

# IELTS ADVANTAGE



## WRITING SKILLS

A step-by-step  
guide to a high  
IELTS writing score

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## **Aim of the book**

*IELTS Advantage Writing Skills* is designed for students who want to achieve a score of 6.5–7.0 or higher in the Writing module of the Academic IELTS exam.

We know that most candidates are aiming to get at least 6.5, either to study at university, to work abroad, for visa purposes or to have proof of a good level of English.

The book aims to take your writing to this level, based on our many years of successfully preparing students for the IELTS exam, and our experience as IELTS Writing examiners.

All the exercises in the book have been developed in the classroom, and the material has helped hundreds of IELTS students to achieve high Writing scores. The book is designed so that it can be used either in class with a teacher or as a self-study book as you prepare for the exam on your own.

## **About the exam**

IELTS examiners are looking for four different things, and the book is designed to help you in each of these areas:

- **Vocabulary:** You need to have a good range of academic words and phrases for the main IELTS topics.
- **Grammar:** You need to use accurate grammar and a range of complex structures (for example relative clauses, noun phrases, conditionals).
- **Organization:** You need to write clear, well-organized paragraphs, and an answer which is easy to follow.
- **Ideas and arguments:** You need to make sure you have well-developed ideas, that you answer the question fully and that you give a clear point of view.

## **The IELTS scoring system**

The IELTS exam gives you a score from 1 to 9, in bands of 0.5. A score of 9.0 is native-speaker level, but in fact many native speakers fail to achieve a 9.0, so be realistic!

The Common European Framework of languages categorizes IELTS scores like this:

level	CEF Level	IELTS scores
Upper-Intermediate	B2	5.0/5.5/6.0
Advanced	C1	6.5/7.0
Upper-Advanced	C2	7.5 +

Here is our guide to what you can normally do with these scores. However, be sure to check with the employer or university you are applying to.

- 5.5–6.0 Entry onto a university Foundation course
- 6.0–6.5 Entry onto a Bachelor's degree course
- 6.5–7.0 Entry onto a Master's degree course
- +7.0 Normally required to work in English-speaking countries in professions such as medicine, dentistry, law and accounting

## **Organization of the book**

Units 1–6 focus on Task 2, which is the academic essay. We have divided Task 2 into three types:

- Units 1 and 4 look at **advantages and disadvantages essays**. In this type of essay, you have to discuss the positive and negative sides of a topic (for example 'The advantages and disadvantages of working from home') and then express your view.
- Units 2 and 5 look at **problem and solution essays**. You have to explain the causes of a common social problem (for example 'Obesity') and make some suggestions about how to solve it.

- Units 3 and 6 look at **opinion essays**. You have to state your view about a topic (for example 'Should smoking be banned in public places?'), then justify your opinion. The units build on each other, so when you study opinion essays, for example, we advise you to study Unit 3 first, and then Unit 6.

Each unit is built around two texts: an introductory text, which includes useful grammar, ideas and vocabulary, and a model essay, which guides you as you write.

Units 7–9 focus on Task 1, in which you need to describe graphs, charts or maps.

- Unit 7 shows you how to write about graphs with a **trend** (changes over time).
- Unit 8 looks at how to describe graphs and charts where you have to **compare** data.
- Unit 9 describes how to write about **processes and maps**.

### **Features of the book**

- **Try it first!:** Before you start each unit, you are encouraged to write an answer to the question on the first page. It will help to show up the strong and weak points of your writing, and see what you need to improve.
- **Interesting texts:** The book contains a range of texts in different styles (newspaper articles, interviews, chat-room comments and so on). These aim to make the topics enjoyable and to introduce you to a range of natural and useful vocabulary. They have been specially written for this course to focus on the areas of essay-writing needed in the IELTS exam.
- **IELTS grammar exercises:** Each unit contains grammar exercises which show you how to apply grammar rules to your writing. We have selected the grammar items which we think are the most useful and relevant to the IELTS Writing exam, and show you how to use them in both Task 1 and Task 2.
- **Academic vocabulary for writing:** The vocabulary you need for IELTS Writing is significantly different from general English or the vocabulary used in speaking, so the book contains many exercises which show you how to write using the correct academic style.
- **Collocations and chunks:** The exercises in the book include a range of collocations and chunks – words which commonly go together (for example *have a good work–life balance*), so that you can quickly and easily improve your written academic vocabulary.
- **Model essays/answers:** For each unit, we have written a model answer. These will help you to see what the examiners are looking for, and give you guidance about how to write your answers.
- **Structure and linking:** Many candidates achieve a lower score than they could get in IELTS Writing because their answers are not organized in the correct way. Each unit has exercises to help you organize your writing in the best way possible.
- **Exam skills:** Each unit has exercises which show you how to develop your techniques ready for the exam. We include exercises, for example, on how to write an introduction to an essay and how to build a good paragraph.
- **Sample student answers:** Each unit contains at least one real answer written by an IELTS student. The answers are different levels, so that you can see what is required to achieve a 6.0 or a 7.0, for example. We have given examiner's comments and suggestions at the end of each answer, to help you learn from these answers.
- **Check and challenge:** At the end of each unit, you have the chance to revise the language you have studied, and to extend your language with extra challenges.
- **Practice questions:** At the end of each of the Check and challenge pages, there are one or two extra questions for you to apply what you've learned in the unit.

We hope that you enjoy using this book and wish you every success in the IELTS exam!

Richard Brown and Lewis Richards

# Advantages and disadvantages essays 1: Living abroad

## Try it first!

### Task 2 Writing

#### How to write an advantages and disadvantages essay

Very often in the IELTS exam, you will have to write an essay called an 'advantages and disadvantages' essay. This is where you have to write about the good and bad points of a common situation.

Here is a typical question:

*What are the advantages and disadvantages of leaving your country to live or study abroad?*

Try writing an essay on this subject before you study this unit.

You will need to:

- write an introduction to the topic;
- think of two advantages to the situation and provide clear examples;
- think of two disadvantages and write about these with good support;
- write a short conclusion giving your overall opinion;
- write a minimum of 250 words.

Take your time, but remember that in the exam you will need to complete Writing Task 2 in around 40 minutes.

## Home or away?

1 Look at these popular sayings about home and discuss the questions below.

Home is where  
the heart is.

Home sweet  
home

There's no place  
like home.

- 1 Do you agree with these sayings?
- 2 Do you have similar expressions in your language?
- 3 Can you think of any others?

2 Complete these everyday questions about living arrangements using the correct form of the verb *live*. Then write a short answer for each one.

- 1 Where are you ..... at the moment?
- 2 How long have you been ..... there?
- 3 Would you rather ..... on your own or with friends or family?
- 4 Are you a good person to ..... with? Why? / Why not?
- 5 Have you ever ..... abroad? If so, how did you find ..... there?
- 6 If you could ..... anywhere in the world, where would it be?

3 Work with a partner and share your answers. Make some notes about their responses. What do you have in common?

### Tip

Remember that 25% of your score will be for grammar. Examiners will be looking for two things:

- 1 a good range of grammar (e.g. lots of tenses, conditionals, modals, etc.)
- 2 accurate grammar. Make sure your tenses are correct, and you don't make silly mistakes. Be sure to practise your grammar and get your tenses right.

# Introductory text

- 1 You are going to read an article entitled *Getting away from it all*. What do you think it is about?
- 2 Now read the article on the opposite page.

## Responding to the text

- 3 Complete this table with the positives and negatives of moving away that were mentioned in the article.

good points about moving away	downsides of moving away

- 4 Add some ideas of your own to the table in Exercise 3.

## Building your bank of words and phrases

As you work through the book, you will be developing a strong vocabulary in the process. It is really important to show both range and accuracy of vocabulary in the exam.

- 5 Find the words or expressions in the article that have a similar meaning to these definitions.

- 1 clear arrangements (paragraph 1)     *concrete plans*
- 2 had jobs organized (paragraph 1)
- 3 to not hurry (paragraph 1)
- 4 hurried (paragraph 1)
- 5 needed to see new places and have new experiences (paragraph 2)
- 6 give myself extra time to (do something) (paragraph 2)
- 7 damage future work opportunities (paragraph 2)
- 8 exactly the kind of thing I like (paragraph 3)
- 9 organized programme or course (paragraph 3)
- 10 I couldn't believe the moment was real (paragraph 4)
- 11 beginning a new life in a different place (paragraph 5)
- 12 become completely involved in (an experience) (paragraph 5)
- 13 see more of the world (paragraph 6)
- 14 easy or without problems (paragraph 7)
- 15 improve my mood (paragraph 7)
- 16 remain in touch with (paragraph 7)
- 17 full of life (paragraph 8)

- 6 Discuss these questions.

- 1 Which of the words or expressions in Exercise 5 are the most useful for you?
- 2 How do you say the same thing in your own language?
- 3 What will you do to practise using them?

## Getting away from it all

- 1 When I graduated from university a few years ago, I didn't really have any concrete plans for the future. A lot of my friends already had jobs lined up and went straight to work, but things weren't so clear-cut for me. After studying hard for three years, I just wanted to take my time before I rushed into making any decisions about my career.
- 2 London is great, but after growing up there, then spending my student years in the capital, I decided that I needed a change of scenery. I started to look into the possibility of taking a gap year and did a bit of research. In my mind, it would be a good way to buy me some time to think things through. And of course, on top of that, I was very excited about the opportunity to have an adventure! I also knew that having a year out wouldn't really harm my job prospects because employers generally look favourably on it.
- 3 One night I was out with some friends and I got talking to a guy called Ian. He told me that he had been living and working out in New York for the past six months on an international exchange programme. He was working for a market-research company in the centre of Manhattan and living with a group of other British people who were also carrying out work placements in the city. It sounded right up my street and just the kind of opportunity I was looking for. I took some contact details from Ian, and within a week I had applied for a position on the scheme. A month or so later, I was called for an interview and the rest, as they say, is history!
- 4 Arriving in New York after all that hard work at university was an unforgettable experience. I'll never forget standing on Fifth Avenue for the first time and looking up at the Empire State Building while yellow taxis raced up and down. I felt like I was in a scene from a movie. I had to pinch myself.
- 5 Even though it was the first time I had spent an extended period of time away from home, the first few months passed by very quickly. Looking back, it was probably down to the fact that there were lots of other British people around. I had a kind of instant social life. I think because we were all a long way from home and starting afresh, we quickly bonded and became good friends. New York has so much to offer, and soon I had started to discover new interests. My friends back in England laughed when I told them about my cocktail-making classes at night school! I love hip-hop music and street art, so it was easy for me to immerse myself in the New York culture.
- 6 Although my work placement wasn't exactly what I had expected, I gained valuable experience and knew that whatever happened, it would look good on my CV. Anyway, my year abroad was more about the chance to broaden my horizons and consider my future options than about the work.
- 7 I can't say everything about my New York adventure was plain sailing. There were times when I really missed my family and friends. If I had a bad day or was just feeling down, I didn't have the same support network of friends that I could go to back at home to cheer me up. Having said that, I was able to keep in contact with everyone fairly regularly via phone or email, so I was never too homesick.
- 8 On the whole, I would describe my year in New York as a life-changing experience and an opportunity that I'm happy to say I made the most of. I got the chance to live in one of the most vibrant and cosmopolitan cities in the world, I became a much more outgoing person and, above all, I made lots of great friends along the way. I certainly don't regret my decision to go.





## Writing about life changes and experiences

### Are you ready to move abroad? Take the test!

Complete the statements below with the correct word from the box, then score yourself on each one from 1 to 5.

adapt cope easily ~~mix~~ open pick sample scratch sense touch

	Yes					No				
1 I find it easy to <i>mix</i> ..... with new people.	1	2	3	4	5	1	2	3	4	5
2 I can ..... to new situations easily.	1	2	3	4	5	1	2	3	4	5
3 I'm not worried about losing ..... with old friends.	1	2	3	4	5	1	2	3	4	5
4 I make friends .....	1	2	3	4	5	1	2	3	4	5
5 I am able to ..... up new languages without much trouble.	1	2	3	4	5	1	2	3	4	5
6 People say I'm .....-minded and friendly.	1	2	3	4	5	1	2	3	4	5
7 When I travel somewhere new, I like to ..... the local food.	1	2	3	4	5	1	2	3	4	5
8 I feel I can ..... with most challenges that life throws at me.	1	2	3	4	5	1	2	3	4	5
9 Starting a new life from ..... doesn't worry me at all.	1	2	3	4	5	1	2	3	4	5
10 I have a keen ..... of adventure.	1	2	3	4	5	1	2	3	4	5

Check your score in the answer key on page 115. Compare with a partner. What were the biggest differences in your answers?

#### Tip

The fastest way to build a powerful vocabulary is to study how words fit together into chunks of language instead of focusing on individual words. For example, you know the word *decision*. But by exploring texts, you learn the verb + noun collocation **make a decision**.

- Then you learn other useful chunks, such as:
- **make a decision about** something (a job, a university course)
  - **rush into** making a decision about
  - **take your time before you** rush into making a decision about

The more chunks of language you can learn, the more flexible your writing will be in the exam. You will develop this habit as you move through this book.

Start by looking back at the text *Getting away from it all* on page 9. Pick out and record some chunks you think are useful.

### Vocabulary chunks

Focus on the words you added to the questions in the test.

- 1 Look to the left and right of these words in each statement.
- 2 Can you identify any complete pieces of language?
- 3 Is the chunk of language fixed, or can you change parts of it?

Example: 1 *mix*  
*mix with new people*  
*mix with different people*

Try this process for the other words you added. Record the chunks that you find.

## Spotlight 2

### Verb patterns

#### Tip

Verbs in English fit together in different ways. It is very important to learn how they work to improve the accuracy of your writing for the exam.

#### 1 Think about / Discuss these questions.

- Have you or your friends/family lived overseas for a long period of time? What problems did you/they face? Have you/they adapted to the new culture? How?

#### 2 Read the text below about culture shock and match these headings (a–c) to the three stages (1–3).

- a Trouble in paradise      b The road to recovery      c The honeymoon period

#### 3 Which stage are you or people you know going through at the moment?

### A CULTURE SHOCK TO THE SYSTEM

Many people **would love** to leave their nine-to-five jobs behind and have a life-changing adventure overseas. They **imagine** lying under palm trees as the sun goes down. However, life overseas is not always easy, and many are not prepared for the shock of living in an alien culture.

#### STAGE 1: .....

At first, for those who actually **decide** to move abroad, life is an exciting adventure. With their new-found freedom, they **enjoy** exploring their new surroundings, and life seems like an extended holiday. They **don't mind** sampling the local cuisine and discovering other aspects of the local culture. They can even **afford** to practise their foreign-language skills without fear of making mistakes.

#### STAGE 2: .....

In many cases, when people **consider** moving to another country, they often **fail** to realize how different life overseas will be. As time goes by, they experience feelings of frustration when language and cultural misunderstandings become a daily headache. In this stage, many people **refuse** to accept the differences of their host country and some actually **avoid** spending time with local people in favour of mixing with others from their home country.

#### STAGE 3: .....

Gradually, over time, the visitor realizes they must accept the differences and not fight against them. This change in mentality **encourages** them to improve their language skills and slowly they **manage** to do the things we would do without thinking at home such as opening a bank account. This new-found confidence **enables** them to see a side of life which very few tourists are lucky enough to witness.

Culture shock is a real issue. The secret is to **stop** trying to change your host country; you will not succeed. If not, you **risk** losing your dream and having to return to the old life you wanted to leave behind.

#### 4 Look at the text again and focus on the verbs in red. Complete this table according to the pattern that follows each verb.

verb + <i>-ing</i>	verb + <i>to</i> infinitive	verb + object + <i>to</i> infinitive
imagine lying	would love to leave	encourages them to improve

#### 5 Find and correct the mistakes with verb patterns in these extracts from the text.

- 1 Many people would love leaving their nine-to-five jobs behind ...
- 2 They don't mind to sample the local cuisine ...
- 3 ... slowly they manage doing the things we would do without thinking at home ...

#### 6 Complete these sentences with the correct verb pattern and your own ideas.

- 1 If I had the money, I would consider ...
- 2 I am planning ...
- 3 Studying English has enabled ...

# Model essay: Advantages and disadvantages

You should spend about 40 minutes on this task.

Write about the following topic:

***These days, more and more people are going to other countries for significant periods of time, either to find a job or to study. There are clearly many benefits to doing this, but people who live abroad can also face some difficulties.***

***Discuss the advantages and disadvantages of living and working in a foreign country.***

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

Write at least 250 words.

Skim the model essay below to find the main points, then complete this table about moving away.

advantages	examples	disadvantages	examples

Nowadays, taking a year out to live or study abroad is becoming increasingly popular. For many people, especially young adults, the chance to spend an extended period of time overseas is an attractive one. However, there are both pros and cons to deciding to do this. In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.

Let's begin by looking at the advantages of moving away. One of the main positives of heading overseas is that it broadens your horizons. What I mean by this is that you have the chance to meet people from different cultural backgrounds and learn to cope with foreign customs and food. This can make you more rounded as a person.

Secondly, moving abroad can lead to a better quality of life. Take British people for example. Thousands of people from the UK move to Spain and Australia every year. These countries have warmer climates and encourage a better work-life balance. In addition, by

living overseas, you can gain qualifications and language skills, which may improve promotion prospects on your return.

Turning to the other side of the argument, culture shock is a major problem. Many people who take a year out find it hard to cope with the language barrier, the food and general cultural differences. This often leads to homesickness and in some cases a sense of isolation.

Another issue is that it can be difficult to start a new life from scratch. In other words, when you move abroad, you have to make new friends and find your place in the community. This process takes time and can be especially challenging if there is also a language barrier to deal with.

All things considered, starting life in a foreign country is never easy. You need to weigh up the pros of the better lifestyle, weather and so on, and the cons of culture shock and language barrier. Personally, I believe the benefits in terms of personal growth eventually outweigh any negatives.

(344 words)

# Structure and linking

## Organizing your essay

It is important to organize your essay and introduce ideas to the reader as clearly as possible. The structure of what you write and the language you use to package your ideas must be good.

**1 Label the essay on page 12 with these notes relating to the structure.**

- conclusion
- introduction
- main body (disadvantages)
- main body (advantages)
- the writer's opinion

**2 What is the writer's opinion about moving abroad? Do you agree?**

**3 These chunks are used in the essay to organize ideas and help the reader to follow them. Find and correct the mistake in each one.**

- a Turning to the other hand of the argument, ...
- b Nowadays, ...
- c Other issue is that ...
- d All thinking considered, ...
- e Secondally, ...
- f Let's begin by look at ...

**4 Number the chunks in Exercise 3 in the order they appear in the essay. Which part of the essay did you find them in (introduction, main body or conclusion)? How does each one help the reader?**

**5 Match each of these chunks to one in Exercise 3 with a similar meaning.**

- 1 These days, ... *b*
- 2 Another problem is that ...
- 3 Having looked at both sides, ...
- 4 In addition, ...
- 5 I will start by looking at ...
- 6 On the other hand, ...

**6 What is the function of each chunk in Exercise 5?**

### Task

**7 Look at the other model essays in Units 2–6.**

- Look at other pieces of language that the writer uses to organize and introduce ideas.
- Make a note of some examples.
- Study where, how and why each one is used.
- Make an effort to learn the pieces of language you like and think will be useful.



# Writing introductions

It is very important to make a good start to your essay. Writing a clear introduction gives you confidence in the exam and helps to make a good impression on the examiner. Many IELTS candidates panic because they do not know how to begin their essay. In this section, there is a formula which you can follow to help you respond to any advantages and disadvantages essay question quickly and clearly.

**1** Look again at the introduction to the essay from this unit in the table below. It consists of four sentences. Complete the table by matching the correct step from the formula (a–d) to the correct sentence in the introduction (1–4).

- a Add an extra sentence to support the first.
- b Focus on the question in your own words.
- c Tell the reader your plan.
- d Write a general sentence about the topic (living/working abroad).

sentence	formula for introduction (advantages and disadvantages essay)
1 Nowadays, taking a year out to live or study abroad is becoming increasingly popular.	
2 For many people, especially young adults, the chance to spend an extended period of time overseas is an attractive one.	
3 However, there are both pros and cons to deciding to do this.	
4 In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.	

**2** Now read this question and a model introduction to it. The four steps in the introduction are in the wrong order. Rewrite it correctly.

***These days, people work in more than one job, and often change career several times during their life. What are the advantages and disadvantages of this?***

In this essay, I will look at both sides and try to draw some conclusions.  
 Many have at least one change of career at some point in their lives.  
 Nowadays, it is becoming more and more common for people to take two jobs.  
 But what are the benefits of this situation, and what are the drawbacks?

**3** Write four-sentence introductions for these exam questions.

**1** *What are the pros and cons for children of watching television?*

**2** *What are the advantages and disadvantages of using CCTV cameras to fight crime?*

**Tip**

Looking carefully at the sample answers at the back of the book is another useful way to expand your vocabulary and improve the accuracy of your grammar. Check your answers, then check for new chunks and structures.

# Writing conclusions

At the end of any type of essay in the IELTS exam, you need to write a short conclusion. The important thing to remember is there are no right or wrong conclusions, and the examiner will not make any judgements about your opinions, so write freely and clearly.

## 1 Look at the conclusion from the model essay on page 12.

*All things considered, starting life in a foreign country is never easy. You need to weigh up the pros of the better lifestyle, weather and so on, and the cons of culture shock and language barrier. Personally, I believe the benefits in terms of personal growth eventually outweigh any negatives.*

## Now read another possible conclusion for the same essay.

*In conclusion, there are clearly both positives and negatives to spending an extended period of time overseas. While going abroad can be a great experience and lead to a better lifestyle, for many people there are too many differences to cope with. In my opinion, if you go with the right attitude, moving overseas should be an absolutely unforgettable experience.*

### A good conclusion generally consists of:

- 1 a general, one-sentence summary
- 2 a focused summary of the main points – avoiding repetition of vocabulary
- 3 something new/your opinion

Look back at the two example conclusions above. Underline and number points 1–3 in both of them.

## 2 Bearing in mind points 1–3 from Exercise 1, rewrite this conclusion in the correct order.

However, it can also be very difficult to cope with the new culture and language. In my view, having the chance to see life in another country can open up lots of exciting new experiences.

It is important to be happy wherever you are, as the grass is not always greener on the other side.

To sum up, living abroad is a challenging experience with both ups and downs.

## 3 Look at the three conclusions in Exercises 1 and 2 and complete this table with any useful pieces of language.

introducing a conclusion	expressing opinion	linking devices
<i>All things considered,</i>		

## Task

## 4 Read the essay about the advantages and disadvantages of working from home on page 48, but cover the conclusion. Make notes about the main pros and cons and write a conclusion yourself. Then compare your answer with the original.

# Exam skills 1: Topic sentences

When you write, you always need to think about the reader (when you take the IELTS examination, this will be the examiner). That means you need to introduce your ideas clearly.

To do this, you need to practise writing clear topic sentences. Topic sentences help the reader to follow the plan of your essay. They are like signposts for a driver.

## 1 Unjumble these useful chunks of language for writing clear topic sentences.

a advantage / overseas / of / living / is / another

*Another advantage of living overseas is ...*

b moving / one / of / disadvantages / home / of / away / the / from / biggest / is

c to / of / the / turning / side / other / argument / the

d is / the / abroad / one / main / of / of / moving / positives

e that / another / be / drawback / is / it / can / major

f by / overseas / let's / advantages / looking / start / the / of / travelling / at

## 2 Number the chunks from Exercise 1 in the order they would come in your essay.

## 3 Use the chunks of language from Exercise 1 to write complete topic sentences for this essay.

*What are the advantages and disadvantages for children of television?*

## 4 Complete these topic sentences with your own ideas. You will need to decide if they introduce positive or negative ideas.

1 One of the main advantages of having a car is *it is a very convenient way of travelling from A to B.*

2 One of the best things about changing your career is ...

3 On the other hand, living in a large city...

## 5 Use each of these words to replace another in Exercise 4 to avoid repetition.

1 benefit    2 aspect of    3 positive    4 significant

## Grammar workout

## 6 These IELTS essay topic sentences contain mistakes. Can you correct them?

1 Nowadays, take a year out to live or study abroad is become increasingly popular.

2 Let's begin by look at the advantages of move away.

3 All things considered, start a new life in a foreign country never easy.

Use the model essay in this unit to check your answers.

## Task

## 7 Imagine one of the subjects from Exercise 4 (e.g. changing career / living in a large city) is the topic in the exam.

1 Note down two advantages and two disadvantages to form the main ideas of your essay.

2 Write clear topic sentences for your four main ideas, using useful language studied in this section.

3 Using your outline plan, write the complete essay.

## Exam skills 2: Avoiding generalizations in your writing

Good academic writers are careful that they don't make statements which are too general. This is important in a piece of academic writing.

### 1 Complete these sentences using the model essay on page 12.

- 1 This .....<sup>can</sup>..... make you more rounded as a person.
- 2 Secondly, moving abroad ..... lead to a better quality of life.
- 3 ...., which ..... improve promotion prospects on your return.
- 4 This ..... leads to homesickness ...
- 5 Another issue is that it ..... difficult to start a new life from scratch.
- 6 This process takes time and ..... especially challenging if ...

### 2 Rewrite these sentences so that they sound less general.

- 1 It is difficult to find a job when you are in a foreign country.
- 2 Children copy the behaviour of their parents.
- 3 Working from home makes it difficult to build good relationships with your colleagues.
- 4 Learning a language gets harder with age.
- 5 Young people turn to crime because of the lack of employment opportunities in their area.

We also use certain expressions to avoid making generalizations.

*In many cases / the majority of cases, it is extremely difficult at first to integrate in a new society.*

*Generally speaking, moving abroad is a very difficult thing to do.*

*For many, the language barrier is a major problem. (= for a lot of people but not everyone)*

In the examples above, has the writer used modal verbs to avoid generalizations?

Why? / Why not?

### 3 Rewrite three of the sentences from Exercise 2, using the expressions in the box above.

Example: 1 *For many, it is difficult to find a job when you are in a foreign country.*

### 4 Complete these sentences with your own ideas.

- 1 Generally speaking, living in the city ...
- 2 In the majority of cases, if you work hard, ...
- 3 Generally speaking, developing countries ...
- 4 In many cases, people who are aged 50 and over ...
- 5 For many, learning a new language ...

### 5 Write a paragraph on one of these topics. Talk about the positive and the negative aspects. Use the expressions and grammar you have studied in this section.

- marriage
- teenagers
- moving house
- public transport
- living on your own
- being a student
- exams
- politicians

Example: *Generally speaking, getting married is one of the most significant experiences in a person's life. It can be difficult at times, but you could say the same for anything that is worth doing. Sadly, in many cases, marriage ends in divorce. This is often because the couple got married at a young age.*



## Check and challenge

### Writing about life changes and experiences

- CHECK** Find a piece of language you studied in this section which is another way to say:
- 1 try new food
  - 2 learn a language in an informal way

**CHALLENGE** Using language from this section, write five useful tips for someone preparing to move abroad.

### Verb patterns

- CHECK** Which three verb patterns did you study? List two examples of each pattern.

**CHALLENGE** Look through other model essays and texts in this book and write down five other examples of verb patterns in use.

### Topic sentences

- CHECK** Find and correct the mistakes in these topic sentence starters.

- 1 One of the main advantages of have a car is ...
- 2 On the another hand, moving to another country can be ...

**CHALLENGE** Make a brief plan for this essay title. Write the topic sentences for your main points, then write the essay.

*These days, people work in more than one job, and often change career several times during their life. What are the advantages and disadvantages of this?*

### Avoiding generalizations in your writing

- CHECK** Add a modal verb to make each of these statements less general.

- 1 Losing touch with friends from home causes unhappiness.
- 2 Working from home makes life much easier.

**CHALLENGE** Look through the model essays in the other units and make a note of five examples where modal verbs have been used to avoid making over-generalizations.

### Practice questions

Have a go at writing an answer for these essays. Try to use the key language and essay skills you have studied in this unit.

*What are the pros and cons of using public transport?*

See page 126 for a sample student answer to the above essay question.

*What are the advantages and disadvantages for children of watching television?*

# Problem and solution essays 1:

## Education and teaching

### Try it first!

#### Task 2 Writing

##### How to write a problem and solution essay

Another common type of essay in the IELTS exam is called a 'problem and solution' essay. This is where you have to explain the main cause(s) of a common social problem, then give some solutions to it.

Here is a typical question:

*These days, in many countries fewer and fewer people want to become teachers, particularly in secondary schools.*

*What are the reasons for this, and how could the problem be solved?*

Try writing an essay on the above question before you study this unit.

You will need to:

- write an introduction to the topic;
- think of three **causes** of the problem and explain them, giving examples where possible;
- describe three **solutions** to deal with the problem;
- write a short conclusion which gives your view about the topic;
- write a minimum of 250 words.

Make a plan before you start. It's a good idea to organize the body of the essay like this:

- cause 1 + solution 1
- cause 2 + solution 2
- cause 3 + solution 3

Take your time, but remember that in the exam you will need to complete Writing Task 2 in around 40 minutes.

#### Common topics for problem and solution essays

- junk food and obesity
- crime
- water shortages
- environmental problems
- problems in cities (e.g. transport, overcrowding)
- problems in schools
- stress in modern life

### Schooldays – the best days of your life?

Make a few notes on these topics. Use a dictionary to look up any vocabulary you need. Share your ideas with a partner.

The best teacher you've ever had

Your favourite subject at school

A subject you were no good at

- *My history teacher at high school.*
- *He had a great sense of humour.*
- *Encouraged me to think for myself.*
- *He got me into history.*

#### Tip

When you finish, count how many words you wrote, and write the number at the end of your essay. If you wrote 240–260 words, it's a bit too short – if you write fewer than 250 words, you will lose marks in the exam. Aim to write around 300–350 words.

## Introductory text

- 1 You're going to read an article entitled *Teaching is 'one of the least popular jobs in the UK'*. What ideas do you think will be in it?
- 2 Read the article on the opposite page and match these questions (a–e) with the paragraphs (1–5).
  - a Is the low salary the only problem?
  - b What does the new study say? *paragraph 1*
  - c What should the government do about the problem?
  - d What's the biggest reason that young people don't want to become teachers?
  - e What is the view of a teacher?

### Responding to the text

- 3 Discuss these questions with a partner.
  - 1 Does the article surprise you?
  - 2 Do you think your country has similar problems finding teachers?
  - 3 Do you agree with the solutions in the article?
- 4 Complete this table with the problems and solutions mentioned in the article.

problems	solutions
<i>salary</i>	<i>raise teachers' pay</i>

### Building your bank of words and phrases

- 5 Find the words or expressions in the article with a similar meaning to these phrases.
  - 1 people who have a university degree (paragraph 1) *graduates*
  - 2 the biggest disadvantage (paragraph 2)
  - 3 well paid (paragraph 2)
  - 4 have respect for teachers (paragraph 3)
  - 5 refuse to do what your teacher tells you (paragraph 3)
  - 6 a tiring and difficult job (paragraph 4)
  - 7 cut the amount of work teachers have to do (paragraph 4)
  - 8 staff who help the teacher in the class (paragraph 4)
  - 9 I have too much work to do (paragraph 4)
  - 10 the balance between how much time you spend at work, and how much free time you have (paragraph 4)
  - 11 give teachers a large salary increase (paragraph 5)
- 6 Read the article again and write down a few more words or phrases that you think would be useful to learn.

#### Tip

For each IELTS topic (e.g. education), have a page or two in your notebook where you write down useful vocabulary. You can then use your notes to revise each topic before the exam.

## Teaching is 'one of the least popular jobs in the UK'

### 1 (b) what does the new study say?

The UK government has just published a report on the future of secondary-school teaching (pupils aged 11–16), and the conclusion of the report is that many secondary schools now face great difficulties in finding people who want to be teachers. Since the 1980s, the number of graduates who say they would 'seriously consider' teaching as a career has fallen sharply, from 64% in 1982 to just 17% today. The report suggests that urgent action needs to be taken in order to encourage more intelligent young graduates into teaching.

### 2 .....

The main drawback of secondary teaching, according to the report, is the low salary. Earnings in teaching are much lower than in many other jobs, and this means that fewer and fewer young people decide to be teachers. Joanne Manners, 24, is a good example: 'I graduated in maths last year, and I was thinking of doing a teacher-training course to become a maths teacher – but when I looked into the details, it became clear that teaching isn't a very lucrative job these days. I saw I could earn twice as much if I worked in marketing or advertising, and so I decided not to become a teacher.'

### 3 .....

It's not just about the money, however. The survey concluded that another reason why people don't want to be teachers is that some teenagers behave very badly in school. A lot of schools have problems with discipline, and it seems clear that children do not have the same respect for teachers as in the past. Here's the view of Dave Hallam, an accountant from London: 'When I was at school, we were taught to look up to our teachers, and to do what we were told. No one would ever disobey the teacher or be rude to him or her. But now, this has completely changed, and it is difficult to control the pupils in class. I think parents are to blame. They should have stricter rules with their children at home and also teach their children to have more respect for teachers.'

### 4 .....

'I love teaching, it's my passion. I've been a secondary-school teacher of Spanish for ten years now, and although it's a very demanding job, it's very satisfying. When I see my students passing their Spanish exams, or singing along to Spanish pop songs, it makes me feel so proud,' says Brian Jones, who works in a secondary school in London. So what does he think the government should do to encourage more people to become teachers? 'My view is that the government should reduce the burden of work on teachers, by appointing more teaching assistants. I find that I always have too much work to do, and I'm always snowed under with paperwork. I have to stay at work late, and this is really bad for my family. I've got two young kids, and I often don't get home until after they've gone to bed. My work-life balance is terrible. If the government employed more teaching assistants, it would make teaching a much easier and less stressful job, and more people would be interested in it.'

### 5 .....

The report is clear that the problem of teacher shortages is a very serious one. It says that the government should raise teachers' pay significantly, to catch up with workers in other professions. It also suggests that the government could launch a nationwide publicity campaign, with some advertisements on TV and in the newspapers, to show the positive sides of teaching to young people. Another solution could be to set a maximum number of hours per week that teachers can work, in order to reduce stress on teachers. 'Hopefully,' the report concludes, 'these solutions can improve the poor image of secondary teaching, and increase the number of young people who want to become teachers in the future.'



## Spotlight 1

### Collocations for writing about education

#### Tip

A good way to improve the accuracy of your vocabulary is to learn common collocations of key words on each IELTS topic. Collocations are words which naturally go together.

**1** Cross out the phrase in each list that does *not* form a collocation with the word in bold. Use a dictionary to look up any words you are not sure about.

- 1 go to / ~~do~~ / leave / skip school
- 2 suffer from a / rack up a big / get into / be burdened with **debt**
- 3 make / sit/resit / pass/fail / take **an exam**
- 4 take out a / get a student / borrow a / pay back a **loan**
- 5 cram for / write / do badly in / revise for **an exam**

**2** Complete these sentences with collocations from Exercise 1. Use the words in brackets to help you.

- 1 University fees are very expensive these days, so many students ..... when they are studying. (*debt*)
- 2 It's a really bad idea to ....., because it's impossible to learn everything in a short time. It's much better to start working a few weeks before. (*exam*)
- 3 If you don't have enough money to pay for everything when you go to university, you can ..... from the government to help you. (*loan*)
- 4 In the first year, universities normally let you ..... if you fail it the first time. (*exam*)
- 5 Students who borrow a lot of money to study at university can ..... for many years afterwards. It can take five or ten years to pay back all the money. (*debt*)

**3** Write three questions for a partner using the collocations in Exercise 1.

Example: *Have you ever had to resit an exam?*

**4** Match each of the italicized phrases about school (1–4) to its meaning (a–d). Use a dictionary to help you if necessary.

- 1 When I was 14, I *played truant* from school, but my teacher caught me.
  - 2 In some countries, teachers can use *corporal punishment*.
  - 3 Many schools test their pupils by *continuous assessment* throughout the school year, rather than by having one big exam at the end of the year.
  - 4 Many students prefer to follow a *vocational course* after school, rather than studying an academic subject at university.
- a a punishment which involves hitting students  
 b skipped (school)  
 c a course which prepares you directly for a job (e.g. hairdressing, cooking)  
 d lots of small tests and written work during the year

**5** Complete these questions using the phrases from Exercise 4, then discuss them with a partner.

- 1 Do you agree with ..... as a way of dealing with children who misbehave in school?
- 2 Have you ever ..... ? Did you ever get caught?
- 3 Do you think ..... is a good alternative to exams?
- 4 Did you study a ..... after you finished school?

Before you write any IELTS essay, choose four or five common nouns connected with the topic. Look in a good dictionary and write down some useful collocations for each noun. If you are writing about teaching, for example, you could look up *education, teaching, school, student* and *learning* and write down in your notebook:  
*secondary education, go into teaching, do well at school, a diligent student, learning by heart*

## Academic language for writing about solutions

When you write IELTS essays, you need to use the correct style. You can learn and practise some phrases to talk about solutions. These will help your writing to be more academic and better structured.

### 1 Unjumble these phrases for introducing solutions.

- 1 solution / to / A / is / government / for / the / ...
- 2 problem, / people / tackle / should / this / To / ...
- 3 forward / be / might / way / The / to / ...
- 4 problem / addressed / by / This / could / be / ...
- 5 involves / with / Dealing / issue / this / ...

### 2 Choose two of the phrases from Exercise 1, and write down two more solutions to the problem outlined in this essay question.

*All over the world, societies are facing a growing problem with obesity. This problem affects both children and adults. What are the reasons for this rise in obesity? How could it be tackled?*

Example: *A solution is for the government to increase tax on unhealthy food.*

## Grammar workout

### 3 Find the missing word in each sentence and add it in the correct place.

- 1 The way <sup>forward</sup> might be to increase tax on junk food.
- 2 This problem could solved by investing in public transport.
- 3 Tackle this problem, the government should build more sports centres.
- 4 Addressing this issue installing more CCTV cameras in the street.
- 5 A solution for the government to allocate more money to primary education.

### 4 Write down a few solutions to each of these problems, then compare your ideas with a partner.

- 1 Water shortages  
*This problem could be tackled by people using less water at home.  
Another solution is for the government to repair old water pipes.*
- 2 Violent crime in cities
- 3 Traffic congestion

### 5 Complete each of these paragraphs by adding a solution of your own. Use phrases from Exercise 1.

- 1 One cause of stress in modern life is that people work long hours. In many jobs, workers have to do a ten- or 12-hour day, which means that they come home late and do not have time to relax or spend time with their families. For instance, in many Asian countries, the average office worker has to start work very early, and doesn't come back home until around 9 or 10 p.m.
- 2 Another cause of stress is job insecurity. In the past, most employees had a permanent contract and did not worry too much about losing their job. However, nowadays, it is common for people to work on short-term contracts which last just a few months or a year. This means they are often worried about what will happen to them at the end of the contract.

## Model essay: Problem and solution

You should spend about 40 minutes on this task.

Write about the following topic:

***These days, in many countries, fewer and fewer people want to become teachers, particularly in secondary schools.***

***What are the reasons for this, and how could the problem be solved?***

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

Write at least 250 words.

A generation ago, teaching in a high school was considered an extremely well-respected and popular job, and in some countries this is still true. However, in many parts of the world, there has been a sharp drop in the number of young people who want to become high-school teachers. This essay will look at the reasons for this and propose some solutions.

One of the main causes of the problem is that teachers' salaries are lower than many other jobs. Teachers' pay has not kept pace with that of other professions, such as law or medicine. In the UK, for example, a doctor with five years' experience will earn far more than a teacher with the same experience. The solution is for the government to raise teachers' pay significantly, which would attract more people into the profession.

Another problem is that many children do not behave well in class. That is to say, teachers often have to deal with pupils who disobey them, which often causes them to give up teaching. This tends to put off potential

teachers as well. To tackle this issue, parents must give their children a sense of respect for teachers, in order to make children behave better in class.

A third cause of the problem is that teachers often have too much work to do. Most teachers are snowed under with marking and paperwork, which means that they have to stay late at school and work at home in the evening. As a result, many teachers are tired and stressed, and their job has a negative effect on their family life. The way forward could be to cut teachers' hours, and to take on more teaching assistants, which would make teaching an easier job.

To sum up, teaching has become a much less popular job in many countries, due to reasons such as the salary, the working hours and pupils' behaviour. This is a serious problem, and unless we can get more talented young people to become teachers, the education of our children will suffer. My view is that the main responsibility for solving the problem lies with parents and the government.

(356 words)

**1 Read the model essay and write two more phrases to introduce each of the following.**

- 1 a problem: *One of the main causes of the problem is ...*
- 2 solutions: *The solution is for the government to ...*

**2 Find the following in the model essay.**

- 1 a sentence in the introduction which explains what the essay is going to talk about
- 2 an example from the writer's country
- 3 a linking phrase which means *as a consequence*
- 4 a sentence in the conclusion which summarizes the causes of the problem
- 5 a sentence in the conclusion which says who should solve the problem

**3 Write down any other language or ideas in the model which could be useful in your own essays.**

# Structure and linking

## Contrasting ideas

### Tip

When you write a Task 2 essay, you need to contrast different ideas. This will make your writing more academic, and show you can consider different points of view.

- 1 Look at these two contrasting ideas about teaching, then rewrite them using the linking words given below.**

*Teaching can sometimes be a tiring and stressful job, but it is generally very satisfying.*

- 1 although

*Although teaching can sometimes be a tiring and stressful job, it is generally very satisfying.*

- 2 however

- 3 nonetheless

- 2 Add the linking words given in brackets in the correct place in each sentence. Make any other necessary changes to the sentence.**

1 I sometimes eat junk food, but generally speaking, my diet is quite healthy.  
(*nonetheless*)

2 My home town is really small, but there are lots of things to do. (*although*)

3 It is expensive to fly business class. It's worth it, because it's so comfortable.  
(*however*)

It is very common to use these linking phrases to give your opinion in Task 2.

*Although it is true that teachers work long hours, I believe that teaching is a very worthwhile and important job.*

*Many people say that living alone can be difficult and lonely. Nonetheless, I think that there are more advantages of having your own place, such as being able to do whatever you like.*

- 3 Complete these sentences with suitable endings.**

1 **Although** it is true that studying abroad can be expensive, I think ...

2 It is clear that prison is the best punishment for serious crimes, such as murder.  
**However,** ...

3 To sum up, it is true that working from home has some advantages, such as not having to travel to work every day. **Nonetheless,** my view is ...

Linking phrases are often used in conclusions to show that you have considered the question carefully and that you understand different points of view.

*To sum up, although it is true that exams can be stressful for children, I think that they are the best and the fairest way to accurately assess students' progress.*

- 4 Join these ideas together to form a conclusion using *although*, *however* or *nonetheless*.**

1 Going travelling for a year before university is expensive. It can open your mind to new ideas.

2 Living in a big city can be stressful. It is more exciting than living in a small town.

3 Obesity is a very serious problem. It is not too late to do something about it.

- 5 Write down a few sentences on each of these topics. Then compare your answers with a partner.**

- being single
- going to university
- moving out of your parents' house
- going to the gym
- your home town
- studying IELTS

Example: *Although being single gives you a lot of freedom, it can also be quite lonely.*



## Word-building

It is really important to know the different forms of a word (in particular the noun, adjective and verb forms). Have a section of your notebook where you write down different word forms. As you do word-building practice, try to notice the patterns at the ends of words. For example, words which finish with *-ment* are normally nouns.

**1 Complete these sentences with the correct form of the words in brackets. Use a dictionary to help you if necessary.**

- Taking out a loan to fund a Master's degree is a really good *investment* in your future, and it will help you get a good job when you finish your course. (*invest*)
- My art teacher in high school was absolutely ..... His lessons were really exciting, and I became really interested in art. (*inspire*)
- Some people wouldn't like to be a teacher because they think teaching is really ..... Every year, you teach the same things. (*repeat*)
- Although many TV programmes are not suitable for the classroom, some ..... programmes, such as documentaries, are good aids to learning. (*education*)
- A really good teacher can ..... his or her students, and make them excited about the subject. (*enthusiastic*)
- School shouldn't just be about studying and learning – it's also important for pupils to have a wide range of extra-..... activities, such as sport and music. (*curriculum*)
- A good teacher knows when to give his or her students lots of ..... , especially if the students don't have confidence in their ability. (*encourage*)

**2 Make a list in your notebook of typical word endings and examples. Look at the words in the Exercise 1, and add any new endings or examples to this table.**

adjective endings	noun endings	verb endings
<i>-al (educational)</i>	<i>-tion (education)</i> <i>-ment (investment)</i>	<i>-ate (to educate)</i>

**3 Complete these questions with the correct form of the words in brackets.**

- Do you think you are ..... talented at foreign languages? (*natural*)
- Do you think you are a ..... person? Are you good at subjects like art and music? (*create*)
- Are you a ..... person? Do you play any instruments? (*music*)
- Are you interested in ..... subjects and ideas? (*science*)
- When you were at school, did you watch any ..... programmes in your lessons? (*education*)
- Did you have a ..... party when you finished school or university? (*graduate*)

**4 Ask a partner the questions in Exercise 3. If their answer is interesting, ask another question about it to keep the conversation going.**

# Grammar and phrases for introductions

The introduction of your essay is your first chance to show the examiner how good your writing is. Make sure you practise writing introductions, and that you can use the correct tenses and a range of phrases.

## 1 Read this introduction and choose the correct options. Discuss with a partner.

Over the last few years, it **1** *is becoming / has become* less common for people to become teachers. Today, graduates often **2** *consider / are considering* teaching as an unattractive job, and many people **3** *want / are wanting* to do other jobs instead. In my country, the problem **4** *becomes / is becoming* worse and worse, and it is important to take steps to make teaching more attractive. This essay will look at the main causes of the problem, and propose some solutions.

## 2 Look at these examples, then complete the table below.

- Present perfect: *The number of teachers has gone down in the last decade.*
- Present simple: *These days, many young people take a break before going to university.*
- Present continuous: *The cost of living in big cities is rising all the time.*

what the tense is used for	name of tense
1 To talk about <b>general statements and facts</b>	
2 To talk about <b>recent changes</b>	
3 To talk about <b>things which are changing right now</b>	

## 3 Complete these typical sentences for introductions using the verbs in brackets in the correct tense.

- 1 It is clear that running a business ..... *is becoming* ..... (*become*) more popular.
- 2 Most people ..... (*say*) that they ..... (*eat*) too much unhealthy food.
- 3 There is no doubt that house prices ..... (*rise*) all the time.
- 4 In the last decade, the number of people taking a gap year ..... (*rise*) sharply.
- 5 Recently, it ..... (*become*) evident that obesity rates are a serious problem, affecting both adults and children.
- 6 These days, governments and the public alike are very aware that the issue of obesity ..... (*need*) to be tackled urgently.
- 7 Nowadays, fewer people ..... (*have*) a healthy diet and ..... (*exercise*) often.

## 4 Look at the introduction in Exercise 1 again, and the sentences in Exercises 2 and 3. Complete this table with all the time expressions and useful phrases you can find.

time expressions	useful phrases
<i>Over the last few years ... + present perfect</i> <i>In the last decade ... + present perfect</i>	<i>It is clear that ...</i> <i>... is becoming more popular.</i>

## 5 Write an introduction for this essay question. When you have finished, compare your version with the sample student answer (page 126).

**All over the world, societies are facing a growing problem with obesity. This problem affects both children and adults. What are the reasons for this rise in obesity? How could it be tackled?**

## Exam skills 1: Grammar and vocabulary for writing conclusions

To sum up, in my view, the shortage of teachers in secondary schools is a serious problem, and unless we can attract more talented young people into this kind of teaching, our children's education will start to suffer. Governments must take steps to deal with the problem as soon as possible.

All in all, there is no doubt that obesity is an increasingly worrying issue, affecting both children and adults. As I see it, governments, parents and schools all have a role to play in tackling the problem. Action must be taken urgently, otherwise our societies will face even greater health problems in the future.

### 1 Read the two conclusions above and find synonyms for the phrases in italics below.

- 1 *in conclusion* (two phrases)
- 2 *in my opinion* (two phrases)
- 3 *start to solve the problem*
- 4 *It is clear that ...*
- 5 *a problem which is more and more serious*
- 6 Governments, parents and schools *should all do something*.
- 7 *We must act quickly*.

### Grammar for conclusions: *unless/otherwise*

These grammar structures are used to show what will happen if we do not start to solve the problem. Look at these examples:

*Unless we can attract more talented young people into this kind of teaching, our children's education will start to suffer.*

*Action must be taken urgently, otherwise our societies will face even greater health problems in the future.*

### 2 Rewrite these sentences using *unless* or *otherwise* as shown in brackets.

- 1 If governments don't spend money on improving public transport in big cities, traffic congestion will only get worse and worse. (*unless*)  
*Unless governments ...*
- 2 We must recycle more. If not, the amount of rubbish we throw away will get out of control. (*otherwise*)
- 3 If nothing is done to crack down on people who drop litter in the streets, our urban environment will continue to be dirty and full of rubbish. (*unless*)

### 3 Correct the mistakes in these sentences.

- 1 Unless we ban guns completely, people will feel safe on the streets.
- 2 Otherwise we put more police on the streets, people will not have confidence that their streets are safe.

### 4 Rewrite this sentence twice, once using *unless* and once using *otherwise*.

If we don't raise teachers' pay, fewer and fewer people will choose to become teachers.

- 1 Unless we ...
- 2 We should ...

### 5 Write a conclusion for one of the essay questions on page 30.

## Exam skills 2: Building a good paragraph

A good Task 2 essay has well-organized and well-developed paragraphs. Make sure that you support your main ideas, give examples and explain your points as much as you can.

- 1** Read the paragraph below, written by an IELTS student in response to this essay question.

***The number of people who are overweight or obese is far higher than in previous generations. What are the reasons for this, and how can the problem be tackled?***

*One of the reasons so many people are obese is that they eat junk food, like hamburgers, chips or fried chicken. The solution is for the government to increase tax on this kind of unhealthy food.*

- 2** Discuss these questions about the paragraph in Exercise 1.

- 1 Is the paragraph long enough? How many words should be in a good paragraph?
- 2 What is missing from the paragraph?
- 3 How could you improve it?

- 3** Rewrite the paragraph in a better way. Compare your version with a partner.

- 4** Put these sentences in the correct order to form a good paragraph.

- a This would hopefully encourage consumers to buy healthier food and therefore lose weight.
- b It is common these days for people to eat takeaway food or pick up a ready meal from the supermarket, rather than cook a healthy meal.
- c One of the reasons that so many people are overweight is that they eat junk food instead of cooking a healthy meal.
- d To address this issue, the government could increase sales tax on food considered to be unhealthy.
- e For instance, in the UK, sales of pre-prepared meals, which contain high levels of fat and salt, have increased dramatically in the last few years.

- 5** Match each of these descriptions (1–5) to one of the sentences in Exercise 4 (a–e).

- 1 the solution to the problem
- 2 the main idea of the paragraph
- 3 an example
- 4 a supporting sentence, which explains the main idea
- 5 the result of the solution (i.e. what would happen if we tried the solution)

- 6** Complete this paragraph.

Another cause of obesity is that most adults do not get enough physical exercise. One reason for this is that it is considerably more expensive to do sport than it used to be. For instance, today in the UK, the monthly fees for using a gym are £40 or £50, which means that many people cannot afford to use a gym. The solution is ...

- 7** Read through the model essays in the other units and analyze how the writers produce good paragraphs. Write down any useful linking words they use.

## Check and challenge

### Collocations for writing about education

**CHECK** Write down three collocations for each of these words.

- 1 an exam *cram for*, ... 2 a student loan 3 debt

**CHALLENGE** Look in a dictionary and write down three collocations of these words.

- 1 study 2 teacher 3 language

### Word-building

**CHECK** Write the adjectival forms of these words.

- 1 repeat 2 education 3 continue 4 inspire

**CHALLENGE** Look in a dictionary and find the noun forms of these adjectives.

- 1 disruptive 2 rowdy 3 popular 4 private

### Grammar and phrases for introductions

**CHECK** Find and correct the mistakes in the tenses in these sentences.

- 1 In the last few years, the number of people who study abroad is rising.  
2 Pollution in many big cities has got worse and worse all the time.

**CHALLENGE** Write an introduction for this essay question.

*Although most people are richer than in the past, modern life seems very stressful, and the number of people suffering from stress is at record levels. What are the main causes of stress in modern life, and how could stress be reduced?*

### Building a good paragraph

**CHECK** Put these sentences in the correct order.

- a The answer is to increase tax on petrol.  
b One big problem facing cities is pollution from vehicles.  
c This would encourage people to leave their cars at home.  
d As a result, air quality is deteriorating, and rates of asthma are rising.  
e Most urban areas are full of cars, particularly during the rush hour.  
f For instance, in New York, there is often gridlock at peak times.

**CHALLENGE** Write the rest of this paragraph.

*One cause of stress in modern life is job insecurity.*

### Practice questions

Have a go at writing an answer for these essays.

*All over the world, societies are facing a growing problem with obesity. This problem affects both children and adults. What are the reasons for this rise in obesity? How could it be tackled?*

See page 126 for a sample student answer to the above essay question.

*Many schools these days have problems with poor student behaviour. Why do you think these problems occur? What could be done to tackle these problems?*

## Try it first!

## Task 2 Writing

## How to write an opinion essay

Very often in the IELTS exam, you will have to write an essay called an 'opinion' essay.

This is where you have to write about your opinion on a common topic.

Here is a typical question:

*Prison is the best punishment for criminals. Discuss.*

Try writing an essay on the above question before you study this unit.

You will need to:

- write an introduction to the topic which clearly states your opinion on the subject (either 'yes, I think prison is the best punishment' or 'no, I don't think prison is the best punishment');
- think of two main points to support your opinion and write about them with examples;
- think of one alternative opinion (*However, some people argue that ...*) and give examples. This will make sure your essay has a good balance;
- write a short conclusion to summarize your main points and re-state your opinion;
- write a minimum of 250 words.

Take your time, but remember that in the exam you will need to complete Writing Task 2 in around 40 minutes.

## Crime and punishment

## 1 Make notes about these questions, then discuss them with a partner.

- 1 Do you think your city/country is a safe place to live? Why? / Why not?
- 2 What kinds of crime are most common in your country? Make a list.

## 2 Match the types of punishment (1–8) to the definitions (a–g). Write your own definition for the missing one.

- |   |                          |                       |                                     |
|---|--------------------------|-----------------------|-------------------------------------|
| 1 a fine                                | <input type="checkbox"/> | 5 corporal punishment | <input checked="" type="checkbox"/> |
| 2 life imprisonment                     | <input type="checkbox"/> | 6 community service   | <input type="checkbox"/>            |
| 3 an anti-social behaviour order (ASBO) | <input type="checkbox"/> | 7 a prison sentence   | <input type="checkbox"/>            |
| 4 capital punishment                    | <input type="checkbox"/> | 8 a curfew order      | <input type="checkbox"/>            |

- a a means of punishment that involves hitting someone
- b sentencing someone who has committed a crime to the death penalty
- c an order given by a court telling someone not to go to certain places or see particular people because they have behaved anti-socially (e.g. vandalizing public property, behaving violently in public)
- d a punishment which tells someone by law when they have to be in their home
- e working without pay to repay society
- f the maximum prison sentence which a court can issue
- g money that you have to pay as a form of punishment

## 3 Discuss the punishments in Exercise 2. Which of them exist in your country? Which of them are you in favour of? Which of them are you against? Why?

## Introductory text

### Responding to the text

**1** Read the opinions of some people participating in an online discussion on the opposite page. For each person (1–9) write:

- *pro* if you think they are generally in favour of prisons;
- *anti* if you think they are against the idea;
- *50/50* if you think they are in two minds about whether prison works or not.

Example: 1 *pro*

### Building your bank of words and phrases

**2** Find words or phrases in the text which match these phrases.

- 1 something which we know is not good but that we still need (person 1)  
*a necessary evil*
- 2 people who are thinking about committing a crime in the future (person 1)
- 3 less serious offences (e.g. vandalism, theft) (person 2)
- 4 not basic needs (person 2)
- 5 another choice (person 2)
- 6 a way of (person 3)
- 7 have caused pain or suffering (person 4)
- 8 spending time together in the same situation (person 5)
- 9 commit crimes again (person 6)
- 10 set free (person 6)
- 11 prisoners (person 7)
- 12 most (crimes) (person 8)
- 13 not succeed (person 8)

**3** Read the text again carefully and look at how each word/phrase you found in Exercise 2 is used. Is it a noun/verb/adjective? Which do you most want to learn?

**4** These phrases are important to learn for expressing your opinion in a Task 2 essay. Mark each number where you think it should go on the scale below.

- 1 I completely agree with this point of view.
- 2 I totally disagree with this idea.
- 3 I agree to some extent with this opinion.
- 4 I agree strongly with this viewpoint.
- 5 I can see both sides of this argument.

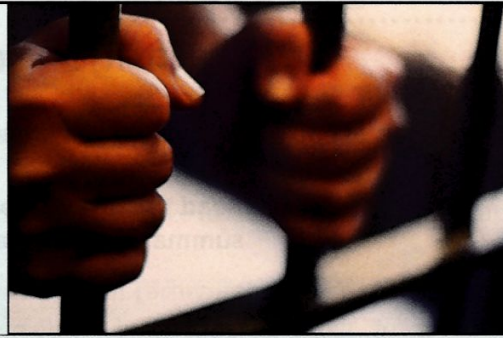
agree

disagree

**5** Choose one of the opinions from the discussion forum on the opposite page and write two or three sentences about whether you agree or disagree with it in your own words. Use one of the expressions in Exercise 4 to start.

Example: 6 *I completely agree with this point of view. I believe we need to find another alternative to prison as a means of punishment. The other options that have been tested, such as community service, are too soft.*

# Prison: Is it the answer?



- 1 The way I see it, it's a necessary evil and one which is preferable to other more extreme measures, such as in the US, where they have capital punishment. Some people just can't be allowed to roam free in our society. Prison sends out a strong message to would-be criminals.  
*Jonathan Seoul-Dobbin, South Korea*
- 2 It doesn't seem like much of a deterrent against petty crime, when these days many prisons let inmates have luxuries such as video games and TVs and top chefs cooking their food. But what's the alternative? In my view, prison should be a form of punishment, not a holiday camp or a place where murderers can get a degree in psychology at the taxpayers' expense.  
*Martine Ashmore, UK*
- 3 If we are talking about prison as a means of punishment, I would have to say that I doubt it is very effective in a lot of cases. We learn by conditioning, don't we? Is prison culture much different to the part of society that we are taking these criminals away from?  
*Gordon Scruton, UK*
- 4 I do think that those who have harmed other people physically or mentally should be in prison, mainly so that the victims are safe from further harm. What's more, if they have taken a life, they should have their freedom taken away from them for life. For other crimes such as vandalism or tax evasion, I believe we should make criminals repay the victim or society with a suitable punishment.  
*Joanne Willis, UK*
- 5 I don't think prison is a particularly good way to rehabilitate some people, as it just educates them in the ways of the criminal. For serious crimes such as sex offences and serial killers, I think it's the best option we have. In terms of what to do with those who commit less personal crimes like fraud and theft, I really don't feel they should be rubbing shoulders with murderers and rapists.  
*Sue Hodgson, UK*
- 6 I think it's been proven that prisons aren't really that effective, as a high percentage of prisoners re-offend once they are released back into the community. It seems clear that another option needs to be found. The problem is that the alternatives, such as community service, are often seen as soft options.  
*Hamish Sutherland, UK*
- 7 Taking away people's freedom is just about the worst thing you can do to a man. It will most definitely not make them a better person. According to research, though, most inmates who are allowed to study never come into contact with the law again.  
*Jorge Bergasa, Spain*
- 8 For the majority of crimes, prison is the best answer. For some, however, it is not. Murder and violent crimes should carry the death penalty. The reason why prison is seen to fail is because, in the UK at least, the sentences which are served are far too short and the prisons are far too soft.  
*Dhiren Patel, India*
- 9 A criminal can react in a number of different ways to prison. For many, it's an experience they never want to go through again. For others, who haven't had much of a home, it's a place where often they feel they belong in some way. So when they are allowed to leave, they miss the structure of prison life and find it difficult to fit in back into everyday life.  
*Stephanie Furness, Canada*





## Spotlight 1

### Key language for writing about crime

- 1 Think of three crimes you might expect to read about in your local newspaper.
- 2 Read this crime report taken from the *Eastmouth Gazette* and, with a partner, summarize what happened.

A father of three was sentenced to five years' imprisonment today after he was found guilty of a string of **offences**<sup>1</sup> including robbery and violent conduct. The man, whom police have not named for legal reasons, was arrested in June after being caught on **CCTV cameras**<sup>2</sup> stealing goods worth more than £10,000 from a jewellery store and **threatening**<sup>3</sup> staff. He was later charged with the offences and ordered to appear at Winchester Crown Court to face trial. During the **trial**<sup>4</sup>, the eight men and four

women of the **jury**<sup>5</sup> also heard evidence which was given by eyewitnesses, including shoppers who had seen the raid take place. Judge Malcolm Lawrence, delivering the jury's **verdict**<sup>6</sup>, said, 'This was a cold and calculated crime which was committed in broad daylight among local people going about their daily business.' A second man, aged 25, who was accused of helping to plan the robbery, was acquitted after the jury decided they had insufficient **evidence**<sup>7</sup> to prove him guilty.

- 3 Discuss the meaning of the words in red. Use the context of the story to help you.
- 4 Would you give evidence in a case like this? Why? / Why not?
- 5 Cover the news report above. With a partner, write a summary of the story in your own words, this time in chronological order (i.e. start with what happened first and finish with what happened last). Use these verb phrases in your summary.

be caught    deliver the verdict    be sentenced to (prison)    prove someone guilty  
 be arrested    ~~commit a crime~~    be charged with a crime    be acquitted (of a crime)  
 face trial    give evidence    accuse someone of committing a crime

Example: A father committed a crime in June ...

- 6 This table contains collocations which can be formed with the word *crime*, but with the first letter missing. Complete the missing letters.

verb / verb phrase + <i>crime</i>	adjective / adjective phrase + <i>crime</i>	<i>crime</i> + noun
_ommit	_ising	_ictim
_ight	_alling	_ate
_ackle	_erious	_igures
_urn to	_etty	_ave
_ut the level of	_iolent	
_ive a life of	_acially motivated	
_revent		
_olve		

- 7 Match these phrases (1–8) with collocations in Exercise 6 with the same meaning.

- |  |                                     |
|--|-------------------------------------|
| 1 minor offences                         | 5 start committing crime            |
| petty crimes                             | 6 try to stop possible future crime |
| 2 reduce crime                           | 7 increasing crime                  |
| 3 level of crime                         | 8 statistics about crime            |
| 4 try to stop crime which already exists |                                     |



## Key structures: *make/let/allow*

**1 Give your opinions on these questions. Use the expressions in the box below in your answers.**

- 1 Do you think it is acceptable to **let** prisoners have luxuries such as video games and TVs?
- 2 Should criminals **be allowed** to leave prison earlier if they have behaved well?
- 3 Is prison the best way to **make** criminals pay for their crimes?

Personally, I think ...	I am in favour of the idea of ...
In my view, ...	I am completely against the idea of (+ verb + <i>-ing</i> )
In my opinion, ...	I don't think that prison is a particularly good way to ...

**2 Focus on the words in bold in Exercise 1 and answer these questions. Notice and highlight the slightly different grammar structure for each.**

- 1 Which two express 'giving permission'?
- 2 Which one has a similar meaning to *force*?

**3 Look at these sentences from the text on page 33 and correct the mistakes.**

- 1 ... these days, many prisons let inmates to have luxuries such as video games and TVs ...
- 2 So when they are allowed leave, they miss the structure of prison life ...
- 3 For other crimes such as vandalism or tax evasion, I believe we should make criminals to repay the victim or society with a suitable punishment.

We commonly use *allow* in passive structures, but not *let*.  
*In many countries, the police are allowed to search people in the street.*  
~~*The police are let to search people ...*~~

*Make* is also used in passive structures.  
*In some countries, people are made to carry identification everywhere they go.*  
*If criminals are made to meet their victims, they may think twice about committing crime.*

**4 Complete these sentence with your own ideas.**

- 1 The police should be allowed to ...
- 2 Parents must let their children ...
- 3 In a modern society, people should be allowed to ...
- 4 If we make our children ...
- 5 It is extremely important to let criminals ...
- 6 Dangerous dogs shouldn't be allowed to ...
- 7 I believe corrupt politicians should be made to ...
- 8 In many schools, pupils are made to ...

**5 Think about the country where you are from or where you are studying at the moment. What are the existing laws? Which laws would you introduce or change? Write about them using *make/let* and *allow*. Think about these topics.**

- smoking
- alcohol
- driving
- voting
- the police
- work
- speed limit
- pollution
- taxes
- guns
- men/women
- drugs

Examples: *I think every adult should be allowed to vote for their chosen government.*  
*In my opinion, everyone should be made to wear a seatbelt when they are behind the wheel.*

## Model essay: Opinions

You should spend about 40 minutes on this task.

Write about the following topic:

**Prison is the best punishment for criminals. Discuss.**

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

Write at least 250 words.

- 1 The essay below was written to answer the above question. Skim-read it and complete this table with the main points the writer makes about this topic.

opinion	arguments
too comfortable	access to luxuries

These days, every time you turn on the television or flick through the pages of a newspaper, you learn about the victims of crime. But what is the most effective method of dealing with the rising crime rate in our society? Some people believe the best way to punish criminals is to sentence them to time in prison. I completely disagree with this idea and in this essay I will support my opinion with examples.

Firstly, life in jail is far too comfortable for prisoners. For example, many inmates have access to luxuries such as televisions, computers and sports facilities and so on. In other words, spending time behind bars is more like being in a holiday camp. If prison is going to act as a deterrent, then I believe it needs to be considerably tougher.

Another reason why I disagree with prison as a

punishment is that a large number of prisoners are not actually a danger to society. Take shoplifters as an example. They are often locked up in the same cells as murderers, rapists and violent criminals. I strongly believe that this is a serious waste of taxpayers' money. What's more, petty criminals may even learn how to commit more serious crimes when they are inside.

On the other hand, there is an argument that prison can help to rehabilitate offenders. Many inmates have the opportunity to study while they are doing time. As a result, many never re-offend when they are released.

In conclusion, although it is a common belief that prison is the best way to punish criminals, I believe it is too soft and that it is not necessary in the majority of cases. Personally, I think prison should be the last option when all else has failed.

(294 words)

- 2 Look back through the model essay again and find ...

- three types of criminal.
- three verbs connected with crime and punishment.
- another word for *prisoners*.
- a word to describe a room in a prison.
- a word to describe people who steal from shops.

- 3 Look at the highlighted discourse markers in the model essay and discuss these questions with a partner.

- Where are they used?
- What is their function?
- Which ones do you already use in your writing?
- Which ones would you like to use in future?
- What will you do to practise using them correctly?

## Supporting arguments and opinions

The IELTS examiners will be looking at how clearly you can express your ideas and arguments in your writing. In this section, you will learn several useful ways to present examples clearly.

- 1** Look at these extracts from the model essay on page 36 and underline any language that the candidate uses to give examples to the reader.

Firstly, life in jail is far too comfortable for prisoners. For example, many inmates have access to luxuries such as televisions, computers, and sports facilities and so on.

Another reason why I disagree with prison as a punishment is that a large number of prisoners are not actually a danger to society. Take shoplifters as an example. They are often locked up in the same cells as murderers, rapists and violent criminals.

- 2** Find and correct the mistake in each of these examples of key language from the essay extract.

- 1 For examples, ...
- 2 ... as such as ...
- 3 ... and soon.
- 4 Take shoplifters is an example.

- 3** The four phrases in Exercise 2 are used for different reasons and in different positions. It is important that you learn the differences between them. Answer these questions with a partner, using the essay extracts to help you.

- 1 Which phrase is used in the middle of a sentence?
- 2 Which one is written after a list at the end of a sentence?
- 3 Which one is used with a comma and is often the first part of a sentence?
- 4 Which one introduces a list, either of nouns (e.g. *India, China and Thailand*) or of noun phrases (e.g. *having a baby, moving house or going on holiday*)?
- 5 Which structure creates a whole sentence on its own?
- 6 Which one means that there are other similar examples to those already given?
- 7 Which one is another way of saying *For instance*, and is used in the same way?

- 4** This student ran out of ideas in the exam. Complete her sentences with a suitable connector and example(s).

- 1 There are numerous things individuals can do to help the environment, such as ...
- 2 Living in the countryside can have its disadvantages. Take ...
- 3 We often see news reports of children doing hard physical work. For example, ...

Another way to introduce examples is by writing:  
*A good example of this is / would be to ...*

- 5** Rewrite these sentences using the above structure.

- 1 Take shoplifters as an example.  
*A good example of this would be shoplifters.*
- 2 Take working from home as an example.
- 3 Take people who live on their own.
- 4 Take smokers as an example.

## Writing introductions for opinion essays

In Units 1 and 2, you practised writing introductions for both advantages and disadvantages and problem and solution essays. This section presents a formula which you can follow to help you respond to any opinion essay question quickly and clearly.

**1 Read the essay question below. Which option (a–c) best describes the general topic?**

- a technology    b young people    c changing technology

*The younger generation is mainly responsible for the latest technological developments. How far do you agree?*

- 2 Write the idea on which you are being asked to give your opinion in your own words. Compare your answer with a partner. Do you agree?**
- 3 Read this essay introduction and match the correct step from the formula below (a–d) with each sentence (1–4).**

<sup>1</sup> These days, technology is changing at an alarming rate. <sup>2</sup> For many of us, it is hard to keep up with the advances in areas such as mobile-phone and computer technology. <sup>3</sup> Some argue that it is young people who are driving these changes. <sup>4</sup> I tend to agree with this opinion and in this essay I will support my view with examples.

- a Add an extra sentence to support the first.  
b Focus on the question in your own words.  
c Give your opinion and tell the reader your plan.  
d Write a general sentence about the topic (technology changing).
- 4 Look again at the introduction from the essay on page 36 and highlight each step in the formula (a–d) in Exercise 3. Compare with a partner.**

*These days, every time you turn on the television or flick through the pages of a newspaper, you learn about the victims of crime. But what is the most effective method of dealing with the rising crime rate in our society? Some people believe the best way to punish criminals is to sentence them to time in prison. I completely disagree with this idea and in this essay I will support my opinion with examples.*

**5 Write a four-sentence introduction for each of these essay questions.**

*1 If we want to save the future of the planet, we will have to drastically change our way of life. What is your opinion?*

*2 Sports stars are paid too much for what they do. Discuss.*

# Dealing with discussion essays

This type of essay is different from the opinion essay. It is important that you understand the difference between them, because the examiner will be looking for a different structure to your essay.

- 1 Compare the essay question you have already studied (*Prison is the best punishment for criminals. Discuss.*) with this essay question and answer the questions below.

***Some people think a crime should always have a fixed punishment, like life for murder, whereas others think you should take the circumstances of the crime into account. What is your viewpoint?***

- 1 What is the difference between the two essay questions?
- 2 Would the plan for this essay be different from the first question? How?
- 3 In which part do you think you will write about your opinion?

- 2 Write a brief plan for the discussion essay in Exercise 1, then compare with a partner.

plan 1: opinion essay	plan 2: discussion essay
<ul style="list-style-type: none"><li>● intro – state your opinion</li><li>● two reasons to support your opinion</li><li>● one argument for contrast</li><li>● short conclusion</li></ul>	

- 3 Read this essay question. What are the two opinions it contains?

***Some people view teenage conflict with their parents as a necessary part of growing up, whilst others see it as something negative which should be avoided. Discuss both views and give your own opinion.***

- 4 Look back at the two discussion essay questions on this page. Which words are used in the questions to link the alternative opinions?
- 5 Read this introduction to the discussion essay in Exercise 3. What is the formula for writing an introduction for this type of essay? Summarize what the student has done in each sentence, then compare your summary with a partner.

There is no doubt that the teenage years can be difficult for both the youngsters and their parents. During this period, many young people argue with their parents about their education, relationships and control. Some say this is an important part of growing up, while others argue it causes more harm than good. In this essay, I will look at both sides of the argument and give my opinion.

- 6 Use the formula you worked out in Exercise 5 as a guide to write an introduction for these essay questions.
  - 1 Some people say all criminals should be locked up in prison, while others argue there are better ways of punishing people.
  - 2 Some say giving to charity helps reduce poverty, whereas others insist it makes the problem worse.

## Tip

Remember, the formula is only a guide to help you build a clear introduction which answers the question. The more confident you are, the more you will want to add extra grammar, vocabulary and chunks of language.

# Exam skills 1: Expressing someone else's opinion

When you are writing the main body of a discussion essay, you often need to write about somebody else's opinion in more detail. In this section, you will see some key pieces of language ('chunks') which will help you to do this.

1 Complete the table below using the words in the box.

argued    argue    argument    believe    belief

chunks for introducing opinion	chunks for adding more
Many people 1 ..... /say/feel/think/believe that ...	It is their view/4 ..... that ...
A growing number of people 2 ..... that ...	They claim/argue/feel that ...
It is 3 ..... by some that ...	This is because they say it is ...
There is a common belief that ...	Another common belief about [prison] is that ...
Some say/argue/feel/believe that ...	There is also an 5 ..... that ...
Many people hold the view that ...	

2 Which of the chunks in Exercise 1 do you like the most? Why? Tell a partner.

3 Look at how these notes from a student's essay plan on the left have been linked together with phrases from Exercise 1 to form the extract on the right.

### Essay plan

Opinion: boxing - ban it - dangerous

Support: barbaric - too many injuries

A growing number of people feel that boxing should be banned as it is too dangerous. It is their view that the sport is barbaric and that too many people are injured in the ring for it to continue. For example, ...

4 Turn each of these sets of essay notes into two sentences. Use a chunk to introduce the opinion and another chunk to develop the paragraph.

1 television / good for children / educational / helps / learn

Many people believe that television is actually a good thing for children. They claim that it is educational and that, in fact, it helps them learn.

2 robots / replace teachers / future / more efficient

3 sport in school / waste of time / concentrate on key subjects / sport / outside school

4 teachers / able / physical discipline / reduce / misbehaviour

5 take gap year / waste of time / people / become lazy / not want to work / return

5 Develop these basic ideas, adding your own ideas to support them and using the chunks from this unit.

1 women / better teachers than men

It is argued by some that women make better teachers than men. They claim that women possess natural skills which they are able to transfer to the classroom which men do not have.

2 changing career / bad

3 older people / better employees

4 anyone can be famous

5 prison / does not work

## Exam skills 2: Using articles correctly

### 1 What is your opinion on these statements?

- 1 The capital punishment should be banned.
- 2 Police officers should carry guns for protection.
- 3 The drugs are one of the main causes of crime.
- 4 Violence in video games and on television can seriously affect the children.
- 5 The life in my parents' day and age was very different in terms of crime.

We do not use *the* when writing about things in general.

*Crime is rising in capital cities.* NOT ~~*The crime ...*~~

*This is just one of the issues in society.* NOT ~~*... the society.*~~

### 2 Look back at the statements in Exercise 1. Can you identify any mistakes? Use the grammar rule above to make corrections where necessary.

### 3 Write as many general statements (without using *the*) about these topics as you can in ten minutes, then compare with a partner.

- modern life
- technology
- business
- capital cities
- science
- marriage
- society
- music
- crime
- fast food

Example: *Modern life is more stressful than it used to be.*

### 4 Add the first letter to complete each of these nouns. What do they have in common?

- 1 damage    2 ehaviour    3 news    4 trouble    5 progress    6 dvice  
7 information    8 weather    9 ravel    10 work    11 traffic    12 accommodation

### 5 Circle the correct option(s) in each of these statements.

- 1 The nouns in Exercise 4 are usually *countable* / *uncountable*.
- 2 You *can* / *cannot* use 'a'/'an' with these nouns.
- 3 These nouns are *usually* / *not usually* plural.
- 4 We use *is* / *are* and *was* / *were* with these nouns.

### 6 Find and correct the mistakes in these sentences, then match them with the rules (1–4) in Exercise 5.

- 1 Due to recent economic problems, it has been difficult for many people to find a work.
- 2 The traffics in and around big cities is another reason why many people choose to work from home.
- 3 Obviously, the news on television are not always about crime.
- 4 For example, if you give a friend some advices, it may help them to get out of a trouble.
- 5 These information can help people to decide which type of accommodations they want to stay in.

To make uncountable nouns countable, you can use:

- *a lot of*

*A lot of progress has been made in recent years in terms of research into genetically modified food.*

- *a significant / considerable amount of*

*Extreme weather conditions can cause a significant amount of damage.*

### 7 Write your own examples for the points in the box above. Use uncountable nouns from Exercise 4.



## Check and challenge

### Key language for writing about crime

**CHECK 1** Unjumble the words in green to form a phrase to match this definition, then list three more forms of punishment.

**lacproor tupsnimneh:** A punishment which involves hitting someone

**2** Write down three things that happen during a trial in court.

**CHALLENGE 1** Find crime stories in a newspaper or on a website. Note the punishments. Do you think the sentences are fair? Discuss possible punishments in cases with no verdict.

**2** Make a poster which shows the legal process in your country.

### Key structures: *make/let/allow*

**CHECK** Rewrite these sentences using the verbs in brackets.

1 They don't have permission to travel without a visa. (*allow*)

2 The government say they can't do it. (*let*)

3 We should force people to recycle their waste products. (*make*)

**CHALLENGE** Write a summary of what makes a good boss using *make/let/allow*.

### Expressing someone else's opinion

**CHECK** Correct one word in each chunk.

1 Some people argument ...

2 A climbing number of people feel that ...

3 Another common believe is that ...

4 Many people grab the view that ...

**CHALLENGE** Choose one of these topics and write as many statements as you can in seven minutes using the chunks above.

- The freedom to choose the sex of a child
- The Internet causes more harm than good

### Practice questions

Here is a mixture of opinion and discussion essay questions for further practice. Before you start, mark opinion essays with 'O' and discussion essays with 'D'.

- 1 Is it the government's responsibility to solve environmental problems, or should individuals take action?
- 2 Will the Internet mean the death of newspapers?
- 3 If we want to save the future of the planet, we will all have to drastically change our way of life. What is your opinion?
- 4 Should teachers be able to discipline students physically if they misbehave?
- 5 Does giving to charity help reduce poverty, or does it make the problem worse?
- 6 Should the government act to protect minority languages from extinction?

Try writing an answer for this essay question, then compare it with the sample student answer on page 127.

**Some hold the view that ideas and information should be completely open, and there should be no controls on what people can read and watch in the media (TV, newspapers, Internet).**

**Do you agree with this view, or do you think that in some circumstances governments should limit the freedom of the media?**

# Advantages and disadvantages essays 2: Work

## Try it first!

### Task 2 Writing

#### Essay planning

You have now seen model essays and practised writing each of the three main types of essay. Here are a few possible advantages of planning before you write an essay. Do you agree with them? Can you add two more of your own?

- It helps you to **manage your time** during the exam if you know how many ideas you still have to write about.
- You **feel in control** if you have all your ideas down on paper before you start writing. Remember, you may be nervous on the day.
- You can **focus on writing clearly** and **with accurate grammar** if you already have your plan in mind.

Look at this essay question.

*Discuss the advantages and disadvantages of working from home.*

Before you try to write an answer, practise making a plan of what you will write, using the bullet points below. How much time will you have to do this in the exam?

- Intro
- Two advantages (key words)
- Two disadvantages (key words)
- Conclusion

Explain your plan to a partner, then try writing an essay on this subject before you study this unit. You should write a minimum of 250 words.

Take your time, but remember that in the exam, you will need to complete Writing Task 2 in around 40 minutes.

## What type of student are you?

### 1 Which of these statements best describes you as a student?

- a Once I set my mind on something, there is no stopping me.
- b I'm easily distracted.
- c I'm usually pretty focused on what I'm studying.

### 2 Where do you usually study? What are the advantages and disadvantages of each location? What are the possible distractions? Complete this table.

location	advantages	disadvantages	distractions
in your room at home			
in class			
in the library			
other (say where)			

## Introductory text

- 1 You are going to read an interview with an IT professional entitled *Putting on a suit for breakfast*. What do you think it will be about?
- 2 Before you read the article, look at these questions which the interviewer asks. With a partner, briefly discuss possible answers and note a few ideas.
  - 1 What special strategies do you need to help you separate your home life and work?
  - 2 Are you able to get much done when you work at home?
  - 3 What do you like about working from home?
  - 4 Is it difficult to make the distinction between home and work life?
  - 5 Do you ever get bored working at home? If so, why?
- 3 Read the article on the opposite page and write the questions in Exercise 2 (1–5) above the correct paragraph (A–E). Which of your ideas from Exercise 2 were discussed?

## Responding to the text

- 4 Read these statements. Do they match the information in the article? Discuss your ideas with a partner.
  - 1 Mike thoroughly enjoys working at home.
  - 2 Mike has found ways to minimize the negative aspects of working from home.
  - 3 Mike has found no benefits of working at home.

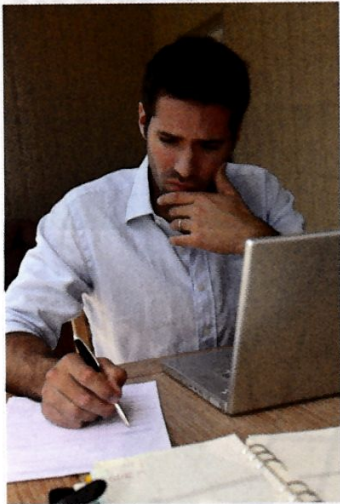
## Building your bank of words and phrases

- 5 Complete each chunk of key language from the interview using one of the words in the box. Use the article to check, and underline each phrase when you find it.

basis    balance    in    keep    manage  
manage    off    remote    ~~sense~~    up

- 1 ... develop a strong .....<sup>sense</sup>..... of discipline ...
  - 2 ... ..... my time effectively.
  - 3 ... working in ..... locations ...
  - 4 ... bounce ideas ..... people ...
  - 5 ... on a daily .....
  - 6 ... ..... my workload ...
  - 7 ... ..... home and work life separate ...
  - 8 ... a better work–life .....
  - 9 ... breakdowns ..... communication ...
  - 10 ... striking ..... friendships ...
- 6 Discuss the meaning of each chunk in Exercise 5 with a partner.
  - 7 Choose five pieces of language you want to learn and write a sentence about working from home. Practise past, present and future tenses.

Example: bounce ideas off people  
*In the office, colleagues are always bouncing ideas off each other.*



## Putting on a suit for breakfast

Mike Trent is one of millions of people in the IT industry who work from home.

**A** .....

The main thing that I enjoy about it is the fact that I can manage my time effectively. I can sit down and look at the day ahead and set my own deadlines and plan when to take my breaks. It also reduces stress because, for example, I don't have to travel to work, so I don't need to deal with the rush-hour traffic like so many other people do on a daily basis.

**B** .....

Yes, definitely. I miss being around other people, striking up friendships and building relationships at the office. When I work from home for an extended period of time, obviously I don't come into contact with any of my colleagues. I know it sounds funny, but when I eventually do see them, I tend to just want to talk because I've been cut off from them for so long.

**It must be nice to work in your own home. Is it?**

Yes and no. When I first started to work from home, I liked the idea of getting up and working in my own environment. I felt relaxed. But to be honest, it's easy to get too relaxed and get into bad habits. So even when I'm going to work at home, I get up and put on a suit, then get in my car and actually 'drive to work'. Then I do the same thing at the end of the working day to 'drive home'. I find this helps you to keep your home and work life completely separate. If you've had a busy day, you can close the door on the office and drive home and leave all your problems 'at work'.

**C** .....

Absolutely. Your work environment becomes your home environment, and I don't think that is a healthy situation. Personally, I like to combine the two, so I like to go into the office on a Friday afternoon to see my colleagues and wind down a little at the end of the week. I find I can manage my workload at home and do this because I don't spend time commuting to the office every morning and evening.

**Do you know many people who work from home?**

Yes, it's becoming more and more common, and in IT, an increasing number of people are working in remote locations such as in India and China. In fact, because technology is becoming more and more reliable, there is less need really for people to be in the office. Some companies actively encourage it if they are looking to cut costs.

**D** .....

Yes and no. I mean, I don't get the same level of interruptions from people working around me, but on the other hand, if you work in an office, you can just turn around and speak to someone behind you and get an instant answer to your question. It's also nice to be able to bounce ideas off people at work. When you are at home, you have to pick up the phone and often find that the person you need is not available. At other times, there are breakdowns in communication, not only on the phone but also in emails. As IT is a global business, there also tend to be cultural and linguistic issues as well. For example, you think someone is saying one thing but they are actually saying another, and that can be a massive disadvantage.

**Do you feel different after a day of work at the office?**

Yes. If I've been into the office and had a busy day, I think I appreciate my home life more and I feel like I have a better work-life balance. That's not easy to do if I've been working from home.

**E** .....

I think you need to develop a strong sense of discipline and I think it helps psychologically if you put on a pair of trousers and a work shirt, even if you're working at home. Having said that, it's very easy to wake up and put on a pair of jeans and a T-shirt. Sometimes at the end of the week it's quite nice, but to do it all the time gets you into bad habits. I like to try and keep home and work life separate, and for me the way you dress is one of the things that helps you to do that. I also like to go for a walk or a drive for half an hour to end the day – that way, when you get back to the house, the working day is over.



## Spotlight 1

### Key language for writing about work and careers

1 Complete the career steps below using the verbs in the box.

accept	apply for	be	develop	gain	go for
have	move	show	take	take on	take on

- a ..... an interview  
 b ..... early retirement  
 c ..... ambition  
 d ..... a healthy pay rise  
 e ..... a job offer  
 f ..... a more senior role  
 g ..... into management  
 h ..... more responsibility  
 i *apply for* ..... a job  
 j ..... excellent leadership qualities  
 k ..... valuable experience  
 l ..... in the right place at the right time



2 Place the chunks of language from Exercise 1 in a likely sequence on a 'career ladder'.

1 i, ...

3 Compare your answers to Exercise 2 with a partner. Were any steps in a different order? Are there any other important steps to take in order to have a successful career?

4 Look at these aspects of a job. Rank the five most important aspects for you (1 = the most important, 5 = the least important). Underline three which would make the job difficult.

- |  |   |
|--|---|
| ● being part of a team                 | ● being stuck behind a desk all day         |
| ● earning good money                   | ● having the chance to work overtime        |
| ● having job security                  | ● having a boss who breathes down your neck |
| ● doing the same thing day in, day out | ● having an understanding boss              |
| ● working on your own                  | ● being your own boss                       |
| ● having the chance to gain promotion  |   |
| ● facing new challenges every day      |   |

Compare and explain your choices with a partner.

5 You work in the Human Resources department of Big Apple Promotions, a large business in the centre of New York. You know that many members of staff at a rival firm, Rotten Apple Promotions, are unhappy about some of the working conditions there. Write a 75-word advertisement targeting staff at Rotten Apple saying why things will be different at Big Apple. Compare your ad with that of a partner. Which job sounds the most attractive?

Example: *would you like to be part of a successful team? Here at Big Apple, you will face new challenges every day. Are you tired of your boss breathing down your neck? Well, what are you waiting for?*

Avoiding generalizations: using *tend (not) to*

In Unit 1, you studied how to avoid generalizations in your writing.

*It is more difficult to find a job when you are in a foreign country.* → *It can be more difficult to find a job when you are in a foreign country.*

Another way to do this is to use *tend (not) to* + infinitive (*have, do, go, etc.*).

*It tends to be more difficult to find a job when you are in a foreign country.* (often but not always)

Look at another example from the interview with Mike Trent on page 45.

*As IT is a global business, there also tend to be cultural and linguistic issues as well.* (There are often problems, but not always.)

**1 Match the ideas in the two parts of these sentences. (Note that the main verbs are missing.)**

- |                                      |  |
|--------------------------------------|--|
| 1 Children nowadays ...              | a ... more accidents.                              |
| 2 People who cycle to work ...       | b ... as productive as those who are office-based. |
| 3 People who work from home ...      | c ... suffer from higher levels of stress.         |
| 4 Frequent Internet users ...        | d ... famous for no particular talent or ability.  |
| 5 Newly qualified drivers ...        | e ... a shorter attention span.                    |
| 6 Many celebrities these days ...    | f ... more energy when they arrive at work.        |
| 7 Those who live in large cities ... | g ... less exercise than in the past.              |

**2 Write the sentences from Exercise 1 out in full using *tend (not) to* and a verb. Add a second sentence to give a reason.**

Example: 1 *Children nowadays tend to do less exercise than in the past. This is because they spend hours on end using computers and games consoles.*

**3 Write sentences using *tend (not) to* to say what you think about some of these topics.**

- older people    ● children who grow up in large families    ● celebrities
- politicians    ● men    ● women    ● disorganized people    ● trains
- people who have travelled a lot    ● large cities    ● professional footballers

Example: *In my opinion, older people tend to have more experience and are able to give good advice about lots of situations in life.*

**4 Look at a partner's sentences from Exercise 3. Choose two of their examples you like and write them down.**

**Impersonal *you* in academic writing**

- *One of the major plus points of working remotely is the fact that you do not have to commute.*
  - *This is not the case when you work in an office at home.*
  - *Clearly, these distractions will dramatically reduce how much work you produce.*
- In these examples, *you* means 'people in general'.

**5 Finish these sentences with an example of impersonal *you*.**

- 1 One of the best parts of living abroad is that ...
- 2 Owning a car means that ...
- 3 One negative side of living in the countryside is that ...
- 4 If you have noisy neighbours, ...
- 5 If there is too much pressure in your job, ...
- 6 Another positive of running your own business is that ...

## Model essay: Advantages and disadvantages

You should spend about 40 minutes on this task.

Write about the following topic:

**Discuss the advantages and disadvantages of working from home.**

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

Write at least 250 words.

**1** Before you read the model essay below, discuss if you think these chunks are connected with the advantages or disadvantages of working from home.

- 1 greater freedom    2 attend meetings    3 extremely tempting  
4 rush-hour traffic    5 feel cut-off    6 make a personal phone call

**2** Read the essay to check if your answers to Exercise 1 were the same as the writer's opinion.

Over the last two or three decades, the way that business is done has changed dramatically due to major advances in technology. As a result, a growing number of people are now choosing to work from the comfort of their own home. However, is this development positive, or are there more drawbacks than advantages? In this essay, I will explore the pros and cons of working from home and try to draw some conclusions.

I will start by looking at the advantages. One of the major plus points of working remotely is the fact that you do not have to commute to work. Millions of people worldwide have to deal with rush-hour traffic to make their way to the office. Obviously, this is not necessary if you turn your home into your place of work.

Secondly, working at home gives you much more freedom to manage your working day. For example, if you work in an office, you are often asked to attend meetings, and your timetable is decided for you. This is

not the case when you work in an office at home.

On the other hand, it can be very easy to get distracted if you are in your home environment. For instance, it is extremely tempting to turn on the television, go and relax in the garden or make a personal phone call. Clearly, these distractions will dramatically reduce how much work you produce. Another major disadvantage of working from home is that people have much less contact with their colleagues. This can make them feel cut-off, despite the extra freedom they have working from home. What's more, daily contact with people at work is often how good friendships are made.

To conclude, there are both positives and negatives to this way of working. In spite of the fact that it removes travel issues and gives us greater freedom, many people find it difficult because of distractions at home and feeling isolated. Personally, I believe it is important to keep work and home life separate to find the right work-life balance.

(345 words)

### Tip

It is important to continue using texts to build your bank of collocations and chunks of language.

**3** Find and circle the five key words below in the essay introduction. Look to the left and the right of these words and record the complete pieces of language you find.

- 1 technology    2 number    3 comfort    4 pros    5 conclusions

**4** Scan the rest of the essay for more useful chunks and collocations. Record and learn them for future essays.

# Structure and linking

## *in spite of / despite*

A useful way to link ideas in your writing is by using *in spite of* and *despite*.

After *in spite of* or *despite*, we use:

- a a noun (e.g. *the weather*)
- b a pronoun (e.g. *this/ that/ these/ his*)
- c (not) verb + *-ing* (e.g. *having, being*)

### 1 Match these examples (1–3) to the rules in the box above (a–c).

- 1 Working from home is becoming increasingly popular, despite having several major disadvantages.
- 2 In spite of these problems, many people still choose to work at home.
- 3 Despite the distractions, many people still choose to work at home.

### 2 Underline the grammar pattern in each of the three examples in Exercise 1.

### 3 Rewrite the ideas in these sentences using *despite* or *in spite of* as indicated in brackets.

- 1 Millions of people work in the comfort of their own home. However, they are not very productive. (*despite*)  
*Despite not being very productive, millions of people work in the comfort of their own home.*
- 2 Although rush-hour traffic around London is awful, hundreds of thousands of workers commute on a daily basis. (*in spite of*)
- 3 There are many clear advantages to using email for business communication. However, it often leads to breakdowns in communication. (*despite*)
- 4 Although using email can cause breakdowns in communication, it is still used widely in business. (*in spite of*)

### 4 Focus on the use of *although* and *however* in Exercise 3. How is it different from the use of *despite / in spite of*?

### 5 Rewrite the sentences in Exercise 1 using *although* and *however*.

### 6 Connect these ideas with *despite* or *in spite of*.

- 1 still buy a newspaper / advances in wireless Internet connection
- 2 is good for your health / people never ride a bicycle to work
- 3 millions of students study abroad / language barrier
- 4 extremely difficult at times / excitement / starting own business
- 5 advantages of owning a pet / cause problems

You can also use *despite the fact that / in spite of the fact that* + subject + verb (clause).

*Despite the fact that working from home has several disadvantages, it is becoming increasingly popular.*

*In spite of the fact that technology is improving, working away from the office still has its problems.*

### 7 Highlight the subject + verb in the examples in the box above.

### 8 Choose three sentences from earlier exercises in this section and rewrite them using *despite the fact that* or *in spite of the fact that*.

### 9 Scan the model essay in this and other units of the book to find examples of *despite / in spite of*.



# Language workout

## Word formation

### 1 Complete each sentence using the correct form of the word in brackets.

- Scientists are trying to ..... new types of genetically modified foods.  
(*development*)
- In the last 15 years, there has been a huge ..... in the number of low-budget flights.  
(*grow*)
- Food, water and access to medical care are three basic ..... which many people in developing countries are deprived of.  
(*necessary*)
- If every individual ..... the amount of waste that they produced, then this would have a positive effect on our environment.  
(*reduction*)
- Furthermore, if we let our children watch too much television at home, they may become less ..... when they are with their peers at school.  
(*social*)
- For many, it can be ..... to switch jobs if there is the chance to earn more money.  
(*temptation*)

### 2 Rewrite the sentences in Exercise 1 using the form of the word given in brackets and a similar idea.

Example: 1 *Scientists have made some developments in terms of new types of genetically modified foods.*

### Useful prefixes

#### 3 Match the prefixes (1–5) to their meanings (a–e).

- |          |                 |
|----------|-----------------|
| 1 over-  | a not enough    |
| 2 under- | b partly        |
| 3 multi- | c not/against   |
| 4 semi-  | d too many/much |
| 5 anti-  | e many          |

#### Tip

Another way to increase the range of your vocabulary is to use prefixes. Prefixes are added at the beginning of words to create new meanings.

Note that some prefixes in Exercise 4 connect to the following words with a short line called a hyphen (e.g. *semi-skilled*) and others do not. The rules about hyphens in English are complicated. Don't panic if you are not sure whether to use a hyphen or not – many native speakers do not always know. Check in a good dictionary or just write the words without one.

#### 4 Look at some useful phrases with the prefixes from Exercise 3. How do they all relate to work?

- be overworked      ● be undervalued      ● be semi-skilled
- to underachieve      ● be underpaid      ● a multinational company
- to multitask      ● be understaffed      ● be semi-professional
- be semi-retired      ● work antisocial hours      ● be overpaid      ● be multitalented

#### 5 Using a good dictionary, find some more examples of words with these prefixes and make a note of them.



## Exam skills 2: Using the passive

### Tip

It is important to show a range of grammar in the exam. Accurate use of both active and passive structures will help you to achieve this.

### 1 In each of these pairs of sentences, underline the subject and circle the verb.

- 1 a Office workers around the world send millions of emails every day. (*active*)  
b Millions of emails are sent every day by office workers. (*passive*)
- 2 a The economic crisis affected thousands of businesses last year.  
b Thousands of businesses were affected by the economic crisis last year.
- 3 a The economic crisis has affected thousands of businesses.  
b Thousands of businesses have been affected by the economic crisis.

### 2 What happens to the subject in each pair of sentences? What happens to the verb? Complete this rule.

The passive is formed with 'subject + ..... + .....':

### 3 Complete the second sentence in each pair with the passive form.

- 1 a The government is doing a lot more now to solve this problem.  
b A lot more ..... now by the government to solve this problem.
- 2 a Personally, I think people can do more to protect the environment.  
b Personally, I think more ..... to protect the environment.

### 4 Complete these sentences from students' essays using either active or passive forms of the verbs in the box in an appropriate tense.

~~bring up~~    bring up    build    ~~commute~~    do  
eat    install    share    teach

- 1 All over the world, people *commute* to work by car, train or underground.
- 2 For example, some children *are brought up* by their grandparents because they do not have parents.
- 3 I believe that, in general, too much fast food ..... these days and that the government should ..... more to promote healthy eating.
- 4 In recent years, a lot more houses ..... to provide cheaper accommodation for young families.
- 5 Another advantage of the Internet is that information can ..... very quickly.
- 6 Personally, I ..... by my parents to respect the environment and help to protect it.
- 7 In contrast, in other schools, boys and girls ..... separately.
- 8 In recent years, more CCTV cameras ..... in our cities to help prevent crime.

### Fixed passive chunks for writing about common opinions and beliefs

You can also use some fixed passive expressions to add style to your writing. This can be especially useful in the topic sentences of your essay.

#### in mid-position

Firstly, cycling **is believed/thought/considered to be** one of the best ways to keep fit.

#### in first position

**It is often thought/argued/said that** single-sex schools help ...

### 5 Write sentences about the topics below. Compare ideas with a partner.

Example: *Joining a club is thought to be a good way to make new friends.*

- joining a club    ● learning a foreign language    ● GM foods
- voluntary work    ● travelling by plane    ● the best way to keep fit

## Exam skills 3: Key adverbs for emphasis, opinion and style

### Tip

Using adverbs will help make your ideas and opinions sound stronger to the reader.

- 1 Look at this sentence from the model essay on page 48. What type of word is missing? Find the sentence in the model essay and complete the gap.

Clearly, these distractions will ..... reduce how much work you produce.

- 2 What difference does the missing word make to the sentence in Exercise 1?

- 3 Complete the three adverbs for adding emphasis in this table. Use a dictionary if you need to.

Joining a sports club ...			increase(s)/reduce(s) the risk of ...
Regular exercise ...			increase(s)/improve(s)/reduce(s) the chance of ...
Learning a new language ...	may	<b>ser.....sly</b>	improve(s) your opportunities of ...
Moving from the countryside to the city ...	might	<b>sig.....tly</b>	affect(s)/limit(s)/increase(s) the amount of ...
Starting your own business ...	can	<b>cons.....ably</b>	limit(s) ...
Lack of sleep ...	could		affect(s) ...
Banning smoking in public places ...	would		increase(s)/improve(s) ...
When you let your children watch too much television, it ...	will		reduce(s) / help(s) to reduce ...
			damage(s) ...

- 4 Use the table in Exercise 3 to write some sentences containing the adverbs in bold and your own ending.

Example: *Regular exercise can dramatically reduce the chance of having a heart attack.*

### Using comment adverbs to link ideas and show your opinion

Look again at the sentence you studied in Exercise 1; this time, it is shown in a wider context.

*For instance, it is extremely tempting to turn on the television, go and relax in the garden or make a phone call. **Clearly**, these distractions will dramatically reduce how much work you produce.*

Focus on the adverb in bold. What does it tell you about the writer's opinion? Where is it in the sentence? This is an example of a comment adverb. Writers use these to show their opinion and to show the reader that there is a link between one sentence and the next. The IELTS examiners will be looking at how well you control and connect sentences.

- 5 Match the comment adverbs (1–6) with the reason for using them (a–f).

- |                       |  |
|-----------------------|--|
| 1 Personally, ...     | a I think this is generally clear and accepted by people.                                    |
| 2 Obviously, ...      | b I'm introducing an idea like the one in the previous sentence.                             |
| 3 Similarly, ...      | c I'm introducing my opinion about the subject.  |
| 4 Unfortunately, ...  | d I think this idea makes sense.   |
| 5 Alternatively, ...  | e I'm introducing a negative idea or example.  |
| 6 Understandably, ... | f I'm introducing an idea or example which is different to the one in the previous sentence. |

- 6 Look back at the model essay on page 48 and find other examples of comment adverbs in context. Repeat this process with the other essays in this book. Try to use comment adverbs in your next essay.

# Check and challenge

## Key language for writing about work and careers

**CHECK** Complete these collocations.

- 1 ..... an interview
- 2 ..... a more senior role
- 3 ..... ambition

**CHALLENGE** Choose five of the phrases about work that you have studied in this unit and write true sentences about yourself or someone you know.

Example: *My brother is going for an interview next week in London.*

## Avoiding generalizations: using *tend (not) to*

**CHECK** What is the general meaning of *tend to*? What kind of verb form comes immediately after it?

**CHALLENGE** Think about people from your country. Write a few examples about their general behaviour in relation to these ideas.

- age when they marry
- eating habits
- giving presents
- religion
- holiday habits
- appearance
- manner
- taboos

## Using the passive

**CHECK** Rewrite this active sentence using a passive structure.

For example, a hurricane destroyed hundreds of homes in New Orleans in 2005.

**CHALLENGE** Use passive sentences to produce a fact file about your country or a country you are interested in. Consider these points.

- Which languages are spoken?
- Which special occasions are celebrated?
- What is manufactured?
- What food is eaten?
- What is imported and exported?
- Which sports are played?

## Key adverbs for emphasis, opinion and style

**CHECK** These three key adverbs for emphasis are written backwards. Rewrite them correctly.

- 1 yltnacifngis
- 2 ylbaredisnoc
- 3 yllacitamard

**CHALLENGE** Using the adverbs above, write down five pieces of advice that you would give to another student preparing for the IELTS exam.

Example: *Planning your essay will significantly increase your confidence during the exam.*

## Practice questions

Have a go at writing an answer for these essays. Try to use the key language and essay skills you have studied in this unit.

**Children have more and more tests and exams to do at school, sometimes starting from the age of five or six, right up until the age of 18. What are the advantages and disadvantages of making children do exams?**

See page 127 for a sample student answer to the above essay question.

**What are the advantages and disadvantages of using CCTV cameras to fight crime?**

# Problem and solution essays 2: Cities

## Try it first!

In this unit, we will look more at problem and solution essays. Here is the essay question for this unit. Use what you learned in Unit 2 to write your essay before you start the unit.

**People who live in large cities face a range of problems in their daily life. What are the most significant of these problems? How can these problems be tackled?**

When you have finished your essay, read the sample student answer on page 127 and compare it with yours.

## City life: heaven or hell?

1 Read the views of three people about problems in cities and complete the table below.

1 I live in a big city, and the biggest problem is that people are always stressed and overworked. Everyone is always rushing around, in a hurry to get somewhere. Whenever I walk on the street, I feel pressurized. I walk really fast, and sometimes I get in a panic. At rush hour, in particular, it's a nightmare. I think the government should reduce the working hours, to give everyone a better work-life balance.

2 The most pressing problem in my city is traffic congestion. It's almost impossible to get from A to B in a car, because you always get stuck in traffic. Sometimes it can take two or three hours to get to work, or to get home. I think the government needs to do something about it. Maybe they should ban cars from city centres, or make people pay to drive their cars in the city centre.

3 I'm from the capital, and there are too many people living there. It's so overcrowded. Particularly in the morning, when you take the metro to work, the trains are packed full of people, and everyone gets really stressed. The solution is for the government to put more money into universities in other cities and to create new jobs there as well, to encourage people to move out of the capital.

problem	solution(s)	useful vocabulary
people are stressed and overworked	reduce working hours	I get in a panic at rush hour a better work-life balance

2 Discuss these questions with a partner.

- 1 Do you live in a big city?
- 2 Do / Would you enjoy living in a big city?
- 3 What are the advantages of living in a big city?
- 4 What other problems do people face in big cities?
- 5 Can you think of any ways to tackle these problems?

## Introductory text

- 1** Read the newspaper article about cities on the opposite page, and write down all the problems which are mentioned.
- 2** Decide whether these statements are true (T) or false (F).
  - 1 The majority of people who live in cities would like to move somewhere smaller.
  - 2 Most people think public transport is reasonably priced.
  - 3 It is difficult to buy a house in London, because of the cost.
  - 4 The crime rate has remained stable in recent years.
  - 5 There are fewer green areas in cities than there used to be.
  - 6 Air pollution has got worse due to the greater number of cars on the road.
  - 7 Noise pollution is not seen as a big problem by most people.
  - 8 The number of illnesses caused by the stress of big cities has increased.

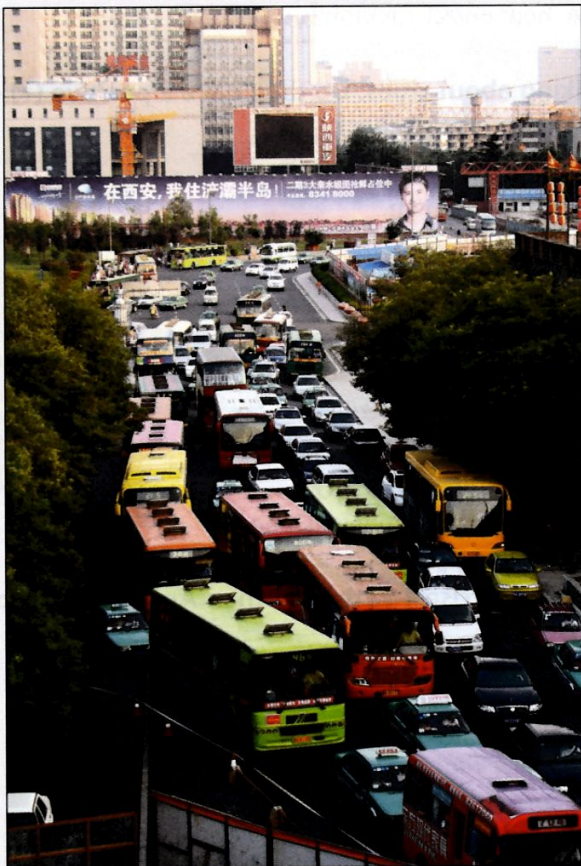
## Building your bank of words and phrases

- 3** Find the words or expressions in the article that have a similar meaning to these phrases.
  - 1 move out of the city (paragraph 1) *relocate to the countryside*
  - 2 moving from one place to another (paragraph 2)
  - 3 a long journey from your house to your work (paragraph 2)
  - 4 got angry while driving because of traffic jams (paragraph 2)
  - 5 The cost of public transport is *much too high*. (paragraph 2)
  - 6 how much everything costs (paragraph 3)
  - 7 Houses are really expensive for young people. (paragraph 3)
  - 8 saving money to start buying a house (paragraph 3)
  - 9 more crime than before (paragraph 4)
  - 10 parts of the city that people are afraid to go to (paragraph 4)
  - 11 behaviour that makes people afraid or uncomfortable (paragraph 4)
  - 12 the shortage of green areas (paragraph 5)
  - 13 places for children to play (paragraph 5)
  - 14 Air quality is not as good as it used to be. (paragraph 6)
  - 15 Traffic congestion and more cars *have led to* serious air pollution in cities. (paragraph 6)
  - 16 the really loud sound of traffic (paragraph 7)
- 4** Read the article again. Is there any more vocabulary you would like to learn?
- 5** Complete these questions with phrases from Exercise 3 and discuss them.
  - 1 Is there r..... crime in your city?
  - 2 Is there a high c..... of living?
  - 3 Have you ever suffered from road r..... ?
  - 4 Is the cost of public transport e..... or reasonable?
  - 5 Is there a l..... of green areas, or do you have plenty?
  - 6 Are there good play f..... for children?

## Cities 'worse to live in than 20 years ago'

*According to a new report published by the Cities Foundation, modern cities are less pleasant places to live in than they used to be.*

- 1 One thousand people were surveyed about a range of issues which affect cities, and the remarkable findings show that life in today's mega-cities is so stressful that at least two-thirds of those currently living in big cities would like to relocate to the countryside or a small town.
- 2 The stress of the getting from A to B in big cities is at the top of the list of problems. For many people, the daily commute to work is a source of frustration. Forty per cent of the people in the survey have suffered from road rage while stuck in traffic on the way to work. Three-quarters of people say that public transport in their city is often subject to delays, breakdowns and cancellations. The extortionate cost of public transport is also a serious problem. Many people see the price of underground and bus travel as a rip-off, and have to devote more than ten per cent of their salary to transport costs.
- 3 The general cost of living in cities is another problem. The high property prices in most big cities put buying a property out of reach of most first-time buyers. Many young people are priced out of the housing market, and have to take in lodgers to make ends meet, or rent over-priced flats miles away from the city centre. In London, for instance, the price of buying even a one-bedroom flat is so prohibitive that many have given up even considering putting money aside for a deposit. The cost of going out is also very high – in many big cities, going to restaurants and pubs is very expensive for people on average salaries.
- 4 Another issue facing people who live in cities is rising crime. Crime rates have rocketed in many big cities, and many say there are several dangerous no-go areas in their city. Fear of crime is on the increase – street crimes, such as mugging, assault and vandalism, are now very common – and many are afraid of going out at night alone. People also have to deal with anti-social behaviour, such as verbal abuse in the street.
- 5 Many were also concerned by the lack of green spaces and play facilities for children. Most major conurbations surveyed have a far smaller number of parks and gardens than a generation ago. Planning permission seems to have been given for an ever-greater number of supermarkets, office developments and apartments on sites where there were previously green spaces. Many of the respondents in the survey said they felt stressed and suffocated in the city, a problem which is compounded by pollution.
- 6 Although some of the cities surveyed, like Amsterdam, have had some success in reducing pollution, overall air quality has worsened, with cases of respiratory diseases such as asthma and bronchitis soaring in recent years. Children as young as two or three are now being affected by these medical conditions, and at the other end of the scale, a greater number of elderly people are being admitted to hospital with illnesses caused by pollution. Traffic congestion and an increasing number of vehicles on the road have resulted in cities being badly affected by air pollution.
- 7 And finally, the majority of people in the survey were fed up with the constant noise pollution – the roar of traffic, the sound of loud music blaring out of a neighbour's window, and the constant sound of activity. It is not surprising, then, that the levels of stress-related illnesses among people who live in cities are higher than ever before. Big cities, once a mecca for ambitious people seeking fame and fortune, are now less and less popular among people of all ages. Perhaps the 21st century is set to be the century of the small town and the countryside?





## Collocations and common phrases about cities

**1** Cross out the word or phrase in each group which does *not* form a collocation with the word or phrase in bold. Use a dictionary to look up any words you are not sure about.

- 1 bike / ~~foot~~ / train / car / tube    go to work by
- 2 jam / congestion / get stuck in / public    traffic
- 3 air / noise / vehicle / rubbish / factory    pollution
- 4 suffer from / me out / -related illness / travelling / get rid of    stress
- 5 make / recycle / reduce the amount of / create too much / household    rubbish
- 6 lively / posh / dodgy / residential / city    area

**2** Complete each of these sentences with one of the collocations from Exercise 1. Use the words in brackets to help you.

- 1 This morning I *got stuck in traffic*, and I was an hour late for work. (*traffic*)
- 2 More and more people are ..... and getting ill, because of the pressure of living in a big city. (*stress*)
- 3 One way to ..... we throw away is for supermarkets to use less plastic packaging on the goods we buy. (*rubbish*)
- 4 Recently, I decided to try to keep fit, so I've started ..... instead of driving. (*go to work by*)
- 5 At rush hour, there is often a lot of ..... in the city centre, and it takes a long time to get to where you want. (*traffic*)
- 6 I used live in quite a ..... of town, but there was a lot of crime, so I moved to a nicer neighbourhood. (*area*)
- 7 A good way to ..... is to take up yoga or meditation. (*stress*)

**3** Write three questions for a partner using the collocations from Exercise 1.

- Examples: *Have you ever got stuck in a traffic jam?*  
*Do you recycle your household rubbish?*

**4** Look at these phrases for talking about cities. Do they have a positive (+) or negative (-) meaning? Use a dictionary to check.

- 1 My city is really cosmopolitan. +
- 2 Some areas of the city are really run-down.
- 3 There is a state-of-the-art transport system in my city.
- 4 The city I come from has a lot of amenities.
- 5 It's a really vibrant and lively city.
- 6 At busy times, the trains and buses are choc-a-bloc with people.
- 7 Sometimes I feel really isolated living in a big city.
- 8 My city has a lot going on.
- 9 A lot of creative and artistic people live in my city.
- 10 There is often gridlock in the centre of town in rush hour.

**5** Discuss each of the sentences in Exercise 4 with a partner. Are they true for your town or city?

## Singular and plural forms

To write a good essay, you need to be as accurate with your grammar as possible. One way to do that is to use singular and plural forms correctly.

**1 Some of these sentences from IELTS students' essays have mistakes in the singular/plural forms (in bold). Find and correct the mistakes.**

- 1 Many young people ~~has~~ difficulty finding a job these days. *have*
- 2 Everyone **wants** to have a good job after university. ✓
- 3 A large number of people **think** that immigration is good for the economy.
- 4 The majority of people **prefers** to work at home, rather than in an office.
- 5 One of the biggest problems facing the world **are** global warming.
- 6 All of the people in my class **speaks** really good English.
- 7 A tiny minority of people **fight** at football matches.
- 8 Forty-two per cent of the population **has** a university degree.
- 9 Most people I know **speak** good English.
- 10 Each country **have** its own laws and rules.
- 11 I'm going to do this exercise **another times**.
- 12 **Both** of my brothers **is** married.
- 13 **Few** people **decides** to give up school at 16.
- 14 There are **several problem** with this idea.
- 15 **The number of** products available in supermarkets **has** risen sharply in recent years.

**2 Write the phrases in blue in Exercise 1 in the correct column of this table.**

singular	plural
<i>everyone</i>	<i>many</i>

**3 This extract from a student's essay has 12 mistakes with singular and plural forms. The first one has been done for you. Find and correct the other 11.**

In recent years, the number of people who travel to English-speaking countries to learn English ~~have~~ *has* increased significantly. Some people think that this is one of the best way to learn the language quickly, whereas a tiny minority believes that it is better to stay in your own country, where you will feel more comfortable.

One of the main advantage of living in English-speaking countries are that all the people around you speaks the language. Staying for a few months means that you will pick up lots of words by talking with people, and every days you will come into contact with new expressions. Most people, therefore, chooses to spend some time in England, Australia, the USA or other English-speaking country.

Another benefit are that you can learn about the culture. Living in the USA, for instance, allows you to get to know how the average American lives. Few person can really know how a country works unless they go and live there for a while. One of the most interesting thing about living abroad are when you spend time with local people, you realize that none of the ideas you had about the country before you came are true.

**Tip**

Every time you finish writing an essay, read it through, and check that the singular and plural forms are correct.

# Model essay: Problem and solution

You should spend about 40 minutes on this task.

Write about the following topic:

**People who live in large cities face a range of problems in their daily life.**

**What are the main problems people in cities face, and how can these problems be tackled?**

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

Write at least 250 words.

These days, more and more of us are living in big cities, and urban conurbations are expanding all the time. Although cities are very attractive places to live, and they provide a wide range of work and leisure opportunities, there are also a host of significant social problems affecting cities. This essay will examine some of these problems in detail, and then propose some solutions.

One of the biggest problems facing people who live in cities is the high property prices. In many cities, buying a house near the centre is out of reach for people on the average salary, and they are forced to live outside the city and to commute into work. In central London, for instance, the cost of even a one-bedroom flat is prohibitive for many people. To solve this problem, the government could put more resources into building affordable housing, which would allow more people to buy their own home.

Another issue is traffic and air pollution. Most big cities are overrun with cars, and there is a great deal

of traffic congestion. The exhaust fumes from these cars cause air pollution, and as a consequence, more and more people are suffering from respiratory diseases, such as asthma. This problem could be addressed by introducing a congestion charge for cars entering the city centre, thereby cutting the number of vehicles on the road.

Finally, another problem is the quality and cost of public transport. That is to say, in most capitals, public transport is inefficient and the infrastructure is old and inadequate. At the same time, ticket prices are often too high, which puts people off using public transport. The way forward must be to invest more money in trains and buses, and to slash ticket prices. This would encourage more people to use public transport.

To sum up, although it is clear that cities face a range of problems, it is undoubtedly possible to start to tackle these issues, and improve the quality of life in cities. Governments and local councils must take the lead in dealing with these problems, otherwise city life will only get worse in the future.

(355 words)

1 Complete this table with the key information from the essay.

main idea	supporting ideas/examples	solution/consequence
1 high property prices	<ul style="list-style-type: none"> <li>● Too expensive in centre</li> <li>● Have to live outside and commute</li> </ul>	<ul style="list-style-type: none"> <li>● Government – build cheap houses</li> <li>● Would allow people to buy own home in city centre</li> </ul>
2		
3		

2 Check the meanings of these phrases in your dictionary.

- 1 urban conurbations    2 a congestion charge    3 to slash ticket prices

# Structure and linking

## *in order to / so as to / so that*

Very often in IELTS essays, it is useful to explain *why* something is done.

- Many people move from the countryside to big cities **in order to** find a better job.
- Instead of going to supermarkets for their food, a lot of people have their shopping delivered to their house, **so as to** save time.
- Many people prefer to work from home, **so that** they can avoid commuting to work every day.

### 1 Look at the example sentences in the box above, and choose the correct options to complete these rules.

- 1 After **in order to** and **so as to**, we use a *verb / subject*.
- 2 After **so that**, we use a *verb / subject*.

### 2 These constructions are also useful for writing about suggestions and solutions. Match the two halves of these sentences.

- 1 The government should ban smoking in public places, ...
  - 2 It would be a good idea to ban cars from city centres on Sundays, ...
  - 3 Schools should teach children how cook, ...
- a **so as to** makes cities quieter and cleaner for people to walk around.  
b **so that** they will be able to eat healthily when they are older and live by themselves.  
c **in order to** cut the number of the deaths from passive smoking.

### 3 Complete these sentences in a suitable way.

- 1 Many young people spend a few months in an English-speaking country after graduating, **so as to** *improve their English quickly.*
- 2 Many people take a gap year between school and university, **in order to** ...
- 3 The government should increase tax on junk food, **so as to** ...
- 4 It is common for retired people to move out of cities and buy a house in the countryside, **so that** ...
- 5 It would be a good idea to charge for plastic bags in supermarkets, ...
- 6 Many parents with young children only work part time, ...
- 7 In my view, the government ought to put more police officers on the streets, ...

### 4 Write a few sentences of your own about these common IELTS topics.

- sport    ● health    ● environment
- crime    ● education    ● transport
- technology    ● travel

Example: *I think governments should build more sports facilities, like gyms and tennis courts, so as to give more people the chance to keep fit.*



## Word-building

**1 Complete these sentences with the correct form of the words in brackets. Use a dictionary to help you if necessary.**

- 1 One of the biggest advantages of living in a large city is that there is a wide range of entertainment and a great cultural life. (*entertain*)
- 2 My uncle is quite well off, and he lives in a really posh ..... (*neighbour*)
- 3 I come from a really ..... city. There are lots of factories, and it's not very beautiful to look at. (*industry*)
- 4 The city centre used to be full of cars, but last year the council ..... it. Now it's really nice to walk around centre without there being any traffic. (*pedestrian*)
- 5 A lot of people really enjoy the ..... of living in a big city. In a small town, everyone knows you and knows your business, but in a city you can have more freedom. (*anonymous*)
- 6 In some areas of big cities, a lot of people are living in ....., and there is a lot of crime and many social issues. (*poor*)
- 7 There's a lot of drug-..... crime in the capital. The police ought to crack down on drug dealers, in order to reduce this type of crime. (*relation*)
- 8 Due to unemployment and a lack of cheap accommodation, there is a great deal of ..... in many big cities. (*homeless*)
- 9 Many areas of big cities have experienced a process of ....., which means that they have become more expensive to live in, and many people on a normal salary have to move out to cheaper areas. (*gentrify*)

**2 Make questions for a partner using the words in Exercise 1 and discuss them.**

Example: *Do you live in a posh neighbourhood?*

**3 Use a dictionary to look up other forms of these words.**

1 crowd    2 urban    3 price

Although some phrasal verbs are mainly used in speaking, many others are suitable for essays. They can help improve your range of written vocabulary.

**4 Complete the text below about cities with the phrasal verbs in the box. Use a dictionary to help you if necessary and change the tense of the verb if you need to.**

bring in    build up    clog up with    cut down    deal with  
get together    shoot up    set up    stamp out

One problem in many big cities is that traffic can 1 ..... in the mornings. By the rush hour, the roads can be 2 ..... cars, and it can take a significant amount of time to get to work or university. One way to 3 ..... the number of cars on the roads is to 4 ..... a congestion charge, which is a system where drivers have to pay a sum of money to be allowed to drive into the city centre.

Another issue is the problem of rising crime. In many cities, the crime rate has 5 ..... in recent years, and the police find it hard to manage the number of cases they have to 6 ..... One possible solution is for local people to 7 ..... neighbourhood-watch schemes. These are where people in a neighbourhood 8 ..... and take turns to patrol the area at night, in order to try to 9 ..... crime where they live.

# General vocabulary for writing about solutions

## Tip

It is a good idea to learn some general phrases to write about solutions. These will be useful for any problem and solution essay, not just about cities.

**1** Look at this list of problems. What would be your solution to each one? Discuss with a partner or write down your ideas.

- 1 It's really dangerous to cycle in big cities.
- 2 Sports centres are really expensive, so many people can't afford them.
- 3 People eat too much junk food.
- 4 People don't recycle newspapers, bottles and plastic enough.
- 5 There are water shortages in some countries because people use too much water.
- 6 The country depends too much on fossil fuels (coal, oil, gas).
- 7 People travel by plane too often, which causes air pollution.
- 8 Families don't eat together as much as they used to.
- 9 A lot of litter is dropped in the streets.
- 10 Many accidents are caused by people driving while using a mobile phone.

**2** Match these solutions (a–j) to the problems in Exercise 1 (1–10). Are your solutions similar?

- a They should **set aside an hour a day** to have a meal together.
- b The government should **charge people more for using water**.
- c The government should **allocate more resources to renewable energy**, such as wind, tidal and solar power.
- d The answer is for the government to **subsidize sports centres**, to make sport cheaper.
- e To deal with this issue, the government could **raise the tax on flying**.
- f The government should **bring in a law to ban people from using their mobiles** in cars.
- g **It should be made compulsory to recycle** your rubbish.
- h The government should **launch a publicity campaign** in the media and in schools to educate people about healthy eating.
- i The authorities should **have a zero-tolerance policy on** people who drop litter.
- j The government should **build more cycle lanes**, to make cycling safer.

**3** Cover Exercise 2 and complete these collocations.

- |   |   |
|---|---|
| 1 a..... more resources to renewable energy | 7 have a z.....- tolerance policy on litter |
| 2 l..... a publicity campaign               | 8 it should be made c..... to recycle       |
| 3 s..... aside an hour a day                | 9 c..... people more for using water        |
| 4 r..... the tax on flying                  | 10 s..... sports centres                    |
| 5 b..... in a law                           | 11 build more cycle l.....                  |
| 6 b..... people from using mobiles          |   |

**4** Test your partner. Choose a problem from Exercise 1, and ask your partner to tell you a solution from Exercise 2.

**5** With a partner, discuss solutions to the problems faced by these people.

1

My city is great, but we have a huge problem with litter. It seems that most people don't think twice before dropping litter on the pavement, they don't seem to care about the environment. It's disgusting.

2

When I talk to my grandmother, she tells me that when she was younger, families spent much more time together. Nowadays, we hardly ever even eat together as a family, and we never have time to talk to each other about our day or about our lives. It's a real shame.

3

When I was abroad, I was amazed at how cheap it was to do sport. I'm really into tennis, and I'd love to play two or three times a week, but it's too expensive in my country. I just can't afford it.

## Exam skills 1: Developing topic sentences

When you write the main body of your essay, you need to explain your ideas fully. Examiners are looking to see how you develop your topic sentences, and will give you a better score if you do it well.

### 1 Read this topic sentence. Work with a partner and write two more sentences to explain it.

One big problem in cities is the high cost of public transport.

### 2 Study these suggestions for developing ideas. Did you use any similar techniques in Exercise 1?

#### ● Linking phrases to explain the main idea: *That is to say, ... / In other words, ...*

One problem in cities is the cost of public transport. *That is to say*, in big capitals like London, the price of using public transport such as the buses or tube, is extremely high. As a result, many people end up spending a significant percentage of their income on public transport, or they take their car instead.

#### ● Giving reasons: *This is because ... / The reason is ...*

One issue is that a lot of young children don't have a healthy diet. *This is because* their parents don't have time to cook, so they end up having takeaways and processed food. As a consequence, the children get ill and put on weight.

#### ● Describing facts: *... means that ...*

One issue about living in a big city is the stress of getting from one place to another. Living in a big city *means that* it takes at least an hour to get from your house to where you want to go, which is very tiring and time consuming. For instance, if you want to see a film, you have to leave an hour early if you live in a big city, whereas people in small towns can get to the cinema in just a few minutes.

#### ● Describing the result: *As a result, ... / As a consequence. ... / Therefore, ...*

One problem with working at home is that you don't have contact with colleagues. If you are at home, you don't pick up new ideas from workmates. *As a result*, it is difficult to improve your knowledge and skills. For instance, many teachers get good ideas from other teachers in the staff room, but if they tutor people in their homes, they don't get any input from others.

### 3 Complete the paragraphs below with linking phrases from the box.

As a consequence      in other words      means that      The reason is

One cause of poor student behaviour at school is that many lessons are not very interesting. In many cases, the subject material is presented by teachers in a dry and uninspiring way. 1 ..... that these teachers have not been trained to use the most modern and dynamic teaching methods. 2 ....., the pupils do not concentrate on the lesson, and instead they behave badly in class.

One cause of stress in cities is the high cost of living. 3 ....., in today's world, the price of housing, transport, food and entertainment is rising all the time. For instance, living in a big city 4 ..... you have to spend a large proportion of your salary on your rent or mortgage, which puts pressure on people to work harder and harder to make ends meet.

### 4 Develop these topic sentences using the ideas in Exercise 2. Have a look in the Answer key on page 121 for some possibilities.

- 1 One problem in cities is the lack of green spaces.
- 2 One reason for crime is that many people are poor.

## Exam skills 2: Using the second conditional to write about solutions

It is important to show a good understanding of grammar when you write about solutions. Using second conditional sentences can be an effective way to do it.

### 1 Complete the second conditional sentences for these problems.

- 1 Museums are really expensive, so lots of people can't afford to go there.  
If museums ..... cheaper, more people ..... go there.
- 2 Public transport is really dirty and inefficient, so many people prefer to use their cars.  
If public transport ..... so dirty and inefficient, more people ..... use it, instead of their car.

### 2 Look at these extracts from essays and underline the second conditional sentences.

Too many children these days eat junk food, because fruit and vegetables are so expensive. If the government reduced the tax on fresh produce, people would eat more fruit and veg, and less unhealthy food.

One way to tackle traffic congestion is to have a congestion charge, like in London. This involves charging motorists if they want to drive into the centre of the city. If a congestion charge was introduced, there would be fewer cars on the road, and less pollution.

### 3 Circle the correct options to complete these rules.

- 1 Second conditional: **If** + *present simple* / *past simple* + *will* / *would* + infinitive
- 2 Second conditional sentences describe *facts* / *hypothetical situations*.

### 4 Write sentences about these problems using the second conditional.

- 1 University tuition fees are really high, so many poor people can't afford to go to university.  
*If university fees ...*
- 2 Many people don't go the gym, because membership is very expensive.
- 3 Teaching is unpopular among graduates, because the salaries are so low.

### 5 Complete these sentences about yourself, and discuss them with a partner.

- If I were really rich, I ...
- If I could introduce one new law to my country, ...
- If I got 9.0 in my IELTS exam, I ...
- If I were president for a day, I ...
- If I were a native English speaker, ...
- If I could change one thing about my home town, ...



## Check and challenge

### Collocations and common phrases about cities

**CHECK** Write down three collocations for each of these words.

- 1 stress *suffer from stress*
- 2 area
- 3 pollution

**CHALLENGE** Look in a dictionary and write down three collocations for each of these words.

- 1 urban
- 2 transport

### Singular and plural forms

**CHECK** Decide whether you should use a singular or plural with each of these words/phrases.

- 1 most people *plural*
- 2 each
- 3 one of the biggest problems
- 4 a tiny minority of people

**CHALLENGE** Use a dictionary or grammar book and write down *singular* or *plural* for each of these words/phrases.

- 1 much *singular*
- 2 neither
- 3 little
- 4 a third of people

**Extra challenge:** When you read any article in English and see an interesting singular or plural, write it down. For example if you read about crime and see *The police are trying to catch the murderer*, write down *the police = plural*.

### Word-building

**CHECK** Write the noun form of these words.

- 1 neighbour
- 2 gentrify
- 3 homeless

**CHALLENGE** Find the adjective form of these words in the model essay on page 60.

- 1 prohibit
- 2 afford

### Developing topic sentences

**CHECK** Write down two ways you have studied to develop your topic sentences.

Example: *write about facts: Working from home means that you save money on transport.*

**CHALLENGE** Look at the model essays in Units 1–5 and see how the topic sentences are developed. Write down any new linking phrases you find.

### Practice question

*A serious problem affecting countries right across the globe is the lack of water for drinking, washing and other household uses.*

*Why do many countries face water shortages, and what could be done to alleviate the problem?*

# Opinion essays 2:

## Running a business

### Try it first!

This unit will look further at how to write opinion essays, focusing on this essay question.

*It is a common aspiration among many young people to run their own business, rather than work for an employer.*

*Do you think the advantages of working for yourself outweigh the drawbacks?*

### Going it alone

#### 1 Discuss these questions with a partner.

- 1 Have you ever run a business?
- 2 Would you like to run your own business?
- 3 What would be the advantages and disadvantages of having your own business?
- 4 If you were going to set up a business, what kind would it be?
- 5 Do you know anyone who runs a business?
- 6 What skills do people need to run a successful business?

#### 2 Brainstorm and write down some vocabulary you think will be useful for this topic.

*it's risky*  
*you could get rich*

#### 3 Have a go at the essay question above before you start the unit. Remember to organize your essay like this:

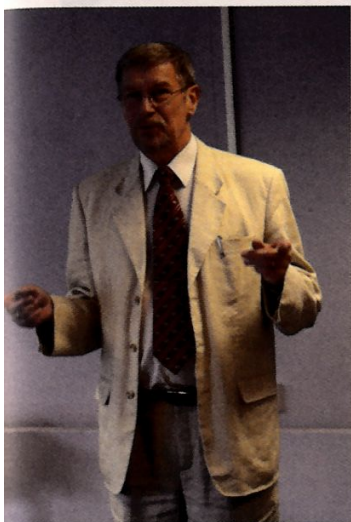
- Introduction: include your opinion
- Paragraph 1: one or two ideas to support your opinion
- Paragraph 2: another idea to support your opinion
- Paragraph 3: look at the other side of the argument – one or two ideas
- Conclusion: re-state your opinion

Set yourself a strict 40-minute time limit. Stop when the time is up. If you haven't finished, think about what you could do to improve your timing. Consider these points:

- Have you spent too much time on the introduction, and not enough time on the body of the essay?
- Are the three paragraphs in the body of the essay more or less the same length?
- Did you spend too much time planning your essay before you started?
- Are you worrying too much about making small mistakes when you write?



## Interview with Allan Gray



### A Why did you want to work for yourself?

I was working for a multinational company in the early '80s, and my brother asked me if I was interested in going into partnership with him to set up a language school. I'd always wanted to work for myself, and I was a bit fed up of working for someone else, so I said yes. Primarily, I wanted the freedom to make my own decisions, I wanted room to be creative, and also I wanted to be able to get the credit and keep the profits if we were successful. I was also happy to carry the can and take the blame if things went wrong. These things are not possible if you work as an employee in a large organization.

### B

I had to borrow money to help start the business, but we were lucky because we also had some outside capital to put into the business. These days it can be really hard to persuade banks to lend money to people who want to start a company, so we were fortunate. It was fairly easy to set up the business, because we had a very clear idea of what we wanted to do. The problem was, all our preconceptions about what it would be like to run a business were wrong. We made lots of mistakes, and we almost went bankrupt at the beginning. At one point, we only had two students in the school.

### C

Far too long! We lost money for the first four years and, as I was saying, we nearly went out of business. It took quite a long time to start making profit. The best thing we did, though, was that we hired some really good people to work for us. In fact, some of those people are still working for us, 24 years later. Now we're doing well, but it was very risky at first.

### D

One is financial constraints. It can be very tough. I think all small businesses have cashflow problems – it often takes a long time to get paid by your customers. The second big problem is marketing. It takes a lot of funds to market your business, and you need to get your name known and build a reputation. But the biggest challenge is managing the people. All businesses are about people, and you have to learn how to deal with all kinds of people – and I think we've been extremely good at getting the best out of our staff.

### E

I try to forget about work at weekends, but if something has to be done, there's no choice, you have to do it. You can't just ignore it, the business is always there in the back of your mind. In the early days, we painted the school ourselves, we cleaned toilets and so on ... Particularly at the beginning, you work very long days, long weeks.

### F

You obviously need to be very independent-minded. You need to have a lot of initiative, you need to be a good decision-maker. Also you need to be a risk-taker. And it's essential to be a good communicator, business is all about communication. I think it doesn't suit everyone. A lot of people are more comfortable in an employee environment. One thing that you don't have if you run a business is security. If it all goes wrong, your house could be on the line as well as your business. Also, it's a major responsibility – we employ 75 or 80 people, and you don't want to do anything which would put people's jobs at risk. You have to be prepared for all these things. But on balance, I'm glad I did it. I enjoy solving problems and creating something new, and I'm proud of what we've achieved.

### G

If you have the entrepreneurial spirit, go for it. I'd advise you to go and work for someone else first, to learn the ropes. Find out how someone else does it, and then stick your neck out and have a crack at it. And it's definitely easier when you're young, and you don't have any family responsibilities.



## Spotlight 1

### Qualifying your opinion

In many cases, when you give your view in the introduction of an opinion essay, your ideas may be more complicated than 'I completely agree' or 'I completely disagree'. It's a good idea to learn some phrases to explain your opinion in a more sophisticated way.

#### 1 Discuss your opinion on these questions with a partner.

- Are exams a good way to assess children?
- Should students or the government pay for university?
- Should all criminals be sent to prison?

#### 2 Read these opinions and unjumble the phrases in italics.

- 1 I think most people should pay for university, but we should *exception / an / make / for* people from poor backgrounds.
- 2 I think criminals should be punished for their crimes, but we should *into / take / account* the circumstances of the crime.
- 3 I agree with capital punishment, but *cases / only / some / in*.
- 4 I agree with testing children *point / to / up / a*, but there should be some limits.
- 5 Generally speaking, I agree with giving benefits to unemployed people, but I also think *on / depends / it* whether they are looking for a job.

#### 3 Match each of these qualifying phrases with a phrase from Exercise 2 that means the same.

- 1 consider *take into account*
- 2 in some circumstances, but not all
- 3 not too much
- 4 do it differently for a small number of people
- 5 on the condition that

#### 4 Complete these sentences using the phrases from Exercise 2.

- 1 I agree with sending serious criminals to prison, but we should ..... the age of the offender. Young offenders should receive a more lenient sentence.
- 2 I agree with community service for criminals, but ..... For serious crimes, prison is a more suitable punishment
- 3 I agree with making shops close early on Sundays, but I think we should ..... chemists, because people may need to go there in an emergency.
- 4 I support paying money to people who can't find a job, but ..... how long they are unemployed. After six months, I think they should have to do a training course to help them find a job.
- 5 I think it's good that students work while they are at university, but only ..... They also need to have enough time to study.

#### 5 Write down your opinions for the essay questions in Exercise 1.

#### 6 Discuss these questions and write your opinions.

- Should the government support unemployed people financially?
- Should the government be able to control what can be shown on television?

## Giving an opinion about future trends

Opinion essay titles often ask you to make predictions about the future. It's also common to make predictions in the conclusion of your essay.

Here's an example of an opinion essay with a prediction:

*People increasingly access the news online these days, rather than buying newspapers and magazines to find out what is going on.*

*Some people predict that, because of the spread of Internet news, newspapers will disappear at some point in the future. Do you agree that newspapers will die out in the future?*

- 1 Discuss your opinion on the essay question above with a partner.
- 2 Write the phrases in bold in these sentences in the correct column of the table below.

- 1 I **can't imagine** people **will** ever give up newspapers.
- 2 There's a **fair chance** that people **will** stop reading newspapers.
- 3 It's **highly unlikely** that newspapers **will** die out.
- 4 There's a **strong possibility** that people **will** stop reading newspapers.
- 5 **In all likelihood**, all newspapers **will** become free papers in the future.
- 6 There's **only a slight chance** that people **will** stop reading newspapers.
- 7 It's **extremely probable** that Internet news **will** become more and more popular.
- 8 I **would be surprised** if people **stopped** buying newspapers in the future.

very likely	likely	unlikely	very unlikely
			I can't imagine ...

- 3 What do you think is the likelihood of these predictions coming true? Write sentences using the phrases in Exercise 2.

- 1 Mandarin Chinese will become the world's most important language.
- 2 People will stop using cars in the future, because of the environment.
- 3 In the future, most people will work from home.
- 4 Smoking will be completely banned in the future.
- 5 Passports will be unnecessary in the future.
- 6 Oil will run out in the next 20 years.
- 7 There will be more and more water shortages.

Example: 1 I think there's a fair chance that Mandarin Chinese will be the most important language, because China is likely to become the most powerful country in the world.

- 4 Discuss these questions with a partner.

- 1 Do you think more people will work abroad in the future?
- 2 Do you think electric cars will replace cars which run on petrol?
- 3 Do you think people will get married at a later age than they do now?
- 4 Do you think bookshops and music shops will disappear because of Internet shopping?

- 5 Make some predictions about your future. Discuss with a partner if, in the near future, you think you will ...

- change jobs.
- buy a house.
- get married.
- have children.

### Tip

These phrases are also really useful in Part 3 of the Speaking Test, so practise the questions with a partner before your exam.

## Model essay: Opinions

You should spend about 40 minutes on this task.

Write about the following topic:

***It is a common aspiration among many young people to run their own business, rather than work for an employer.***

***Do you think the advantages of working for yourself outweigh the drawbacks?***

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

Write at least 250 words.

These days, it is a common aim of many people leaving university to try to start up their own company. They believe that running a business has many advantages over working for someone else, such as the freedom to make your own decisions. I agree with this point of view, but it is important to bear in mind that running a company does not suit everybody.

There are several benefits of setting up your own business. For me, the main one is that you have room to be creative. Instead of having to follow your employer's decisions, you can set the goals for the business yourself, which means that you feel more in control. This generally results in people feeling happier in their job.

Not only that, you can also keep the profits if the company is successful. If all goes well, you will earn far more than if you work for someone else. For instance, if you set up your own graphic-design company, and you

build a good reputation, you will be able to make substantial profits. You will therefore be more motivated to work hard, in order to make a success of your company.

Having said that, it is undeniable that running a business is risky. If there is an economic downturn, or you make mistakes in your business decisions, your company can go bust, which can mean that you lose everything and you have to lay off your staff. Moreover, it is very hard to switch off at weekends, because the business is always in the back of your mind.

To sum up, although there is no doubt there are some risks associated with running your own business, I believe the benefits outweigh the drawbacks, particularly with regard to making decisions. However, it should be said that not everyone is a risk-taker, and some prefer to work for someone else.

(314 words)

- 1 Do you agree with the ideas in the model essay?
- 2 Read through the model essay and find chunks of language with a similar meaning to these expressions.
  - 1 Many people have this goal. *it is a common aim of many people*
  - 2 We need to remember that ...
  - 3 Not everyone has the personality to run a business.
  - 4 rather than doing what your boss says
  - 5 in addition
  - 6 on the other hand
  - 7 No one can disagree.
  - 8 There are more advantages than disadvantages.
- 3 Look at the essay you wrote at the start of this unit. See if you can add some of the chunks in Exercise 2 to your essay.

# Structure and linking

## *instead (of)*

You can use *instead* in your writing to describe **facts** and **changing trends**.

- *These days, more and more people work from home **instead of going** to an office.*
- ***Instead of going** to supermarkets, many people use the Internet to do their shopping.*
- *It used to be very common to write letters, but now people tend to send emails **instead**.*

### 1 Complete these sentences with your own ideas.

- 1 Nowadays, people tend to call their friends using a mobile, *instead of using a ...landline...*
- 2 It is very common for people nowadays to keep in touch via email, .....
- 3 ....., people nowadays change jobs quite frequently, and work for lots of different companies during their working life.
- 4 Instead of working for an employer, many young people prefer to .....
- 5 In the past, people tended to live in the same city all their life, but now they often .....

### 2 Write down three sentences about facts or changing trends in your country.

Example: *In my country, people tend to live with their parents until they get married, instead of moving out early.*

You can also use *instead of* to **give your opinion**.

- ***Instead of throwing** away newspapers and bottles, people should recycle them.*
- *It would be a good idea if schools had more continuous assessment, **instead of testing** children too much.*

### 3 Write full sentences using these prompts.

- 1 Families eat in front of the TV / good idea if they made time to eat together  
*Instead of eating in front of the TV, it would be a good idea if families made time to eat together.*
- 2 We lock up teenage criminals in prison / try to find out the reasons they commit crime and help them  
*Instead of ...*
- 3 The government spends a lot of money on defence / good idea to invest more money in education  
*Instead of ...*
- 4 People should work a maximum of eight hours a day / many work ten hours a day or more  
*People should ...*

### 4 Write your opinions on these ideas.

- Children playing computer games all day
- People eating takeaway food





# Relative clauses

## Tip

To write an essay which will get a high score, you need to use relative clauses. They will make your writing more interesting and help you improve your written grammar.

**Defining relative clauses** are used to specify what you're writing about.

*People **who run their own businesses** face many challenges ...*

### 1 Rewrite these sentences with a defining relative clause.

- 1 Some people work at home. They often miss discussing ideas with colleagues.  
*People **who** ...*
- 2 Some countries spend a lot of money on public transport. These countries often have less pollution in cities.
- 3 Some people live in cities. They normally have to spend a lot of time getting to work.

### 2 Discuss these ideas with a partner and write a sentence for each one.

What's the difference between:

- 1 working for yourself and working for a company?  
*People **who work for themselves** take a lot of risks, while people **who work for a company** have more peace of mind.*
- 2 living in a big city and living in a small village?
- 3 being single and being married with kids?
- 4 having lots of brothers and sisters and being an only child?
- 5 living alone and living with others?

You can use a **non-defining relative clause** at the end of the sentence to give comments on or more information about the main idea.

*The most important museums are free to enter in my country, **which is a good idea, because it allows everyone to have access to culture.***

### 3 Underline the relative clause in each of these sentences.

- 1 The government reduced business tax for new companies last year, which is a positive step, because it makes it easier for people to set up a business.
- 2 If you run your own company, you can make all the decisions yourself, which means that you feel in control of your working life.

### 4 Complete these sentences with a non-defining relative clause. Use the verbs in the Tip box on the left.

- 1 In many countries, governments give scholarships to students from low-income families, *which enables poorer students to study at university.*
- 2 House prices tend to be very expensive in big cities, ...
- 3 The government in my country is going to cut the price of train tickets, ...
- 4 A lot of people who own their own business work extremely long hours, ...
- 5 Travelling by public transport is free for people over 60 in the UK, ...
- 6 Sports centres are highly subsidized in many countries, ...

### 5 Write a sentence about your home town using a non-defining relative clause. Compare notes with a partner.

Example: *My home town only has a population of about 3,000 people, which means it's a really friendly place to live.*

## Tip

Common verbs used in these relative clauses are:  
gives ... a chance to ...  
allows ... to ...  
enables ... to ...  
means that ...  
makes it possible/easy/  
difficult to ...  
prevents/stops ... from ...

# Exam skills 1: Checking and editing your essays

Many IELTS candidates often lose marks in the exam because they don't check their writing after they finish. Make sure you take two or three minutes to read through each essay, and check it for errors. Remember the examiner is looking at four things: **grammar, vocabulary, organization and structure and ideas.**

## 1 What kind of mistakes should you look for when you check your essays? Brainstorm with a partner and write down your ideas.

Example: *spelling mistakes*

## 2 Read this paragraph of an essay by an IELTS student, then find and correct the items below.

One advantage in running a business is, you kept all the money you earn. this good, because you can make more profit, and if the business is success, you can become rich. Another advantages is you can have the decisions about the business. It's a good thing, cos you have more freedom, and you can do whatever you like with company. For istance, many people likes to choose how to market their company, which people they can hire and sack, and where to invest for the future.

- 1 a spelling mistake ~~istance~~ → *instance*
- 2 a mistake with singular/plural forms
- 3 a wrong tense
- 4 a punctuation mistake
- 5 a wrong preposition
- 6 a missing capital letter
- 7 a subject-verb agreement mistake (e.g. he go not *he goes*)
- 8 two wrong collocations
- 9 a contraction (*I've* not *I have*)
- 10 an example of informal language
- 11 a missing verb *to be*
- 12 two problems with articles (i.e. *the* or *a* missing or in the wrong place)

## 3 When you finish an essay, you should also check these general ideas.

- Does the essay answer all parts of the question?
- Does each paragraph have a main idea, and supporting ideas and examples?
- Is the opinion in the introduction clear?
- Is there a logical order to the paragraphs?
- Have you tried to use synonyms, rather than repeat the same words several times?
- Is there a suitable conclusion?
- Do you have a good range of grammatical structures?
- Is the essay written in academic style all the way through?
- Is there a good range of vocabulary?
- Is it easy to read, or are there any points where it is unclear?

**Look at your last two essays and check them. Make any changes you need.**

## 4 Read and check a partner's essay. Highlight some examples of good language, and also make some corrections. Give your partner some feedback about the ideas in Exercise 3.

## Exam skills 2: Using noun phrases

A good way to make your writing more academic and stylish is to use some noun phrases in your essays. Noun phrases give the reader more information about a noun. For example, with the nouns *prices* or *the Internet*, you can make the noun phrases *rising house prices* or *the invention of the Internet*.

### 1 Underline the noun phrase in each of these sentences.

- 1 People can communicate very easily these days because of the rapid development of technology in recent years.
- 2 These days, there is an increasing awareness that people need to learn foreign languages for their career.
- 3 It is extremely quick and easy for people to share their photographs and ideas these days, due to the invention of social networking sites.

### 2 There are two main types of noun phrase. Add the noun phrases from Exercise 1 to this table.

noun + noun	adjective + noun(s)
<i>the invention of the Internet, ...</i>	<i>rising house prices, ...</i>

**Tip**  
Adjectives can be formed from the -ing or -ed participles of verbs:  
rise → rising  
share → shared

### 3 Complete this table with the corresponding noun form for each adjective. Use a dictionary to help you if necessary.

adjective	noun	adjective	noun
growing	1 <i>growth</i>	traditional	10 .....
successful	2 .....	rising	11 .....
global	3 .....	frequent	12 .....
necessary	4 .....	secure	13 .....
available	5 .....	declining	14 .....
increasing	6 .....	industrial	15 .....
developing	7 .....	aware	16 .....
technological	8 .....	expensive	17 .....
accessible	9 .....	improving	18 .....

### 4 Rewrite these sentences, replacing the words in bold with a noun phrase.

- 1 The number of people who speak Spanish **has grown considerably** in recent years.  
There has been *a considerable growth in the number of people who speak Spanish in recent years*.
- 2 Job security **has declined dramatically** in recent years.  
There has been ...
- 3 In every country, people can communicate better because the Internet **is becoming increasingly accessible**.  
In every country, people can communicate better, due to ...
- 4 People's diets **have improved considerably** in the last few years.  
The last few years have seen ...

**5 Match the two halves of these common noun phrases.**

- |                          |                              |
|--------------------------|------------------------------|
| 1 the expansion of       | a for jobs                   |
| 2 the invention of       | b living costs in cities     |
| 3 higher                 | c buying CDs                 |
| 4 increasing competition | d international travel       |
| 5 the shift towards      | e Internet access            |
| 6 the need to            | f working from home          |
| 7 the ease of            | g the mobile phone           |
| 8 the shift away from    | h speak English for your job |

Noun phrases are often used to give reasons or explanations for things.

*Communication has become much faster, **due to the invention of the mobile phone.***

***Because of the low cost of air travel,** more and more people have the opportunity to visit foreign countries.*

**6 Complete these sentences with a suitable noun phrase based on the words in brackets.**

- As a result of the n..... to s..... good English for work, more and more people are studying in English-speaking countries. (*speaking English is necessary*)
- People have less money to spend on luxuries, like holidays and cars, owing to the r..... c..... of basic goods. (*the cost of basic goods is rising*)
- Getting information is much easier and faster than before, as a consequence of the r..... d..... of the Internet. (*the Internet has developed rapidly*)
- Because of the g..... of b....., people have more opportunities to work abroad. (*business has become more global*)
- It is easier to set up an Internet business than a traditional business, thanks to l..... s.....-up c..... . (*the costs of starting up a business are lower*)

**7 Make a list of the linking phrases used with the noun phrases in Exercise 6.**

Example: *As a result of ...*

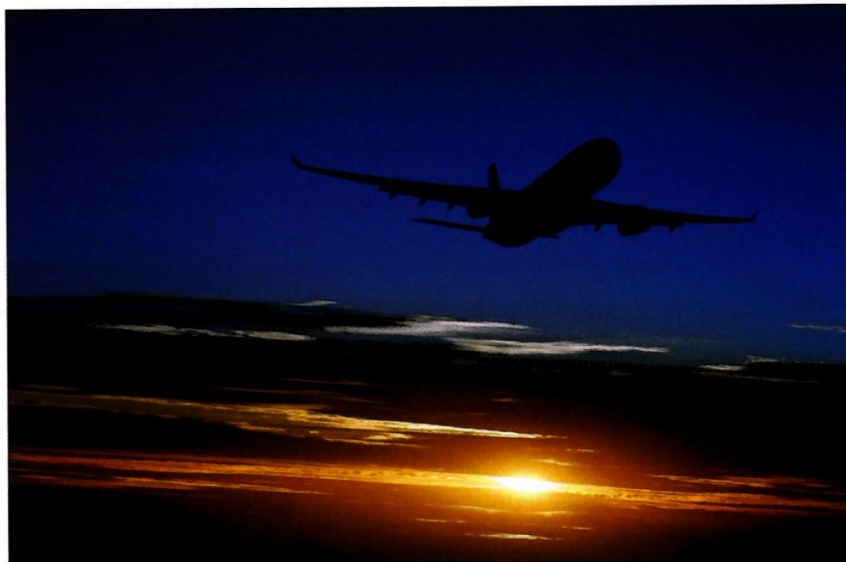
**8 Write some sentences of your own using noun phrases on these topics.**

- cheap air travel
- the Internet
- globalization
- oil prices
- high tuition fees
- email
- house prices in your city

Example: *As a result of the low cost of air travel, people can go abroad on holiday several times a year.*

**Tip**

When you read newspaper articles or essays, write down any new noun phrases you find, and try to use them in your writing.



# Check and challenge

## Introductory text

### CHECK Complete these business phrases

- 1 learn the r.....
- 2 carry the c.....
- 3 stick your n..... out

### CHALLENGE Look up these phrases from the interview on page 69 and make sure you know what they mean.

- 1 have the entrepreneurial spirit
- 2 be independent-minded
- 3 have initiative

## Qualifying your opinion

### CHECK Unjumble these phrases.

- 1 account / into / take
- 2 point / up / only / a / to
- 3 exception / make / for / an

### CHALLENGE Find another phrase you can use to qualify your opinion in the introduction to the model essay on page 72.

## Relative clauses

### CHECK Add a relative clause to each of these sentences, giving a comment or result.

- 1 Public transport is free in my country for people over 70, which ...
- 2 It is difficult to get a good job without a university degree, which ...

### CHALLENGE Find two relative clauses in the model essay on page 72. Look through the model essays in Units 1–5 and highlight all the relative clauses.

## Using noun phrases

### CHECK Rewrite this sentence using a noun phrase.

People can communicate easily these days, because technology has developed rapidly.  
*People can communicate easily these days because of ...*

### CHALLENGE Complete this sentence with as many different suitable noun phrases as you can. More and more people visit or live in other countries these days due to ...

## Practice question

Have a go at writing an answer for this essay. Try to use the key language and essay skills you have studied in this unit.

***In recent years, many governments have brought in laws to ban smoking in public places, such as bars, restaurants and offices.  
To what extent do you agree or disagree with banning smoking in public places?***

See page 128 for a sample student answer to this essay question.

## Try it first!

**Task 1 Writing: How to write about graphs with a trend**

One type of question in Task 1 is to write about a graph which shows trends, which are **changes over time**. You can be asked to write about different types of graphs, such as **line graphs, pie charts, tables or bar charts**. For graphs with trends, you will see a time period in the title of the graph (e.g. *the annual earnings of three bakeries in London, 2000–2010*).

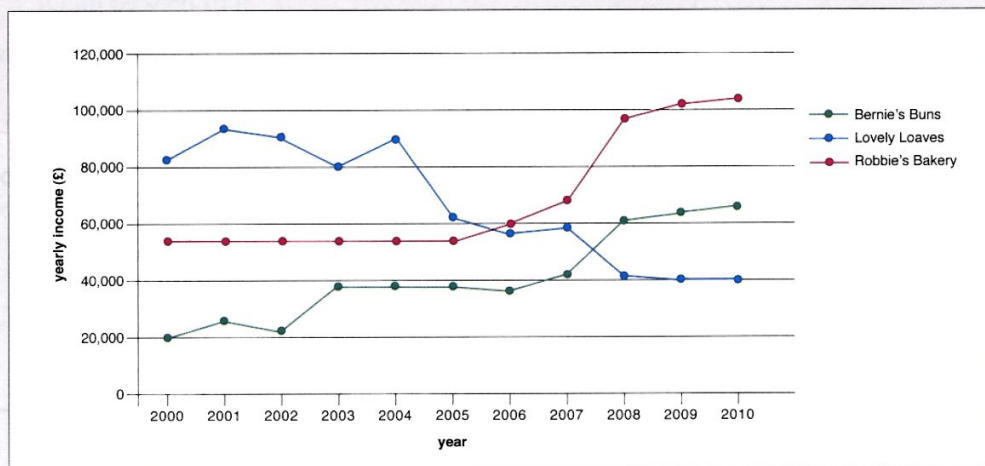
**1 Try writing an answer for the essay question below. You will need to:**

- write an introduction to the topic of the graph in your own words (paragraph 1);
- give an overview of the main ideas in the graph (paragraph 2);
- describe the most important changes and numbers (paragraphs 3 and 4);
- write a minimum of 150 words.

In the exam, you have 20 minutes for Task 1.

**The graph shows data about the annual earnings of three bakeries in London, 2000–2010.**

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

**2 Think about these questions before you start.**

- What is the main topic of the graph?
- How could you rewrite the introduction in your own words?
- What are the general trends for the three bakeries over the whole period?
- Which numbers will you select to write about in paragraphs 3 and 4?
- What grammar and vocabulary will you need to use?
- Can you give your personal opinion about what happens in the graph?

**3 Are these sentences about the graph true (T) or false (F)? Use a dictionary to help you.**

- 1 There was an upward trend in the income of Bernie's Buns over the period.
- 2 The earnings of Robbie's Bakery fluctuated significantly between 2000 and 2005.
- 3 The income of Lovely Loaves saw a considerable decline over the decade.



# Spotlight 1

## Re-wording the introduction

It is essential to rewrite the introduction in your own words. This section shows you an easy and effective way to do this for any Task 1 question.

**The chart shows information about visitors to Australia, 2000–2008. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**

**1 Look at the extract from an essay question above. The topic is *visitors to Australia*. Complete these two possible ways of rewriting it.**

- 1 The graph shows information about **how many** p..... v..... Australia, over an eight-year period between 2000 and 2008.
- 2 The graph illustrates data about **the number of** p..... W..... v..... Australia, over an eight-year period between 2000 and 2008.

**2 Complete these two rewrites of the topic *Car sales in the USA, 2000–2010*.**

- 1 The graph shows information about **how many** ...
- 2 The graph illustrates data about **the number of** ...

If the topic is about an uncountable noun, like *money*, you should use *how much* or *the amount of*. Here are two examples for the graph on page 79.

*The graph shows information about **how much money was earned** by three bakeries in London, over a decade between 2000 and 2010.*

*The graph highlights data about **the amount of money which was earned** by three bakeries in London, over a ten-year period between 2000 and 2010.*

**3 Complete these two rewrites of the topic *Coffee production in Kenya, 1999–2006*.**

- 1 The graph shows information about **how much** ...
- 2 The graph highlights data about **the amount of** ...

**4 Complete this table.**

topic	how much / how many	the number of / amount of
1 Unemployment rates, India and Brazil (1995–2000)	<i>The graph shows information about how many people were unemployed in ...</i>	<i>The graph shows data about the number of people who were unemployed in ...</i>
2 DVD sales, UK and USA (2005–2008)		
3 Chocolate production, Colombia (1997–2007)		

**Tip**

Many topics are about money or people. Think about what the graph is showing. Words like *spending, investment and expenditure* are about money, and phrases like *home ownership and unemployment* are about people. You can then use the word *money* or *people* in your introduction.

**5 Write an introduction for these two topics.**

- 1 Gas production in Russia (2003–2008)
- 2 Employment rates in the public sector, UK (2006–2010)

## Writing an overview

In paragraph 2 of your Task 1 answer, you need to write a general overview of the main trends and most important information in the graph. Don't write any numbers or percentages in this paragraph.

### Tip

The first thing you should write about in the overview is the general movements of the lines over the whole period. Do they go up, go down or fluctuate?

### 1 Look at the graph about bakeries on page 79 and discuss these questions.

- 1 What was the general trend for the earnings of the three bakeries?
- 2 Which were the most popular bakeries in 2000 and in 2010?
- 3 Is there anything else you could talk about in the overview?

### 2 Match the two halves of these phrases for describing general trends.

- |   |   |
|---|---|
| 1 There was a significant upward trend    | a trend in the income of Lovely Loaves.       |
| 2 The earnings of Lovely Loaves saw       | b significantly over the period.              |
| 3 There was a downward                    | c in the income of Bernie's Buns.             |
| 4 The income of Bernie's Buns fluctuated  | d a dramatic increase in the last five years. |
| 5 The income of Robbie's Bakery witnessed | e a considerable fall over the period.        |

### 3 Read this overview and find synonyms for the phrases below.

Overall, what stands out from the graph is that there were considerable upward trends in the income of both Bernie's Buns and Robbie's Bakery, while the earnings of Lovely Loaves saw a substantial fall over the period in question.

- 1 in general *overall*
- 2 it can be seen that
- 3 the income of Bernie's Buns and Robbie's Bakery rose
- 4 whereas
- 5 the income of Lovely Loaves went down significantly
- 6 the time period covered by the graph

### Tip

If you don't have much time, just describe the general trends in the overview. If you can, write about another interesting idea, but make sure you give yourself enough time to finish the whole task.

After you have described the general trends, if you have time, you can select another interesting idea from the graph to write in the overview.

### 4 Match the phrases in italics in these sentences (1–2) with their definitions (a–b).

- 1 Another interesting point is that Lovely Loaves *was the most popular bakery* in 2000, but in 2010 Robbie's Bakery *earned more money than the others*.
  - 2 In addition, *the highest income in the period* was for Robbie's Bakery in 2010.
- a the peak income in the ten years  
b the highest figures at the start and the end of the period

### 5 Add the words from the box on the left to the correct places in this sample overview.

is      period  
saw      than  
upward      was  
~~what~~      while

*what* stands out from the graph that there were considerable trends in the income of both Bernie's Buns and Robbie's Bakery, the earnings of Lovely Loaves a substantial fall over the in question. Another interesting point is that Lovely Loaves the most popular bakery in 2000, but in 2010 Robbie's Bakery earned more money the others.

### 6 Write an overview for the graph on types of employment in the Check and challenge section on page 90.





## Spotlight 3

### Language to describe changes 1:

#### Verbs and adverbs

In paragraphs 3 and 4, you will need to have a good range of grammar and vocabulary to describe the changes in the graph, including the use of verbs and adverbs, e.g. *The income of Lovely Loaves rose slightly*.

**1 Put the past simple of these verbs in the correct column of the table below. Use a dictionary to help you if necessary.**

~~decline~~ decrease double drop fall go down go up grow halve improve  
increase jump plummet plunge rise rocket shoot up soar surge

verbs to describe increases	verbs to describe decreases	verbs to describe big increases	verbs to describe big decreases
	declined		

Verbs which describe big increases or decreases, like *soared* or *plummeted*, don't need an adverb, because we already know that they describe a large change. However, all the verbs in the first two columns of the table above need an adverb, to tell the reader what kind of increase or decrease you are talking about.

**2 Which of the adverbs in the box below describe:**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 a big change? <i>dramatically</i> | 5 a slow change?                     |
| 2 a small change?                   | 6 a comment by the writer?           |
| 3 a medium-size change?             | 7 a consistent increase or decrease? |
| 4 a fast change?                    |                                      |

considerably ~~dramatically~~ gradually marginally  
negligibly rapidly remarkably sharply significantly  
slightly steadily strikingly

**3 Look again at the graph on page 79 and complete these sentences with a suitable verb and adverb.**

- The income of Bernie's Buns ..... between 2006 and 2008.
- The amount of money earned by Robbie's Bakery ..... between 2008 and 2010.
- Earnings of Lovely Loaves ..... between 2004 and 2005.

**4 The verbs and verb phrases in bold in these sentences all describe changes. Check their meaning in a dictionary and add any more that you know.**

- Income **fluctuated** and then levelled off.
- Income **hit/reached a peak**.
- Earnings **dipped** slightly and recovered.
- The figure **remained stable** in the first three years.
- Income increased steadily **year on year**.
- Income **hit a trough**.
- Earnings **worsened** in the last three years.



## Spotlight 4

# Language to describe changes 2: Adjectives and nouns

You can also describe changes using adjective and nouns. Most of the vocabulary is the same, but you need to learn the adjective and noun forms.

*There was a **considerable rise** in the income of Robbie's Bakery.*

*The income of Robbie's Bakery **saw/experienced/witnessed a considerable rise.***

### 1 Complete this table with the noun forms of the verbs.

past simple verb	noun	past simple verb	noun
rose	1 <i>a rise</i>	fluctuated	9 .....
fell	2 .....	plunged	10 .....
levelled off	3 .....	decreased	11 .....
declined	4 .....	dipped	12 .....
soared	5 .....	recovered	13 .....
plummeted	6 .....	jumped	14 .....
increased	7 .....	surged	15 .....
dropped	8 .....	grew	16 .....

In most cases, to form an adjective, you just need to remove the *-ly* from the adverb, e.g. *sharply* – *sharp*. In some cases, you need to change the spelling of the adjective a little bit.

### 2 Write the adjectival form of these adverbs. Check your spelling in a dictionary.

- 1 dramatically *dramatic*      2 steadily      3 considerably  
4 negligibly      5 remarkably

### 3 Write a sentence with an adjective and noun to describe each of these changes in the graph on page 79.

- 1 Bernie's Buns, 2006–2008 *There was a considerable rise in income.*  
2 Robbie's Bakery, 2007–2008  
3 Bernie's Buns, 2001–2002  
4 Lovely Loaves, 2004–2005

### 4 Rewrite these sentences, changing them to verb–adverb or adjective–noun.

- 1 Sales of DVDs in the UK rose sharply between 2001 and 2004.  
There was *a sharp rise in sales of DVDs* in the UK between 2001 and 2004.  
2 Chocolate production in Colombia saw a significant fall.  
Chocolate production in Colombia .....  
3 There was a steady growth in average incomes in Europe between 1998 and 2004.  
Average incomes in Europe ..... between 1998 and 2004.

### 5 Write some sentences about yourself, and get a partner to rewrite them.

- Example: *The amount of chocolate I ate before my IELTS exam rose dramatically.*  
*There was ...*

**Tip**  
In Spotlights 3 and 4, you have studied verb–adverb phrases and adjective–noun phrases. It is important to practise both, and to feel confident with them in the exam.

The graph shows information about the amount of money which was earned by three bakeries in London, over a ten-year period between 2000 and 2010.

Overall, what stands out from the graph is that there were considerable upward trends in the income of both Bernie's Buns and Robbie's Bakery, while the earnings of Lovely Loaves saw a considerable fall over the period in question. Another interesting point is that Lovely Loaves was the most popular bakery in 2000, but in 2010, Robbie's Bakery earned more money than the others.

Looking at the details, as regards Bernie's Buns, income started at £20,000 in 2000, then there was a fluctuation over the next three years, at which point it

levelled off at just under £40,000 until 2006. Then the figure went up significantly, finishing at around £65,000 in 2010. If we look at Robbie's Bakery, the trend was similar. Having remained stable at approximately £55,000 in the first half of the decade, income then rose sharply, reaching nearly £100,000 in 2008. There was then a gradual rise to around £105,000 in 2010.

By contrast, the income of Lovely Loaves went in the opposite direction. Takings fluctuated around £90,000 until 2004. After that, despite falling sharply to just over £40,000 in 2008, the figure then levelled off in the last two years.

(217 words)

**1 Read the model answer. In paragraphs 3 and 4, find:**

- 1 another phrase to introduce a new line of the graph: *as regards, ...*
- 2 two more phrases which mean *about*, to describe numbers: *just under, ...*
- 3 another grammar structure to join two ideas together: *Having remained stable, ...*
- 4 a linking phrase which means *on the other hand*
- 5 two synonyms of *income*

**2 Rewrite these sentences from the model answer in another way.**

- 1 Income then rose sharply. *There ...*
- 2 There was then a gradual rise to around £105,000. *The figure ...*

**3 Work with a partner. What other phrases or structures could you use from this model answer?**

**Linking phrases to introduce new sections of the graph**

You can see that in the model answer, the writer uses the linking phrases *as regards* and *If we look at ...* to show that a new part of the graph is being discussed. This is a good way to improve the organization and academic style of your answer.

Similar phrases are *Regarding*, *As for* and *With respect to*.

When you use these linking phrases, you generally need to repeat the subject of the sentence.

*Regarding the income of Bernie's Buns, it started at £20,000 in 2000, and then ...*

**4 Rewrite these sentences using the linking phrases in brackets.**

- 1 The income of Robbie's Bakery began at just under £60,000. (*with respect to*)
- 2 The amount of money which was earned by Bernie's Buns in 2000 was £20,000. (*if we look at*)
- 3 The earnings of Robbie's Bakery remained stable during the first five years of the graph. (*as for*)
- 4 Income for Lovely Loaves fluctuated considerably between 2000 and 2005. (*regarding*)

**5 Look back at the answer you wrote in Exercise 1 on page 79, and add some linking phrases from Exercise 4 where appropriate.**

# Exam skills 1: Joining two changes together

In paragraphs 3 and 4, you need to join changes together into longer sentences.  
*Income remained stable between 2000 and 2004, and then there was a steady rise in the next two years.*  
There are lots of ways you can join two ideas together in an interesting way.

## 1 Read this paragraph and underline all the linking words and phrases which mean *and then*.

Income of Bernie's Buns started at £20,000 in 2000, and after that there was a slight rise to £23,000 in 2001. Following this, the figure fell slightly to £21,000 in 2002, after which income rose sharply in 2003. At this point, the number levelled off until 2005. Next, there was a slight dip in 2006, but this was followed by a sharp increase to £60,000 in 2008. Subsequently, income went up gradually in the last two years.

## 2 Join these changes together using the linking phrase in brackets. Make any other necessary changes.

- Income began at just over £80,000. Income went up slightly to £95,000 in 2001. (*and then*)  
*Income began at just over £80,000, and then it went up slightly to £95,000 in 2001.*
- There was a steady fall to £80,000. Income recovered to £90,000 in 2004. (*after which*)
- Earnings dropped sharply to just over £60,000. There was a slight dip. (*At this point*)
- There was a slight rise to just under £60,000. The figure went down considerably. (*Subsequently*)
- Income fell significantly to £40,000. The number levelled off. (*Next*)

### *Despite ... and Having ...*

You can also use these two structures to join together two changes. Make sure you study how to use them carefully. Don't forget: if you use the *Having* structure, you need the past participle (e.g. *Having fallen ...*).

## 3 What are the irregular past participles of these verbs?

- 1 fall *fallen*    2 grow    3 rise

## 4 Choose the correct form of each verb. Check the model answer if you need to.

- Despite *falling* / *fell* sharply to just above £40,000, the figure then rose in 2010.
- Having *remained* / *remaining* stable at £55,000, income then rose sharply in 2008.

## 5 Rewrite these sentences using the words in brackets.

- There was a steady decline to £80,000, and then income recovered to £90,000 in 2004. (*Despite ...*)
- Earnings dropped sharply to just over £60,000, but then rose slightly. (*Having ...*)

## 6 Use the linking phrases from Exercise 1 and *despite/having* to join these ideas to form a good paragraph. Check your answer on page 123.

Income of Lovely Loaves began at just over £80,000 in 2000. There was a slight rise to around £95,000 in 2001. The figure went down steadily to £80,000 in 2003. There was a slight increase to around £90,000 in 2004. There was a sharp fall to just over £60,000 in 2005. Income dipped in 2006. There was a negligible increase to just under £60,000 in 2007. Income fell considerably to £40,000 in 2008. The figure levelled off in the last two years.

## Exam skills 2: Prepositions and articles

In Task 1, examiners are looking to see how accurate your writing is. Using the correct prepositions is a way to make it more precise.

### 1 Read this paragraph and choose the correct prepositions.

As regards Robbie's Bakery, income started **1** *to / at* £55,000 in 2000 and remained stable **2** *at / to* this figure **3** *during / until* 2005. At this point, there was a sharp rise **4** *to / at* £70,000. Between 2007 and 2008, the figure went up **5** *to / by* around £30,000, **6** *to / from* £70,000 **7** *at / to* nearly £100,000. Finally, income grew gradually, and peaked **8** *at / to* £105,000 in 2010. If we look at Lovely Loaves, earnings fluctuated **9** *between / at* £80,000 and £90,000 in the first five years, and then there was a sharp fall **10** *to / at* £40,000 in 2008. Finally, the figure levelled off **11** *to / at* £40,000, and finished **12** *to / at* the same figure.

### 2 Check your answers to Exercise 1, then work with a partner to complete these rules for using prepositions.

- 1 With *started* and *finished*, use .....  
Example: *Income started ..... £55,000.*
- 2 With increases or decreases, use .....  
Example: *There was a sharp rise ..... £70,000.*
- 3 With *remained stable* and *levelled off*, use .....
- 4 With *peaked*, use .....
- 5 To describe how much something increases or decreases, use .....  
Example: *The figure went up ..... around £30,000.*
- 6 To describe the range of fluctuation, use .....  
Example: *Earnings fluctuated ..... £80,000 and £90,000.*

### 3 Add the missing prepositions to this paragraph.

If we look at Bernie's Buns, income started £20,000 in 2000, and then there was a slight rise £25,000 in 2001. At this point, the figure fell back just over £20,000, followed by a slight increase just under £40,000. Earnings then levelled off £39,000, and then fell marginally £38,000. Income then rose £23,000, £38,000 £61,000. In the next two years, there was a gradual rise around £62,000, and then the figure peaked around £65,000.

### 4 Write paragraphs 3 and 4 for the graph about types of employment in the Check and challenge on page 90. When you have finished, check your prepositions.

#### Using correct articles

Another way to make your writing more accurate is to use articles (*a/an* and *the*) correctly.

### 5 There are 12 more missing articles in these paragraphs. Add them in the correct places and compare your answers with a partner.

The Graph shows information about amount of money which was earned by three bakeries in London, over ten-year period between 2000 and 2010.

Overall, what stands out from graph is that there was downward trend in income of Lovely Loaves, while amount of money earned by other two bakeries rose over period in question.

Turning to details, as regards Lovely Loaves, figure started at just over £80,000 in 2000, and then there was considerable fluctuation until 2005. Following this, its income levelled off at just under £60,000 until 2007. Having fallen sharply to £40,000 in 2008, income of Lovely Loaves then remained stable during last two years.

#### Tip

Many languages do not use articles at all, and therefore it can be difficult to use them correctly. Use a grammar book to do some extra practice on articles. It will help you in both Task 1 and Task 2.

# Exam skills 3: Commenting on the data in a graph

To take your Task 1 essay to the next level, try to comment on the data, rather than just give a list of numbers. Add one or two comments to show that you understand and can interpret the graph. Here are some ways you can do this.

- Compare the different parts of the graph, using a relative clause:  
*The income of Lovely Loaves fell significantly to around £40,000 in 2008, which meant that it earned far less than the other bakeries.*
- Comment on the peak:  
*There was a considerable rise in the takings of Robbie's Bakery in the last two years to £105,000, this figure being the peak level of income during the whole period.*
- Add an extra verb to give emphasis:  
*The income of Robbie's Bakery rose sharply in 2008, rocketing to just under £100,000.*
- Add a superlative:  
*Lovely Loaves earned just over £80,000 in 2000. This meant that it had the highest income of the three bakeries in that year.*
- Group data into a period of time:  
*There was a significant fluctuation in the income of Lovely Loaves in the first half of the decade.*

## 1 Use the ideas above to complete these comments on the graph on page 79.

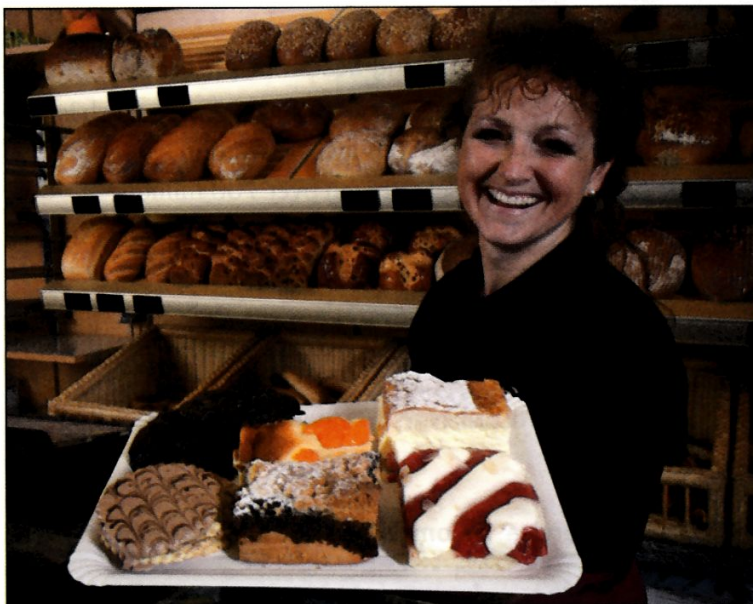
- 1 The earnings of Bernie's Buns were £20,000 in 2000, *which was the lowest income of the three bakeries.*
- 2 The income of Lovely Loaves fell sharply in 2005, p..... to just over £60,000.
- 3 The income of Robbie's Bakery remained stable in the first ..... of the period.
- 4 There was a sharp rise in the income of Robbie's Bakery between 2005 and 2008, which meant that it earned far ..... than the other bakeries.
- 5 Lovely Loaves' income fell considerably to £40,000 in 2008. This meant that it had the ..... income of the three bakeries.

## 2 Complete the comments in this paragraph with one word in each gap.

If we look at Bernie's Buns, it started at £20,000 in 2000, which was the 1 ..... income of the three bakeries at this point. After that, it started to rise and went up sharply to around £60,000 in 2008, which meant that it earned 2 ..... money than Lovely Loaves. Finally, the earnings of Bernie's Buns rose gradually, 3 ..... at around £65,000 in 2010.

## 3 Look at the graph on page 90 and complete these sentences with a comment.

- 1 Forty-eight per cent of people worked in the private sector in 2000, which meant ...
- 2 There was a slight rise in the percentage of people who worked in the public sector, to just over 50% in 2010, this figure being ...
- 3 The percentage of people employed in the public sector rose sharply between 2002 and 2004, soaring ...
- 4 The percentage of people who worked in the private sector went down steadily to 20% in 2010. This meant ...



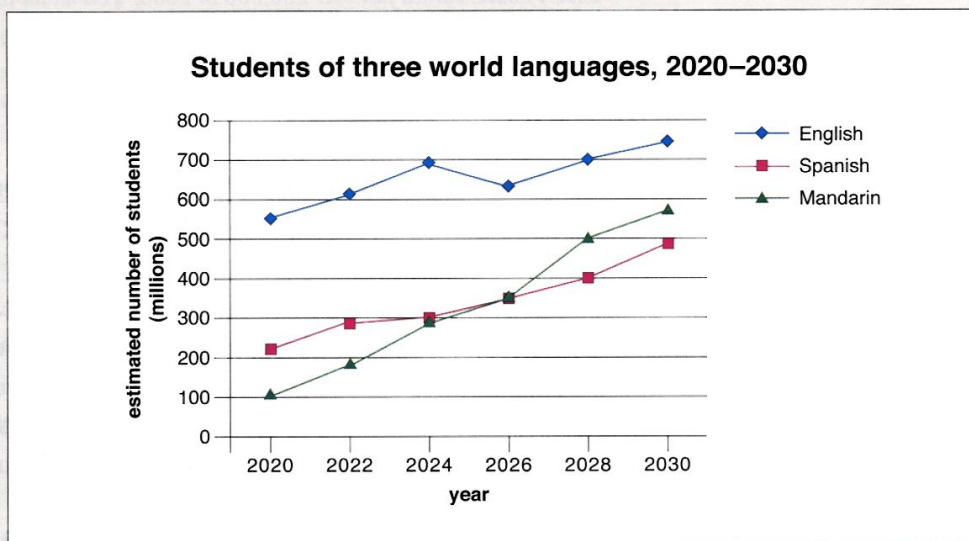
# Next steps 1: Writing about graphs with a future trend

Sometimes in the exam you can be asked to write about a graph with a future trend. You should write your answer in the same way as before, but instead of using the past simple, change the grammar and use future tenses.

## 1 Look at this essay question and discuss how to write an answer to it.

**The graph below shows predictions about the number of people who will study three major world languages between 2020 and 2030.**

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



## 2 Change the phrases in bold in these sentences to the future, using *will*.

- The number of students of Spanish **rose considerably**.  
The number of students of Spanish *will rise considerably*.
- There **was a steady rise** in the number of people who study English.  
There ..... in the number of people who study English.
- The number students of Mandarin **rocketed**.  
The number of people who study Mandarin .....

## 3 Match the two halves of these sentences containing academic phrases.

- |   |   |
|---|---|
| 1 The number of students of English           | a the number of students of Spanish is likely to increase steadily. |
| 2 By 2030, the number of students of Mandarin | b is set to reach over 700 million.                                 |
| 3 Projections show that                       | c will have risen sharply to over 500 million.                      |

## 4 Use the language in Exercise 3 to write some sentences of your own about the graph in Exercise 1.

Example: *By 2028, the number of students of Mandarin will have overtaken students of Spanish.*

## 5 Write an answer for the graph in Exercise 1. Compare it with the sample student answer on page 128.

### Tip

Try to use academic phrases for describing future trends to make your writing more interesting.

For example:  
**It is estimated that** the number of students of Spanish **will rise significantly**.

## Next steps 2: Tables and bar graphs with trends

It is common in the IELTS Writing paper to be asked to describe a table or bar graph with a trend, not only a line graph. Make sure you practise writing all different forms of trend questions, so that you feel confident in the exam.

- 1 Write an answer for this Task 1 question containing a table with a trend. Then compare your answer with the sample student answer on page 128.

*The table below highlights data on the number of travellers using three major British airports between 1998 and 2003.*

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

**Airport visitors, 1998–2003 (millions of travellers per year)**

airport	1998	1999	2000	2001	2002	2003
Heathrow	27.2	36.4	48.2	37.1	33.2	45.6
Gatwick	36.5	41.9	44.4	47.3	51.1	69.3
Stansted	17.3	26.6	39.9	43.3	43.3	43.3

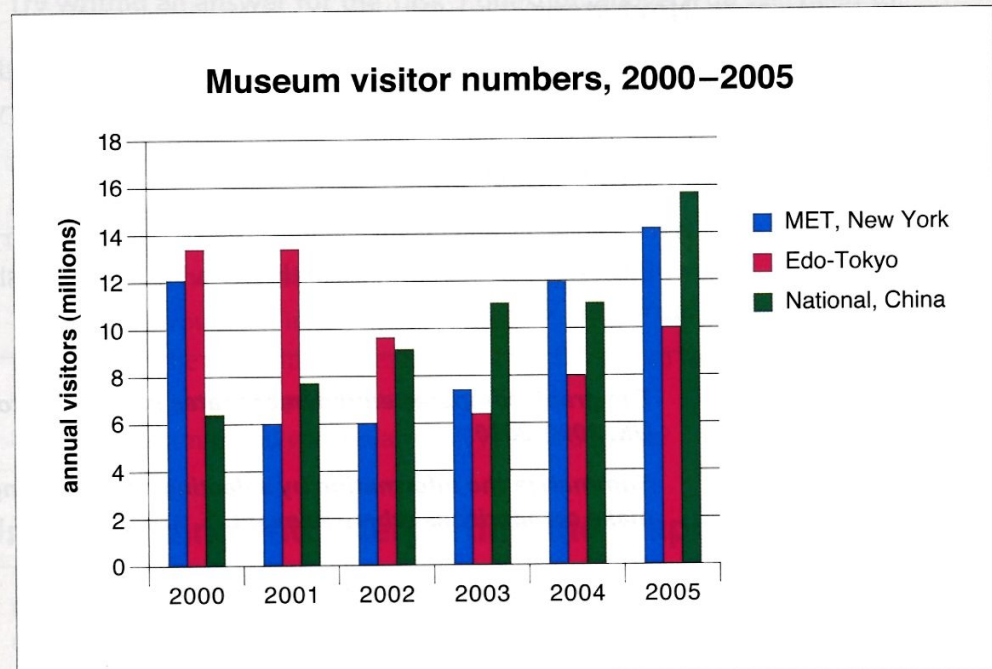
**Tip**

When you describe this kind of table, to make it easier to understand and see the trends, you can draw it quickly as a line graph in your notebook before you start.

- 2 Write an answer for this essay question containing a bar graph with a trend.

*The graph below shows the number of visitors to three museums between 2000 and 2005.*

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





## Check and challenge

### Re-wording the introduction

**CHECK** Rewrite these sentences using the words in brackets.

- 1 The chart shows information about how many people worked from home, in the USA and UK, between 2005 and 2010. (*the number of*)
- 2 The chart highlights data about the amount of electricity which was consumed in India and Pakistan between 2004 and 2010. (*how much*)

**CHALLENGE** Write an introduction for this topic: *Literacy rates, EU and Africa (2000–2010)*.

### Language to describe changes

**CHECK** Rewrite these sentences using a different structure.

- 1 The number of passengers who travelled via Gatwick Airport rose sharply.
- 2 There was a slight dip in the number of visitors to the British Museum.

**CHALLENGE** Use a dictionary to check the meanings of the verbs in bold.

- 1 Sales **bottomed out** in 1992, and then rose.
- 2 The number of travellers using Stansted **leapfrogged** the number using Heathrow.

### Joining two changes together

**CHECK** Rewrite this sentence twice, once with *despite* and once with *having*.

DVD sales went down significantly in 1995, but then recovered in 1996.

**CHALLENGE** Rewrite these sentences using the structure indicated.

- 1 Despite falling in 1998, DVD sales then levelled off for the next three years.  
Having ...
- 2 Having risen steadily for five years, the unemployment rate then fell sharply.  
Despite ...

### Next steps

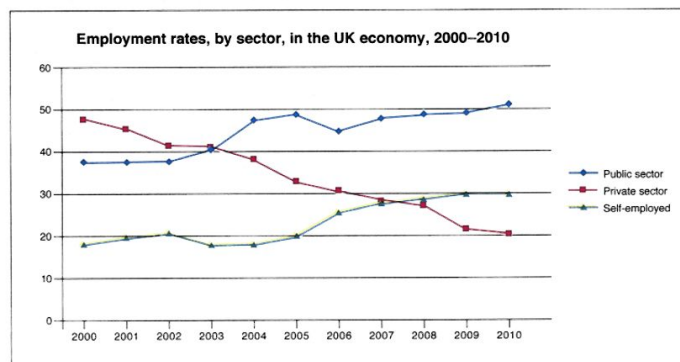
Look online at a newspaper like *The Times*, the *Guardian* or the *Independent*, and find one or two articles with graphs. Write down any useful vocabulary and use it when doing Task 1.

### Practice question

Have a go at writing an answer for this Task 1 question. Try to use the key language and writing skills you have studied in this unit. When you finish, compare with the sample answer on page 123.

**The graph compares employment rates in three sectors of the economy, in the UK, 2000–2010.**

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



## Try it first!

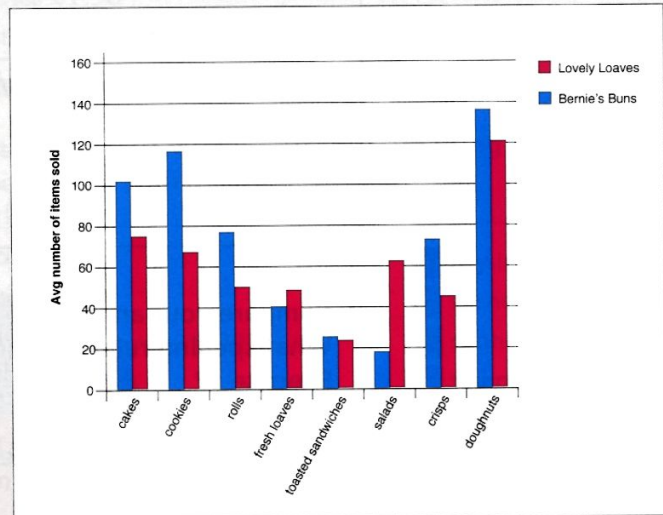
**Task 1 Writing: How to write about comparative graphs**

In this unit, you will look at how to write about a graph or table without a trend.

The information given in this type of chart does not change over time.

**The graph shows data about the average Saturday sales of two bakeries in London in 2010.**

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



**1 Try writing an answer for the Task 1 question above. You will need to:**

- write an introduction to the topic of the graph in your own words (paragraph 1);
- give an overview of the main ideas in the graph (paragraph 2);
- describe the most important details, including numbers (paragraphs 3 and 4);
- write a minimum of 150 words.

In the exam, you have 20 minutes for Task 1.

**2 Think about these questions before you start.**

- 1 What will you write in the introduction?
- 2 What are the main differences between the sales from the two bakeries?
- 3 How could you group the data?
- 4 What grammar and vocabulary will you need to use?

### Understanding and interpreting the graph

**3 Decide whether these statements about the graph are true (T) or false (F). Correct the false ones.**

- 1 On a typical Saturday, Bernie's Buns is **generally busier than** Lovely Loaves.
- 2 Doughnuts are **by far the most popular item** among customers in both stores.
- 3 The **second-best selling item** in Bernie's Buns is cookies.
- 4 Fresh loaves are **the least popular** snack overall.
- 5 Toasted sandwiches are **as popular as** cookies.
- 6 Lovely Loaves **sells slightly more** salads than Bernie's Buns.

**4 Compare answers with a partner and discuss the meaning of the phrases in bold.**

# Spotlight 1

## Key language for making comparisons

In Task 1, you need to compare accurately the information presented in line graphs, pie charts, tables and bar graphs in a variety of different ways. In this section you will review and develop a variety of useful ways of doing this.

**1 Write these adjectives in their comparative and superlative forms in the correct columns of the table below.**

~~busy~~ cheap ~~comfortable~~ common crowded dangerous difficult easy  
economical expensive far fast good healthy high intelligent interesting  
noisy popular quiet successful tall useful well-paid

comparative		superlative	
-er	more/less	the + adjective + -est/-iest	the most / the least + adjective
busier	more comfortable	the busiest	the most comfortable

**2 Compare your answers to Exercise 1 with a partner. What are the general rules? What spelling rules are there? What are the opposites of the adjectives in Exercise 1?**

**3 Write sentences about these pairs using comparatives. Share ideas with a partner.**

Example: *The countryside is quieter than the city.*

- the city / the countryside
- learning grammar / learning vocabulary
- cricket / football
- travelling business class / travelling economy class
- New York / Paris
- a plane / a bicycle

**4 Say whether these words relate to small differences or big differences.**

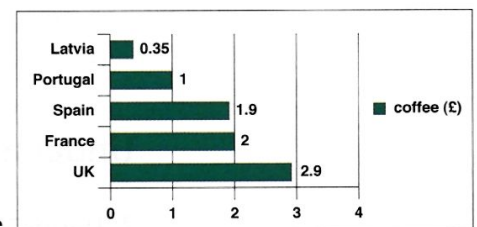
- much
- a lot
- slightly
- a bit
- considerably
- a little
- far

**5 Finish each of these sentence starters with a comparative and your own idea. Compare with a partner.**

- 1 Travelling by train is slightly ...
- 2 A night in a hotel costs much more ...
- 3 London is considerably ...

**6 Look at the chart and write accurate comparative sentences about the information in it using these prompts.**

- 1 Coffee in the UK / expensive / France
- 2 The cost of a coffee in Spain / cheap / France



**7 Complete these sentences using the information in the chart in Exercise 6.**

- 1 The most expensive coffee is in ....., at £2.90.
- 2 The second most expensive is in ....., where it costs .....
- 3 Coffee in ..... is the third m....., at .....
- 4 The next ..... coffee is .....
- 5 The least .....

**8 Write two more sentences about the chart.**

### Tip

Before comparatives, you can use words to indicate if the difference is large or small: A Rolls Royce is **much** more expensive than a Ford.

### Tip

Superlatives are also a useful way to rank and order the information you find in Task 1 graphs.



## Spotlight 2

### More comparative structures

Another important way to write about comparatives is to use the structure 'x is not as + adjective + as y'.

*Coffee in France is not as expensive as in the UK.*

Becoming confident using this structure will make your writing more flexible.

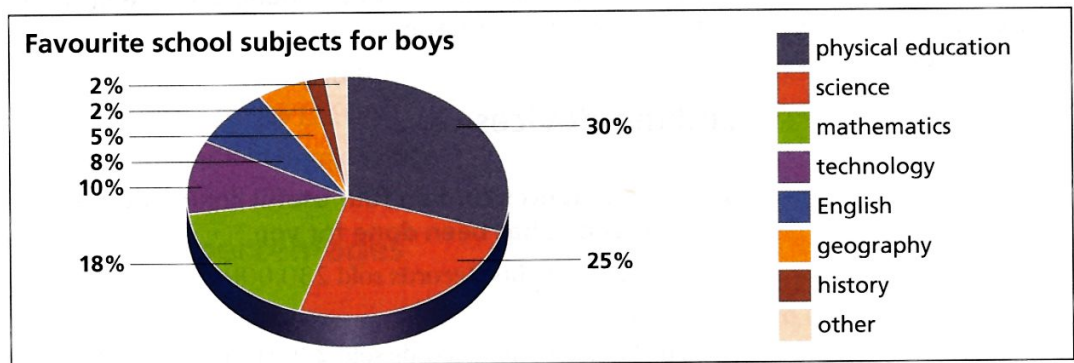
**1 Use the structure above to rewrite this sentence.**

The Fratton Road library was less busy than the one in Commercial Road in March.

**2 Use the same structure to write sentences about these pairs of information.**

- 1 hamburgers £2 / french fries £1.90
- 2 Majorca 30 degrees / Castellón 35 degrees
- 3 southern trains 125 mph / northern trains 100 mph

**3 Look at this chart and write three sentences about the data using the same structure. Compare your sentences with a partner.**



**4 Rewrite the comparative sentences below using *not as + adjective (from the box) + as*.**

expensive    high    popular    successful

- 1 Monster Hits Records sold 230,000 CDs in 1990, whereas Crooners plc sold 225,000.
- 2 A hundred couples chose the name *James* in 2000, while just 20 couples opted for the name *Peter*.
- 3 It costs an average of £95 to spend a night in a hotel in Paris, as opposed to over £150 in Zurich.
- 4 The temperature in Rawai Island was much lower than in Phuket, at 15 degrees and 25 degrees respectively.

**5 Look at these phrases and decide whether they express a big difference or a small one.**

- 1 X is/was **nowhere near as** expensive as Y. *big difference*
- 2 X is/was **not quite as** expensive as Y.
- 3 X is/was **not nearly as** expensive as Y.
- 4 X is/was **almost as** expensive as Y.

**6 Rewrite the sentences in Exercise 4 using one of the four phrases from Exercise 5 to express whether there is a small or large difference.**

Example: *Crooners plc was not quite as successful as Monster Hits Records in 1990, selling 225,000 CDs compared to 230,000.*



## Spotlight 3

### Advanced comparatives and linking devices

A further way to increase your range of language for describing comparatives is to use 'not + verb + as + noun phrase + as'.

*Crooners plc did not sell as many CDs as Monster Hits Records in 1990, with 225,000 compared to 230,000.*

*Coffee in France does not cost as much as in the UK, at £2 and £2.90 respectively.*

**Gold Medals,  
Beijing Olympics, 2008**

China	62
USA	48
Russia	47
UK	42
France	33
Australia	21
Italy	19
Ethiopia	10
Japan	9
South Korea	5

**1 Look at the table on the left and complete these sentences with 'not + (verb) + as + noun phrase + as'. Be careful, one sentence is different.**

- 1 Japan did not ..... Ethiopia, taking home nine compared to Ethiopia's ten.
- 2 The USA won 48 gold medals, but this was nowhere near ..... China won.
- 3 The USA was ..... China, winning 48 medals compared to 62.
- 4 Australia did not ..... the French athletes, taking home 21 compared to France's 33.

**2 Write one false and two true comparative sentences about other information in the table in Exercise 1. Swap sentences with a partner, then check and correct the incorrect information.**

### Linking devices

**3 These sentences contain four useful linking devices. Find and underline them. The first one has been done for you.**

- 1 a Monster Hits Records sold 230,000 CDs in 1990, while Crooners plc sold 225,000.  
b Monster Hits Records sold 230,000 CDs in 1990, as opposed to Crooners plc, who sold 225,000.
- 2 a A hundred couples chose the name *James* in 2000, whereas just 20 couples opted for the name *Peter*.  
b A hundred couples chose the name *James* in 2000, compared to 20 who opted for the name *Peter*.

**4 The linking devices *whereas* and *while* work with slightly different grammar to *compared to* and *as opposed to*. Study the pairs of sentences in Exercise 3. What is the difference?**

**5 Correct the mistakes in these sentences.**

- 1 Just 10% of first-time buyers said they needed a garage, as opposed to 30% said a large kitchen was necessary.
- 2 Just 10% of first-time buyers said they needed a garage, whereas 30% who said a large kitchen was necessary.

**6 Complete these sentences with a suitable linking device and idea. Compare your answers with a partner.**

- 1 Five hundred people owned a dog, **while** ...
- 2 A meal at Rosie's costs £20, **as opposed to** ...
- 3 Fifteen per cent of people aged between 18 and 30 said they visited Barcelona for the nightlife, **compared to** ...
- 4 The majority of doctors said they found their jobs satisfying, **whereas** ...

## Describing numbers

When writing a Task 1 answer, it is important to describe numbers and data in different ways to avoid repetition. You will be given credit for doing this, as it will show you have a wider range of vocabulary.

**1 Look at the graph about Bernie's Buns and Lovely Loaves on page 91 and answer these questions.**

- 1 How many doughnuts does Bernie's Buns sell on average?
- 2 How many doughnuts does Lovely Loaves sell?
- 3 What is the total number of toasted-sandwich sales in Bernie's Buns?

**2 Compare your answers with a partner. Does your partner have the same three answers? How would you write about this data in words? Compare ideas.**

**3 Match these descriptions (a–d) to the questions in Exercise 1 (1–3). One is not necessary.**

- a approximately 135    b about 40    c between 20 and 30    d just over 120

**4 Write a short description for this information from the chart.**

- 1 cake sales at Lovely Loaves
- 2 rolls sold in Bernie's Buns
- 3 cookies bought in Bernie's Buns

## Describing percentages

**5 Match these percentages (a–g) to the fractions (1–7).**

- a 50%    b 25%    c 75%    d 33.3%    e 40%    f 10%    g 66.6%

- 1 two-thirds
- 2 half
- 3 a/one quarter
- 4 two-fifths
- 5 three-quarters
- 6 a/one third
- 7 a/one tenth

**6 Write a suitable percentage for each of these descriptions.**

- 1 just over three-quarters    *76%*
- 2 Nearly a third of girls said ...
- 3 Just under a quarter of people asked said ...
- 4 around a third of all passengers
- 5 almost half of students
- 6 Approximately two-thirds of parents said ...

**7 Write these percentages in words and add an idea to create a sentence.**

**Use the subject in brackets to help you. Then compare your sentences with the suggested answers on page 124.**

- |   |                              |
|---|------------------------------|
| 1 32% (smokers)   | 3 74% (household appliances) |
| <i>Just under a third of all smokers said they smoked fewer than 20 cigarettes a day.</i> | 4 64% (doctors)              |
| 2 52% (teenagers)   | 5 27% (new roads)            |
|   | 6 75% (IELTS students)       |

**8 Look at these four different ways for writing about key percentages.**

- 10%    a tenth of / one in ten / one out of ten / one out of every ten

**Rewrite these key percentages using one of the four ways above.**

- 1 20%    2 25%    3 50%

**Tip**  
Often in Task 1, you will need to write about percentages. It is important to be able to express these in different ways.

This bar graph compares the most popular items sold by two bakeries in London on a typical Saturday in 2010. The graph shows average sales of eight items, including cakes, rolls and toasted sandwiches, in Bernie's Buns and Lovely Loaves.

Overall, it can be seen that Bernie's Buns is generally the busiest bakery, outselling Lovely Loaves in six out of eight items. On the whole, savoury foods such as toasted sandwiches, salads and rolls are not as popular as sweet items like cakes and cookies.

In terms of sales at Bernie's Buns, doughnuts come top of the list, with an average of around 135 sold on a Saturday. Cookies and cakes are the next best sellers, with around 115 and 100 of these snacks sold

respectively. Savoury foods are less popular. Bernie's Buns sells slightly more rolls than crisps, with roughly 75 of each leaving the shelves. Toasted sandwiches and salads are not nearly as popular, with just 25 and 18 sold in turn.

Doughnuts are also the number-one purchase in Lovely Loaves, with just over 120 sold on a Saturday. Cookies are third, at around 65 sales. Salads come next, with just over 60, three times as many as are sold in Bernie's Buns. Rolls and fresh loaves are joint fifth, with 50 sales apiece, followed by crisps at approximately 45. The least popular item in Lovely Loaves is toasted sandwiches, with around 25 sales.

(236 words)

### Tip

Studying the language in model answers is an important way to improve your writing. Find other pieces of useful language and vocabulary in the answer above to use in your next piece of Task 1 writing.

## 1 Read the model answer. How is it organized?

### 2 Read it again and list examples of:

- 1 comparatives
- 2 linking devices
- 3 superlatives
- 4 ways numbers are described
- 5 *not as* + adjective + *as*

The word *respectively* is useful in Task 1 for placing data in the order that you write about it.

*Cookies and cakes are the next best sellers, with around 115 and 100 of these snacks sold respectively.*

This means: *cookie sales 115; cake sales 100*

### 3 Read these sentences and complete the gaps with the correct numbers.

- 1 The temperature in Rawai Island was much lower than in Phuket, at 15 degrees and 25 degrees respectively.

*Temperature in Rawai Island: .....      Temperature in Phuket: .....*

- 2 The number of visitors to Portugal was twice as high as those who went to Greece, at 500 and 250 respectively.

*Visitors to Portugal: .....      Visitors to Greece: .....*

### 4 You can also use the expression *in turn* in the same way as *respectively*. Find an example in the model answer above.

### 5 Write a sentence using *respectively* or *in turn* about each of these pairs of data.

- 1 house in Notting Hill average £500,000 / house in Sloane Square average £620,000
- 2 people aged 20–30 who like jazz 11% / people same age who like hip-hop 35%
- 3 JFK Airport (March) 2.9 million users / Newark Airport (March) 1.9 million users

### 6 Choose another chart or table from this unit and write three more sentences using *respectively*.

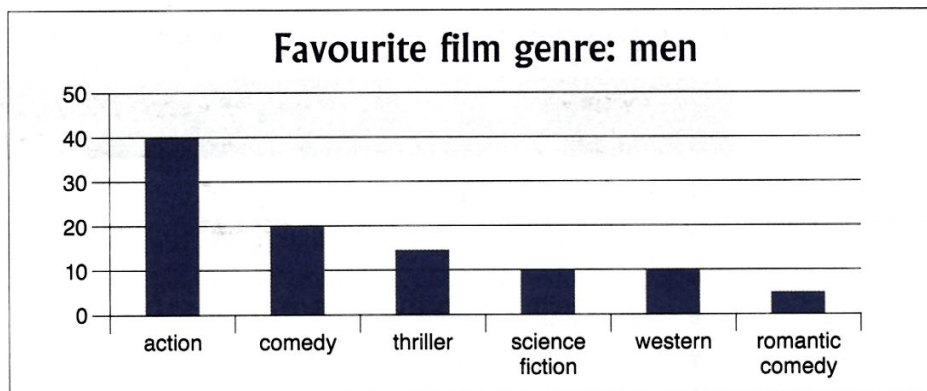
# Exam skills 1: Numerical comparatives

**Tip**

To add style and flexibility to the way you write about and compare information in Task 1, you can also start sentences using a numerical comparative.

**1 Discuss these questions with a partner.**

- 1 What are your three favourite types of film? Why?
- 2 Are there differences between the kinds of films that men and women like?



**2 Look at the bar chart in Exercise 1 and complete the sentences below using the words in the box. Then study the grammar structure in each one.**

three times      half      twice

- 1 Action movies are ..... as popular as comedies for men.
- 2 Thrillers are ..... as popular as romantic comedies.
- 3 Science-fiction films and westerns are only ..... as popular as comedies among men.

**3 Use the same structures to write sentences to compare these pairs.**

- 1 comedies / action movies
- 2 westerns / romantic comedies
- 3 comedies / science fiction

**4 The same word is missing in these three sentences. Is it *as*, *than* or *for*?**

- 1 Twice as many men said they liked action movies ..... comedies.
- 2 Three times as many men said they enjoy watching thrillers ..... romantic comedies.
- 3 Four times as many men prefer watching action films ..... both westerns and science-fiction movies.

**5 Use the structure from Exercise 4 to write three sentences about the most popular film genres for women.**

action	comedy	thriller	sci-fi	western	romantic comedy
25	20	10	5	10	30

These two sentences contain more useful structures you can use in Task 1.  
*The number of elementary students is three times higher than the number of students in the beginner's classes, at 90 and 30 respectively.*  
*There are twice as many students in the upper-intermediate level as students in the advanced classes.*

**6 Choose one of the structures above to write two more sentences about the table in Exercise 5.**



## Exam skills 2: Ranking information

### Most popular leisure activities London, December 2008

Percentage of people who  
did this activity in the month  
of December

Sport/fitness activities: 62%

Play a team sport: 54%

Listen to music: 53%

Read: 46%

Use a computer/Internet: 38%

Travelling: 23%

Socializing: 20%

Shopping: 10%

Eating out: 8%

Play music: 2%

#### Tip

In order to write a good Task 1 answer, you will need a wide range of language to help you to rank and order information given in charts and tables.

**1** Look at the table on the left. How could you rank these activities, starting with *sport/fitness activities*? Discuss with a partner and note some useful language.

Example: *Sport was the most popular leisure activity.*

**2** Complete the gaps in the list below using the words in the box.

list   list   one   place   place

- In first/second/last 1 ..... is/was ...
- Top/Bottom of the 2 ..... was ...
- The number-3 ..... activity is/was ...
- ... was ranked second with ...
- First/Last on the 4 ..... was ...
- ... headed the list with ...
- Ranked in third 5 ..... was ...
- The most / second most / next most / least popular is/was ...
- Next came ...
- This was followed by ...

**3** Write a short paragraph about the information in the table in Exercise 1 using the language in Exercise 2. Compare with a partner.

**4** Invent a table about what people do at weekends in the city/town where you are studying and add the percentages. Use the language for ranking information to write a paragraph about it.

## Dealing with surveys and questionnaires

Often in Task 1 you will be asked to write about the results of a survey or questionnaire.

**5** Listed below are some useful ways to write about the results of a survey. Rewrite the phrases in *italic* in the correct order.

- 1 Forty-five people *prefer / said / they ...*     *said they prefer*
- 2 Just 10% of the *said / people / asked / who / were ...*
- 3 More than 30% of the people *completed / said / the / survey / who ...*
- 4 Over half of the *said / respondents ...*
- 5 Around a third of the *the / in / participants / said / questionnaire ...*

**6** Use the language in Exercise 5 to write about this survey.

The table below shows the results of an online survey of 1,000 people about their first-choice holiday accommodation.

holiday accommodation	total number of people
hotel	340
with friends	100
campsite	50
hostel	80
bed and breakfast	170
motor home / caravan	160
cottage	45
rented apartment	15
other	40

## Exam skills 3: Improving your writing style

### Tip

A good way to increase your level further when writing Task 1 answers is to list/rank and compare in the same sentence.

**1** Read these sentences and draw two simple bar charts to represent the information. Compare with a partner.

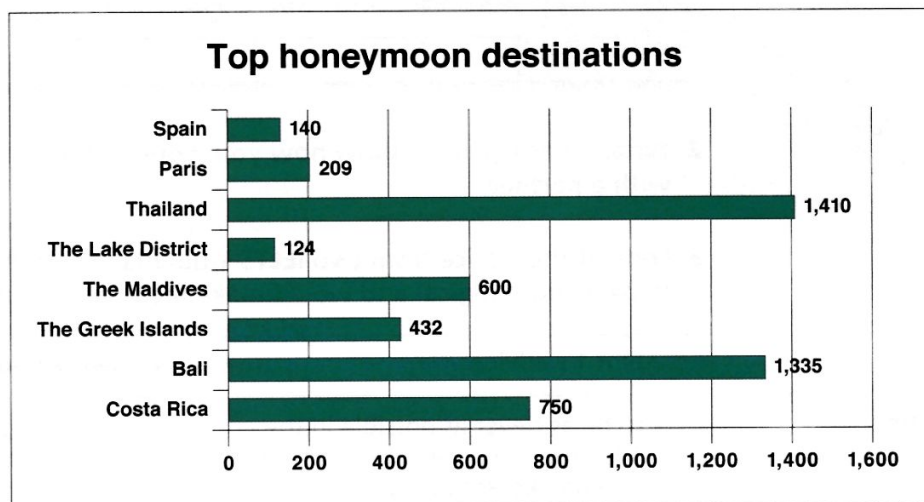
- 1 Playing a team sport was next on the list at 54%, **making it slightly more popular than** listening to music at 53%.
- 2 Team sports were the second most popular activity at 54%, **just ahead of** listening to music at 53%.
- 3 Shopping came next at 10%, **although this was much less popular than** socializing, at 20%.
- 4 Socializing was next at 20%, **which was twice as popular as** shopping, with 10%.
- 5 Fifty-four per cent of people said they played a team sport in December, **slightly more than** the number who listened to music, with 53%.
- 6 Second on the list were team sports at 54%, **while** listening to music was slightly less popular at 53%.

**2** Study the sentences in Exercise 1 and choose the three pieces of language in blue you like the most. Tell a partner the reasons for your choices.

Example: *I like number 2 because I think it is not too difficult to learn.*

**3** Look at this bar chart. Which of the destinations would you most like to visit? Why?

This chart shows the top eight honeymoon destinations for newlywed British couples in 2010. The results come from a survey of 5,000 couples.



**4** Using the language you studied in Exercise 2, add a clause to these sentence starters to compare the data in the chart in Exercise 3.

- 1 Thailand was the number-one destination, with 1,410 couples choosing this, just ahead of ...
- 2 Bali was second on the list, with 1,335 couples spending their honeymoon there, making it ...
- 3 Costa Rica was the third most popular destination for honeymooners at 750, although this was ...
- 4 The Maldives came next, with 600, while the Greek Islands ...

**5** Write three more sentences about the chart with your own ideas. Compare your answer with a partner.

**6** Try and write a complete Task 1 answer for the chart.

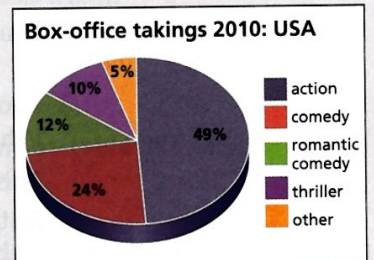
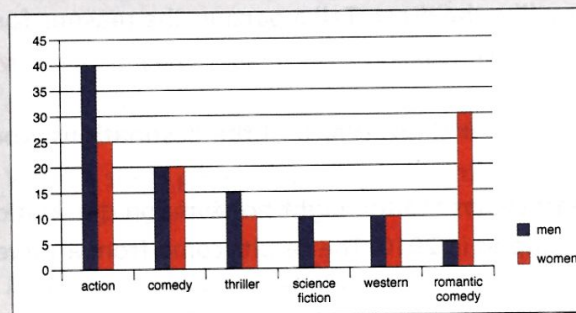
## Next steps 1: Dealing with more than one graph

Often in Task 1, you will need to write about the information presented in two or even three charts. This could be two bar charts, a line graph and a table, a pie chart and a bar chart or any other combination.

### 1 Look at the Task 1 question below and think about these questions.

- 1 What would you write in the introduction?
- 2 What information would you include in the overview?
- 3 How would you organize the rest of your answer?
- 4 Would you have time to write about everything in detail?

**The charts below show the most popular films by genre for men and women and general ticket sales for different types of film in the USA in 2010. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**



### 2 Write a basic plan to show how you would write your answer. Compare notes with a partner.

### 3 Look at the advice from two IELTS students in this table. Tick the advice you think is more logical and would make it easier to write a clear answer.

	student 1's advice	student 2's advice
<b>introduction</b>	Try to be as clever as possible in the introduction to impress the examiner. Something like <i>Both these charts provide different information about the film industry in America, including popular films and ...</i>	Keep it clear and simple. Write something like <i>The bar graph shows the most popular films ...</i> and then use a linker and explain the second graph clearly: <i>... while the pie chart illustrates how much money ...</i>
<b>overview</b>	Write about as many parts of the graph as possible. I start by writing about the first thing I see, e.g. the action films, then write about comedy next, etc., but you have to write really quickly!	Study both graphs carefully first and then pick out a total of two or three pieces of key information to write about, e.g. <i>The most popular type of film was ...</i> These act as a useful summary of the charts.
<b>writing about the details</b>	Write about both charts together in one paragraph. This way, you can compare the information as you write, and it looks much more impressive.	Write two separate paragraphs. Start by writing about the first chart, then write another paragraph about the second chart. You can include comparisons in the second paragraph.

### 4 Which student do you think wrote the clearest answer? Why?

### 5 Try writing an answer for the Task 1 question in Exercise 1.

## Next steps 2: Developing your range of language and vocabulary

Studying texts which may not be directly related to the IELTS exam is an excellent way to increase your range and level of vocabulary. Paying attention to useful phrases, collocations and chunks of language will help in both Task 1 and 2, but also as you continue to develop your command of English in the future.

- 1 This newspaper article contains useful vocabulary for giving your writing more range and variety, particularly in Task 1. Read it and pick out some useful language.

### Fears increase among environmentalists as car travel experiences another boom

Latest transport statistics reveal Europeans are using their cars more than ever – despite growing economic pressures and the increasing threat of global warming. Journeys by car now make up more than 40% of all travel within the European Union, making this the highest rate on record by some distance.

The Transport Agency's annual report, which includes data on a range of transport issues, shows that the percentage of trips made by car has now exceeded the previous high of 37% in 2005. While the overall frequency of car travel has shown a marginal decline, from an average of 6.4 trips per week down to 6.2, environmentalists are sure to be paying close attention to how the government reacts to the report.

The increased proportion of travel by Europe's car users is even more concerning, given the fact that public-transport use has dropped off substantially in the last five years.

A glance at bus travel, for instance, shows that use of this mode of transport has almost halved over the same period, dropping from 28% of the overall share in 2005 to just 15% today.



Meanwhile, the use of the underground has remained fairly constant over the last five years, fluctuating between 20% and 23% of the overall share of travel in Europe.

Similarly, train travel has also shown no major changes, and took up 18% of the share in 2010 as opposed to 17% the previous year, a slight increase.

Representatives of the European Union's own transport committee are expected to meet later this month in Stuttgart to discuss the findings of the report.

**Tip**  
Repeat this process with other newspaper or magazine articles you find.

- 2 Go through the language you selected in Exercise 1. Note your ideas about meaning and check in a dictionary.

Examples: *experience a (major) boom – a big increase*  
*the statistics reveal – the data show*

- 3 Find other articles in newspapers or online and repeat the process in Exercises 1 and 2.

## Check and challenge

### Key language for making comparisons

- CHECK 1** Circle the errors in these comparative forms and correct them. Some are correct.  
1 easier 2 more high 3 intelligenter 4 more healthy 5 further 6 busyer
- 2** Write these adjectives in their superlative form.  
1 successful 2 fast 3 well-paid
- 3** Find and correct the mistakes in these sentences.  
1 Newark Airport is not busier as JFK Airport.  
2 The Grange Hotel is not as expensive than LumLae Lodge.

**CHALLENGE** Use comparatives and superlatives to list this information. Try to express whether the difference is large or small.

- 1 Land Rover 140 mph / Jaguar 150 mph / Mitsubishi 120 mph
- 2 St James Football Club (3 cups) / Landport FC (15 cups) / Fleur De Lys FC (4 cups)
- 3 scuba-diving course (520 people) / kite-surfing course (800 people) / kayaking course (180 people)

### Describing numbers

**CHECK** Describe or rewrite these numbers in as many ways as you can.  
a 81 b 74% c 298,000 d 1 in 5 e 10% f 34% g about half

**CHALLENGE** Choose one of the graphs or charts from this unit and write about the data from the chart in as many ways as you can, using the language for describing numbers.

### Numerical comparatives

- CHECK** Add the missing words to these sentences.
- 1 Chicken Jalfrezi is twice expensive Saag Aloo, at £7 and £3.50 respectively.
  - 2 Chicken Jalfrezi, £7, costs twice much Saag Aloo, at £3.50.
  - 3 Twice many customers ordered Saag Aloo the Chicken Jalfrezi.

**CHALLENGE** Practise comparative structures by writing about the data in this table.

UK's most popular seaside towns 1960 (thousands of visitors)

Blackpool	Margate	Bournemouth	Great Yarmouth	St Ives	Eastbourne
100	75	60	50	25	20

### Practice question

*This table shows the class numbers by level at Mother Tongue Language School. Summarize the information by selecting and reporting the main features.*

level	number of students
Proficiency	25
Advanced	25
Upper intermediate	50
Intermediate	200
Pre-intermediate	100
Elementary	90
Beginner	30

The majority of Task 1 questions in the IELTS exam are either a graph with trends or a graph with comparatives. However, there are two other possible types of questions:

- describing a process (for example, how to produce chocolate)
- describing two maps (often of a city in two time periods)

Try it first!

Processes

If you have a 'describing a process' task in the exam, you will be given a diagram with a series of pictures. The diagram shows the stages of **how something is made** or **how something works**. Typical diagrams are:

- how chocolate is produced
- how coffee is grown and produced
- the life-cycle of an animal or insect (e.g. a butterfly)

1 Try writing an answer for the Task 1 question below. You will need to:

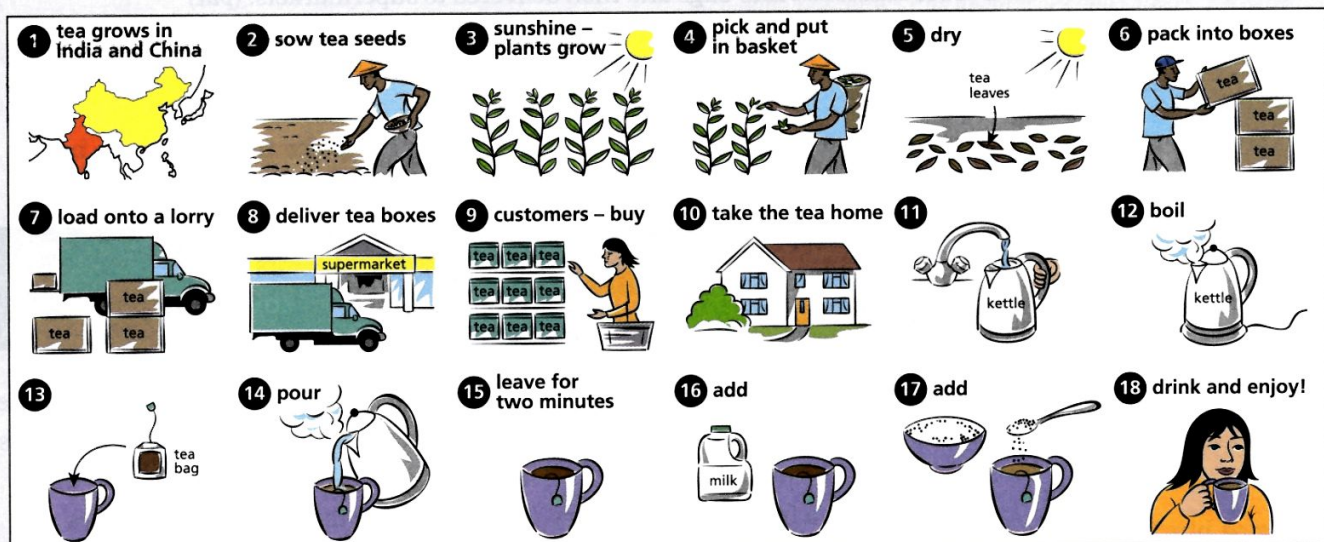
- write an introduction which describes the process in your own words and mentions how many stages there are;
- write two paragraphs in the main body, dividing the process into two clear parts;
- use mostly present simple and present simple passive;
- use a range of linking words to join the stages together;
- write a minimum of 150 words.

In the exam, you will have 20 minutes for this.

2 Discuss these questions with a partner.

- 1 Do you like tea? What kind of tea do you like?
- 2 Do you make your tea in the same way as in stages 11–18?

The pictures below show how tea is produced. They also illustrate the process of making a cup of tea. Summarize the information by selecting and reporting the main features.





## Spotlight 1

### Using the present simple passive to describe a process

When you write about a process, one of the main tenses you need is the **present simple passive**. You make it with: object + *to be* + past participle of the verb

Example: *The tea leaves **are put** into boxes, then the boxes **are delivered** to supermarkets.*

#### 1 Read these pairs of sentences. Which in each pair sounds more natural? Why?

- 1 a A lorry driver delivers boxes of tea to supermarkets  
b Boxes of tea are delivered to supermarkets by lorry.
- 2 a The tea leaves are picked and put into boxes.  
b A farm worker picks the tea leaves and puts them in boxes.

When you write about processes, use an active verb for:

- natural processes: *The sun **shines**, and the plants **grow**.*

Use a passive for:

- processes where who does the action is not important: *The tea leaves **are picked**.*
- the stages of producing something: *The tea **is dried**, and then **packed** into boxes.*

#### 2 Complete this table of common irregular past participles.

verb	past participle	verb	past participle
grow	1 ..... <i>grown</i> .....	hold	6 .....
sow	2 .....	grind	7 .....
sell	3 .....	put	8 .....
take	4 .....	cut	9 .....
wrap	5 .....	weave	10 .....

#### 3 Complete these sentences with the passive form of the verb in brackets.

- 1 Oranges .....*are exported*..... from Spain, to colder countries in Europe. (*export*)
- 2 Coffee beans ..... in a machine, in order to make coffee powder. (*grind*)
- 3 Rice ..... into bags and then delivered to supermarkets. (*put*)
- 4 Coconuts ..... from the trees, and then exported to other countries. (*cut*)
- 5 The bars of chocolate ..... in silver paper and put into boxes. (*wrap*)

#### 4 Use the correct form of the verbs in the box to complete the paragraph below about the first half of the process on page 103.

deliver   ~~grow~~   grow   load   pack  
pick   put   put   shine   sow

Tea 1 *is grown* in India and China. In the first stage, the tea seeds 2 ..... by the farmer, and then the sun 3 ....., and the seeds 4 ..... into large tea plants. At this point, the tea leaves 5 ..... and 6 ..... in a basket, and then they 7 ..... on a tray in the sun to dry. The next step is that the dried tea leaves 8 ..... into boxes, and then the boxes 9 ..... onto a lorry, and then 10 ..... to supermarkets, where customers buy them.

## Linking stages together

When you write about a process, you need to join the stages together in different ways, to make your answer more interesting.

**1 Write these linking words and phrases in the correct column of the table below according to their meaning.**

~~Then~~ First of all    Subsequently    The first step is that    Finally    After that  
 At this point    The next step is that    Following this    To begin with  
 The following step is that    Initially    The last step is    and then    after which

Next ...	The first stage is ...	The last stage is ...
Then		

**2 Put these steps in the process of making a cup of tea in order.**

- |                                  |   |
|----------------------------------|---|
| a Pour the water into the cup.   | e Boil the kettle.                        |
| b Fill the kettle with water.    | f Drink the tea.                          |
| c Add milk and sugar.            | g Take the kettle off the stove.          |
| d Leave the tea for two minutes. | h Put a tea bag or tea leaves in the cup. |

**3 Use the linking phrases in Exercise 1 to describe the process in Exercise 2 to a partner, or write it down.**

Example: *The first step is that you fill the kettle with water, and then you ...*

### Linking with the present perfect

You can use *once*, *when* and *after* + the present perfect to join two stages together:

*The tea is packed into boxes, and then the boxes are loaded onto a lorry. →*

*Once the tea has been packed into boxes, the boxes are then loaded onto a lorry.*

**4 Rewrite these sentences using the words in brackets.**

- The tea leaves are picked and then they are put in the sun to dry. (*once*)
- The tea leaves are picked from the tea plants and packed into boxes. (*after*)
- The boxes are loaded onto a lorry and then they are taken to supermarkets. (*when*)
- You put the tea bag in the cup and then you can pour hot water into it. (*once*)

### Linking with *after* + *-ing*

Two stages can also be linked with *after* + the *-ing* form of the verb:

*The boxes of tea are taken to supermarkets and then they are sold to customers. →*

*After being taken to supermarkets, the boxes of tea are then sold to customers.*

**5 Rewrite the sentences in Exercise 4 using *after* + *-ing*.**

Example: 1 *After being picked, the tea leaves are then put in the sun to dry.*

**6 Talk about, or write down, the stages of these topics.**

- Learning to drive and getting a driving licence
- Buying your first house

**7 Look again at the answer you wrote at the start of the unit, and add some linking phrases and grammar to it.**



## Exam skills 1: Giving extra information about a stage

To extend and improve your answer, you can describe what happens in a stage, and then add some extra details or explain why it happens.

*The tea leaves are put on the ground in the sun, so that they can be dried.*

### 1 Match the stages (1–4) to the corresponding extra details (a–d).

- |   |   |
|---|---|
| 1 The boxes of tea are delivered to supermarkets, | a which gives them extra flavour.               |
| 2 The sun shines,                                 | b where they are put on the shelves to be sold. |
| 3 Salt and sugar are added to the tomatoes,       | c in order to be made into sugar for cooking.   |
| 4 The sugar cane is taken to a factory,           | d which helps the plants to grow.               |

### 2 Join each pair of sentences using the words in brackets.

- The fruit is sent to a factory. It is put into cans there. (*where*)  
*The fruit is sent to a factory, where it is put into cans.*
- The biscuits are put in the oven. They are cooked. (*in order to be*)
- The farmer waters the plants. This makes them grow more quickly. (*which*)
- The mushrooms are stored in a dark room. This helps them to stay fresh. (*so that*)

## Exam skills 2: Writing the introduction and overview

As in other types of Task 1 question, in the introduction to a process, you need to rewrite the question in your own words. There are several ways in which you can do this.

- *The pictures illustrate how tea is produced.*
- *The pictures show the steps involved in making tea.*
- *The diagram highlights the process by which tea is produced.*

### 1 Write an introductory sentence for these Task 1 questions.

- The diagram shows how to produce potato chips.
- The pictures show how people get a driving licence.

You can also add a 'mini-overview' sentence to the introduction to give a short summary of the process. This can mean describing the:

- number of stages, and listing the first and last stages;
- different sections of the process (e.g. producing tea/making a cup of tea).

### 2 Complete the mini-overview below for the tea-making process using the words in the box.

drinking from planting steps to

There are eighteen 1 ..... in the process, 2 ..... 3 ..... the tea seeds in the ground 4 ..... 5 ..... a nice cup of tea.

These pictures illustrate how tea is produced, and how a cup of tea is made. There are 18 stages in the diagram, from sowing the tea seeds in India and China, to enjoying a cup of tea at home.

The first step is that the tea seeds are sown, and then the sun shines, which causes the seeds to grow into plants. Once the plants have grown sufficiently, the leaves are then picked by the farmer and put into baskets. After the picking stage, the tea leaves are spread out in the sun to be dried. The tea leaves are packed into boxes and then they are loaded onto lorries,

which take the boxes of tea to supermarkets.

In order to make a cup of tea, first of all you buy a box of tea and take it home. Next, you fill the kettle with water and put it on the stove to boil. Meanwhile, you put a tea bag in a cup, and once the kettle has boiled, the water is poured into the cup. Having been left in the cup for two minutes, the tea bag is then removed, and the tea is now ready to drink. At this point, milk and sugar can be added. The final step is that you drink a nice cup of hot tea.

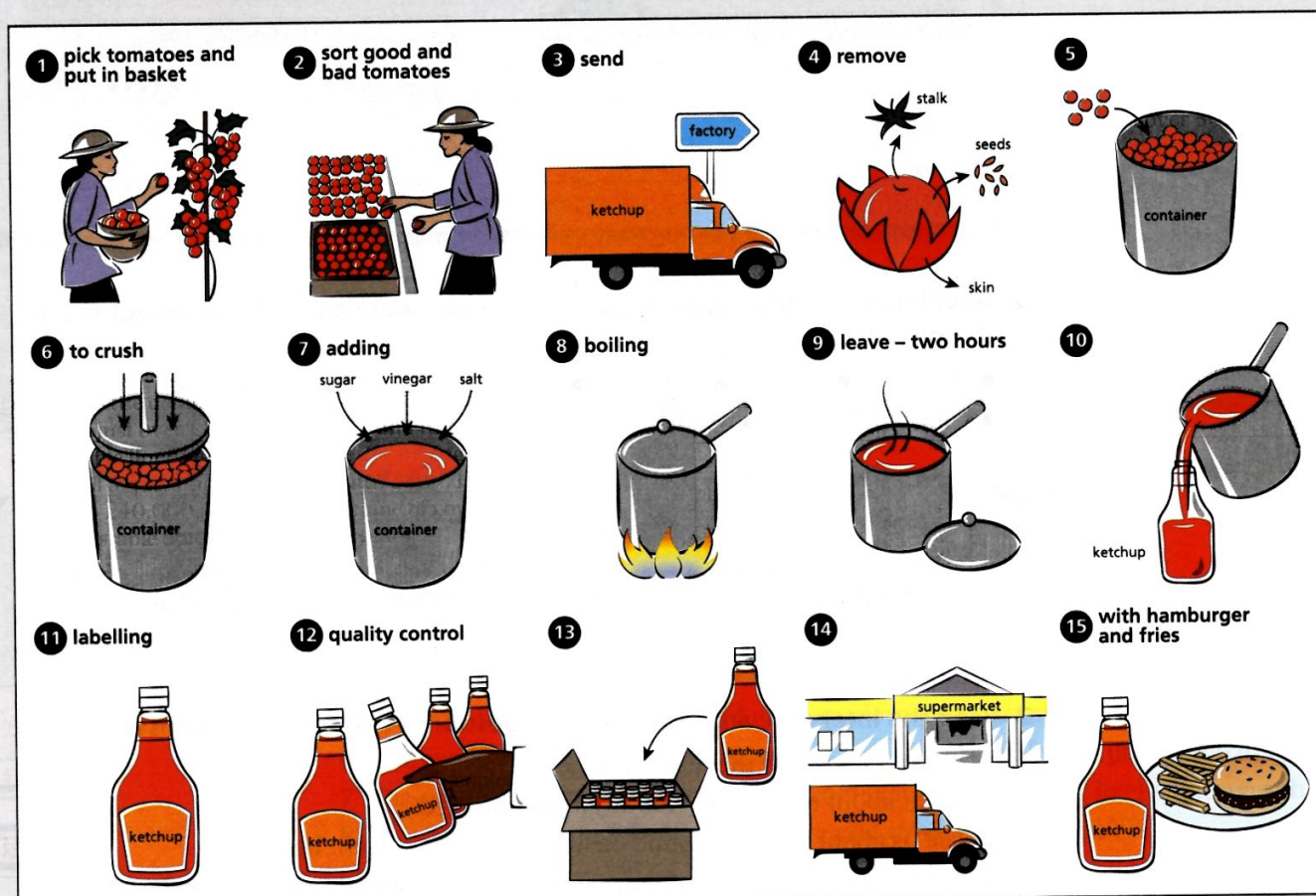
(221 words)

## 1 Read the model answer.

- 1 Circle all the linking words in paragraphs 2 and 3.
- 2 Underline the examples of joining ideas with *once/when* + present perfect.
- 3 Find examples of extra detail about a stage. ... *the sun shines, which causes* ...
- 4 Highlight an example of joining two stages with *Having* + past participle.
- 5 Find a linking word which means *at the same time*.

## 2 Write an answer for this Task 1 process question. Compare your version with the sample student answer on page 129.

The pictures below show how tomato ketchup is made. Summarize the information by selecting and reporting the main features.



# Try it first!

## Maps

This type of question often shows you a **plan of a city in two time periods**, and you have to describe the main changes between the two periods. The most common time periods are between:

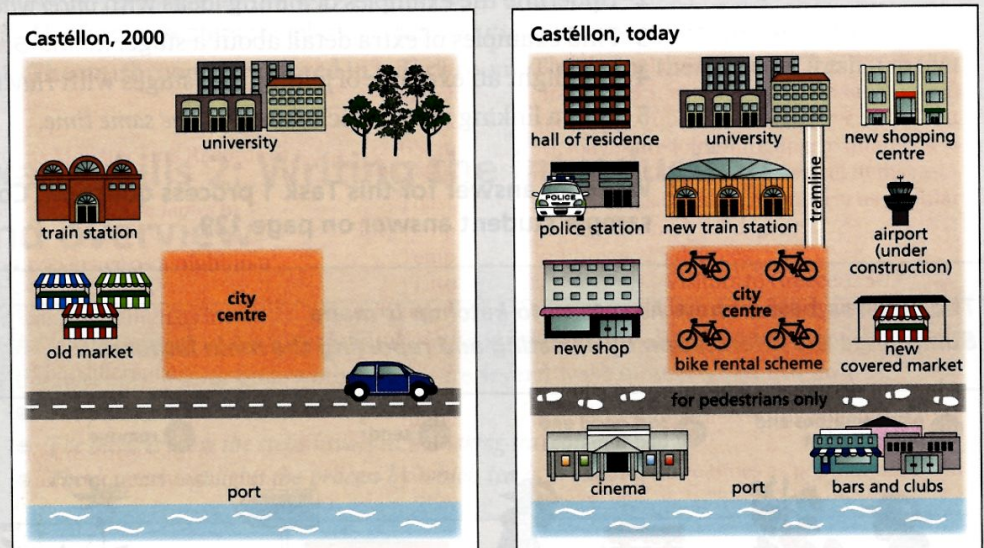
- a time in the past (e.g. 2000) and now;
- two times in the past (e.g. 2000 and 2010).

### 1 Try writing an answer for the Task 1 question below. You will need to write:

- a brief introduction to the maps in your own words;
- a short overview to describe what has happened to the town in general;
- two paragraphs to describe some of the main changes;
- a minimum of 150 words.

In the exam, you will have 20 minutes for this.

**The maps below show changes in the Spanish city of Castellón in recent times. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**



### 2 How has your home town changed since you were a child? Talk about these things with a partner.

- shops
- jobs
- parks
- entertainment
- restaurants
- new buildings
- traffic

Raquel Fernández Casanova is a 29-year-old pharmacist from Castellón in eastern Spain, the town in the maps above. She recently returned to live in her home town after several years living abroad. On the next page is an interview with her about the changes in her home town between 2000 and today.

### 3 Read the interview and match these questions (1–5) to Raquel's answers (a–e).

- 1 What are some of the main changes?
- 2 What about by the sea? Has anything changed?
- 3 Tell us about how you found Castellón when you went back.
- 4 Are you happy with the changes? Do you know what's planned for the future?
- 5 What else has changed? What about shopping?

## Interview



- a *Tell us about how you found Castellón when you went back.*  
Well, I don't think the people have changed much, they've always been really friendly and welcoming to outsiders, but what strikes me is that the city has become much more modern and dynamic. Ten years ago, the city used to be very calm and quiet, but there have been lots of changes, and now it's much faster and more exciting to live in.
- b .....  
One area which has seen big improvements is transport. A new tram line has been built, connecting the University of Castellón with the main train station. This has made it much easier to get to the uni. Another interesting thing is that a bike-rental scheme has been introduced all over the city, which means that you can hire a bike for free, ride it for up to two hours, then leave it in another area of the city. This is great. Also, a new, very modern, train station has been built, and the old train station has been converted into a police station. The university has been expanded, and they've built a new hall of residence for students to live in.
- c .....  
Castellón is really well known as a market town, but in the last ten years, the old market building has been knocked down to make way for new shops, and a completely new, covered market has been constructed. It's really great, it's much bigger than the old one, and there are more choices of things to buy there. Also, in the north-east of the city, a new shopping complex has been built. The area used to be full of trees, but the trees were cut down and replaced by new shops. It's a great place to spend an afternoon browsing the shops with your friends.
- d .....  
Definitely. The port area has been completely redeveloped and modernized. They've built a new cinema on the waterfront, and there are lots of new bars and clubs near the beach, where you can enjoy yourself, particularly in the summer. The port area has also been pedestrianized, which is so nice, because you can walk around in peace and relax without hearing the sounds of cars all the time.
- e .....  
Yes, overall, there has been a shift towards becoming a modern, vibrant city, and it's great to live here. In terms of the future, an airport is under construction at the moment, and it is due to open in three years' time, which will be fantastic. I've also heard that the council is planning to create a new nature park on the outskirts of the city, and I'm looking forward to going there when it opens.

#### 4 Find words or phrases in the interview with a similar meaning to these.

- 1 The council has built a new tram line. (paragraph b)  
*A new tram line has been built ...*
- 2 The old train station *has been turned into* a police station. (paragraph b)
- 3 The university *is bigger than it was*. (paragraph b)
- 4 The council *has demolished the old market building*. (paragraph c)
- 5 The port has become newer and more modern. (paragraph d)
- 6 The roads in the port area are now only for people to walk on. (paragraph d)
- 7 *The general trend is that* the city has become more modern and lively. (paragraph e)
- 8 The council *is in the process of building a new airport*. (paragraph e)

#### 5 Read the interview again and write down any other useful vocabulary.

# Exam skills 3: Grammar and vocabulary for maps

It is important to learn and practise the typical verbs used to describe changes in a city.

## 1 Write these verbs in the correct column of the table below.

~~build~~ construct ~~convert~~ ~~cut down~~ demolish ~~enlarge~~ erect expand extend  
~~industrialize~~ introduce knock down make into modernize pull down redevelop  
 remove replace transform turn into urbanize

make bigger	take away	add something new	change into something else	general statements about changes
enlarge	cut down	build	convert	industrialize

### Describing changes: present perfect passive

You can see from the interview on page 109 that when you write about changes between a time in the past and now, the main tense is the **present perfect passive**:

*A new tram line **has been built** ...  
 ... a bike-rental scheme **has been introduced** ...*

However, *take place*, *become*, *change* and *make way for* can't be passive:

*A number of important changes **have taken place** in the last decade.  
 The city **has become** much more modern.  
 The cinema was knocked down **to make way for** a new shopping centre.*

## 2 Complete these sentences with a suitable present perfect form of the verb in brackets.

- The city used to be very green, but it ..... much more industrial. (*become*)
- A new sports centre ..... in the city centre. (*construct*)
- The old stadium ..... and replaced by a new one. (*demolish*)
- Many significant changes ..... in the city in the last ten years. (*take place*)
- The old town hall ..... and replaced by new flats. (*knock down*)
- There used to be a park in the north of the city, but it ..... by a supermarket. (*replace*)
- The old houses ..... to make way for new apartments. (*pull down*)
- There didn't use to be many skyscrapers, but several ..... in the last few years. (*build*)
- In the last 15 years, the city ..... considerably, from a quiet market town into a much busier small city. (*change*)
- The disused factory in the south of the city ..... a shopping mall. (*turn into*)

## 3 Write five sentences about the maps of Castellón on page 108 using the language from this page.

Example: *A new bike-rental scheme has been introduced in the city centre.*

## 4 Tell your partner how your home town has changed in recent years, using the new language.

Example: *The north-west of my city used to be an area with fields and trees, but in the last few years, lots of new flats have been built there.*

# Exam skills 4: Nouns phrases for maps

Instead of using a verb like *demolish* (e.g. *The old market has been demolished*), you can use a noun phrase:

*One interesting development has been **the demolition** of the old market.*

*Another change has been **the construction** of a new football stadium.*

**1 Complete this table with the noun forms of the verbs. Use a dictionary to help you if necessary.**

verb	noun	verb	noun
demolish	1 <i>demolition</i> .....	cut down	11 .....
construct	2 <i>construction</i> .....	transform	12 .....
build	3 .....	industrialize	13 .....
open	4 .....	erect	14 .....
knock down	5 .....	modernize	15 .....
expand	6 .....	urbanize	16 .....
convert	7 .....	redevelop	17 .....
introduce	8 .....	pedestrianize	18 .....
replace	9 .....	enlarge	19 .....
extend	10 .....	disappear	20 .....

**2 Complete these sentences with the noun form of the verb in brackets.**

- 1 It is interesting to note that there has been a ..... of the port area. (*redevelop*)
- 2 Another striking change is the ..... of the university. (*expand*)
- 3 A notable change has been the ..... of the old train station into a police station. (*convert*)
- 4 The whole city has experienced a significant ..... in the last ten years. (*modernize*)
- 5 An interesting development has been the ..... of a bike-rental scheme. (*introduce*)
- 6 There didn't use to be a cinema or shops near the port, but the last few years have seen the ..... of new facilities in the port area. (*build*)

**3 Cover Exercise 2 and complete these phrases. Then check your answers.**

- 1 Another s..... change is ...
- 2 A n..... change has been ...
- 3 The whole city has e..... a significant modernization ...
- 4 An i..... development has been ...
- 5 There d..... use to be ...
- 6 The last few years have s..... the building of ...

**4 Write a few sentences about the maps of Castellón on page 108, using the phrases on this page.**

**Tip**  
To make your answer more academic, use phrases like *It is interesting to note that ...*

## Model answer 2: Maps

The two maps show the main changes which have taken place in the town of Castellón between the year 2000 and today.

In general, it appears that Castellón has become a much more modern city, with far more shopping and transport facilities.

One interesting change is that a new tram line has been built, to connect the university with the town centre. In 2000, there wasn't any accommodation for students, but a hall of residence has been built near the university. Another striking change is that the old

market in the west of the city has been knocked down to make way for new shops. A completely new covered market has also been built on the other side of town.

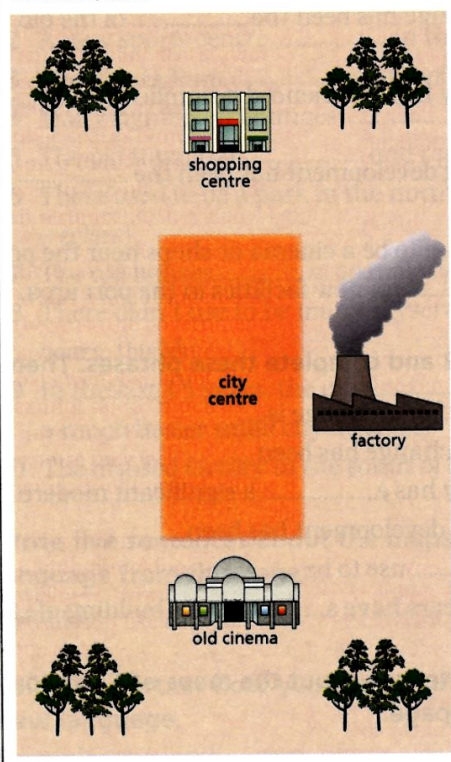
If we look at the port area, it has been pedestrianized since 2000, and a range of entertainment facilities have been built, such as cinemas, bars and clubs. The north-east of the city used to be a green area, with lots of trees, but the trees have been cut down, and a new shopping complex has been constructed. A final interesting development has been the introduction of a bike-rental scheme in the city centre.

(194 words)

- 1 Read the model answer. How many changes are described in paragraphs 3 and 4?
- 2 Underline all the examples of the following in the model answer.
  - 1 present perfect passive
  - 2 phrases to introduce changes
  - 3 noun phrases
- 3 Write an answer for this Task 1 map question. Compare your version with the sample student answer on page 129.

*The maps below show recent changes in the town of Kimsville. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

Kimsville, 2002



Kimsville, today



# Check and challenge 1: Processes

## Using the present simple passive to describe a process

**CHECK** Change these sentences to passives.

- 1 In the next stage, the farmer puts the tea in a basket.
- 2 Following that, he dries the tea in the sun.

## Linking stages together

**CHECK** Link these stages together using the structures in brackets.

- 1 The tomatoes are crushed, and then salt and sugar are added. (*once*)
- 2 The tomato sauce is boiled, and then left to cool for two hours. (*after -ing*)

## Giving extra information about a stage

**CHECK** Look at the process on page 107 about making ketchup and add extra information to each of these stages.

- 1 The tomatoes are put into a container, **where** ...
- 2 The ketchup is sent to quality control, **in order to** ...

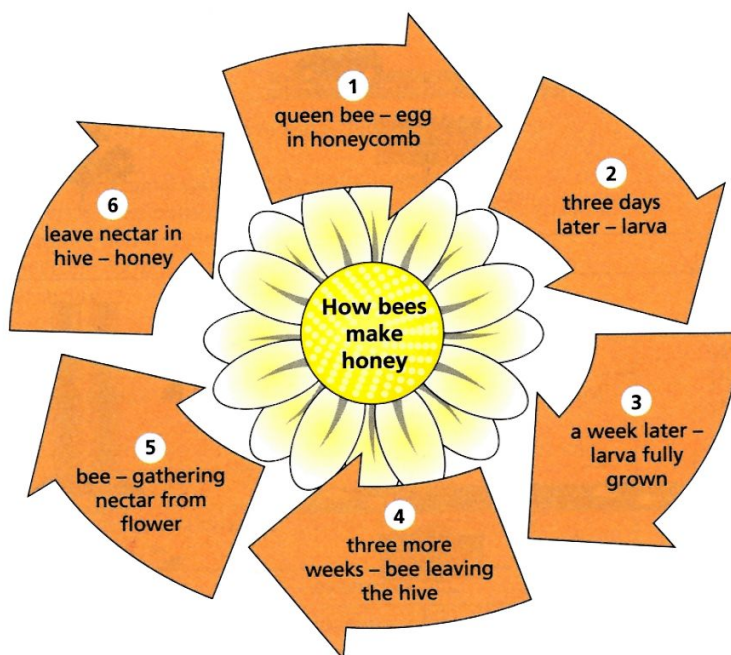
## Practice question

As mentioned on page 103, a process question can include a lifecycle of an insect or animal. Here are some tips to help you deal with the Task 1 question below.

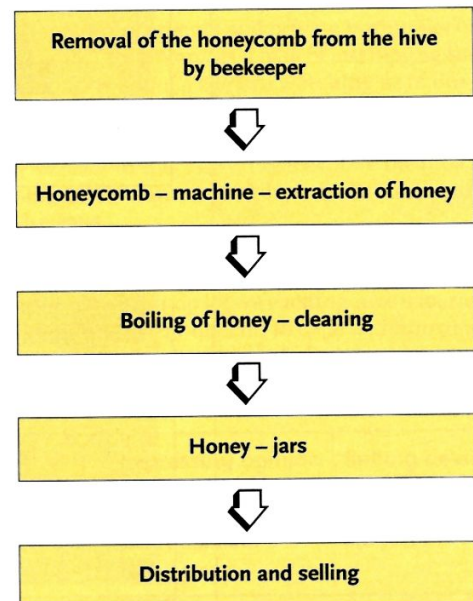
- 1 Use the key words in the diagram as a starting point – you can write the words in the diagram in your answer, but remember to use the correct grammar.
- 2 After the introduction and mini-overview, write one paragraph about the lifecycle of the bee and one paragraph about the process of making honey.

Have a go at writing an answer for this Task 1 question. When you have finished, compare your answer with the sample answer on page 126.

**The diagrams show how the bee makes honey, and the stages in the production of honey. Summarize the information by selecting and reporting the main features.**



## Production of honey





## Check and challenge 2: Maps

### Grammar and vocabulary for maps

**CHECK 1** Write synonyms for these verbs.

- 1 convert    2 knock down    3 expand

**2** Complete these sentences using the phrasal verbs in brackets.

- 1 Many changes ..... in the city in the last five years. (*take place*)  
 2 The old factory ..... and replaced with a new office block. (*pull down*)

### Noun phrases for maps

**CHECK** Write the noun forms of these verbs.

- 1 expand    2 extend    3 demolish

### Practice question

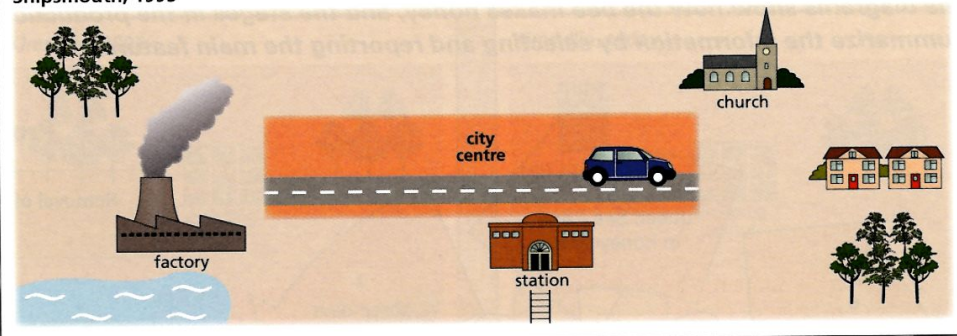
As mentioned on page 108, sometimes the time periods of the two maps are both in the past (e.g. 2000 and 2010). In this case, you just need to change the tenses. Here are some tips.

- 1 Instead of using present perfect passive, use the past simple passive:  
*The old station **was knocked down**, and a new modern station **was built** in its place.*
- 2 You can use 'by + date + past perfect passive':  
*The old station **was knocked down**, and **by 2010** a new one **had been built** in its place.*

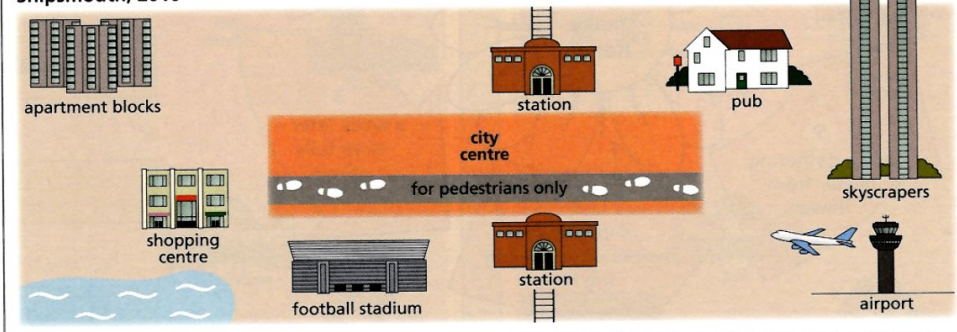
Have a go at writing an answer for this Task 1 maps question. When you finish, compare your answer with the sample answer on page 126.

**The pictures illustrate the changes in Shipsmouth between 1995 and 2010. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**

Shipsmouth, 1995



Shipsmouth, 2010



UNIT 1

Home or away?

2 1 living 2 living 3 live 4 live 5 lived; living 6 live

Introductory text

3

good points about moving away	downsides of moving away
time to think things through have an adventure can improve job prospects discover new interests/culture gain work experience	miss family and friends lack of support network from home can feel homesick

5 2 had jobs lined up 3 to take my time 4 rushed into (doing something) 5 needed a change of scenery 6 buy me some time to 7 harm my job prospects 8 right up my street 9 scheme 10 I had to pinch myself 11 starting afresh 12 immerse myself in 13 broaden my horizons 14 plain sailing 15 cheer me up 16 keep in contact with 17 vibrant

Spotlight 1

2 adapt 3 touch 4 easily 5 pick 6 open 7 sample 8 cope 9 scratch 10 sense

Answers

10–23 It's time to pack your bags and head off for your new life overseas. Whether it's New York or New Delhi, you would have no problems whatsoever adapting to another way of life.

24–37 Don't book your ticket just yet. While you do have an adventurous streak, a two-week holiday might be better for you than leaving long term.

38–50 The only thing you would need to pack in your suitcase is a box of tissues because you would miss everybody and everything. Home is definitely where your heart is!

Spotlight 2

2 1 c 2 a 3 b

4

verb + -ing	verb + to infinitive	verb + object + to infinitive
imagine lying enjoy exploring don't mind sampling consider moving avoid spending time stop trying risk losing	would love to leave decide to move afford to practise fail to realize refuse to accept manage to do	encourages them to improve enables them to see

5 1 Many people would love to leave their nine-to-five jobs behind ...  
2 They don't mind sampling the local cuisine ...  
3 ... slowly they manage to do the things we would do without thinking at home ...

6 1 consider (doing) 2 planning (to do) 3 enabled (me to do)

Model essay

advantages	examples
broadens horizons	meet people from other cultural backgrounds experience new food, customs
improved quality of life	weather – Spain/Australia
gain qualifications and language skills	better work–life balance
disadvantages	examples
hard to integrate	language barrier, different food and other cultural differences
have to start life again	meeting new friends

Structure and linking

- introduction: paragraph 1  
main body (advantages): paragraph 2  
main body (disadvantages): paragraph 3  
the writer's opinion: paragraph 4  
conclusion: paragraph 5
- The writer believes that moving abroad is a positive decision overall (see last sentence of essay).
- a Turning to the other side of the argument, ...  
b Nowadays, ...  
c Another issue is that ...  
d All things considered, ...  
e Secondly, ...  
f Let's begin by looking at ...
- 1 b introduction 2 f main body (topic sentence for first paragraph) 3 e main body 4 a main body (transition to disadvantages paragraph) 5 c main body 6 d conclusion
- 2 c 3 d 4 e 5 f 6 a
- 1 To introduce a general statement about a present trend or situation (common in first line of essays)  
2 To add another point to support an initial one and strengthen your argument  
3 To lead into your conclusion and opinion at the end of your essay  
4 To add a similar argument  
5 To introduce your first set of ideas in the main body of your essay  
6 To express contrast and guide the reader to the other side of the argument

Writing introductions

- 1 d 2 a 3 b 4 c
- Nowadays, it is becoming more and more common for people to take two jobs. Many have at least one change of career at some point in their lives. But what are the benefits of this situation, and what are the drawbacks? In this essay, I will look at both sides and try to draw some conclusions.
- Sample answers
  - These days, it is a common sight to see children spending hours on end watching television. The majority of youngsters have a TV set in their bedroom, and some even download their favourite programmes on their mobile phones. However, there are concerns about whether television provides positive input for our children or if it is harmful to them. In this essay, I will consider the advantages and disadvantages of children watching TV and offer my opinion.
  - In recent times, governments and private businesses have started using CCTV cameras as a way of attempting to fight rising crime. The sight of a camera watching us in our shops, streets and car parks is now part of daily life. However, does the system work, or are there drawbacks in using cameras to patrol city streets? In this essay, I will explore the pros and cons of using CCTV cameras and draw some conclusions.

Writing conclusions

- To sum up, living abroad is a challenging experience with both ups and downs. In my view, having the chance to see life in another country can open up lots of exciting new experiences. However, it can also be very difficult to cope with the new culture and language. It is important to be happy wherever you are, as the grass is not always greener on the other side.

3

introducing a conclusion	expressing opinion	linking devices
All things considered, In conclusion, To sum up,	Personally, I believe In my opinion, In my view,	While going abroad ... However,

Exam skills 1

- 1 b One of the biggest disadvantages of moving away from home is ...  
c Turning to the other side of the argument ...

## UNIT 2

### Introductory text

2 a 3 b 1 c 5 d 2 e 4  
4

problems	solutions
<ul style="list-style-type: none"> <li>● salary</li> <li>● discipline problems</li> <li>● high burden of work / too much paperwork/markings</li> </ul>	<ul style="list-style-type: none"> <li>● raise teachers' pay</li> <li>● encourage parents to back the teacher up when there's a problem / restore former values and respect</li> <li>● take on more teaching assistants</li> </ul>

- d One of the main positives of moving abroad is ...  
e Another major drawback is that it can be ...  
f Let's start by looking at the advantages of travelling overseas.  
2 1 f 2 d 3 a 4 c 5 b 6 e  
5 1 sentence 1: One of the main **benefits** of ...  
2 sentence 2: One of the best **aspects** of ...  
3 sentence 1: One of the main **positives** of ...  
sentence 2: One of the **positives** of changing ...  
4 sentence 1: One of the **significant** advantages of ...  
6 1 Nowadays, **taking** a year out to live or study abroad is **becoming** increasingly popular.  
2 Let's begin by **looking** at the advantages of **moving** away.  
3 All things considered, **starting** a new life in a foreign country is never easy.

### Exam skills 2

- 1 2 can 3 may 4 often 5 can be 6 can be  
2 *Suggested answers*  
1 It **can be** difficult to find a job when you are in a foreign country.  
2 Children **often** copy the behaviour of their parents.  
3 Working from home **can make** it difficult to build good relationships with your colleagues.  
4 Learning a language **often** gets harder with age.  
5 Young people **often** turn to crime because of the lack of employment opportunities in their area.

### Check and challenge

#### Writing about life changes and experiences

**Check** 1 sample the local food 2 pick up new language

#### Challenge *Suggested answers*

- 1 Try to remain open-minded and friendly.
- 2 Don't be afraid of mixing with new people.
- 3 Joining a sports club is a good way to make friends easily.
- 4 Enjoy sampling new food.
- 5 Don't lose touch with your old friends.

#### Verb patterns

- Check** 1 verb + *-ing*, e.g. *imagine lying, risk losing*  
2 verb + *to* infinitive, e.g. *manage to do, refuse to accept*  
3 verb + object + *to* infinitive, e.g. *enables them to see, encourages them to improve*

#### Challenge *Suggested answers*

- verb + *to* infinitive (e.g. ... **learn to cope** with foreign customs ... – model essay, Unit 1; ... **was ordered to appear at** ... – text, Unit 3; ... **asked to attend meetings** ... – model essay, Unit 4)
- verb + object + *to* infinitive (e.g. ... **causes them to give up teaching** ... – model essay, Unit 2)
- verb + preposition + verb + *-ing* (e.g. ... **was accused of helping** ... – text, Unit 3)

#### Topic sentences

- Check** 1 One of the main advantages of **having** a car is ...  
2 On the **other** hand, moving to another country can be ...

#### Challenge *Suggested essay plan*

advantages	disadvantages
variety of experience learn lots of skills	start from scratch employers may hold back responsibilities

*Suggested topic sentences for main points*  
One of the main advantages of having several careers is that you can gain a wide variety of experience. In addition, changing careers helps you to acquire a range of useful and transferable skills. On the other hand, having more than one job in your working life often means starting from scratch. Furthermore, some employers may hold back responsibilities if they know you are the kind of person who moves on after two or three years.

#### Avoiding over-generalizations in your writing

- Check *Suggested answers***  
1 Losing touch with friends from home **can cause** unhappiness.  
2 Working from home **could make** life much easier.

#### Practice question

See page 126 for sample student answer.

- 5 2 the main drawback  
3 lucrative  
4 look up to our teachers  
5 disobey the teacher  
6 a (very) demanding job  
7 reduce the burden of work on teachers  
8 teaching assistants  
9 I'm always snowed under with paperwork  
10 work-life balance  
11 raise teachers' pay significantly

#### Spotlight 1

- 1 2 suffer from a 3 make 4 borrow a 5 write  
2 1 get into debt / rack up a big debt 2 cram for an exam  
3 get a student loan / take out a loan 4 resit an exam  
5 be burdened with debt  
4 1 b 2 a 3 d 4 c  
5 1 corporal punishment 2 played truant  
3 continuous assessment 4 vocational course

#### Spotlight 2

- 1 1 A solution is for the government to ...  
2 To tackle this problem, people should ...  
3 The way forward might be to ...  
4 This problem could be addressed by ...  
5 Dealing with this issue involves ...  
2 *Suggested answers*  
● The way forward might be to ban junk-food advertising on TV.  
● This problem could be addressed by teaching kids about healthy eating at school.  
3 2 This problem could **be** solved by investing in public transport.  
3 **To** tackle this problem, the government should build more sports centres.  
4 Addressing this issue **involves/means** installing more CCTV cameras in the street.  
5 A solution is for the government to allocate more money to primary education.  
5 *Suggested answers*  
1 A solution is for the government to bring in a law to limit the number of hours a person can work in one day.  
2 This problem could be addressed by the government making companies give longer-term contracts to all their employees.

#### Model essay

- 1 1 Another problem is ... (paragraph 3)  
A third cause of the problem is ... (paragraph 4)  
2 To tackle this issue, parents must ... (paragraph 3)  
The way forward could be to cut ... (paragraph 4)  
2 1 This essay will look at the reasons for this and propose some solutions.  
2 In the UK, for example, ... (paragraph 2)  
3 As a result, ... (paragraph 4)  
4 ... due to reasons such as the salary, the working hours and pupils' behaviour. (paragraph 5)  
5 My view is that the main responsibility for solving the problem lies with parents and the government. (paragraph 5)

#### Structure and linking

- 1 2 Teaching can sometimes be a tiring and stressful job. However, it is generally very satisfying.  
3 Teaching can sometimes be a tiring and stressful job. Nonetheless, it is generally very satisfying.  
2 1 I sometimes eat junk food. Nonetheless, generally speaking, my diet is quite healthy.  
2 Although my home town is really small, there are lots of things to do.

3 It is expensive to fly business class. However, it's worth it, because it's so comfortable.

3 **Suggested answers**

- 1 Although it is true that studying abroad can be expensive, I think on balance that it is worth the money, because you can improve your English and have many interesting experiences.
- 2 It is clear that prison is the best punishment for serious crimes, such as murder. However, I think the punishment for minor crimes, like shoplifting, should be community service.
- 3 To sum up, it is true that working from home has some advantages, such as not having to travel to work every day. Nonetheless, my view is there are more drawbacks of working from home, and I would much prefer to work in an office.

4 **Suggested answers**

- 1 To sum up, it is true that going travelling for a year before university is expensive. Nonetheless, I think it is a good idea, because it can open your mind to new ideas.
- 2 To sum up, it is clear that living in a big city can be stressful. However, my view is that it is more exciting than living in a small town.
- 3 To sum up, although there is no doubt that obesity is a very serious problem, I think that it is not too late to do something about it.

**Language workout**

- 1 2 inspirational 3 repetitive 4 educational 5 enthuse  
6 curricular 7 encouragement  
2

adjective endings	noun endings	verb endings
-al (educational, inspirational)	-tion (education)	-ate (to educate)
-ive (repetitive)	-ment (investment, encouragement)	-use (to enthuse)
-ar (curricular)		

- 3 1 naturally 2 creative 3 musical 4 scientific 5 educational  
6 graduation

**Grammar and phrases for introductions**

- 1 1 has become 2 consider 3 want 4 is becoming
- 2 1 present simple 2 present perfect 3 present continuous
- 3 2 say; eat 3 are rising 4 has risen 5 has become 6 needs  
7 have; exercise
- 4 **Suggested answers**

time expressions	useful phrases
Over the last few years + present perfect	It is clear that ...
In the last decade + present perfect	... is becoming more popular.
Today + present simple	It has become less common for people to ...
Present continuous + all the time	People often consider ...
Recently + present perfect	The problem is becoming worse and worse.
Nowadays / These days + present simple	There is no doubt that ...
	Most people say ...
	It has become evident that ...

5 **Suggested answer**

There is no doubt that the problem of obesity is becoming worse and worse, and it is having an impact on more and more people. In the last few years, obesity rates have rocketed, and the problem is now an epidemic, particularly in the Western world. This essay will look into the main causes of obesity among both adults and children, and propose some solutions.  
(65 words)

**Exam skills 1**

- 1 1 To sum up ...; All in all, ...  
2 in my view; As I see it, ...  
3 take steps to deal with the problem  
4 There is no doubt that ...  
5 an increasingly worrying issue  
6 all have a role to play in tackling the problem  
7 Action must be taken urgently
- 2 1 Unless governments spend money on improving public transport in big cities, traffic congestion will only get worse and worse.  
2 We must recycle more, otherwise the amount of rubbish we throw away will get out of control.

3 Unless something is done to crack down on people who drop litter in the streets, our urban environment will continue to be dirty and full of rubbish.

- 3 1 Unless we ban guns completely, people **will not / won't** feel safe on the streets.  
2 We should put more police on the streets, **otherwise** people will not have confidence that their streets are safe.
- 4 1 Unless we raise teachers' pay, fewer and fewer people will choose to become teachers.  
2 We should raise teachers' pay, otherwise fewer and fewer people will choose to become teachers.

**Exam skills 2**

- 4 a 5 b 2 c 1 d 4 e 3  
5 1 d 2 c 3 e 4 b 5 a

6 **Suggested answer**

The solution is for the government to spend more money on sports facilities such as gyms, in order to make sport affordable for everyone. This would encourage people to do more exercise.

**Check and challenge**

**Collocations for writing about education**

- Check** 1 sit, resit, do badly in, revise for, take, pass, fail  
2 take out, pay back, get  
3 rack up a big, get into, be burdened with

**Word-building**

- Check** 1 repetitive 2 educational 3 continuous/continual  
4 inspirational

**Challenge** 1 disruption 2 rowdiness 3 popularity 4 privacy

**Grammar and phrases for introductions**

- Check** 1 In the last few years, the number of people who study abroad **has risen / has been rising**.  
2 Pollution in many big cities is **getting** worse and worse all the time.

**Challenge Suggested answer**

Recently, it has become evident that societies all around the world are suffering from high levels of stress. In my country, for example, the number of people who die prematurely due to stress, or who are affected by stress-related illnesses, is rising all the time. This essay will look into the reasons for the increase in stress in our societies, and make some suggestions about how to tackle the problem.

**Building a good paragraph**

- Check** 1 b 2 e 3 f 4 d 5 a 6 c

**Challenge Suggested answer**

One cause of stress in modern life is job insecurity. In my parents' generation, there was very little unemployment, and the majority of people worked for the same company all their life, without ever worrying about losing their jobs. However, people now face more competition for jobs, greater unemployment and short-term employment contracts, which all lead to a lot of work-related stress. The solution is for governments to try to create more jobs, and to give workers more protection against losing their jobs.

**Practice question**

See page 126 for sample student answer.

**UNIT 3**

**Crime and punishment**

- 2 1 g 2 f 3 c 4 b 5 a 6 e 7 see below 8 d

Suggested definition for a *prison sentence*: A means of punishment where someone is put in a prison for a length of time specified by the court

**Introductory text**

- 1 1 pro 2 50:50 3 anti 4 50:50 5 50:50 6 anti 7 anti  
8 50:50 9 50:50  
2 2 would-be criminals 3 petty crime 4 luxuries 5 alternative  
6 a means of 7 have harmed 8 rubbing shoulders with  
9 re-offend 10 released 11 inmates 12 the majority of  
13 fail  
4 agree: 1, 4, 3, 5, 2 :disagree

### Spotlight 1

- 6 ● verb / verb phrase + *crime*: commit, fight, tackle, turn to, cut the level of, live a life of, prevent, solve
- adjective + *crime*: rising, falling, serious, petty, violent, racially motivated
  - *crime* + noun: victim, rate, figures, wave
- 7 2 cut the level of crime 3 crime rate 4 tackle/fight crime  
5 turn to crime 6 prevent crime 7 rising crime  
8 crime figures

### Spotlight 2

- 2 1 let / be allowed to 2 make
- 3 1 ... these days, many prisons let inmates ~~to~~ have luxuries such as ...  
2 So when they are allowed to leave, they miss ...  
3 For other crimes such as vandalism or tax evasion, I believe we should make criminals ~~to~~ repay the victim ...

### Model essay

1

opinion	arguments
<ul style="list-style-type: none"> <li>● too comfortable / needs to be tougher</li> <li>● many prisoners not danger to society / this is waste of taxpayers' money</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>● prison can help rehabilitate</li> </ul>	<ul style="list-style-type: none"> <li>● access to luxuries – inmates have TV, computers, sports facilities – it's like holiday camp</li> <li>● shoplifters are not in same league as murderers</li> <li>● inmates can study, many never re-offend</li> </ul>

- 2 1 *Three from*: murderers, rapists, shoplifters, violent criminals  
2 *Three from*: punish, sentence, spend time behind bars, lock up, commit, rehabilitate, re-offend, release  
3 inmates 4 cell 5 shoplifters

### Structure and linking

- 1 For example; such as; and so on; take [...] as an example  
2 1 For examples, ... 2 ... as such as ... 3 ... and so on.  
4 Take shoplifters as an example.  
3 1 such as 2 and so on 3 For example, 4 such as  
5 Take ... as an example 6 and so on 7 For example  
5 2 A good example of this would be working from home.  
3 A good example of this would be people who live on their own.  
4 A good example of this would be smokers.

### Writing introductions for opinion essays

- 1 c  
3 1 d 2 a 3 b 4 c  
5 *Suggested answers*

- 1 In recent years, there has been a lot of discussion about the threat of global warming and climate change. There are also fears that many of the Earth's natural resources are running out. As a result, many people are saying that if we want to protect our environment, we will need to change the way that we live. I agree with this viewpoint and in this essay I will give my reasons.
- 2 These days, sports such as Formula 1, tennis and football are multi-million-pound industries which attract audiences around the world. As a result, the top sportsmen in these fields such as Rafa Nadal and Cristiano Ronaldo have become household names. However, some people argue that these athletes receive too much money for what they actually do. I agree with this point to some extent and in this essay I will support this opinion with examples.

### Dealing with discussion essays

- 1 1 In a discussion essay, there are two (usually contrasting) opinions to think about. In this example, they are a) a crime should have a fixed punishment, and b) we should think about the circumstances of the crime when we decide the punishment.  
2 Yes, the plan should be different. In a discussion essay, you will need to identify and state both opinions in your introduction. In the main body of your essay, you should write a paragraph with one or two points about each opinion separately, giving your own examples.  
3 In a discussion essay, you will write about your opinion in the conclusion after discussing both arguments. However, it is good advice to include your personal opinion in the introduction as well, just in case you do not have enough time in the exam to complete your answer.

### 2 Suggested answer

plan 1: opinion essay	plan 2: discussion essay
<ul style="list-style-type: none"> <li>● intro – state your opinion</li> <li>● two reasons to support your opinion</li> <li>● one argument for contrast</li> <li>● short conclusion</li> </ul>	<ul style="list-style-type: none"> <li>● intro – explain the two views</li> <li>● discuss first view with examples</li> <li>● discuss second view with examples</li> <li>● short conclusion – clearly state your own opinion and which view you support</li> </ul>

- 3 1 Teenage conflict with parents is a necessary part of growing up  
2 Conflict is something negative which should be avoided.  
4 whereas; whilst  
5 *Suggested formula for discussion essay introductions*  
1 A general sentence to introduce the topic in your own words  
2 A sentence to support/add an example to the first sentence  
3 Identify and state in your own words the two opinions given to you in the question.  
4 Outline your plan for the essay.

### 6 Suggested answers

- 1 One of the major problems facing the modern world is the issue of crime. Not only are crime figures rising, but there is also the problem of knowing how to deal with those who commit crime. Some argue that all criminals should be put behind bars, but others say we must find other ways of bringing justice. In this essay, I will explore these two viewpoints and give my opinion.  
2 Nowadays, it is common to receive letters in the post or emails asking us to make a donation to charity. There are clearly millions of people around the world who are in need of help. However, while many people believe giving money helps to cut poverty, there are some who argue that it actually makes the situation worse. In this essay, I will look at both sides and give my opinion.

### Exam skills 1

- 1 1 argue 2 believe 3 argued 4 belief 5 argument

### 4 Suggested answers

- 2 Many people hold the view that eventually robots will replace teachers in the future. It is their view that in some situations, such as marking exam papers, robots would be more efficient.  
3 A growing number of people argue that doing sport in school is a waste of time. This is because they say that it is more important to concentrate on key subjects like mathematics and sciences and that sport should be done outside school hours.  
4 Some feel that teachers should be able to use physical discipline in schools. They claim that this method would reduce misbehaviour and promote respect.  
5 Many people hold the view that taking a gap year is a waste of time. They feel that people who decide to travel for a year become lazy and do not want to work when they return.

### Exam skills 2

- 2 1 ~~The~~ capital punishment should be banned.  
2 correct  
3 ~~The~~ drugs are one of the main causes of crime.  
4 Violence in video games and on television can seriously affect ~~the~~ children.  
5 ~~The~~ life in my parents' day and age was very different in terms of crime.  
4 2 behaviour 3 news 4 trouble 5 progress 6 advice  
7 information 8 weather 9 travel 10 work 11 traffic  
12 accommodation  
5 1 uncountable 2 cannot 3 not usually 4 is; was  
6 1 ... find work (~~find a work~~), rule 2  
2 The traffic (~~The traffics~~), rule 3  
3 ... the news on television is not ... (~~are not~~), rule 4  
4 ... some advice (~~some advices~~), rule 1,  
... get out of trouble (~~a trouble~~), rule 2  
5 This information ... (~~These information~~), rule 3  
... accommodation (~~accommodations~~), rule 3

### Check and challenge

#### Key language for writing about crime

- Check 1 Corporal punishment  
2 1 give evidence  
2 prove someone guilty  
3 deliver the verdict

**Key structure: make/let/allow**

- Check** 1 They are not allowed to travel without a visa.  
 2 The government doesn't/won't let them do it.  
 3 We should make people recycle their waste products.

**Challenge Suggested answer**

A good boss is someone who lets his staff take regular breaks. He doesn't make employers stay later than necessary. He also allows members of staff to express their opinions and give ideas about how things should work within the organization.

**Expressing someone else's opinion**

- Check** 1 Some people **argue** ...  
 2 A **growing** number of people feel that ...  
 3 Another common **belief** is that ...  
 4 Many people **hold** the view that ...

**Practice question**

See page 127 for sample student answer.

## UNIT 4

**Introductory text**

- 3 1 E 2 D 3 A 4 C 5 B  
 5 2 manage 3 remote 4 off 5 basis 6 manage 7 keep  
 8 balance 9 in 10 up

**Spotlight 1**

- 1 a go for b take c show d have e accept f take on g move  
 h take on i apply for j develop k gain l be

**2 Suggested answers**

- 1 i 2 a 3 e 4 c 5 k/l 6 l/k 7 g 8 h 9 d 10 j 11 f 12 b

**Spotlight 2**

- 1 2 f 3 b 4 e 5 a 6 d 7 c

**2 Suggested answers**

- 2 People who cycle to work tend to have more energy when they arrive at work. This is due to the fact that they are more awake and alert than those who commute by train.  
 3 People who work from home tend not to be as productive as those who are office-based. They are more likely to be distracted, and this affects how much they get done.  
 4 Frequent Internet users tend to have a shorter attention span. This is because jumping from one link to another reduces their levels of concentration.  
 5 Newly qualified drivers tend to have more accidents. A lack of experience and confidence means they often hesitate and put themselves and other drivers at risk.  
 6 Many celebrities these days tend to be famous for no particular talent or ability. Many become well known simply for being on reality TV shows such as *Big Brother*.  
 7 Those who live in large cities tend to suffer from higher levels of stress. This is due to the fact that the pace of life is faster.

**Model essay**

- 3 1 major advances in **technology** 2 a growing **number** of people  
 3 from the **comfort** of their own home 4 explore the **pros** and  
 cons of 5 try to draw some **conclusions**

**Structure and linking**

- 1 1 c 2 b 3 a

- 2 1 ... despite having ... 2 In spite of these problems, ...  
 3 Despite the distractions ...

**3 Suggested answers**

- 2 Hundreds of thousands of workers commute on a daily basis, in spite of the awful rush-hour traffic around London.  
 3 Despite the many clear advantages to using email for business communication, it often leads to breakdowns in communication.  
 4 In spite of causing breakdowns in communication, email is still used widely in business.  
 5 1 Although working from home is becoming increasingly popular, it has several major disadvantages.  
 2 Although there are problems, many people still choose to work at home.  
 3 Many people still choose to work at home. However, there are a number of distractions.

**6 Suggested answers**

- 1 In spite of advances in wireless Internet connection, many people still buy a newspaper.  
 2 Despite being good for your health, some people never ride a bicycle to work.  
 3 Millions of students study abroad despite the language barrier.

- 4 In spite of the excitement of starting your own business, it can be extremely difficult at times.

- 5 Despite the advantages of owning a pet, they can cause a number of problems.  
 7 working from home (subject) + has several major disadvantages (verb clause)  
 technology (subject) + is improving (verb)

**Language workout**

- 1 1 develop 2 growth 3 needs/necessities 4 reduced  
 5 sociable 6 tempting

**2 Suggested answers**

- 2 In the last 15 years, the number of low-budget flights has continued to grow dramatically.  
 3 Food, water and access to medical care are all necessary for people living in developing countries.  
 4 If every individual made a reduction to the amount of waste they produced, then this would have a positive effect on our environment.  
 5 Furthermore, if we let our children watch too much television at home, they may have fewer social skills when they are with their peers at school.  
 6 For many, it can be a temptation to switch jobs if there is the chance to earn more money.

- 3 1 d 2 a 3 e 4 b 5 c

**Exam skills 1**

- 1 1 their; this 2 these 3 This 4 their; This; them; they  
 5 this; it; it

- 4 1 this 2 this 3 These 4 This 5 them

**Exam skills 2****1 subject**

- |                                     |                    |
|-------------------------------------|--------------------|
| 1 a Office workers around the world | send               |
| b Millions of emails                | are sent           |
| 2 a The economic crisis             | affected           |
| b Thousands of businesses           | were affected      |
| 3 a The economic crisis             | has affected       |
| b Thousands of businesses           | have been affected |
- 2 The passive is formed with 'subject + verb to be + past participle'.  
 3 1 is being done 2 can be done  
 4 3 is eaten: do 4 have been built 5 be shared  
 6 was brought up 7 are taught 8 have been installed.

**Exam skills 3****1 adverb (dramatically)**

- 3 seriously, significantly, considerably

**4 Suggested answers**

Learning a new language can seriously improve your understanding of other cultures.  
 Starting your own business could significantly improve your opportunities of taking early retirement.  
 Lack of sleep will considerably affect your mental state.  
 Banning smoking in public places might dramatically reduce the number of smokers over time.  
 Regular exercise would considerably help to improve an individual's overall fitness level.

- 5 1 c 2 a 3 b 4 e 5 f 6 d

**Check and challenge****Key language for writing about work and careers**

- Check** 1 go for 2 take on 3 show

**Avoiding generalizations: using tend (not) to**

**Check** The general meaning of *tend to* is like 'likely to happen or do something because this is what usually happens'.  
*Tend to* is followed by the infinitive (*tend to go, tend to have*).

**Challenge Suggested answers**

People don't tend to marry until they are in their thirties.  
 They tend to eat a lot of processed food.  
 Young people tend to go on holiday with their boyfriend or girlfriend.  
 The English tend to be overly polite.

**Using the passive**

**Check** For example, hundreds of homes in New Orleans were destroyed by a hurricane in 2005.

**Key adverbs for emphasis, opinion and style**

- Check** 1 significantly 2 considerably 3 dramatically

**Practice question**

See page 127 for sample student answer.

# UNIT 5

## Try it first!

1 See page 127 for sample student answer.

## City life: heaven or hell?

1

problem	solution(s)	useful vocabulary
people are stressed and overworked	<ul style="list-style-type: none"> <li>● reduce working hours</li> </ul>	I get in a panic. at rush hour a better work–life balance
traffic congestion	<ul style="list-style-type: none"> <li>● ban cars from city centres</li> <li>● make people pay to drive their cars in the city centre</li> </ul>	the most pressing problem It's almost impossible to get from A to B. You always get stuck in traffic.
too many people living there / overcrowded	<ul style="list-style-type: none"> <li>● put more money into universities</li> <li>● create jobs in other cities</li> </ul>	The trains are packed full of people. Everyone gets really stressed. to encourage people to move out of the capital

## Introductory text

1 Problems mentioned: the stress of getting from A to B, public transport problems and the cost of public transport, the general cost of living in cities, high property prices, the cost of going out, rising crime, a lack of green spaces and play facilities for children, air pollution, traffic congestion, an increasing number of vehicles on the road, noise pollution

2 1 T 2 F 3 T 4 F 5 T 6 T 7 F 8 T

3 2 getting from A to B

3 commute

4 suffered from road rage

5 extortionate / a rip-off

6 the (general) cost of living

7 young people are priced out of the housing market

8 putting money aside for a deposit

9 rising crime / crime rates have rocketed

10 no-go areas

11 anti-social behaviour

12 the lack of green spaces

13 play facilities

14 air quality has worsened

15 have resulted in

16 the roar of traffic

5 1 rising 2 cost 3 rage 4 extortionate 5 lack 6 facilities

## Spotlight 1

1 2 public 3 rubbish 4 travelling 5 make 6 city

2 2 suffering from stress

3 reduce the amount of rubbish

4 to go / going to work by bike

5 traffic congestion

6 dodgy area

7 get rid of stress

4 2– 3+ 4+ 5+ 6– 7– 8+ 9+ 10–

## Spotlight 2

1 3 A large number of people think that immigration is good for the economy. ✓

4 The majority of people **prefer** to work at home, rather than in an office.

5 One of the biggest problems facing the world is global warming.

6 All of the people in my class **speak** really good English.

7 A tiny minority of people **fight** at football matches. ✓

8 Forty-two per cent of the population **have** a university degree.

9 Most people I know **speak** good English. ✓

10 Each country **has** its own laws and rules.

11 I'm going to do this exercise **another time**.

12 Both of my brothers **are** married.

13 Few people **decide** to give up school at 16.

14 There are several **problems** with this idea.

15 The number of products available in supermarkets has risen sharply in recent years. ✓

2 ● **singular**: everyone, one of the biggest problems, each, another, the number of

● **plural**: many, a large number of people, the majority of people, all of the people in my class, a tiny minority of people, 42 per cent of the population, most people, both, few, several

3 In recent years, the number of people who travel to English-speaking countries to learn English **has** increased significantly. Some people think that this is one of the best **ways** to learn the language quickly, whereas a tiny minority **believe** that it is better to stay in your own country, where you will feel more comfortable.

One of the main **advantages** of living in English-speaking countries are that all the people around you **speak** the language. Staying for a few months means that you will pick up lots of words by talking with people, and every **day** you will come into contact with new expressions. Most people, therefore, **choose** to spend some time in England, Australia, the USA or other English-speaking **countries**.

Another benefit **is** that you can learn about the culture. Living in the USA, for instance, allows you to get to know how the average American lives. Few **people** can really know how a country works unless they go and live there for a while. One of the most interesting **things** about living abroad **is** when you spend time with local people, you realize that none of the ideas you had about the country before you came are true.

## Model essay

1

main idea	supporting ideas/examples	solution/consequence
1 high property prices	<ul style="list-style-type: none"> <li>● Too expensive in centre</li> <li>● Have to live outside and commute</li> </ul>	<ul style="list-style-type: none"> <li>● Government – build cheap houses</li> <li>● Would allow people to buy own home in city centre</li> </ul>
2 traffic and air pollution	<ul style="list-style-type: none"> <li>● Cities are over-run with cars</li> <li>● Exhaust fumes cause air pollution</li> <li>● People are suffering from respiratory diseases, such as asthma</li> </ul>	<ul style="list-style-type: none"> <li>● Introducing a congestion charge</li> <li>● Cut the number of vehicles on the road</li> </ul>
3 the quality and cost of public transport	<ul style="list-style-type: none"> <li>● Public transport is inefficient</li> <li>● The infrastructure is old</li> <li>● Ticket prices are too high</li> </ul>	<ul style="list-style-type: none"> <li>● Invest more money in trains and buses</li> <li>● Slash ticket prices</li> <li>● This would encourage more people to use them</li> </ul>

## Structure and linking

1 1 verb 2 subject

2 1 c 2 a 3 b

3 *Suggested answers*

2 ... get some work experience or have a break.

3 ... encourage people to eat more healthily.

4 ... they can relax and get away from the stress of big cities.

5 ... in order to reduce the number of bags we use.

6 ... so that they can spend more time with their kids.

7 ... so as to try to cut crime.

## Language workout

1 2 neighbourhood 3 industrial 4 pedestrianized/pedestrianised  
5 anonymity 6 poverty 7 related 8 homelessness  
9 gentrification

4 1 build up 2 clogged up with 3 cut down 4 bring in  
5 shot up 6 deal with 7 set up 8 get together 9 stamp out

## General vocabulary for writing about solutions

2 1 j 2 d 3 h 4 g 5 b 6 c 7 e 8 a 9 i 10 f

3 1 allocate 2 launch 3 set 4 raise 5 bring 6 ban 7 zero  
8 compulsory 9 charge 10 subsidize/subsidise 11 lanes

5 *Suggested answers*

1 The answer is to have a zero-tolerance policy on people who drop litter.

2 Families should set aside time / set aside an hour a day to have meal together.

- 3 The government should subsidize sport to make it affordable for everyone.

### Exam skills 1

- 3 1 The reason is 2 As a consequence 3 In other words  
4 means that

### 4 Suggested answers

- 1 One problem in cities is the lack of green spaces. In other words, many large urban areas don't have enough parks and gardens, where people can relax. This is because many councils have allowed property developers to build on green spaces, instead of protecting them. The result is that many people get stressed and are not able to relax and chill out in cities.  
2 One reason for crime is that many people are poor. People are driven to commit crime because they don't have enough money to pay their rent or to buy food. Having a high poverty rate generally means that the crime rate will be high as well.

### Exam skills 2

- 1 1 were; would 2 wasn't; would  
2 If the government **reduced** the tax on fresh produce, people **would eat** more fruit and veg ...  
If a congestion charge **was introduced**, there **would be** fewer cars on the road ...

- 3 1 past simple; *would* 2 hypothetical situations

### 4 Suggested answers

- 1 If university tuition fees were lower, more poor people could afford university.  
2 If gym membership wasn't so expensive, more people would go to the gym.  
3 If salaries were higher, teaching would be more popular among graduates.

### Check and challenge

#### Collocations and common phrases about cities

##### Check Suggested answers

- 1 get rid of stress, stress-related illnesses, stress me out  
2 dodgy/residential/posh/lively area  
3 air/noise/vehicle/factory/traffic pollution

#### Singular and plural forms

##### Check 2 singular 3 singular 4 plural

##### Challenge 2 singular 3 singular 4 plural

#### Word-building

##### Check 1 neighbourhood 2 gentrification 3 homelessness

##### Challenge 1 prohibitive 2 affordable

#### Developing topic sentences

##### Check Suggested answers

- Giving reasons: *Many people like to work from home. This is because they feel more comfortable and can work better.*
- Linking phrases to explain the main idea: *One problem in schools is that many teachers are not able to spend the majority of their time in the classroom. In other words, they have to do a lot of paperwork and administration, which can take up over half their day.*
- Describing the result: *These days, house prices in cities are extremely expensive. As a result, many people have to live outside the city, and face a long commute to work every day.*

## UNIT 6

### Introductory text

- 1 1 E 2 G 3 A 4 D 5 F 6 C 7 B  
2 1 T 2 F 3 F 4 T 5 F 6 T 7 T  
3 2 work 3 freedom 4 room 5 get 6 keep 7 go 8 go  
9 major 10 work  
4 2 the business is always there in the back of your mind  
3 your house could be on the line  
4 learn the ropes  
5 stick your neck out  
6 have a crack at it

### Spotlight 1

- 2 1 make an exception for  
2 take into account  
3 only in some cases  
4 up to a point  
5 it depends on

- 3 2 only in some cases  
3 up to a point  
4 make an exception for  
5 it depends on  
4 1 take into account  
2 only in some cases  
3 make an exception for  
4 it depends on  
5 up to a point

### Spotlight 2

2

very likely	likely	unlikely	very unlikely
There's a strong possibility that ... It's extremely probable that ...	There's a fair chance that ... In all likelihood, ...	I would be surprised if ...	I can't imagine ... It's highly unlikely that ... There's only slight chance that ...

### Model essay

- 2 2 ... it is important to bear in mind that ...  
3 ... running a company does not suit everybody.  
4 Instead of having to follow your employer's decisions, ...  
5 Not only that, ...  
6 Having said that, ...  
7 ... it is undeniable that ...  
8 ... the benefits outweigh the drawbacks ...

### Structure and linking

#### 1 Suggested answers

- 2 instead of writing letters  
3 Instead of working for the same company for your whole career  
4 work for themselves  
5 move from city to city instead.  
3 2 Instead of locking up teenage criminals in prison, we should try to find out the reasons they commit crime and help them.  
3 Instead of spending a lot of money on defence, it would be a good idea if the government invested more money in education.  
4 People should only work a maximum of eight hours a day, instead of working 10 hours a day or more.

### Relative clauses

- 1 1 People who work at home often miss discussing ideas with colleagues.  
2 Countries which/that spend a lot of money on public transport often have less pollution in cities.  
3 People who live in cities normally have to spend a lot of time getting to work.  
2 Suggested answers  
2 People who live in a big city have more job opportunities than people who live in a small village.  
3 People who are single have more freedom to do what they want than people who are married with kids.  
4 People who have lots of brothers and sisters tend to learn how to share things better than people who are an only child.  
5 People who live alone generally get lonely more often than people who live with others.  
3 1 The government reduced business tax for new companies last year, which is a positive step, because it makes it easier for people to set up a business.  
2 If you run your own company, you can make all the decisions yourself, which means that you feel in control of your working life.  
4 Suggested answers  
2 ... which means that people on the average salary often can't afford to buy a house in the city centre.  
3 ... which is a positive step, because it means that more people will use public transport.  
4 ... which means that they don't have much time to see their family.  
5 ... which makes it possible for poorer pensioners to visit family and friends in other parts of the country.  
6 ... which means that everyone can afford to do sport.



### Exam skills 1

- 2 2 Another **advantage**
- 3 you **keep** all the money
- 4 One advantage of running a business is you ... [no comma after is]
- 5 One advantage of ...
- 6 **This** is good ...
- 7 ... many people **like** to choose ...
- 8 **make** the decisions; hire and **fire**
- 9 **It** is a good thing ...
- 10 ... **because** you have more freedom ...
- 11 **This** is good ...
- 12 ... if the business is a success ...; ... do whatever you like with **the** company.

### Exam skills 2

- 1 1 the rapid development of technology
  - 2 an increasing awareness
  - 3 the invention of social networking sites
- 2

noun + noun	adjective + noun(s)
the invention of the Internet	rising house prices
the rapid development of technology	an increasing awareness
the invention of social networking	foreign languages

- 3 2 success 3 globalization/globalisation 4 necessity/need
- 5 availability 6 increase 7 development 8 technology
- 9 accessibility/access 10 tradition 11 rise/raise
- 12 frequency 13 security 14 decline 15 industry/industrialization 16 awareness 17 expense 18 improvement
- 4 2 ... a dramatic decline in job security in recent years.
- 3 ... the increasing accessibility of the Internet.
- 4 ... a considerable improvement in people's diets.
- 5 2 g 3 b 4 a 5 f 6 h 7 d 8 c
- 6 1 need to speak 2 rising cost 3 rapid development
- 4 globalization/globalisation of business 5 lower start-up costs
- 7 As a result of ... ; owing to ... ; as a consequence of ... ; thanks to ...

### Check and challenge

#### Introductory text

Check 1 ropes 2 can 3 neck

#### Qualifying your opinion

Check 1 take into account 2 only up to a point  
3 make an exception for

Challenge ... it is important to **bear in mind** that running a company does not suit everybody.

#### Relative clauses

Check *Suggested answers*

- 1 ... is a very positive thing, because it allows pensioners to get to the shops and meet their friends without worrying about the cost.
- 2 ... is why more and more young people are applying to study at university these days.

Challenge In the model essay in this unit:

- ... , which means you feel more in control. (para. 2)  
... , which can mean that you lose everything and you have to lay off your staff. (para. 4)

#### Using noun phrases

Check ... the rapid development of technology.

Challenge *Suggested answers*

- ... the ease of international travel / the low cost of flying / the desire to learn another language / the globalization of business.

#### Practice question

See page 128 for sample student answer.

## UNIT 7

### Try it first!

3 1 T 2 F (They remained stable.) 3 T

### Spotlight 1

- 1 1 people visited 2 people who visited
- 2 1 The graph shows information about how many cars were sold in the USA between 2000 and 2010.

- 2 The graph illustrates data about the number of cars which were sold in the USA between 2000 and 2010.
- 3 1 The graph shows information about how much coffee was produced in Kenya between 1999 and 2006.
- 2 The graph highlights data about the amount of coffee which was produced in Kenya, over a seven-year period between 1999 and 2006.
- 4 2 The graph shows information about **how many DVDs were sold** in the UK and the USA between 2005 and 2008. The graph shows data about **the number of DVDs which were sold** in the UK and the USA between 2005 and 2008.
- 3 The graph shows information about **how much chocolate was produced** in Colombia ... The graph shows data about **the amount of chocolate which was produced** in Colombia ...

### Suggested answers

- 1 The graph shows information about **how much gas was produced** in Russia, over a five-year period between 2003 and 2008.
- 2 The line graph compares the **number** of people **who were** employed in the public sector, between 2006 and 2010.

### Spotlight 2

- 1 1 The earnings of Robbie's Bakery and Bernie's Buns went up, but the income of Lovely Loaves went down.
- 2 In 2000, the most popular bakery was Lovely Loaves, but in 2010, the most popular bakery was Robbie's Bakery.
- 3 See Exercise 4 on page 81 for some ideas.
- 2 1 c 2 e 3 a 4 b 5 d
- 3 2 what stands out from the graph is that  
3 there were upward trends in the income of both Bernie's Buns and Robbie's Bakery
- 4 while
- 5 the earnings of Lovely Loaves saw a substantial fall
- 6 the period in question
- 4 1 b 2 a
- 5 Overall, **what** stands out from the graph is that there were considerable **upward** trends in the income of both Bernie's Buns and Robbie's Bakery, **while** the earnings of Lovely Loaves **saw** a substantial fall over the **period** in question. Another interesting point is that Lovely Loaves **was** the most popular bakery in 2000, but in 2010 Robbie's Bakery earned more money **than** the others.

### Spotlight 3

1

increases	decreases	big increases	big decreases
went up, grew, improved, increased, rose	declined, decreased, dropped, fell, went down	doubled, jumped, rocketed, shot up, soared, surged	halved, plummeted, plunged

- 2 2 slightly, marginally, negligibly 3 significantly, considerably
- 4 sharply, rapidly 5 gradually 6 remarkably, strikingly
- 7 steadily
- 3 *Suggested answers*
- 1 rose considerably 2 went up slightly 3 fell sharply

### Spotlight 4

- 1 2 a fall 3 a levelling-off 4 a decline 5 a soar 6 a plummet
- 7 an increase 8 a drop 9 a fluctuation 10 a plunge
- 11 a decrease 12 a dip 13 a recovery 14 a jump 15 a surge
- 16 growth
- 2 2 steady 3 considerable 4 negligible 5 remarkable
- 3 *Suggested answers*
- 2 There was a sharp increase in income.
- 3 There was a slight decline in income.
- 4 There was a sharp fall in income.
- 4 2 fell significantly 3 grew steadily

### Model answer

- 1 1 If we look at ...
- 2 around, approximately
- 3 ... despite falling sharply ...
- 4 By contrast, ...
- 5 earnings, takings
- 2 1 There was then a sharp rise in income.
- 2 The figure then rose gradually to around £105,000.
- 4 1 With respect to the income of Robbie's Bakery, it began at just under £60,000.

- If we look at the amount of money which was earned by Bernie's Buns in 2000, it was £20,000.
- As for the earnings of Robbie's Bakery, they remained stable during the first five years of the graph.
- Regarding the income for Lovely Loaves, it fluctuated considerably between 2000 and 2005.

### Exam skills 1

- Income of Bernie's Buns started at £20,000 in 2000, and after that there was a slight rise to £23,000 in 2001. Following this, the figure fell slightly to £21,000 in 2002, after which income rose sharply in 2003. At this point, the number levelled off until 2005. Next, there was a slight dip in 2006, but this was followed by a sharp increase to £60,000 in 2008. Subsequently, income went up gradually in the last two years.
- There was a steady fall to £80,000, after which income recovered to £90,000 in 2004.
  - Earnings dropped sharply to just over £60,000. At this point, there was a slight dip.
  - There was a slight rise to just under £60,000. Subsequently, the figure went down considerably.
  - Income fell significantly to £40,000. Next, the number levelled off.
- 2 grown 3 risen
- 1 falling 2 remained
- 1 Despite declining steadily to £80,000, income then recovered to £90,000 in 2004.
  - Having dropped sharply to just over £60,000, earnings then rose slightly.
- Suggested answer**  
Income of Lovely Loaves began at just over £80,000 in 2000, and then there was a slight rise to around £95,000 in 2001. After that, the figure went down steadily to £80,000 in 2003, after which there was a slight increase to around £90,000 in 2004. Having fallen sharply to just over £60,000 in 2005, income then dipped in 2006. Subsequently, there was a negligible increase to just under £60,000 in 2007, and then income fell considerably to £40,000 in 2008. Finally, the figure levelled off in the last two years.

### Exam skills 2

- 1 at 2 at 3 until 4 to 5 by 6 from 7 to 8 at 9 between 10 to 11 at 12 at
- 2 to 3 at 4 at 5 by 6 between
- If we look at Bernie's Buns, income started at £20,000 in 2000, and then there was a slight rise to £25,000 in 2001. At this point, the figure fell back to just over £20,000, followed by a slight increase to just under £40,000. Earnings then levelled off at £39,000, and then fell marginally to £38,000. Income then rose by £23,000, from £38,000 to £61,000. In the next two years there was a gradual rise to around £62,000, and then the figure peaked at around £65,000.
- The graph shows information about the amount of money which was earned by three bakeries in London, over a ten-year period between 2000 and 2010.  
Overall, what stands out from the graph is that there was a downward trend in the income of Lovely Loaves, while the amount of money earned by the other two bakeries rose over the period in question.  
Turning to the details, as regards Lovely Loaves, the figure started at just over £80,000 in 2000, and then there was considerable fluctuation until 2005. Following this, its income levelled off at just under £60,000 until 2007. Having fallen sharply to £40,000 in 2008, the income of Lovely Loaves then remained stable during the last two years.

### Exam skills 3

- 2 plunging/plummeting 3 half / five years 4 more 5 lowest
- 1 lowest 2 more 3 peaking
- Suggested answers**
  - ... that considerably more people were employed in it than in the other sectors of the economy.
  - ... the peak percentage of employment over the whole period.
  - ... to just under 50%.
  - ... that a significantly lower percentage of people were employed in it than in the other sectors of employment.

### Next steps 1

- 2 will be a steady rise 3 will rocket
- 1 b 2 c 3 a
- See page 128 for sample student answer.

### Next steps 2

- See page 128 for sample student answer.

### Check and challenge

#### Re-wording the introduction

- Check**
- The chart shows information about the number of people who worked from home, in the USA and UK, between 2005 and 2010.
  - The chart highlights data about how much electricity was consumed in India and Pakistan between 2004 and 2010.

#### Language to describe changes

- Check**
- There was a sharp rise in the number of passengers who travelled via Gatwick Airport.
  - The number of visitors to the British Museum dipped slightly.

#### Joining two changes together

- Check** Despite going down significantly in 1995, DVD sales then recovered in 1996.  
Having gone down significantly in 1995, DVD sales then recovered in 1996.

- Challenge**
- Having fallen in 1998, DVD sales then levelled off for the next three years.
  - Despite rising steadily for five years, the unemployment rate then fell sharply.

### Practice question

#### Sample answer

The graph shows information about the percentage of people who were employed in three different areas of the economy in the UK, over a ten-year period between 2000 and 2010. Overall, what stands out from the graph is that there was a significant downward trend in the percentage of people employed in the private sector, while the figures for the public sector and self-employed people went up. The private sector took up almost half the economy at the beginning of the period, but in 2010 the public sector had easily the highest employment rates.

In details, as regards the private sector, the percentage started at just under 50% in 2000, and then there was a steady fall to 28% in 2008. Having fallen sharply to 21% in the following year, the percentage then levelled off.

If we look at the percentage of self-employed people, it began at around 18% in 2000, which was the lowest rate of the three sectors. There was a slight dip between 2002 and 2005, after which the percentage rose steadily year-on-year, finishing at 30%. Finally, regarding the public sector, the figure remained stable at 38% in the first three years of the decade, but then there was a significant rise to 48% in 2004. Despite going down slightly in 2006, there was then a gradual increase in public-sector employment rates, with the figure peaking at over 50% in 2010. (234 words)

## UNIT 8

### Try it first!

- 1 T 2 T 3 T 4 F (toasted sandwiches)  
5 F (much less popular) 6 F (a lot more)

### Spotlight 1

1

comparative	
-er	more/less
busier	more comfortable
cheaper	more common
easier	less crowded
further/farther	more dangerous
faster	more difficult
better	less economical
healthier	less expensive
higher	more healthy
noisier	more intelligent
quieter	less interesting
taller	more popular
better-paid	more successful
	less useful
	more/less well-paid

superlative	
the + adjective + <i>-est/-iest</i>	the most / the least + adjective
the busiest	the most comfortable
the cheapest	the least common
the easiest	the most crowded
the furthest/farthest	the most dangerous
the fastest	the most difficult
the best	the least economical
the healthiest	the least expensive
the highest	the most healthy
the noisiest	the most intelligent
the quietest	the most interesting
the tallest	the least popular
the best-paid	the most successful
	the most useful

- 4 Small differences: much, a lot, considerably, far  
Big differences: slightly, a bit, a little
- 6 1 Coffee in the UK is much more expensive than in France.  
2 The cost of a coffee in Spain is slightly cheaper than in France.
- 7 1 the UK 2 France; £2 3 Spain; most expensive; £1.90  
4 most expensive; in Portugal, at £1  
5 expensive coffee is in Latvia, at just 35p.

### Spotlight 2

- 1 The Fratton Road library was not as busy as the one in Commercial Road in March.
- 2 1 French fries are not as expensive as hamburgers.  
2 Majorca is not as hot as Castellón.  
3 Northern trains are not as fast as southern trains.
- 3 *Suggested answers*  
Science is not as popular as physical education.  
English is not as popular as technology.  
Mathematics is not as popular as science.
- 4 1 Crooners plc was not as successful as Monster Hits Records in 1990.  
2 The name *Peter* was not as popular as the name *James* in 2000.  
3 A night in a hotel in Paris is not as expensive as a night in a Zurich hotel.  
4 The temperature in Rawai Island was not as high as in Phuket.
- 5 1 big difference 2 small difference 3 big difference  
4 small difference
- 6 *Suggested answers*  
1 Crooners plc was **not quite as / almost as** successful as ...  
2 The name *Peter* was **nowhere near as / not nearly as** popular as ...  
3 A night in a hotel in Paris is **nowhere near as / not nearly as** expensive as ...  
4 The temperature in Rawai Island was **nowhere near as / not nearly as** high as ...

### Spotlight 3

- 1 1 win as many gold medals as 2 as many (medals) as  
3 not nearly as successful as 4 win as many medals as
- 3 1 b as opposed to 2 a whereas 2 b compared to
- 4 *Whereas* and *while* are followed by 'subject + verb', e.g. *While Crooners plc sold ...*  
*Compared to* and *as opposed to* are followed by 'subject + relative clause', e.g. *... as opposed to Crooners plc who sold ...*
- 5 1 Just 10% of first-time buyers said they needed a garage, as opposed to 30% **who** said a large kitchen was necessary.  
2 Just 10% of first-time buyers said they needed a garage, whereas 30% **who** said a large kitchen was necessary.
- 6 *Suggested answers*  
1 Five hundred people owned a dog, while 250 had a fish as a pet.  
2 A meal at Rosie's costs £20, as opposed to dinner at Sloppy Joe's, which costs just £5.  
3 Fifteen per cent of people aged between 18 and 30 said they visited Barcelona for the nightlife, compared to 75% who said they went for the architecture.  
4 The majority of doctors said they found their jobs satisfying, whereas less than a quarter of politicians said they felt content.

### Spotlight 4

- 3 1 a 2 d 3 c

### 4 Suggested answers

- 1 approximately/about 75  
2 just under 80  
3 around/approximately 120 / just over 120

- 5 a 2 b 3 c 5 d 6 e 4 f 7 g 1

### 6 Suggested answers

- 2 31%, 32%, etc. 3 23%, 24% 4 31%, 32%, 34%, 35%  
5 47%, 48%, 49% 6 64%, 65%, 67%, 68%, etc.

### 7 Suggested answers

- 2 Just over half of teenagers said they owned a laptop.  
3 Around three-quarters of household appliances break down after the guarantee expires.  
4 Just under two-thirds of doctors in the UK also do private work.  
5 Just over a quarter of new roads need some form of repair within 18 months.  
6 Exactly three-quarters of IELTS students state that writing is their main concern.
- 8 1 a fifth of / one in five / one out of five / one out of every five  
2 a quarter of / one in four / one out of four / one out of every four  
3 half of / one in two / one out of two / one out of every two

### Model answer

- 2 1 Savoury foods are less popular.  
Bernie's Buns sells slightly more rolls than crisps ...  
Salads come next, with just over 60, three times as many as are sold in ...  
2 Overall, On the whole, In terms of  
3 ... the most popular items ...  
... Bernie's Buns is generally the busiest bakery ...  
Cookies and cakes are the next best sellers ...  
The least popular item in Lovely Loaves ...  
4 an average of around 135, with around 115 and 100 of these snacks sold respectively, roughly 75, just over 120, around 65, just over 60, loaves are joint fifth, approximately 45  
5 ... salads and rolls are not as popular as sweet items ...  
Toasted sandwiches and salads are not nearly as popular ...
- 3 1 Temperature in Rawai Island: 15 degrees  
Temperature in Phuket: 25 degrees  
2 Visitors to Portugal: 500 Visitors to Greece: 250
- 4 Toasted sandwiches and salads are not nearly as popular, with just 25 and 18 sold in turn.
- 5 *Suggested answers*  
1 The average cost of a house in Sloane Square is around a fifth higher than an average house in Notting Hill, at £620,000 and £500,000 respectively.  
2 Hip-hop music is around three times as popular as jazz music among 20–30-year-olds, at 35% and 11% in turn.  
3 Newark Airport was much less busy than JFK Airport in March, with 1.9 million and 2.9 million users respectively.

### Exam skills 1

- 2 1 twice 2 three times 3 half
- 3 1 Comedies are half as popular as action movies for men.  
2 Westerns are twice as popular as romantic comedies among men.  
3 Comedies are twice as popular as science-fiction films for men.
- 4 than
- 5 *Suggested answers*  
Twice as many women said they liked watching comedy films than westerns.  
Three times as many women enjoy romantic comedies than thrillers.  
Half as many women watch sci-fi films than thrillers or westerns.

### Exam skills 2

- 2 1 place 2 list 3 one 4 list 5 place  
5 2 people who were asked said 3 who completed the survey said  
4 respondents said 5 participants in the questionnaire said

### Exam skills 3

#### 4 Suggested answers

- 1 Thailand was the number-one destination, with 1,410 couples choosing this, just ahead of Bali, which was chosen by 1,335 couples.  
2 Bali was second on the list, with 1,335 couples spending their honeymoon there, making it almost twice as popular as Costa Rica, in third place with 750.  
3 Costa Rica was the third most popular destination for honeymooners at 750, although this was nowhere near as popular as either Thailand or Bali.

4 The Maldives came next, with 600, while the Greek Islands were slightly less popular, at 432.

### Next steps 1

4 Student 2 offers the best advice and wrote the clearest answer in the exam.

Keep your introduction clear and logical by writing about the first chart and then the second; demonstrate your ability to use linking language here.

The overview should be a summary of the most useful pieces of information in the chart. Try to imagine you are presenting the most important facts of a report to your boss. Don't waste time with points you don't feel are relevant.

Writing separate paragraphs about each chart is a simple way to make sure what you write is clear and logical. You can still score very well doing this. If you try to mix everything together you may risk confusing yourself and the examiner.

### Check and challenge

#### Key language for making comparisons

- Check** 1 1 easier 2 higher 3 more intelligent 4 more healthy / healthier 5 further/farther 6 busier  
 2 1 the most successful 2 the fastest  
 3 the most well-paid / the best-paid  
 3 1 Newark Airport is not **as busy** as JFK Airport.  
 2 The Grange Hotel is not as expensive **as** LumLae Lodge.

- Challenge** 1 The Jaguar is the fastest of the three cars, at 150 mph slightly quicker than the Land Rover at 140 mph. The Mitsubishi is not nearly as fast as the Jaguar, making it the slowest of the three, at 120mph.  
 2 Landport FC is the most successful team, with 15 cups, making it far more successful than both Fleur De Lys FC and St James FC who have won just four and three cups respectively.  
 3 The kite-surfing course was by far the most popular, with 800 people. Scuba diving was not nearly as popular, with 520 people signing up, while the least popular course was kayaking, with just 180 participants.

#### Describing numbers

##### Check Suggested answers

- a just over four-fifths, around four out of every five  
 b just under three-quarters, almost three-quarters  
 c around 300,000, nearly 300,000, just under 300,000  
 d 20%, one out of every five, a fifth  
 e one in every ten, a tenth, one out of ten  
 f just over a third, around a third, approximately a third  
 g around one out of every two, about 50%

#### Numerical comparatives

- Check** 1 Chicken Jalfrezi is twice **as expensive as** Saag Aloo, at £7 and £3.50 respectively.  
 2 Chicken Jalfrezi, **at** £7, costs twice **as much as** Saag Aloo, at £3.50.  
 3 Twice **as many** customers ordered Saag Aloo **than** the Chicken Jalfrezi.

#### Challenge Suggested answer

Blackpool was twice as popular as Great Yarmouth as a seaside resort in 1960, at 100,000 and 50,000 visitors respectively. Three times as many people visited Bournemouth than Eastbourne, at 60,000 and 20,000 in turn. St Ives was half as popular as Great Yarmouth. There were three times as many visitors who chose Margate than St Ives, at 75,000 and 25,000 in turn.

#### Practice question

See page 129 for sample student answer.

## UNIT 9

### Spotlight 1

- 1 Sentences 1b and 2a are more natural because the object (*boxes of tea* and *the tea leaves*) is the focus of the sentence; it is also unimportant who does the action.  
 2 2 sown 3 sold 4 taken 5 wrapped 6 held 7 ground 8 put 9 cut 10 woven  
 3 2 are ground 3 is put 4 are cut 5 are wrapped

- 4 2 are sown 3 shines 4 grow 5 are picked 6 (are) put 7 are put 8 are packed 9 are loaded 10 (are) delivered

### Spotlight 2

1

Next ...	The first stage is ...	The last stage is ...
Then, Subsequently, After that, At this point, The next step is that, Following this, The following step is that, and then, after which	First of all, The first step is that, To begin with, Initially	Finally, The last step is

#### 2 Suggested answer

b, e, h, g, a, d, c, f

- 4 1 Once the tea leaves have been picked, they are then put in the sun to dry.  
 2 After the tea leaves have been picked from the tea plants, they are (then) packed into boxes.  
 3 When the boxes have been loaded onto a lorry, they are then taken to supermarkets.  
 4 Once you have put the tea bag in the cup, you can then pour hot water into it.  
 5 2 After being picked from the tea plants, the tea leaves are then packed into boxes.  
 3 After being loaded onto a lorry, the boxes are then taken to supermarkets.  
 4 After putting the tea bag in the cup, you can then pour hot water into it.

#### Exam skills 1

- 1 1 b 2 d 3 a 4 c  
 2 2 The biscuits are put in the oven in order to be cooked.  
 3 The farmer waters the plants, which makes them grow more quickly.  
 4 The mushrooms are stored in a dark room, so that they stay fresh.

#### Exam skills 2

##### 1 Suggested answers

- 1 The diagram highlights how potato chips are produced.  
 2 The pictures show the steps involved in getting a driving licence.

- 2 1 steps 2 from 3 planting 4 to 5 drinking

##### Model answer 1

- 1 1 and then; are then; After; and then; first of all; Next; then; At this point; The final step is  
 2 Once the plants have grown ...; once the kettle has boiled ...  
 3 to be dried; which take the boxes of tea to supermarkets  
 4 Having been left in the cup ...  
 5 meanwhile

##### Try it first! (Maps)

- 3 1 b 2 d 3 a 4 e 5 c  
 4 2 has been converted into  
 3 has been expanded  
 4 the old market building has been knocked down  
 5 The port area has been completely redeveloped and modernized.  
 6 The port area has also been pedestrianized ...  
 7 there has been a shift towards  
 8 ... an airport is under construction ...

#### Grammar and vocabulary for maps

1

make bigger	take away	add something new	change into something else	general statements about changes
enlarge, expand, extend	cut down, demolish, knock down, pull down, remove	build, construct, erect, introduce	convert, make into, redevelop, replace, turn into	industrialize, modernize, transform, urbanize

- 2 1 has become 2 has been constructed 3 has been demolished  
 4 have taken place 5 has been knocked down 6 has been replaced 7 have been pulled down 8 have been built 9 has changed 10 has been turned into

**Noun phrases for maps**

- 1 3 building 4 opening 5 knocking down 6 expansion  
 7 conversion 8 introduction 9 replacement 10 extension  
 11 cutting down 12 transformation 13 industrialization  
 14 erection 15 modernization 16 urbanization  
 17 redevelopment 18 pedestrianization 19 enlargement  
 20 disappearance  
 2 2 expansion 3 conversion 4 modernization 5 introduction  
 6 building  
 3 2 notable 3 experienced 4 interesting 5 didn't 6 seen

**Model answer 2**

- 1 Four changes in paragraph 3, four changes in paragraph 4.  
 2 1 has been built, has been built, has been knocked down, has also been built, has been pedestrianized, have been built, have been cut down, has been constructed  
 2 One interesting change is ... ; Another striking change is ... ; If we look at ... ; A final interesting development has been ...  
 3 the introduction of a bike-rental scheme

**Check and challenge 1**

*Using the present simple passive to describe a process*

- Check** 1 The tea is put in a basket (by the farmer).  
 2 The tea is dried in the sun.

**Linking stages together**

- Check** 1 Once the tomatoes have been crushed, salt and sugar are then added.  
 2 After being boiled, the tomato sauce is left to cool for two hours.

**Giving extra information about a stage**

- Check** 1 ... where they are crushed.  
 2 ... in order to be checked.

**Practice question**

*Sample answer*

The diagram illustrates the lifecycle of a honey bee, and also the process by which honey is produced. There are several stages in the processes, from the queen bee laying her eggs, to the distribution and selling of honey.

In the first stage of the cycle, bee eggs are laid in honeycomb by the queen bee, and three days later a larva appears. A week later, the larva has become a fully grown bee, and after spending three weeks in the hive, the bee leaves. The next step is that the bee gathers nectar from flowers, which is the starting point of making honey. Finally, the bee takes the nectar back to the hive, and deposits it in the honeycomb.

At this point, the honey production process can begin. The honeycomb is removed by the beekeeper, who then puts it into an extracting machine. Having been extracted, the honey is then boiled, in order to make it clean. When the honey has been cleaned, it is put into jars, and then the final stages are that the jars of honey are distributed and sold.

(184 words)

**Check and challenge 2**

**Grammar and vocabulary for maps**

- Check** 1 1 turn into 2 demolish / pull down 3 enlarge  
 2 1 have taken place 2 has been pulled down

**Noun phrases for maps**

- Check** 1 expansion 2 extension 3 demolition

**Practice question**

*Sample answer*

The diagrams show the main changes which happened in the city of Shipsmouth between 1995 and 2010.

In general, it is clear that in 1995, the city was quite green and peaceful, but by 2010, it had become much more modern and busy, with new shopping and transport facilities.

One interesting change is that the trees in the north-west of the city were cut down to make way for new apartment blocks. Similarly, the woodland in the south-east of the city was cleared, and an airport was constructed in its place. Another striking development is that a new station was built to the north of the city centre, and the railway line was extended to the north as well.

If we look at the city centre, by 2010, the main road running through it had been pedestrianized. It is also interesting to note that in the west of the city there used to be several factories, but these were demolished, and replaced by a new shopping centre. Further developments were the building of new skyscrapers in the east of the city, and the construction of a football stadium in the south.

(191 words)

**Unit 1, Check and challenge, Practice question**

Public transport is being used by passengers which they don't need to travel in their own vehicle. Nowadays there are many different kinds of public transport like hi-speed trains, buses, taxi, ferry, etc. They are very popular and provide good services. As a result, I encourage to use public transport. There are lots of advantages to use public transport. On the upside, using public transport is more environmentally friendly. People like driving their own cars but they are choking the cities. For the environment it is a good way to protect our Earth. Also public transport is very convenient for people who can't afford to buy a own car. You can take a bus or train to arrive the destination in a cheap price. Another advantages of public transport is offering more jobs for drivers. It is a steady job. In my country, if you have a family member is a bus driver, you don't need to pay for take a bus for whole life. As a result, there are lots of pros of using transport. On the down side, maybe it is inconvenient for people need to change bus or train to arrive the destination. Also, trains and buses are crowded in busy time, maybe passenger need to wait for a long time to get home. Another disadvantages of public transport is dirty. In some buses, you might find the seats are dirty and many tickets on the floor. Obviously, you can see there are more pros of using public transport. I strongly agree people using public transport. Nowadays, air pollution is more serious. It is a good way to solve this problem. Also, it make for citizens to use and life more easier.

(285 words)

Ka Yu, Hong Kong

**Examiner's comments**

*There are some really good parts to this answer, but other parts are a bit weaker. The organization and coherence of the paragraphs is good, and it's really clear and easy to read, with suitable linking phrases (on the upside). There is some good vocabulary (hi-speed trains, environmentally friendly, inconvenient, a steady job). There are some good ideas, and the opinion is clear. The weakest part of this answer is the grammar. There are some mistakes with relative clauses (if you have a family member is a bus driver), comparatives (more easier), and also singular/plurals (another advantages). This is an example of a writer with a lot of potential, and someone who could get a much higher score in the future, especially with better grammar. This answer is likely to get 5.5.*

**Unit 2, Check and challenge, Practice question**

Since few years, there has been a considerable increase in the number of people who suffer obesity. This issue is a problem for adults and also children.

One reason obesity is growing dramatically in our society is that too many people have bad habits in their nutrition. For example, very often a typical family consume fast food such as McDonalds more than twice per week. Abusing of this kind of food is very common to suffer overweight. Furthermore, a huge proportion of our society do not consume five pieces of fruit a day which is more than recommended by doctors and nutritionist especially for young people but also for adults.

Another problem is that the exercise is not a priority in an usual lifestyle. Both children and adults have changed their lives and now they are more sedentary than few years ago. For example, nowadays is very usual that in a family are more than one car and they usually use them every time. Some years ago a common family used to have only one car or no car. We should go on foot to work, try to practise more exercise such as cycling, running or go to the gym.

One solution for this problem is improve healthy habits in society. For example, including healthy education in schools. And showing how the people should have a complete nutrition. Furthermore, including which kinds of sports would be recommended for everyone.

Focusing on adults, the solution could be connection with kinds of food they generally buy at the supermarket. Then would be a good option to reduce the prices of healthy food because normally the fat food is cheaper. Another solution is cut down the use of cars and promote the use of bicycles or just walk to arrive everywhere. For example, if the price of oil increased

more, then many people would use another option to save money. Moreover, they would be contributing with the environment.

In conclusion, this is a huge problem in our society nowadays and everybody should contribute to solve it.

(343 words)

Cristina, Spain

#### Examiner's comments

*This essay has some good ideas and useful solutions. The linking is fairly good, too, with some good chunks to introduce ideas (for example: One reason obesity is growing dramatically is ...). There is some suitable academic vocabulary (sedentary, nutrition), and as a whole, it is easy to read.*

*To improve it, the writer could make a clearer plan before starting. It is easier to write one reason for the problem and the solution to it in the same paragraph, rather than all the problems first, then all the solutions. Another thing which would improve the score is some work on word-building. There are a few errors where she uses the wrong form of the word (healthy education, fat food). Also, some phrases are not quite right (suffer overweight should be suffer from obesity). She could also work on the grammar of the introduction (Since few years would be better as In the last few years). One final point is the introduction and conclusion are a bit short. This essay is likely to score 6.0.*

#### Unit 3, Check and challenge, Practice question

Nowadays, there is a widespread belief that information should not be controlled by government at all. The idea of a completely free information, that just a some decades ago was not so widely accepted, now seems to be one of the fundamental basis of modern democracy. In this essay, I am going to give reasons to support my opinion on this topic.

First and foremost, people have the right to be informed in an uncensored and objective way. These days this idea is commonly accepted, and usually in Western countries censor is used only to filter those kinds of images (violent, cruel and so on) that can upset the public. On the other hand, partial and censored information is usually associated with non-democratic systems, and countries whose citizens experience lacks of freedom. For instance, in North Korea, where government enforces a total control on information, usually TV programs are not transmitted live, in order for the government to control the contents of programs (even the 2010 Football World Cup was not transmitted live).

Furthermore, what is common even in Western countries is the 'indirect' control of government on the media, especially on television. For instance, in Italy, governments do not directly control national television, but it is common for the Prime Minister – right after being elected – to hire persons he trusts to direct the three channels of national television. This provides him an indirect control on what is said on the most important and diffuse mass media.

Finally, in the 21st century it can be very difficult for a government to control the media: the Internet is so spread (and proposes so many different points of view) that good and impartial information is always available. But the Internet is a double-edged sword; on the one hand, by surfing the Net everyone can find a lot on information on nearly every topic, but on the other hand sources of articles and essays are not always clear, and neither is the editorial policy of the author, so that one does not know what to expect from an article.

By way of a conclusion, my opinion is that in a modern democracy information must be free and not controlled by the government. Politicians should be able to intervene only in special and extreme cases, like for national security reasons. As long as this is not the case, citizens have the right to receive impartial and uncensored information.

(404 words)

Stefano, Italy

#### Examiner's comments

*This is an example of an extremely strong essay. What stands out is the range of vocabulary (filter images, impartial information, the Internet is a double-edged sword, intervene only in special cases). The vocabulary is very sophisticated and written in good academic style. In addition, the grammar is very good, with complex sentences, relative clauses and the tenses are very accurate. There are just a few tiny errors with uncountable nouns (a completely free information) and*

*singular/plurals (one of the fundamental basis, which should be plural – bases).*

*Organization and coherence is excellent; he uses good linking phrases (first and foremost, On the other hand, by way of a conclusion), and the paragraphs flow nicely and are easy to read. The conclusion gives a clear and unambiguous opinion; however, one way to improve this essay might be to state his opinion more clearly in the introduction as well. This essay is very high quality, and would be likely to score 8.0.*

#### Unit 4, Check and challenge, Practice question

Nowadays, children are forced to do so many exams in their school life, and sometimes for a very early age, and that provide a large debate. Some people believe it is the best way to know the students ability. However, some others think it is very stressful and it could be sometimes unfair. This essay will explain the opinions on both sides, following by what I think is right. One of the most convincing opinions against this huge number of exams for children is that exams are not always fair. Some students feel very nervous during the exam and sometimes freeze even if the student was prepared very well. So that means they are not suitable for everyone. Moreover, exams are very stressful, which leads the children often to get sick during the examination period.

Another opinion against the idea that most exams in childrens life are useless. There aren't a real benefit in reality. They are only to teach students how to memorise. So it is exactly like 'record' a few days before the exam, then 'play' during the exam then 'delete' after the test, no need for the file anymore and that doesn't help them in the future life, such as university or work. On the other hand, a strong opinion in favour says that exams is the best way to know the strong and weak point in the students knowledge. So that gives the teachers the ability to tailor their courses for the children needs and assess their levels. For example, every week in my school there is exam for the new students to know which class or level they should join. In addition, exams are very strong motivation for the children, which motivate them to give more and more. So they know that, the more they study for exams, the more they would achieve. Also it is fair because all the students do the same exam in the same place and same time, no matter of their conditions rich or poor, from well-known family or not. So the student who prepares well will get good score.

To sum up, even though the opinions against the exams present a convincing believes, they don't weigh out the huge benefits of exams for children. So the more they get exams, the more we know their improvement. Consequently, I strongly believe that exams leads children to better future and to know what to choose for their high education.

(408 words)

Naif Hasher, Saudi Arabia

#### Examiner's comments

*The best part about this essay is the organization. The paragraphs are clear and well structured, and this makes it easy to read. There is some really good vocabulary (tailor the course, freeze), and some good chunks of language (One of the most convincing arguments is ...). The grammar has a good range, with relative clauses, and comparatives, but there are quite a few grammar mistakes. Spelling is a problem as well, with quite simple words spelled wrongly. However, there is a lot of good language in it, and the excellent organization and paragraphs mean that it would get 6.5. If he improved the accuracy of his grammar and his spelling, he would get a higher score.*

#### Unit 5, Try it first!, Exercise 1

The expansion of cities with development of industries and technologies has brought a remarkable changes and enhancement in our society and in every aspect of our life. However, alongside it, significant problems have also emerged, which hugely affect people's life. In this essay, main issues people in large cities are confronting and the solutions are discussed.

Due to many benefits of living in a developed city in terms of business, culture, education, infrastructure, etc., vast amount of people have been moving to urban places.

This has contributed to population jump which entails scarce of housing, congestion of traffic, high commodity prices, etc. Furthermore, the remorseless increase in crime and environmental issue are more significant challenges.

In terms of emotional aspect of people, they are living in hectic life surrounded with skyscrapers, it seems more stressful relative to local life. Thus people can be indifferent to others and the relationships can be dry with less communication. Then, how can those problems be overcome and what is the prerequisite? The role of government is critical. With government initiatives, strategic place development management is vital in a long-term perspective. As activities involving in policies based on public consensus and needs, such as controlling prices, supplying houses, strengthening security system, etc. can not be undertaken by private sector. Moreover, it should be managed on a basis of eco-friendly vision with pragmatic policies prior to others. What is more, government and also, private sector should provide spaces where people can enjoy and recharge their life, for example, city park, nursery facilities, cultural facilities, educational programmes, etc. Overall, in order to tackle problems arising in a large city life, government should seek to establish a long-term perspective vision with practical application considering not only development in size but also quality of people's life. And efforts by people themselves to engage with community and to be active in solving those issues are needed.

(316 words)

So-Young, South Korea

**Examiner's comments**

*This essay has excellent vocabulary, with a wide range of good collocations and phrases. Grammar is good, too, with good use of noun phrases and generally accurate tenses. However, there are a few errors with articles and singular/plurals. The paragraphing is a big problem – the essay does not have clear and well-organized paragraphs, which will reduce the score. Another way to improve it would be to explain the ideas in more detail – it would be better to have three clear and well-explained ideas. The essay is also missing some examples – she could talk about how one or two of these problems affect her home city. However, the overall quality of the English, particularly the excellent vocabulary, means that it would score 6.5. With better paragraphs and better-developed ideas, the score would be even higher.*

**Unit 6, Check and challenge, Practice question**

As a result of the trend towards a healthy life and medical research and its outcomes, the governments of many countries have recently introduced laws to ban smoking in public places. Some people believe that this is a wrong decision. However, I am of the opinion that there are more benefits for all people than disadvantages. This essay will oppose advantages to disadvantages and will give reasons to support my opinion. First of all, it can be argued that there is a beneficial effect on health. This is because not only passive smokers are protected against unintentionally second-hand smoking, but also studies show that the number of smokers is declining. In other words, more people kick the habit. Another point is that as a result of the smoking ban, going to enclosed public spaces is much more comfortable. The most significant reason is that by prohibiting smoking it is very family-friendly, as well to eat out. As a result, more potential customers will also visit restaurants they had not visited before.

On the other hand, it is also believed there are some disadvantages. One problem is that the ban is an infringement of people's freedom and rights. This is because the government shouldn't interfere one's personal behaviour in this context. Moreover, the ban causes that many bars went bankrupt. By restricting smoking inside bars, they cannot sale as much as before, due to the fact that the guests have to go out for smoking and will not stay that long because they feel uncomfortable and prefer sitting, smoking, drinking and eating without interruption.

All in all, after looking at this topic, I think that the benefits of the ban outweigh the downsides. Prohibiting smoking has a positive effect on people's health and wellness. However, we must make sure not to destroy small businesses like bars and restaurants by the law come in force too quick.

(315 words)

Christine, Germany

**Examiners' comments**

*Excellent vocabulary, lots of good collocations and phrases (kick the habit, enclosed public spaces, an infringement of people's rights).*

*Grammar is good, with a nice range of structures, such as passives, noun phrases and grammatical chunks (has a positive effect on). However, there are a few mistakes, such as cannot sale or causes bars went bankrupt. The organization of the essay is good, with clear paragraphs and good academic linking words and phrases. One way to improve it would be to develop the ideas with a bit more detail. Nonetheless, it is an example of a really good Task 2 answer; would be likely to score 7.0.*

**Unit 7, Next steps 1, Exercise 5**

The diagram illustrates anticipations about how many students will study three major languages over the ten-year period from 2020 to 2030. The figures are given in millions.

Overall, it is interesting to note that there will be a steady upward trend in the number of students who study English, Spanish or Mandarin along with the globalization. Also, it is striking that Mandarin will have been the second most popular language for students by 2028 instead of Spanish.

To begin with, if we look at English, it will start at around 550 million, which is the highest figure in 2020, and then there will be a steady increase to approximately 700 million in 2024.

However, this will be followed by a considerable drop to about 630 million in 2026, after which the figure will see another steady increase to around 750 million in 2030, which is the highest number over the whole period.

As regards Spanish and Mandarin, Spanish will go through a gradual growth from 220 million to 480 million in 2030, whereas there will be a considerable and steady rise in the number of people who study Mandarin. The interesting point is that the number of people who study Mandarin or Spanish will be almost the same in 2024.

(209 words)

Se-Hee Lee, Korea

**Examiner's comments**

*This answer is an extremely high-level one. It is clear and easy to read, and flows from one paragraph to another. There are good linking phrases (it is striking, As regards, If we look at). He makes several comments on the data, rather than just giving the figures (another steady increase to around 750 million in 2030, which is the highest number over the whole period).*

*It is an example of a writer who is interpreting and explaining the data, as well as giving you the numbers.*

*There are a few errors (The interesting point should be An, and in paragraph 2, he should write will have become). However, an answer of this quality would score 7.5.*

**Unit 7, Next steps 2, Exercises 1 and 2**

1

The table shows information about how many people visited the UK through three major airports, over a five-year period between 1998 and 2003.

Overall, it can be seen that over the period, there was a fluctuant trend in the number of travellers who travelled via Heathrow, while the other two airports saw an upward trend. Another interesting point is that Gatwick airport was the most popular at the end.

Looking at the detail, the number of passengers at Heathrow started at 27.2m in 1998, and then increased remarkably to reach the highest point of 48.2m in 00. In 02, the figure dipped to 33.2m. At the last year, there was a slight growth to 45.6m. On the other hand, Gatwick began at 36.5m in 98, after that it rose remarkably for the next three years, at 47.3m. In 03, Gatwick hit the peak point at 69.3m passengers.

However, if we look at Stansted Airport, it started at the lowest point of 17.3m travellers in the first year. After this point, the trend increased significantly to 43.3m in 01. In the last two years it remained stable at 43.3m passengers.

(187 words)

Abdullah Alamer, Saudi Arabia

**Examiner's comments**

*This is a very well organized and clearly written answer. He has good paragraphing, and there is clear progression of ideas. He has also used good linking phrases (Looking at the details, On the other hand, if we look at) to write about different parts of the graph.*

*The grammar is accurate; he has used the verb-adverb and adjective-noun structures very well, with only one small error (a fluctuant trend*

should be a fluctuating trend). Vocabulary is good, too, with phrases like hit the peak point, remained stable and dipped. To improve the answer, he could introduce a wider range of language. One suggestion would be to add some comments to the answer, to give an interpretation, rather than just describing the data (see Exam Skills 3 on page 87). He also makes a few minor errors with prepositions (At the last year should be In the last year), and it would be better to write the dates in full (2000, not 00). This answer is likely to score 7.0.

2

The bar chart illustrates information about how many people per year visited three museums over six-year period from 2000 to 2005.

Overall, what stands out from the graph is there was gradual upward trend in the number of visitors of the National Museum in China, which became the most popular museum from being at last place, while the Edo-Tokyo followed the opposite trend. In detail, in the first two years of the period, the number of visitors of Edo-Tokyo remained stable at 13.5 millions, and then fell to 9m in 2003, while that of MET, New York, dropped significantly by 50%, from 12m to 6m and remained at this level in 2002.

However, there was gradual upward trend in the number of visitors of both MET and Edo museums from 2003 to 2005, the former number doubled and the latter risen by more than 50%, finishing at 14.5 and 40 millions respectively. In addition, there was significant increase of the number of visitors of National, China over the whole six-year period, the figure finishing at almost 16 millions.

(178 words)

Ana Ivanova, Bulgaria

**Examiner's comments**

This answer is interesting, because the data in paragraphs 3 and 4 is organized in a different way to the model answer on page 84. She has divided the information into two time periods (2000–2002 and 2003–2005), which is another possible way of writing. The structure is excellent, with good linking (what stands out from the graph, in detail, in addition), which makes it easy to read. She has included some interpretation of the data in the overview (which became the most popular museum from being at last place), and there is some very good vocabulary (the former ... the latter, doubled, remained stable). A weakness is the lack of articles – there are several sentences where the article is missing (over a six-year period, there was a gradual upward trend), which would lower the grammar score. There are also a few basic errors (rised), and there should not be an s on million. This answer would be likely to score 7 for answering the question, 7 for organization, 7 for vocabulary and 6 for grammar, which would be an overall score of 6.5.

**Unit 8, Check and challenge, Practice question**

The table provides information about the number of seven different classes which were in Mother Tongue language school in London in September in 2010.

Overall, what stands out from the graph is that the most common class among students was Intermediate, while Proficiency and advanced classes ranked in last place for students.

In details, proficiency and advanced classes were slightly more common among students at 25. A considerably higher number of students did upper intermediate classes at 50. As for, intermediate classes, the number of students who did intermediate classes was far higher than that of class at 200. If we look at other three classes, it can be seen that the number of students who did pre-intermediate classes was much higher than the other two classes at 100. As regards, elementary classes, a significantly higher number of students were in them at 90. Finally, regarding, beginner classes, slightly more students did them at 30.

(155 words)

Merve Civas, Turkey

**Examiner's comments**

The strongest aspect of this answer is the paragraphing and structure. There are four clear paragraphs, with a good overview in paragraph 2 and good linking (If we look at ..., what stands out from the graph is ...). The grammar has a range of structures to compare the data (a considerably higher number of students did ..., the number of

students who did ... was much higher than ...), and there is some nice vocabulary (significantly, considerably).

The key problem which prevents this answer from getting a high score is that the comparative sentences are missing some details. It is not always clear what is being compared – for instance, in the sentence ...

proficiency and advanced classes were slightly more common among students at 25, the reader doesn't know what proficiency and advanced classes are being compared to. There are also problems with punctuation – some parts have commas in the wrong place (Finally, regarding, beginner classes ...).

Therefore this answer is likely to score 5.5. If the comparatives were more accurate, it would be likely to get a higher mark.

**Unit 9, Model answer 1, Exercise 2**

The given pictures demonstrate the way of making tomato ketchup step by step. Overall, there are 15 steps to be done to produce a bottle of ketchup.

First of all, a farmer picks up tomatoes from his farm and put them in baskets. Then, he selects only good tomatoes from the ones he picked. After being sent to factory, the tomatoes will have a removal process in order to get rid of stalks, seeds, skins, etc. Having been collected into containers, the processed tomatoes are crushed and turned into liquid. Next, with adding sugar, salt and vinegar, they are ready to boil.

After being left for two hours to be set, the tomato liquid are poured into tomato ketchup bottles and labelled as polished products. The next step is, in order to make quality the best, inspectors check all their products. At just before the final stage, only the selected bottles are packed and delivered to supermarkets. Finally, the customers enjoy the tomato ketchup with their food.

In conclusion, the process of making a bottle of tomato ketchup is described with 15 initial stages.

(184 words)

Suzie, Mongolia

**Examiner's comments**

This is an example of a strong answer, with a nice range of grammar, and in particular some excellent passive structures (After being sent, Having been collected). It also has some nice changes of grammar (a removal process). The paragraphing is generally good, with a clear introduction and an overall sentence, and two clear paragraphs in the body. However, some of the vocabulary is not quite right (picks up, polished products), and the conclusion is a little confused – it seems more like an introduction. There are also a few basic grammar errors in places (the tomato liquid are poured).

This answer would be likely to score 6.5.

**Unit 9, Model answer 2, Exercise 3**

The two maps show what happened in the town of Kimsville in the last nine years: from 2002 until nowadays.

Overall, it can be seen that in 2002, Kimsville was green, residential city, with lots of trees, but today it has become much more industrial, with new apartment and software company.

First of all, two areas which have been big improvements are the north-west and south-west of the city. These areas used to be full of trees, but the trees were chopped down, and new apartments and a football stadium have been built. Also, a new train station has been constructed between them.

Another change is the expansion of the shopping centre which is in the north of the city centre. In addition, in 2002, there was an old cinema in the south of the city. In recent years, it has become a pub. Also, the factory near city centre has been knocked down and replaced by a software company.

(160 words)

Selin, Turkey

**Examiner's comments**

This has clearly been written by a student who has had some training in how to write about maps, and it is a strong answer. The passives are very good, and the paragraphs are clear and easy to read. It also has some good linking words, and a clear overview in paragraph 2.

There are a few mistakes with articles (a green, residential city), and also in the first line of paragraph 3, the sentence should be two areas which have seen big improvements. It could also be slightly longer, and talk about more changes.

However, this is likely to score 7.0 in the exam.



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