achievement/ambition/desire

### Activity 7

1. I agree to some extent that famous icons such as sports or movie stars play a role in forming young people's character, but I think it is very easy to overestimate their influence. We should not ignore the far more important roles that parents and peer groups can play.

It is true that these icons have massive amounts of exposure through movies, magazines, and the Internet. Their personalities and personal lives have also become the propeller behind marketing — it might be said that the media now exists to present them. The reason this has happened is that young people have demanded closer access to celebrity's lives. For this reason, it would be folly to deny the influence a popular icon can have over young people's ambitions and desires.

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still makes up only a small part of our personal life. It is easy to forget the time we spend in the presence of our families, and with our friends. Because these are personal interactions, with people we know and trust, they have a far more important role to play in shaping our character.

The influence that popular icons have over young people's dreams, desires and ambitions is real, but it will always be surpassed by the influence of a close friend or family member. When public figures are called upon to make a speech about their life and achievements, they rarely thank a celebrity, but almost always thank one or both of their parents.

2. Possible answers:
- We must remember (that)
  - It is true that
  - It would be folly to deny that
  - It might be said that
  - will always be
  - It is easy to

### Activity 8

- B
- In my opinion, they play important role in impacting on young people's character for two main reasons.
  - First of all, there is constant accessibility which young people have to celebrities' lives, which has resulted in youth feeling as though these stars are their friends.
  - As a result, young people might feel closer bond and attachment to these celebrity icons than they do to their own friends and family...
  - This problem can be addressed through ensuring that the young people are engaged in meaningful and authentic relationships with friends and family around them...
  - ... it is my view that celebrities such as movie stars and sports heroes have the strong influence on young people's character...
- In my opinion, they play **an** important role in impacting on young people's character for two main reasons.
  - First of all, there is **the** constant accessibility which young people have to celebrities' lives, which has resulted in youth feeling as though these stars are their friends.
  - As a result, young people might feel **a** closer bond and attachment to these celebrity icons than they do to their own friends and family...
  - This problem can be addressed through ensuring that **the** young people are engaged in meaningful and authentic relationships with friends and family around them...
  - ... it is my view that celebrities such as movie stars and sports heroes have **the** **a** strong influence on young people's character...
- i
  - ii
  - i
  - iii
  - i

### Response A Rewritten

Example body paragraph 2:

Another reason why I believe celebrities have a role in shaping young people's character is due to their popularity. Teenagers in particular latch on to an idea about what is in vogue from observing celebrity fashion, music, and style. In this way, many elements of their own personal style and preferences are formed, along with aspects of their character and personality, as they copy the habits of their favourite celebrity.

### Activity 12 Model Answer

Teamwork is now a significant factor in most workplaces. In my opinion, skills are as important as mental attitude, but a strong individual is unlikely to lead a successful team unless that person has the ability to motivate and bring together others to work towards a common goal.

A team has to have more than mental attitude to succeed. Team members must be equipped for the job at hand and have the skills or knowledge required. For example, an engineering task, such as building a bridge, requires certain skills, and mental attitude alone will not make a strong bridge. A team member must also have respect, both professional and personal, for everyone else in the group, and above all, a successful team will have members who are flexible and broad-minded enough to accept that the ideas and opinions of others have validity.

A strong individual may well be necessary for leadership, but he or she cannot lead a team that refuses to cooperate. Therefore, good leaders must possess certain characteristics that inspire loyalty and allegiance. These are not the characteristics of a bully; on the contrary, they are often qualities of compassion, patience, and open-mindedness. A good leader will also have excellent listening skills and exercise good judgement so that everyone can contribute and feel valued.

In my opinion, individual strength is not necessarily a uniting factor and the strong leader may not have the characteristics to encourage efficient teamwork, whereas a team that shares a good mental attitude could enjoy success provided they also have the skills essential for dealing with the particular situation.



# Lessons for IELTS ADVANCED WRITING

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