

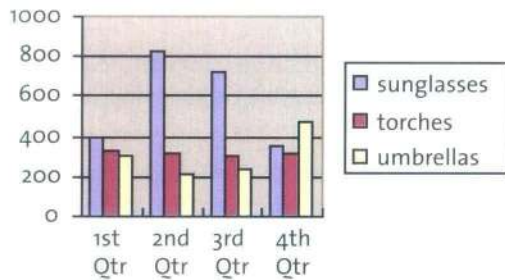
Writing folder 2

Task 1 Commenting on graphs

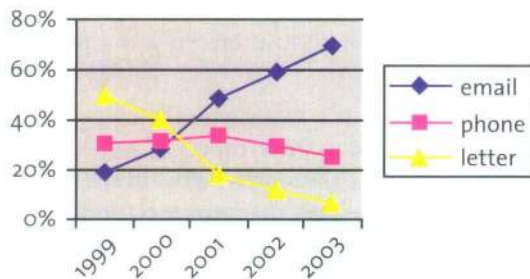
In Task 1 of the Academic Writing Module you may be given one or more graphs or charts and asked to explain the information shown in around 150 words. You should only spend about 20 minutes on this task, as Task 1 carries fewer marks than Task 2.

1 Identify graph/chart types A–C and complete their descriptions, 1–3 below, using words and phrases from the box.

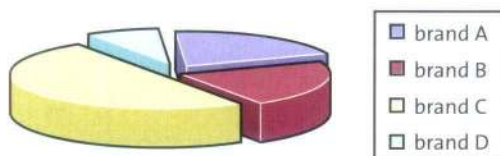
A Sales of three product lines for last year ('000s)



B Main forms of communication used by the Marketing Department



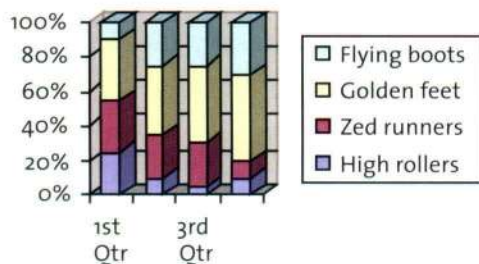
C Market share of four brands of tomato paste



accounting for accounts for constant
 high horizontal axis lines low
 lowest peaked period relative
 single unit vertical axis volumes

- The line graph (graph) shows changes in the use of different forms of communication – email, telephone and letter – over a five-year
 1 , from 1999 to 2003. The
 2 of the graph gives percentage use of the three forms of communication. While the choice of telephone as the preferred means of communication remained fairly 3 , communication by letter fell significantly, to a 4 of around 10% in 2003. Conversely, use of email increased dramatically, 5 around 70% of all communication in the department in 2003. (94 words)
- The pie chart (graph) illustrates the 6 market share of four brands of tomato paste. Brand C 7 approximately half of all sales, whereas brand D has the 8 market share. Brands A and B have a similar share of the market, in the region of 20% each. (54 words)
- The bar chart (graph) gives 9 sales of three product 10 over a 11 year. The 12 plots quarter-year periods. During the first quarter, sales 13 of the three products were fairly similar. However, in the second and third quarters, sales of sunglasses were considerably higher than the other two products, reaching an all-time 14 in the second quarter. Sales of umbrellas 15 in the fourth quarter. Sales of torches were steady throughout the year. (84 words)

- 2 What is the function of the adverb *Conversely* in description 1? Choose from a–c below.
- summarising the content
 - introducing contrasting information
 - suggesting a reason or result
- 3 Classify the adverbs in *italics* below according to a–c above.
- Turnover has risen dramatically in the last year and our costs have been driven down. *Consequently*, our profits have increased.
 - Company performance worldwide has *generally* been satisfactory, apart from a disappointing start to our Spanish joint venture.
- 4 Underline the examples of intensifying adverbs in descriptions 1 and 3. For each one, decide whether the following adverbs could be substituted, basing your decision on both meaning and appropriate register.
- amazingly noticeably surprisingly
- 5 Which adverb in description 2 has a similar meaning to *roughly*?
- 6 Choose the better conclusion for description 1. How could the other one be improved?
- It can be seen from the information contained in the graph that from 1999 to 2003 email was used in a certain way, letters were used in another way and the telephone was also used in the department.
 - This data reflects the growth of email in business use and consequent decline of letter-writing during the period in question, with the telephone continuing as a fairly important form of communication.
- 7 The graph below shows the percentage sales of trainers made by a sportswear company in one year. The 'Flying Boots' trainers were launched at the beginning of that year. Write a description for the graph, commenting on the sales performance of each style of trainer. Use vocabulary from the box in 1 and intensifying adverbs. Try to write at least 100 words.



Advice

When describing graphs and other visual data ...

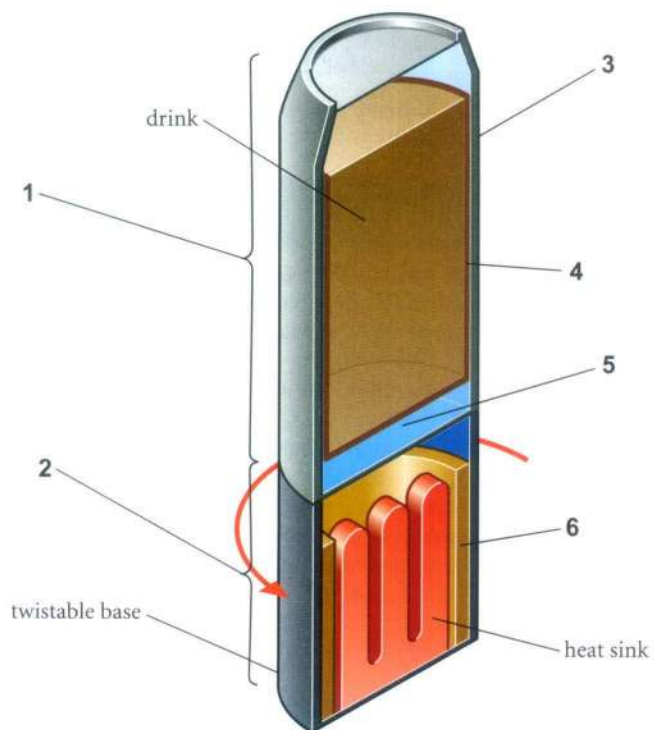
- look at the visual information carefully
- summarise for yourself what the material is illustrating
- think about any trends or unusual features shown
- decide on the most important observations to include
- write an opening sentence that explains the content clearly; do NOT lift (copy) language from the question
- include only the salient (most important) points rather than describing all the information repetitively
- use adverbs to make a point more forcefully
- link your writing by means of adverbs or adverbial phrases.

Writing folder 4

Task 1 Describing a process

In Task 1 of the Academic Writing Module candidates may have to describe a process, by referring to a labelled diagram. Remember that for this task you should write at least 150 words. (The description and explanation in 1 and 2 below total 155 words.)

- 1 This cut-away diagram shows the inside of a self-cooling drink can, designed by a specialist company. Read the description of the diagram to complete the missing labels.



Description

The diagram shows a design for a self-cooling drink can. The can consists of two separate sections, with a seal between the two. The drink is held inside the upper section, and the lower section contains a desiccant (or drying material) in a vacuum. The upper section has two compartments: the drink is held within an inner one, and is surrounded by an outer compartment, containing a watery gel.

Explanation

When the lower part of the can

1 , the seal breaks.

This 2 a drop in pressure in the upper section of the can and the water in the outer compartment's gel 3 quickly, cooling the drink. Excess water is soaked up by the desiccant, and any heat 4 by a sink in the bottom of the can, which 5 the can from feeling warm. The company claims that a can of drink 6 by 16.7° C in just three minutes.

- 2 Now read the explanation opposite of how the cooling process works, choosing suitable verbs from the box to fill the spaces. You will need to use three passive forms.

| | | | | |
|--------|---------|--------|-------|-----------|
| absorb | build | cause | cool | evaporate |
| lead | prevent | result | twist | |

- 3 Tick any of the grammatical areas below that have been used in the explanation in exercise 2. All these areas are relevant to Writing Task 1. If necessary, revise their form and use by looking at the Grammar folder.

- Concessive clause
 Conditional structure
 Passive with agent
 Reference pronoun (to given information)
 Relative clause

- 4 Another useful structure for Writing Task 1 is the *-ing* form, which follows several verbs, such as the one in space 5 of exercise 2: ... *the can from feeling warm*. Here are some more verbs that can be followed by an *-ing* form. Use each verb once only to complete the sentences. The first one is done for you.

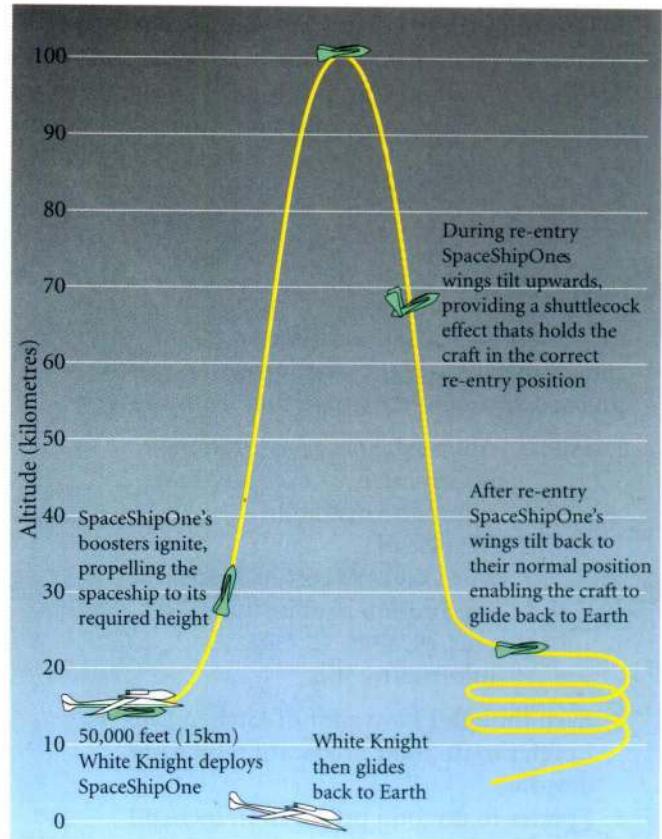
go on involve ~~mean~~ start stop

EXAMPLE: A twistable base *means*
 having a can in two sections.

- 1 The cooling process breaking a vacuum seal.
- 2 The drink cooling down as soon as the seal is broken.
- 3 The desiccant soaking up the water until there is none left.
- 4 A heat sink the can from feeling warm.

- 5 An *-ing* form can also be used in place of a relative clause to describe an effect, as in *cooling the drink* in the second sentence of the Explanation in exercise 2. Find three more examples of this use in the diagram below.

SpaceShipOne, a prototype re-usable spacecraft, transported by a specially designed aircraft, *White Knight*, to launch height. The diagram shows how it is designed to gain and lose altitude.



- 6 Write a paragraph describing the launch and re-entry process for *SpaceShipOne*, using the information provided in the diagram. You should begin with an opening sentence about the craft and its launcher, *White Knight*. Then write a sentence on each stage in the diagram. Write between 100 and 150 words.

Advice

- Spend a minute looking at the diagram carefully.
- Think about any stages in the process shown.
- Decide on key vocabulary you will need to use.
- Write an opening sentence that introduces the topic clearly. Do NOT lift language from the question.
- Remember to use passive structures and *-ing* forms.
- Use time or sequence markers to organise your writing.

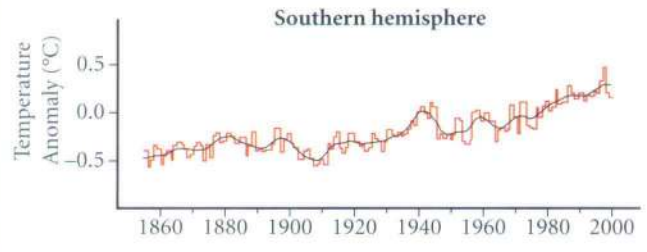
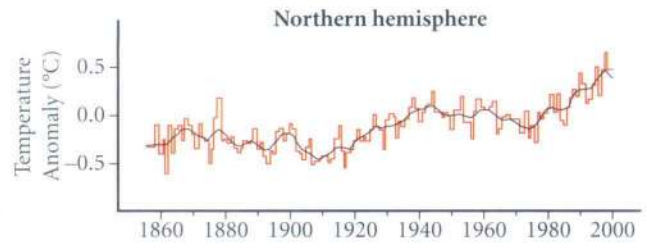
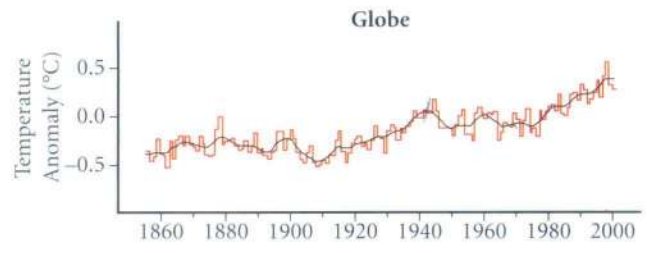
Writing folder 6

Task 1 Comparison and contrast

In Task 1 of the Academic Writing Module you may be given graphs or charts to compare and contrast. You need to write at least 150 words (but don't waste time writing much more than this, as Task 2 carries more marks). It should take you around nine minutes to physically write 150 words, allowing you some time to plan and check your answer.

- 1 Look at the graphs below, taken from a scientific journal. They show fluctuations in temperature during the period 1856–2000. The top graph shows data for the world as a whole, whereas in the other two graphs, the data is split for the Northern and Southern Hemispheres.

Global and Hemispheric Annual Temperature Anomalies 1856 – 2000



- 2 Read the following extract from the journal, which is a commentary on the top graph, just over 150 words long. Then, using the information given in the commentary and its graph, decide whether statements 1–4 below are true or false.

Trends in annual mean temperature anomalies for the globe show relatively stable temperatures from the beginning of the record until about 1910, with fairly rapid and steady warming through to the early 1940s, followed by another period of relatively stable temperatures through the mid-1970s. From this point onward, another rapid rise similar to that in the earlier part of the century is observed. 1998 was the warmest year of the global mean temperature series to date, followed by 1997. The most recent year of the record, 2000, also saw a significant positive temperature anomaly (0.29°C), but represents a cooling compared to the recent very warm years of 1997 and 1998. Even so, 2000 ties with 1991 for the sixth warmest year in the global record, and the eight warmest years of the global record have all occurred since 1990. Overall, the average surface air temperature of the globe has warmed by approximately 0.5°C since the middle of the nineteenth century.

- 1 Average temperatures in 1910 were warmer than in 1940.
 - 2 It was not as warm in 2000 as it was in 1998.
 - 3 The average temperature in 1991 was the same as in 2000.
 - 4 The warmest year in the global record was 1997.
- 3 Statements 1–4 above contain examples of comparative structures. Quickly check your knowledge of comparative and superlative forms by completing this table.

| | | |
|---------|--|--|
| wet | | |
| dry | | |
| rapid | | |
| gradual | | |

- 4 When comparing and contrasting, we often use the qualifiers below to point up similarities or differences. Select appropriate ones to complete the text describing the bottom two graphs in exercise 1. More than one answer is possible.

exactly/just the same (as)

almost/nearly/practically/virtually the same (as)

not entirely/quite the same (as)

completely/entirely/totally different (from/to)

a little / hardly / only just (warmer than)

rather / somewhat (warmer than)

a great deal / considerably / substantially (warmer than)

The graphs for the Northern and Southern Hemispheres show certain similarities. There is 1 the same peak temperature in the early 1940s, and in both graphs the highest temperatures occur after 1980. However, there are several notable differences. The warming trend observed for the Northern Hemisphere from about 1910 through to 1930 is 2 as that of the Southern Hemisphere, where there is a dip in average temperatures after 1920. Here, there was more rapid warming from about 1930 through to the early 1940s. From the early 1940s to the late 1950s, the Northern Hemisphere record shows 3 more gradual cooling than the Southern Hemisphere, which indicates an abrupt shift to cooler temperatures after 1945, followed by a gradual increase over several decades, and a general levelling off since the late 1980s. The 1990s in the Northern Hemisphere show a very different picture, where temperature fluctuations are 4 more marked than in the Southern Hemisphere.

- 5 Now answer the task below, following the advice given at the bottom of the page.

You should spend about 20 minutes on this task.

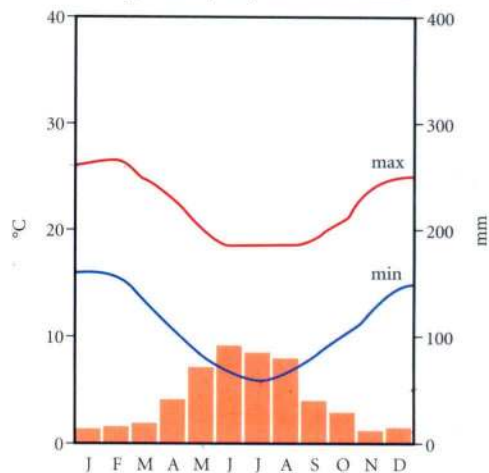
The graphs below show average monthly temperature and rainfall in two places in South Africa.

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

Write at least 150 words.

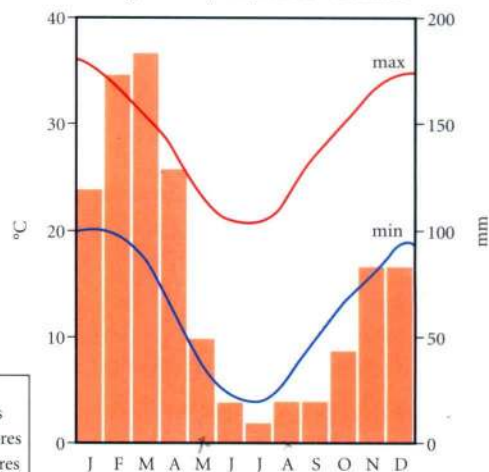
Cape Town, South Africa

Average monthly temperature and rainfall



Upington, South Africa

Average monthly temperature and rainfall



Key

- = rainfall in millimetres
- = maximum temperatures
- = minimum temperatures

Advice

- Look at the graphs carefully.
- Check you understand what each axis shows.
- Make quick notes of similarities and differences in two columns.
- Introduce the subject of the graphs in your opening sentence.
- Focus on the main trends and avoid repetition.
- Use comparative structures with qualifiers where appropriate.
- Aim to write 150–160 words in a little less than 10 minutes.
- Read through your answer to check everything is clear.
- Check spelling and grammar.

Writing folder 8

Errors clinic

To achieve an IELTS Band 7, there should only be 'occasional inaccuracies' in your writing, and even for Band 6, you must show generally good control. Therefore, it is important to check both your answers carefully. This Writing folder deals with some typical errors made by IELTS candidates in spelling, word order and grammar, as shown by the *Cambridge Learner Corpus*.

Spelling

Double consonants

- Doubling can occur to differentiate the pronunciation of a preceding vowel, for example *later/latter*, so if you are unsure of the spelling, think how you would say the word aloud.
- Many English words that have double consonants near the beginning of the word come from Latin, and the double consonant is the result of a Latin prefix, for example *address*, *oppose*. Here are these patterns, together with some common IELTS spelling errors.

| Latin prefix | English spelling | error | correct spelling |
|--------------|-------------------------------|-----------------------|------------------|
| ad | abb, acc, add, aff, agg, all, | agressive | aggressive |
| | amm, ann, app, arr, ass, att | attracted | attracted |
| con | coll, comm, conn, corr | comercial | commercial |
| in | ill, imm, inn, irr | imigration | immigration |
| ob | occ, off, opp | oportunity | opportunity |
| sub | succ, suff, sugg, supp, surr | supported | supported |

- However, many English words do not have double consonants in the first syllable.
- 1 Neatly cross out the extra letter in these errors made by IELTS candidates. One word is correctly spelled.

| | | |
|--------------------------|-----------------|--------------|
| 0 rec o mmend | 3 wellfare | 6 oppinion |
| 1 appologise | 4 proffessional | 7 tallented |
| 2 dissappear | 5 different | 8 refference |
 - When making comparative/superlative forms of adjectives, and adding *-ing* and *-ed* endings to verbs, remember that the final consonant may be doubled, as in *hot > hotter/hottest*, *begin > beginning*, *stop > stopped*. This usually occurs if the final consonant follows a short vowel.

Vowel combinations

- 2 Correct the spelling in these IELTS errors in a neat and legible way. If necessary, cross out the word and rewrite it in full. One word is correct.

EXAMPLE: *extremely*

- | | | |
|------------------------|-------------|---------------|
| 0 extreamly | 3 beatiful | 6 enourmous |
| 1 acheived | 4 belive | 7 variety |
| 2 recieved | 5 colleague | 8 throughtout |

Missing letters

- 3 Errors commonly occur when a letter is silent, as in *doubt*, or at the end of words. Insert the missing letter in these common IELTS errors, in the way shown.

EXAMPLE: 0 ex^cellent exⁱiting

- | | |
|----------------|-------------|
| 1 enviroment | government |
| 2 tecnology | wich |
| 3 othwise | furthermore |
| 4 shoud | woud |
| 5 therefor | becaus |
| 6 approximatly | sincerly |

Suffixes

4 Correct the spelling in these IELTS errors in a neat and legible way. If necessary, cross out the word and rewrite it in full.

- | | |
|---------------|-----------------|
| 1 hopefull | 5 relevance |
| 2 emptines | 6 immediatley |
| 3 expensiv | 7 dramaticaly |
| 4 successfull | 8 predictablity |

Word order

- Check your word order carefully, especially in questions or *wh*- clauses, or with adverbs. If you need to make a correction, try to do it neatly.
- 5 Correct the word order errors in these sentences, using one of the two methods below.

EXAMPLE: 0 But what exactly happiness is?

00 ^{is it} ~~It is~~ just a hoax or do you need to stop it happening again?

- 1 We always must look at the good side of everything that we do.
 - 2 The spending slightly dropped to less than £10m.
 - 3 The concept of the joint family exists rarely.
 - 4 More flights will create certainly more noise.
 - 5 In some families, parents give money to their children, but without any advice on how to carefully use it.
 - 6 It seems that Japanese customs have been changing since around 1920 little by little.
- 6 Read this paragraph written by an IELTS candidate and correct the word order and spelling errors.

The issue of whether it is proper for children to work as under-aged workers is, in my opinion, not a straightforward one. I believe it can be a good experience as long as they are capable of doing the work. Most children come from poor families who do paid work. They work to help their parents to support their lives, education or health. These children will grow up as tough people mentally because they learn a lot of lessons about how humans live their lives. For example, they won't give up easily doing their jobs and they won't feel down so deeply when something dissapoints them. Furthermore, most of them become strong physically and they even may have fewer problems latter in their lives.

Grammar

Agreement

The *Cambridge Learner Corpus* shows that a lot of errors are made in this area. Check agreement in particular between:

- subject + verb (check both are singular/plural)
- pronoun + noun (check both are singular/plural)
- number + noun (a plural is needed with anything above 'one')
- after phrases such as *kind of* (+ singular), *one of* (+ plural noun + singular verb), *a number of* (+ plural noun + plural verb), *the number of* (+ plural noun + singular verb) etc.
- after *many* (+ plural)
- after *every/each* (+ singular)

7 Check agreement in these sentences written by IELTS candidates, making any corrections necessary.

- 1 On the plus side, if these development are getting better, the richer nations will benefit.
- 2 In other words, every children would get a technical education.
- 3 There are three reason for this.
- 4 Children does not read books, so they will never receive information in this way.
- 5 The number of Japanese tourist dropped for this reasons.
- 6 If they do not want to do this kind of jobs in the future, there is only one option.
- 7 In the hotel where he live everyone treats him well.
- 8 There are many thing that should be considered.
- 9 The other three nation spent nearly the same amount in this regard.
- 10 The other one is more surprising because it occurs in countries in which citizens has a very high income.

Advice

- Allow up to five minutes for checking your Part 1 answer. Do this before you start Part 2.
- Leave at least ten minutes at the end to check your Part 2 answer.
- Read through each answer twice.
- At the first reading, check everything makes sense and insert any missing information.
- At the second reading, check your answer more carefully, correcting within each sentence.

Writing folder 10

The Academic Writing Module

Advice

Before taking the test

- Time yourself writing 150 words on a topic that you are familiar with.
- Work out how long it takes you to write 250 words.
- Work out how many lines you use for 150 words and for 250 words.

Prepare

- Read the question and plan your answer.
- Re-read the question to make sure you have kept to the point.

Write

- Write your answer clearly and concisely.

Improve

- Check and improve your answer.
- Draw a line through anything you want to omit, e.g. *shows*.
- Use numbers or an asterisk to show where you want to insert something, e.g. ①, *. Write the addition below your answer.
- Make sure your answer can be read easily, but don't waste time rewriting it.

Writing Task 1

- Spend 20 minutes on Task 1: it accounts for a third of the marks.
- Allow 5 minutes to prepare, 10 minutes to write, and 5 minutes to improve.
- You are given information in the form of a table, chart or diagram, and should present it in written form. Don't invent explanations or additional information.
- Give only the most important figures. They should be approximately correct: they don't need to be exactly right. Don't make any calculations.
- The key information can be presented concisely in an answer of about 150 words. If your answer is much longer (over about 200 words), it probably contains too much detail.

1 Read this task and answer the questions following it.

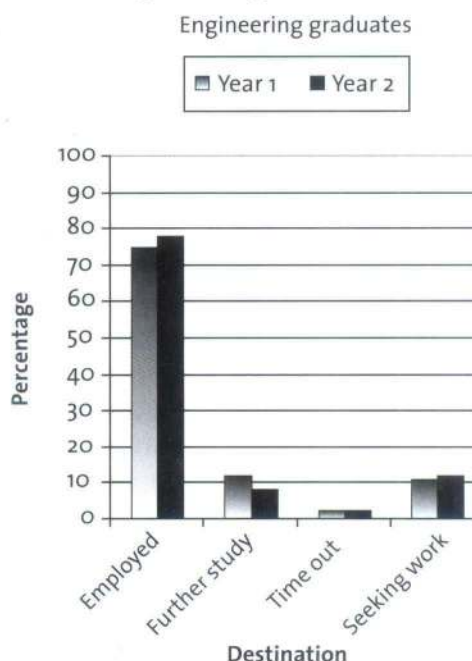
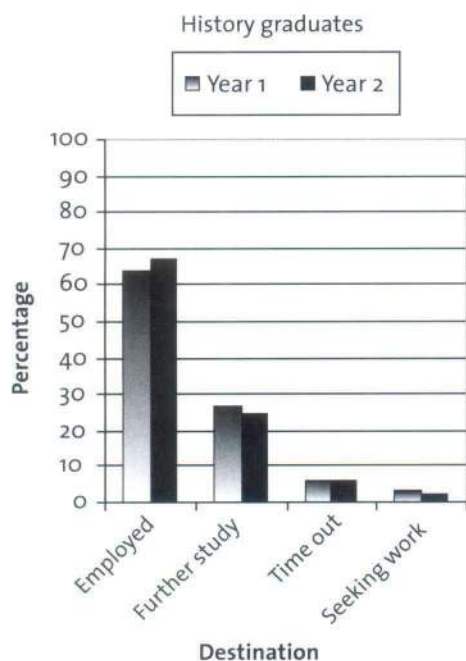
You should spend about 20 minutes on this task.

The charts below show what the history and engineering graduates of a particular university were doing six months after graduating. The figures cover a two-year period.

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

Write at least 150 words.

Destinations of graduates, six months after graduating



- 1 Underline the key words in the rubric.
- 2 What is the main comparison being made: subject, year or destination? Study how the bar charts are organised, including
 - the heading (e.g. *Destinations of graduates*)
 - the legend (the years)
 - the categories on the X-axis (the various destinations)
 - the values on the Y-axis (percentages).
- 3 What exactly do the bar charts show? Decide which three of the following pieces of information are shown by the charts.
 - a About 63% of year 1's history graduates were employed.
 - b More people studied engineering than history.
 - c The number of historians was the same in years 1 and 2.
 - d A greater proportion of historians than of engineers undertook further study.
 - e Engineers were more likely to be seeking work than to be taking time out.
 - f More historians than engineers took time out.
- 4 What is the most important information shown by the charts? Choose two of the following.
 - a Historians were less likely to be seeking work than engineers.
 - b A higher proportion of engineering graduates than of historians were employed.
 - c The year-on-year changes in the figures were generally small.
 - d Historians were more likely to go on to further study than engineers.
- 5 Which of these ways of organising your answer is likely to work best? This will be affected by the main comparison (1 above).
 - a Go through the figures for history graduates, then those for engineering graduates.
 - b Go through the figures for each year in turn.
 - c Go through the four destinations, comparing the figures for historians and engineers.

- 6 Write brief notes for an outline of your answer.

Introduction

Topic:

Summary:

Comparison

Employment:

Further study:

Time out:

Seeking work:

- 7 Now write your answer.



Writing folder 1

Task 2 Planning an essay

In Task 2 of both the General Training and Academic Writing Modules candidates have to write an essay of at least 250 words. You should spend about 40 minutes on this task and it is a good idea to take up to five minutes planning your essay before you start writing.

1 Read the two tasks, A and B. Which task would appear on the Academic Writing Module and which on the General Training Writing Module? Why?

A

Write about the following topic.

Some people believe that professional sportsmen and women are paid too much money nowadays in relation to their usefulness to society. Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

B

Write about the following topic.

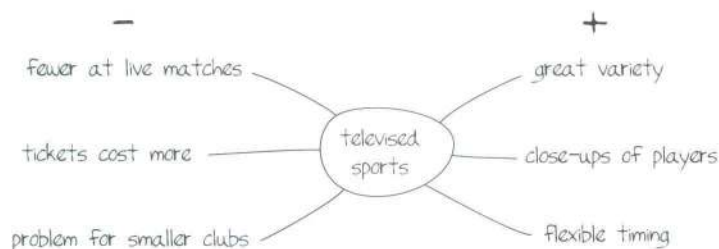
The amount of sport shown on television every week has increased significantly and this is having an impact on live sports events. Do you think the benefits of having more televised sport are greater than the disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

2 Here are two possible ways of designing an essay plan. Match each plan to its task in exercise 1.

Mind map:



Paragraph plan:

- | | |
|--------|---|
| Para 1 | Introduction - outline topic - give my basic opinion (agree/disagree) |
| Para 2 | Salaries / prospects of top sports players - include examples: David Beckham? Martina Navratilova? |
| Para 3 | Salaries of other 'useful' jobs - doctors - teachers - firefighters |
| Para 4 | Role of sport in society |
| Para 5 | Conclusion - restate my opinion - finish with a strong sentence |

- 3 Read this essay and divide it into paragraphs corresponding to the paragraph plan in exercise 2. Cross out any material you consider to be irrelevant or inappropriate. For any paragraph that looks too short, decide what needs to be added, by checking against the plan.

How useful are sports players to our society? Do they earn too much money? This essay will discuss these questions. If we consider the top sports players, it is true that they are paid huge salaries. For example, the footballer David Beckham earns millions with his club and then he is paid more money to endorse the products of various sports companies. I wish I could earn a million dollars by wearing a pair of football boots! Sportsmen tend to earn a lot more money than their female equivalents. In tennis, Martina Navratilova has won more titles than the greatest male players but her earnings are probably significantly less. The most useful jobs in society are those that help people: doctors make people better when they are sick and teachers prepare a new generation for entry into society. Perhaps the most useful job of all is that of the firefighter, who saves lives and property on a regular basis. Yet firefighters are paid very little and often have to do a second job to earn enough money to live on. Other people in society apart from sports players earn a lot of money. Some businessmen are millionaires. Sport is undoubtedly one of our main forms of entertainment today. Even if people don't go to live matches, they watch sport on television, either broadcast live or the highlights afterwards. However, this doesn't justify such large salaries, in my opinion.

- 4 The essay in exercise 3 opens with two 'rhetorical' questions. Used sparingly, rhetorical questions can be an effective way of introducing the topic or raising a new point in an essay. Turn these notes for task B into rhetorical questions, starting with the word given and adding any other words necessary.

- 1 so much sport broadcast *Why ... ?*
- 2 in the best interests of sport *Is ... ?*
- 3 effects of this on players *What ... ?*
- 4 tickets sold at matches *How many ... ?*
- 5 viewers cope with sport overload *Can ... ?*

- 5 Look back at the Style extra on time adverbials (page 15). Expressions like these are useful for task B. Why?

- 6 Write the following sentences under the three task B headings below. Then add your own ideas.

- 1 Ticket prices have risen dramatically.
- 2 Sport has become an important form of entertainment.
- 3 Smaller clubs have suffered financial losses.
- 4 Top players can ask for large salaries.
- 5 Fewer people attend live football matches nowadays.
- 6 There are more TV channels than ten years ago.
- 7 Larger football clubs benefit financially from TV revenue.
- 8 More people have developed an interest in sport.

Reasons for growth of televised sport

Benefits

Disadvantages

- 7 Now write the first draft of an answer to task B. Try to include some of the information you have just worked on in exercises 4, 5 and 6. Your essay should contain five paragraphs, including an introduction and a conclusion.
- 8 Use the checklist below to make any changes necessary and then write your final answer.

Checklist

Have you

- answered all aspects of the task?
- included an introduction and a conclusion?
- made your paragraphing clear and logical?
- checked all your material is relevant?
- used any rhetorical questions?
- checked your spelling and grammar?
- written at least 250 words?

Writing folder 3

Task 2 Reporting ideas

In the Task 2 essay, you may want to support your argument or offer a balanced view by reporting other people's opinions or ideas. The *Cambridge Academic Corpus* shows that reporting verbs are used extensively in academic English.

- 1 Read these opinions that were voiced in a survey on recycling. Complete each statement below reporting their ideas.

There should be a heavy fine imposed on people who fail to recycle glass and paper.

It costs more to recycle plastic than to bury it in landfill.

- 1 Several people argued for

- 2 A few people suggested that recycling plastic

We should be given separate containers; this would make it easier for us to recycle different materials.

I don't see the need to recycle anything!

- 3 Someone claimed that if we

- 4 One person maintained that there

- 2 Rewrite each sentence below, putting the reporting verb into the passive and making any other changes necessary. The agent can be omitted, but include one of these adverbs if many people are involved.

commonly generally universally widely

EXAMPLE: Most people think that his arguments against a tougher recycling policy are seriously flawed.

His arguments against a tougher recycling policy are widely thought to be seriously flawed.

- 1 A lot of people believe that the recycling of plastic is too costly a process.
- 2 Many people now see air travel as the biggest threat to the environment.
- 3 Someone has suggested a new tax on non-returnable bottles.
- 4 Environmental campaigners everywhere view the latest international agreement as insubstantial.
- 5 Most people feel that excess supermarket packaging is at the heart of the landfill problem.
- 6 Newspapers report that government measures on household recycling are imminent.

3 Complete the second sentence so that it means the same as the first, using a modal passive.

EXAMPLE: It would be possible to persuade most citizens to participate in household collection schemes.

Most citizens could be persuaded to participate in household collection schemes.

- 1 It is crucial for us to conserve valuable natural resources.
Valuable natural resources at all costs.
- 2 You can reduce the amount of domestic rubbish by taking bottles to a bottle bank.
The amount of domestic rubbish by taking bottles to a bottle bank.
- 3 The government would in theory impose this higher target by 2012.
In theory, this higher target by 2012.
- 4 Unfortunately, it is impossible to produce recycled paper of a high quality.
Recycled paper of a high quality unfortunately.
- 5 They might offer a tax rebate to people who recycle enough of their rubbish.
A tax rebate to people who recycle enough of their rubbish.

4 Use some of the ideas above and others of your own to answer the following essay task. You could also look back at Unit 5 for more ideas and useful language. You should give a balanced argument, reporting the views of both those in favour of and those against recycling.

Write about the following topic.

Recycling is now an essential measure: it is time for everyone in society to become more responsible towards the environment.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



Writing folder 5

Task 2 Developing an argument

In the Task 2 essay, you need to present a clearly argued piece of writing, where your ideas are fully developed and exemplified. Remember that you will need to write at least 250 words (answers shorter than this are penalised).

- 1 Read the task and spend a few moments thinking about your own views on the statement.

Write about the following topic.

City living in the 21st century is stressful and offers no advantages.
To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 2 Read the two answers, A and B, which are exactly 250 words. Does each answer agree or disagree with the statement? Which answer contains the clearest argument, in your opinion? Why?

A

You always have noise in a city and it is very stressful. I agree because I live in a large city and it can be stressful. But I can do lots of things in my city, like going to the cinema and seeing rock concerts, so I might disagree with the statement too. Nowadays, more people have to live in cities. Most of the jobs you find are in cities and it takes too long to travel there each day. That is stressful, the same as living in a city.

There are some advantages to city living. A large city has too many people and there is traffic all the time so it is very stressful. I have recently visited Bilbao in northern Spain, which has an excellent transport system. There are trams and an underground network so you can go from one part of the city to another very quickly. I don't call that stressful, and it doesn't cost much either.

If I had the choice I would still live in a city because I like it. There is a lot of live entertainment and many cultural things on offer. Shops are good and every city has many shops. In other words, it must be an advantage to have shops and there aren't many shops in smaller places. With Internet shopping, it doesn't matter where you live any more. There's no green in the city and it makes us stressed. I agree with the statement because it is stressful.

B

The percentage of the world's population domiciled in cities is increasing and because of this, some of the largest cities must be fairly oppressive places in which to live if you are short of money or unemployed. At the same time, for those with disposable income, a city provides a lively environment, with many cultural benefits and other opportunities. Thus, the advantages of contemporary urban living far outweigh any disadvantages, in my opinion.

In terms of entertainment, city residents are often spoiled for choice, and on any night of the week could probably visit anything from small jazz venues to theatres, clubs and numerous cinemas. Cities also generally offer wonderful museums.

Another obvious benefit is the diversity of shops and specialist stores in any city of a reasonable size. While it may be the case nowadays that some people do most of their shopping over the Internet, for myself, it is essential to have the chance to browse and windowshop, and a city gives me that.

It has been said that one of the least attractive aspects of city living is transport, and I would certainly never dream of using my car to travel across town. However, most cities nowadays have developed excellent and affordable public transport systems, taking all the stress out of getting around. What is more, the cities of the 21st century often look good, with unusual modern architecture.

In short, today's cities can support a rich, varied and exciting lifestyle, which is stimulating rather than stressful.

3 Tick which points are included in each answer (A and B in exercise 2) and rate the development and clarity of each one from 1–3.

- 1 unclear and/or barely addressed
- 2 reasonably clear with some exemplification
- 3 clearly developed and exemplified

| | | |
|--------------------|---|---|
| Live entertainment | A | B |
| Open spaces | A | B |
| Transport | A | B |
| Cultural benefits | A | B |
| Noise / crowds | A | B |
| Shopping | A | B |
| Architecture | A | B |

4 Underline any useful linking phrases in answers A and B and add them to the table below.

| | |
|------------------------------------|---|
| Introducing / referring to a point | <i>As far as ... is concerned</i> <i>Regarding</i> <i>With reference to</i> |
| Adding another related point | <i>Secondly</i> <i>Additionally</i> |
| Contrasting previous information | <i>Conversely</i> <i>Then again</i> <i>On the other hand</i> |
| Clarifying what has been said | <i>To put it another way</i> <i>That is to say</i> |
| Linking to the argument | <i>Therefore</i> <i>For this reason</i> <i>Consequently</i> |
| Concluding / summarising | <i>All in all</i> <i>To sum up</i> |

5 Try to think of different vocabulary you can use to say the same thing. Repetition of key words from the task must be avoided (as in the use of 'stressful' in A). Find words and phrases in answer B that relate to the words below from the task statement.

- city living
- 21st century
- stressful
- offers
- advantages



6 Now answer the task in exercise 1, following the advice below. Write at least 250 words.

Advice

- Read the task carefully.
- Underline key words and think of different ways of saying the same thing.
- Make a plan, including each new point in a new paragraph.
- State your overall opinion in the introduction.
- Use linking phrases to make your argument clearer.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave time to check your answer for accuracy.



Writing folder 7

Task 2 Appropriate style and tone

For both parts of the Writing Module, the language you use must be consistently appropriate in style and tone. The Cambridge Learner Corpus shows that IELTS candidates are not always able to do this, especially for Task 2.

- 1 Tick the features you consider appropriate to academic writing from this list.

- impersonal style
- aggressive tone
- colloquial language
- neutral to formal language
- serious tone
- informal language
- humorous style

- 2 Read the task and the answer below. Underline examples in the answer of any inappropriate features listed in exercise 1.

Write about the following topic.

Because of falling birth rates and better healthcare, the world's population is getting steadily older and this trend is going to cause serious problems for society.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

I cannot agree with your views concerning an ageing population, which I find totally ridiculous and untenable. You really should not paint a picture of the future that is as negative as this! I mean we'll all be old one day, won't we?

It is true without a doubt that folks are living longer, due to a healthier diet, rising living standards and better medical treatment. And they say we're all gonna be even older in the future! Apart from leading to huge sales of false teeth and walking sticks, what will be the main issues of having a larger percentage of older people in our society? First and foremost, it'll cost a packet in terms of looking after the elderly and forking out for their pension payments. Such an imbalance in the population will place an added burden on younger people, through higher taxation levels and more substantial family commitments. Do you think we'll all have to slave away until we're 90? It is highly likely, given the current statistics.

As for there being fewer babies on the scene, that's certainly the case in my country at the moment. However, governments should not be encouraging people to have larger numbers of kids, because our planet is already packed out.

In the final analysis, it will be up to all of us to support each other, whether through additional taxation or by showing a greater awareness of the different generations at a personal level. Some aspects of daily life that are currently taken for granted may have to change fundamentally. For example, instead of enjoying their much-deserved retirement, grandparents could find themselves taking on the role of main childcarers while the parents work longer hours to maintain their family's standard of living.

Come on, it won't be that bad!

- 3 Choose phrases from those below to replace some of the inappropriate language in the second and third paragraphs. There may be more than one possible choice.

children
 continue to be employed
 contributing to
 declining birth rate
 funding
 lower fertility
 overpopulated
 people
 projected to continue ageing
 remain in the job market
 result in increased expenditure

- 4 Cross out any inappropriate language remaining in these paragraphs and then rewrite the paragraphs, using the phrases from exercise 3 and making any other changes necessary.

- 5 The first paragraph of the answer in exercise 2 is unusable. Complete the new opening sentence below with some of these words. Two aren't needed.

actually corresponding impossible provided
 questionable unlikely

Although it is 1 to argue
 with the facts 2 in the
 first half of the statement, it remains
 3 whether society is
 4 under threat due to its
 ageing population.

Now add the necessary verb forms to the sentence below, which completes the replacement first paragraph.

Nonetheless, it 5 (negative
 modal passive + *deny*) that radical social reform
 6 (future passive + *require*)
 in the near future.

- 6 Read the examiner comments under the final sentence. Then write a replacement sentence to include at the end of the fourth paragraph.

Come on, it won't be that bad!

This light-hearted ending in very informal language is completely inappropriate and leaves a very negative effect on the reader. A pity, because the fourth paragraph contains elements of a conclusion and just needs a suitable closing sentence. Throughout the answer, the language is inconsistent and there is an unhappy mix of styles. There are some good ideas, but only a few have been expressed in academic English.

- 7 Now answer the task below, following the advice given.

Write about the following topic.

There are fewer and fewer employment opportunities for graduates entering the job market and this will have serious implications for higher education. ✓
To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Advice

- Underline key words in the task and think of appropriate paraphrases.
- Make a plan, putting each new point in a new paragraph.
- State your overall opinion in the first paragraph.
- Use an impersonal style unless you are mentioning your own experience.
- Produce consistently neutral to formal language.
- Maintain a serious tone throughout.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave enough time to check your answer for grammatical accuracy and stylistic consistency.

Writing folder 9

Task 2 Expressing disagreement

In the Task 2 essay, you may decide to disagree with the statement in the question. In academic English, it is very important to express disagreement cautiously and politely. In Task 2, you should present your argument clearly, using an impersonal and non-aggressive tone.

- 1 Read the task and tick possible reasons for disagreeing with the statement, choosing from the list and adding two ideas of your own.

Write about the following topic.

Television cannot replace the book as a learning tool, which is why children are less well educated today.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- Television offers many educational programmes.
- Even soap operas can teach us about real life.
- TV documentaries show more than a book can.
- Children usually learn better from visual input.
- Many children don't read books but love television.
- Children are better educated than they used to be.
-
-
-

- 2 Read the answer below, ignoring the highlighted parts for the moment. Which of the reasons in exercise 1 are included?

In my opinion, each part of the statement is **totally untrue**. First I think television can replace the book as a learning tool and second, it **is completely wrong** to say that children are less well educated today. **Now let me tell you why I think this.**

Let's face it, kids enjoy television and they watch a great deal of it, so **it is crazy** to force them to read books if they have no wish to do so. There are some very good programmes on television, **where you can learn loads of stuff**, such as films about wildlife in remote places, and history programmes with real-life characters. These types of documentaries do more to educate a child than any book does, because **they're more alive.**

Why can't soap operas teach kids, too? When you watch a soap opera, you are seeing ordinary people dealing with difficult moments in their lives, and this can often help you to make your own decisions.

The second part of the statement **is absolute rubbish**. **You really can't say** that children aren't learning as much as before, particularly when schools have so many excellent things nowadays, like computers, electronic whiteboards and the Internet. My grandparents would have preferred today's high-tech learning thing to the boring textbooks they had. And **what do you mean** by 'educated' anyway? Apart from working on their school subjects, children today need to learn important things about real life, and **books are useless** for these survival things.

- 3 Choose the best qualifier in 1–4 below, in order to disagree cautiously and politely but at the same time avoid making the phrase sound informal. Then replace the words highlighted in yellow with your new phrases. More than one answer may be possible, but use each phrase once only.

- 1 is *kind of* / *somewhat* / *highly* questionable
- 2 appears *really* / *seriously* / *dreadfully* flawed
- 3 seems *rather* / *completely* / *100%* dubious
- 4 makes *no* / *not one bit of* / *little* sense

- 4 Now rewrite the green highlighted parts to improve the tone by making it more impersonal and academic. Start with the words given and include the language indicated in the brackets.

- 1 *A number of reasons* (+ future passive: *give*) ...
- 2 *It* (+ negative modal passive: *deny*) ...
- 3 ... *from which a great deal* (+ modal passive: *assimilate*) ...
- 4 ... *the subject* (+ passive: *bring*) *to life*.
- 5 *Young people* (+ modal passive: *inform*) ...
- 6 *It is illogical to* (+ suitable reporting verb) ...
- 7 *Moreover, it depends* (*what* + passive: *mean*) ...
- 8 ... *books are* (+ adjective with prefix *irr-*) ...

- 5 In the final paragraph of the answer in exercise 2, the word *thing* is used four times. Replace it each time with one of the words below.

experiences facilities facts issues

- 6 Look at the opening paragraph of the answer again and underline any phrases taken from the Task 2 statement. Rewrite these in your own words.
- 7 Write a conclusion for the essay in about 50 words. You should restate the writer's viewpoint but also try to introduce some balance or caution into the argument.
- 8 Now answer the task in exercise 1, following the advice opposite. You can of course choose to agree or disagree! Write at least 250 words.

Advice

- Read the task carefully.
- Underline key words and think of different ways of saying the same thing.
- Make a plan, putting each main point in a new paragraph.
- State your overall opinion in the introduction.
- If you disagree, express your disagreement cautiously, using qualifiers to soften your point of view.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave enough time to check your answer for accuracy.



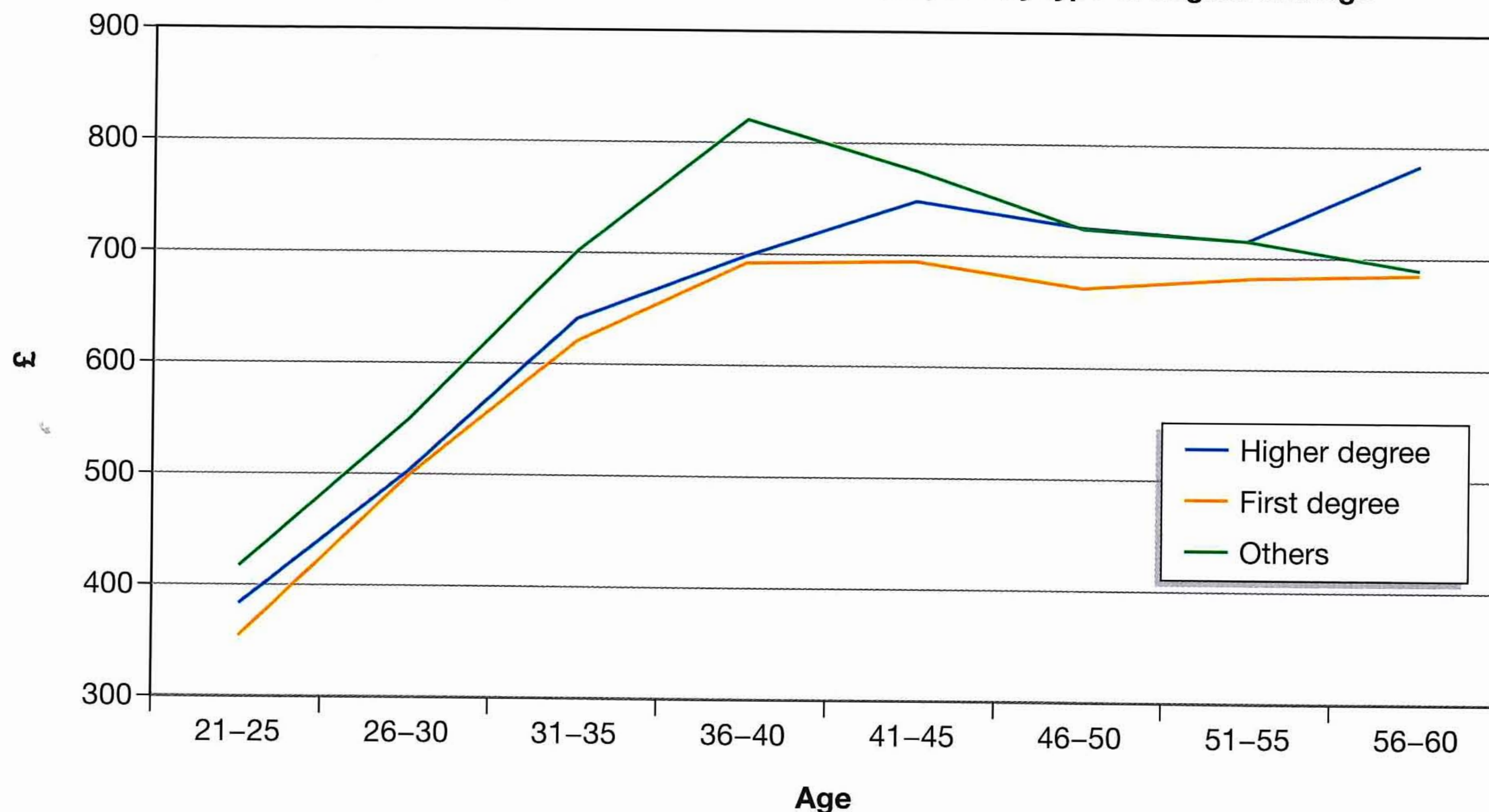
Task 1

You should spend about 20 minutes on this task.

The graph shows the amount earned by graduates of different age groups in 2002. It includes those with a degree, those with a higher degree (postgraduate) and those with other qualifications. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Weekly earnings of full-time graduate employees by type of degree and age



Task 2

You should spend about 40 minutes on this task.

Some people suggest that children do not understand the world of work and schools should make all teenagers spend a short time working as well as studying academic subjects. To what extent do you agree?

Write at least 250 words.

Practice Test 2



SEAMEO RETRAC
ISO 9001:2015

Task 1

You should spend about 20 minutes on this task.

The table shows the number of mobile phones sold in millions for a period of six years. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

| | Nokia | Ericsson | Samsung | Motorola | Apple |
|------|-------|----------|---------|----------|-------|
| 2006 | 345 | 74 | 117 | 210 | |
| 2007 | 436 | 102 | 154 | 165 | 2.3 |
| 2008 | 475 | 95 | 202 | 108 | 12 |
| 2009 | 442 | 57 | 238 | 59 | 24 |
| 2010 | 463 | 42 | 282 | 39 | 42 |
| 2011 | 422 | 33 | 330 | 40 | 89 |
| 2012 | 335 | 28 | 396.5 | 28 | 135.8 |

Task 2

You should spend about 40 minutes on this task.

To what extent has the internet made life more convenient? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

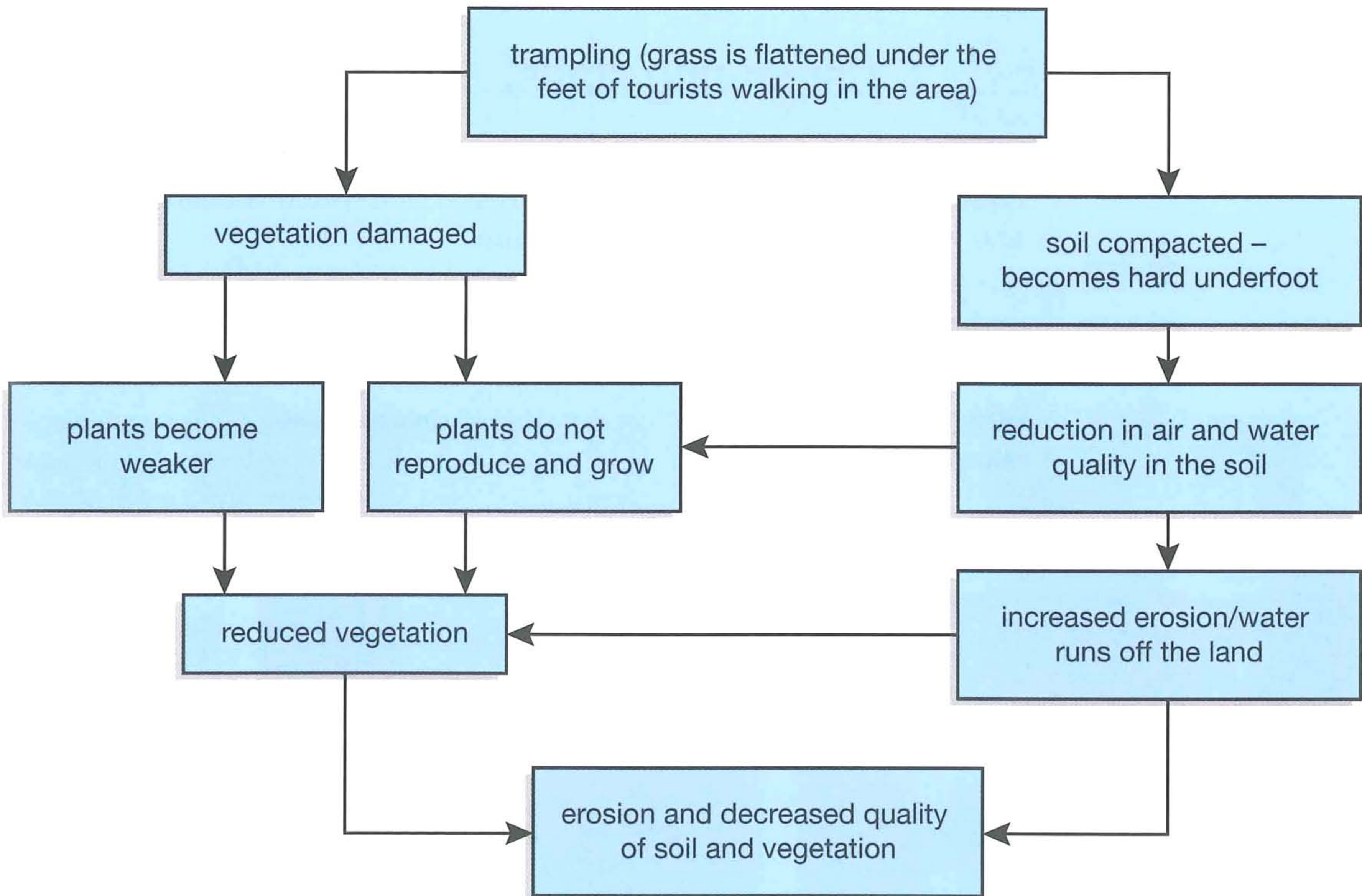
Write at least 250 words.

Task 1

You should spend about 20 minutes on this task.

The flow chart shows 'trampling', the negative effect of tourists walking in the countryside for the environment. Summarize the information by selecting and reporting the main features.

Write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

Some young people look forward to a year of travelling, a 'gap year', before they begin work or university and see it as a chance to broaden their horizons. For others this is an expensive waste of time. Discuss both views and give your own opinion.

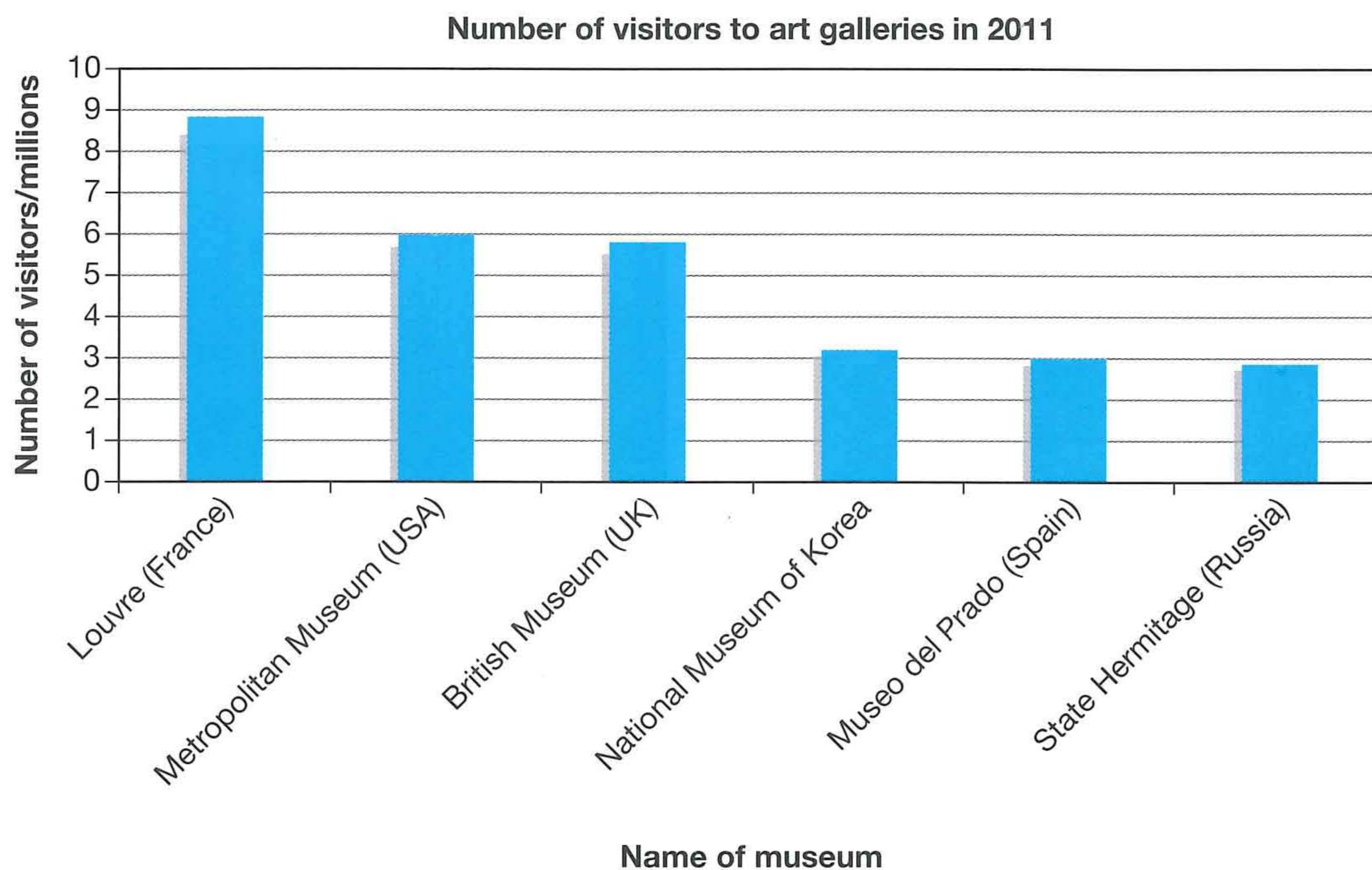
Write at least 250 words.

Task 1

You should spend about 20 minutes on this task.

The graph shows the number of visitors to a variety of art galleries in 2011. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

How should we ensure that television is a positive influence in the life of children?

Write at least 250 words.

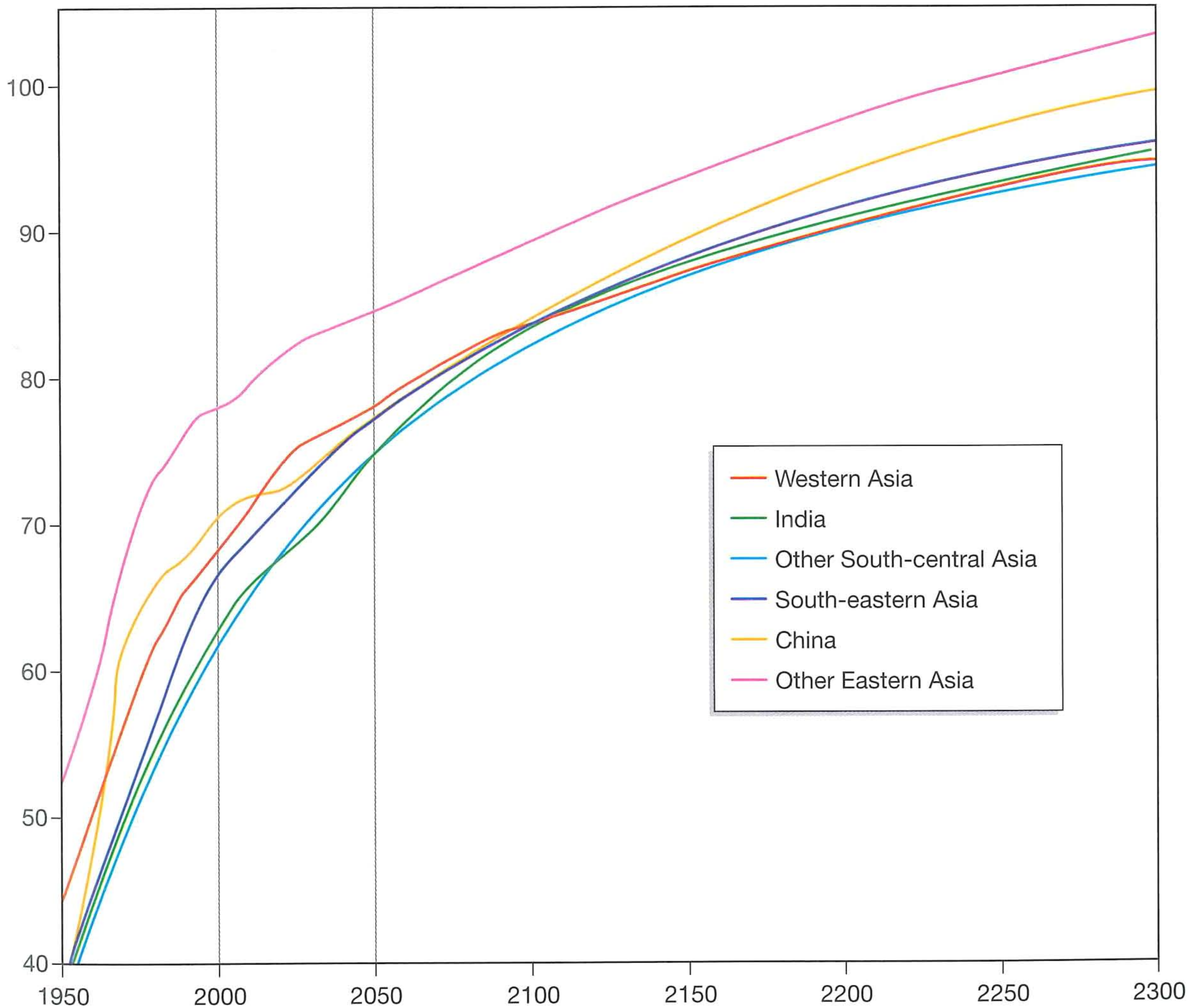
Task 1

You should spend about 20 minutes on this task.

The graph shows the life expectancy of people living in Asian regions from 1950 and predicts life expectancy until 2300. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Life expectancy at birth, Asian regions: 1950–2300



Task 2

You should spend about 40 minutes on this task.

Traffic congestion is becoming increasingly problematic in major cities. What solutions can you suggest to help solve the problem?

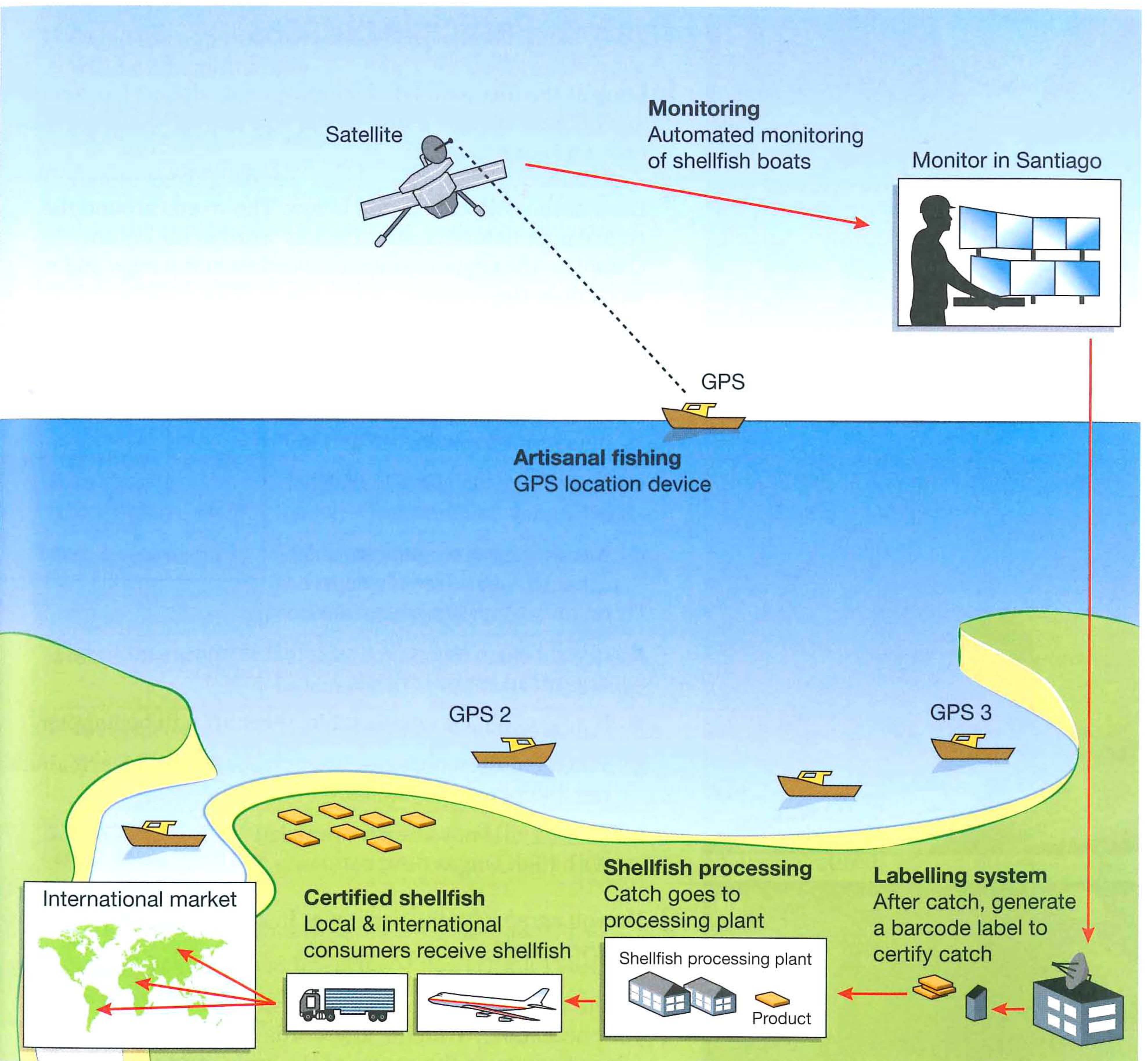
Write at least 250 words.

Task 1

You should spend about 20 minutes on this task.

The diagram shows the process for labelling shellfish for the international market. Summarize the information by selecting and reporting the main features.

Write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

Poor nutrition and obesity is a problem in many developed countries and some people believe that a tax on fast food would reduce the problem. Do you agree?

Write at least 250 words.

Practice Test 7



SEAMEO RETRAC
ISO 9001:2015

Task 1

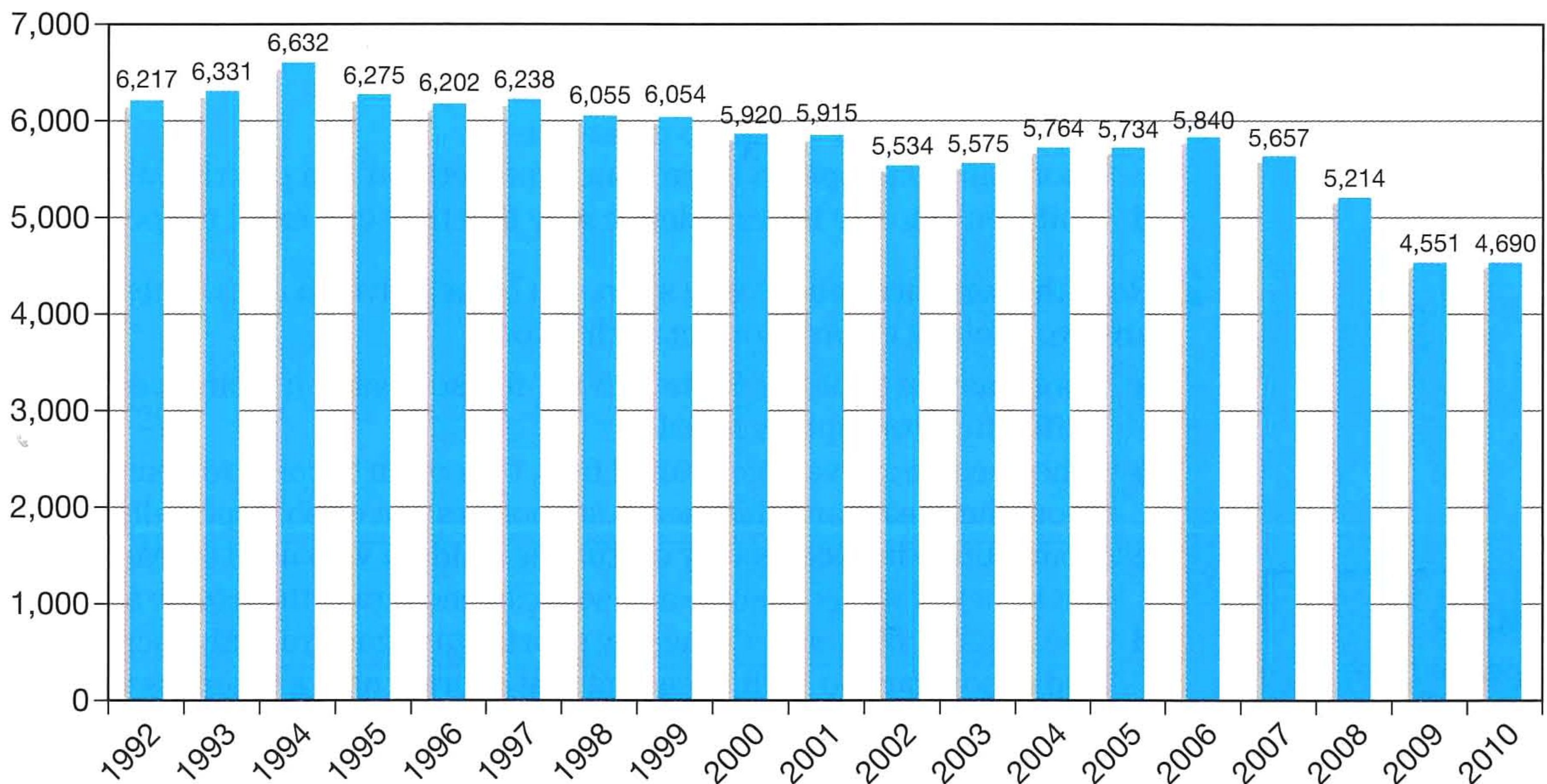
You should spend about 20 minutes on this task.

The graph shows the number of fatal injuries (resulting in death) of workers in New Zealand between 1992 and 2010.

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

Write at least 150 words.

Number of fatal work injuries, 1992–2010



Task 2

You should spend about 40 minutes on this task.

Some people believe that it would be beneficial if employees worked three or four days per week rather than five or six days.

Why is this? Give reasons for your answers and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

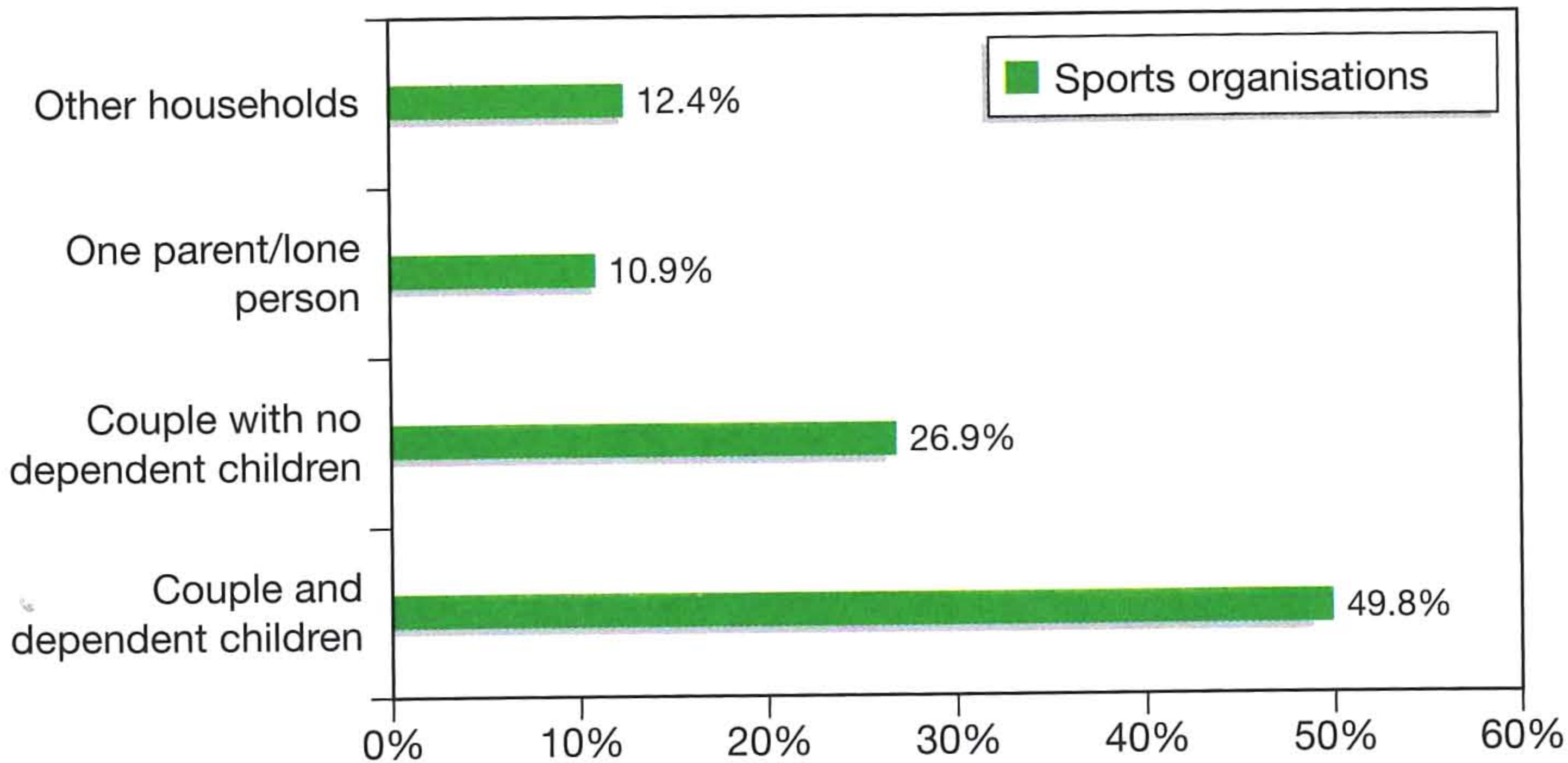
Task 1

You should spend about 20 minutes on this task.

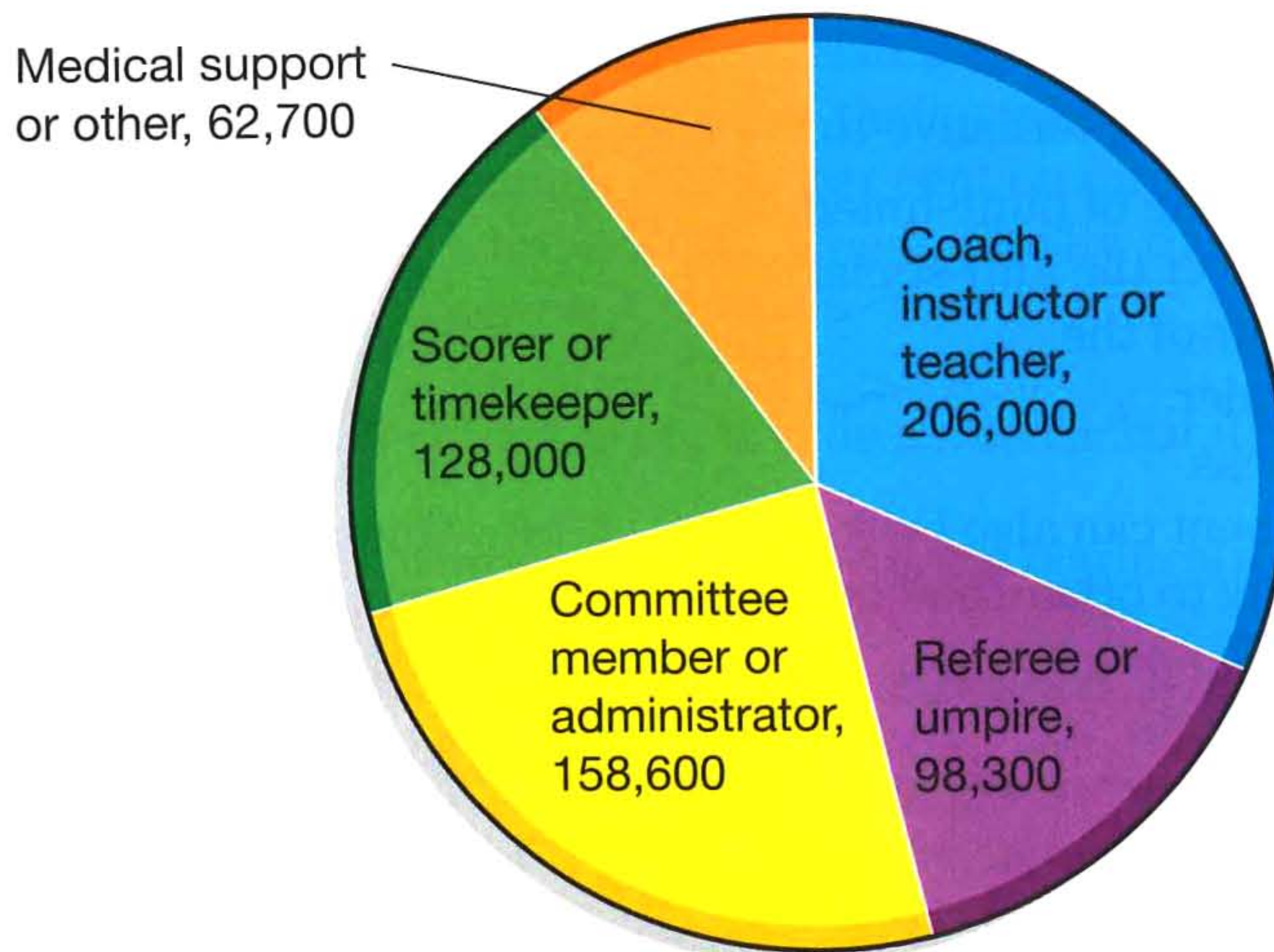
The bar chart shows the number of volunteers in New Zealand who helped in sports organizations in 2010. The pie chart illustrates the number of volunteers doing different types of jobs for that same period. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Proportion of volunteers by household type



Sport support roles in NSW in 2010



Task 2

You should spend about 40 minutes on this task.

In recent years sports stars have become increasingly famous and wealthy. For some this is a benefit, raising the profile of sports, but for others it is a negative influence. Discuss both views and give your own opinion.

Write at least 250 words.

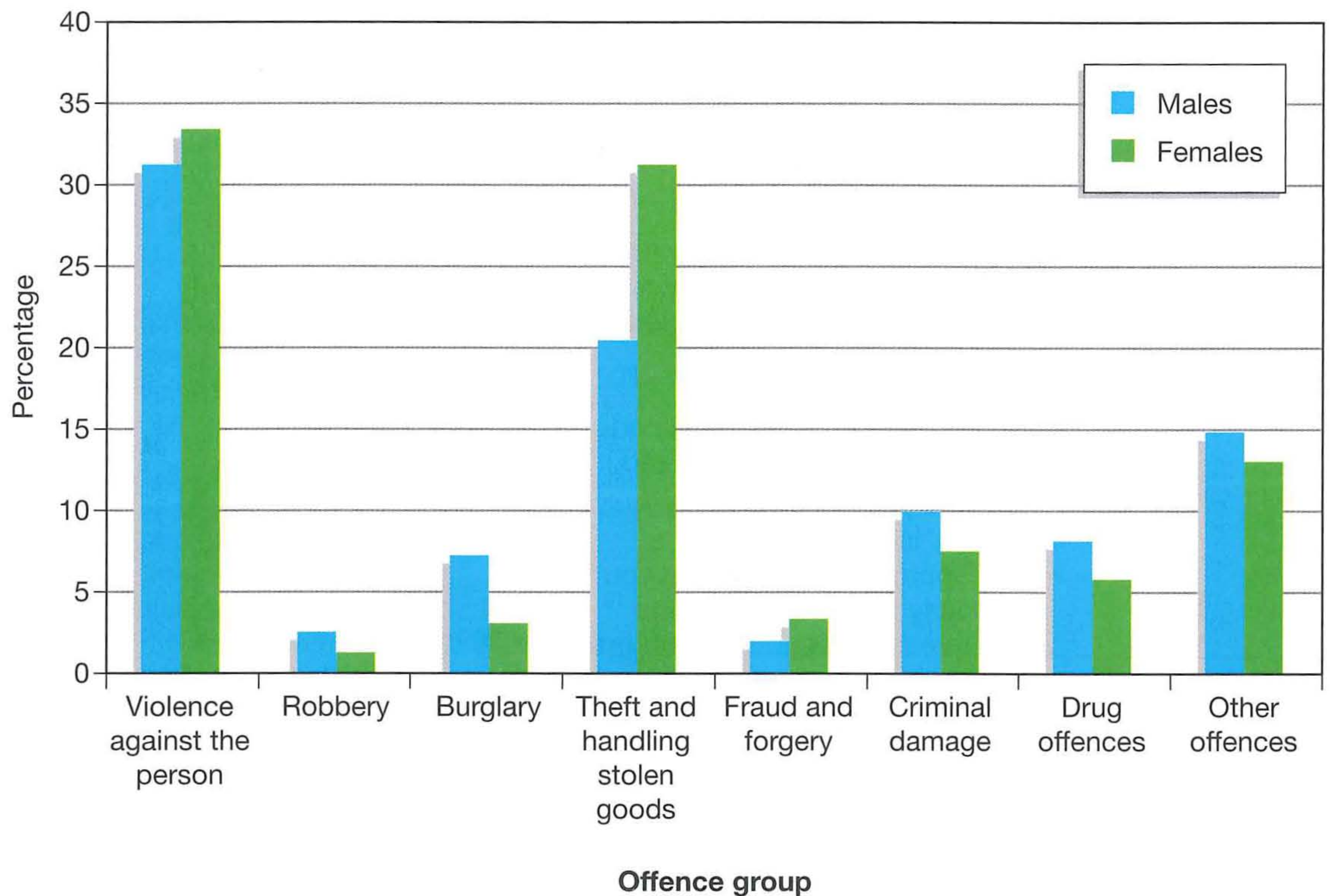
Task 1

You should spend about 20 minutes on this task.

The bar chart shows the number of male and female people arrested by type of offence (crime). Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Proportion of male and female arrests by offence type, 2008/09



Task 2

You should spend about 40 minutes on this task.

How can the government make sure that people save enough money to live on when they are old?

Write at least 250 words.

Practice Test 10



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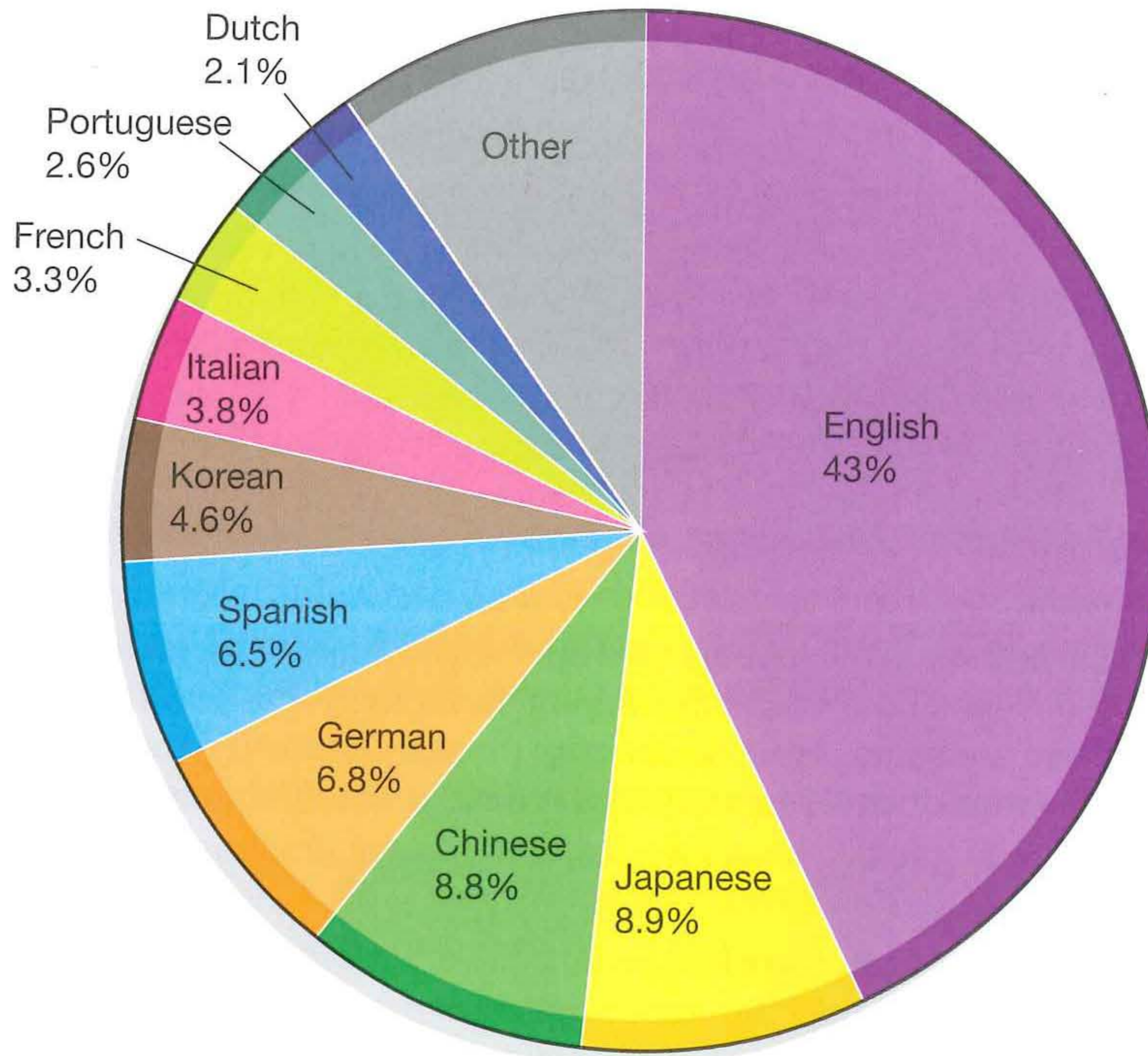
Task 1

You should spend about 20 minutes on this task.

The pie chart shows the number of people who were using different languages online. The table shows the average number of people online each year. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Online language populations Total: 529 million (Dec., 2001)



| Date | Number in millions | % of world population |
|----------------|--------------------|-----------------------|
| August 2001 | 513 | 8.4 |
| August 2000 | 368 | 60 |
| August 1999 | 195 | 4.6 |
| September 1998 | 147 | 3.6 |
| November 1997 | 76 | 1.8 |

Task 2

You should spend about 40 minutes on this task.

Nowadays many countries have very cosmopolitan cities with people from all over the world. How can the government ensure that all these people can live together harmoniously?

Write at least 250 words.