

# Master IELTS Essays

Writing Task Two

## Course Material and Supplements

*For Academic & General  
Training Candidates*

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Cert TESOL, Academic IELTS 9.0

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# Master IELTS Essays

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# INTRODUCTION

## Understanding the Rubric

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

**Some people believe that television programmes are of no real value for children.**

**How far do you agree or disagree?**

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

Write at least 250 words.

## The Task

Task 2 involves writing an essay on the given topic

You have to

- answer the question(s) asked clearly and completely;
- give reasons for your answer;
- include relevant examples
  - from your knowledge
  - from your experience
- spend about 40 minutes on the task
- write at least 250 words → 265-270 words

**Note:** Finish task 2 during the second part of your writing test after you have finished writing task 1. Do not swap!

## The Answer Sheet

The last two pages of the IELTS writing answer sheet are dedicated to task two and together have 40 lines. Although you may ask for extra sheets to write your answer in, it is not likely to become necessary since the space you are already provided with is way more than sufficient.

## Task Types

### A. Opinion-led

*Some people believe that television programmes are of no real value for children.*

*How far do you agree or disagree?*

### B. Argument-led

*Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults.*

*Discuss both these views and give your own opinion.*

### C. Advantages/Disadvantages

*After graduating from high school, some young people decide to start working right away instead of going to university.*

*What are the advantages and disadvantages for young people who decide to do this?*

### D. Problem/Issue

*Housing and accommodation has become a major problem in many countries around the world.*

*What are some of the main factors that have contributed to this problem?*

*What can be done to help reduce the number of homeless people?*

### E. Mixed Type

*Universities should provide students with the skills they will require in order to succeed at their future jobs.*

*How far do you agree or disagree with the above opinion?*

*What are some of the job skills that employers look for in new employees?*

## Assessment Criteria

Every report is read four times by an examiner and each time, it will be marked on one of the following criteria:

- Task Response (TR)
- Coherence and Cohesion (CC)
- Lexical Resource (LR)
- Grammatical Range and Accuracy (GRA)

EXAMINER'S USE ONLY															
EXAMINER 2 TASK 2	TR		CC		LR		GRA			UNDERLENGTH		NO OF WORDS		PENALTY	
										OFF-TOPIC		MEMORISED		ILLEGIBLE	
EXAMINER 1 TASK 2	TR		CC		LR		GRA			UNDERLENGTH		NO OF WORDS		PENALTY	
										OFF-TOPIC		MEMORISED		ILLEGIBLE	

### Task Response (TR)

In both Academic and General Training Writing tests, Task 2 requires the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidates' own experience. Responses must be at least 250 words in length.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you sufficiently addressed all parts of the task?
2. Have you presented a clear response to the questions asked?
3. Have you presented well-developed ideas by presenting, extending and supporting them?
4. Have you avoided over-generalisation and absolute statements?
5. Have you avoided repetitive conclusions or vague/under-developed ideas?

### Coherence and Cohesion (CC)

This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you organised your information logically?
2. Is there an overall flow or progression in your report?
3. Have you organised the text in paragraphs logically and sufficiently?
4. Have you used linkers correctly, properly and sufficiently?
5. Have pronouns been used correctly and do they have clear references?
6. Have you avoided linker over-use/under-use?

## Lexical Resource (LR)

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

The examiner takes the following points into account when assessing this aspect of your report:

1. Words
  - a. Range and flexibility
  - b. Level
  - c. Precision
  - d. Style
  - e. Collocation
2. Vocabulary mistakes
  - a. Spelling
  - b. Word choice
  - c. Word formation

**Note:** when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.

## Grammatical Range and Accuracy (GRA)

This criterion refers to the range and accurate use of the candidate's grammatical resource as manifested in the candidate's writing at the sentence level.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you used a variety of sentence structures?
2. How often have you used compound structures?
3. Mistakes
  - a. Grammar
  - b. Punctuation

**Note:** when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.



# Sample IELTS Writing Task 2 Topics

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***It is not wise for an industry to replace its experienced but old workers with new and young yet inexperienced individuals.***

***To what extent do you agree or disagree?***

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

Write at least 250 words.



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Some people think that teachers are essential to the learning process. Others argue that students at schools and universities learn far more from other sources (such as the Internet and television) than from lessons with teachers.**

**What are your views on this?**

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

Write at least 250 words.

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Some people think secondary school students should study international news as one of their subjects. Other people say this is a waste of valuable school time.**

**Discuss both these views and give your own opinion.**

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

Write at least 250 words.

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Developing countries require international organization's help. Some people prefer financial aid while others think practical aid and advice are better.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

TASK 2

- 3 -

The history of human civilisation is mainly dominated by male characters. Most countries have been shaped by male kings and commanders, and science was long considered to be a quest for men. However, following attempts by British and American women ~~at~~ at attaining equal rights in the previous century, debates were initiated over whether or not men and women can be given the same credit ~~for~~ in all fields and activities. Some believe the two sexes are naturally different, while others insist they can reach the same skills, <sup>either</sup> levels, given the right training.

The proponents of the "equal abilities" argument have several reasons that need to be taken into consideration. First and foremost, they argue that today, women are competing with men in almost every field, especially at sports such as football and boxing. Moreover, it is becoming more and more evident that women are doing better at areas previously designated to men. For instance, male chefs have dominated European restaurants for centuries, but now female chefs have emerged that are winning cooking contests and working in ~~prestigious~~ top hotels and restaurants all over the world. It is also argued that universities

EXAMINER'S USE ONLY

are being forced to open male-only courses such as mining engineering to female candidates who end up working as well as men - or in cases even better.

However, the ~~opponents~~ <sup>opponents</sup> of this idea have reasons that cannot be ignored. Most importantly, it is clear that the physical features and <sup>the</sup> physiology of men and women are very different, which practically leads to a contrast between the capabilities of the two. This, they argue, has <sup>recently</sup> led to women even resolving to consume hormones to improve their power and stamina in order to compete with their male ~~counterparts~~ <sup>counterparts</sup>. Also, most people can notice <sup>a</sup> ~~the~~ difference in men's and women's attitudes when working together. This in practice makes them take different approaches to solving problems which ~~are~~ have their roots in their emotional levels. For example, I have noticed that software ~~teams~~ <sup>companies</sup> usually employ female designers due to women's ability at working with details, but refrain from giving project management roles to female developers due to their inability to realise the bigger picture.

→ P.5

EXAMINER'S USE ONLY

EXAMINER 2  
TASK 2

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1  
TASK 2

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

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In conclusion, having studied both these arguments, I have personally come to believe that neither opinion is perfect and represents the reality of the sexes. Thus I think while the two genders have different natural abilities, ~~and~~ traits and skill sets which make them unique at doing certain tasks most perfectly, either can reach the ~~other's~~ <sup>other one's</sup> skill level through training ~~and~~ ~~skills~~ <sup>provided</sup> ~~skills~~ ~~required~~ they ~~possess~~ have the will power to do so. Nevertheless, in my opinion, the perfect situation can only be ~~reached~~ reached when teams of male and female colleagues work together to share their attitudes, skills and approaches ~~and~~ ~~complete~~ <sup>while completing</sup> what each of them lacks or is short of in every field.

**Some people think that strict punishments for driving offences are the key to reducing traffic accidents. Others, however, believe that other measures would be more effective in improving road safety.**

**Discuss both these views and give your own opinion.**

## **Answer by E. Tahasoni:**

Road accidents claim the lives of large numbers of drivers and pedestrians every year and have turned into a matter of distress in many countries, including my own. It has been argued that drivers who ignore the law should be fined severely to reduce the number of accidents, whereas some believe in other solutions. (54 words)

One could hardly cast doubt on the effectiveness of penalties and fines in the reduction of accidents. Many crashes are due to drivers driving carelessly and ignoring the law, thus threatening the lives of other, law-abiding citizens. For example, a large number of accidents in Iran where I live are caused by speeding in areas where it *has been outlawed/is legally forbidden* owing to sharp turns or lack of proper vision. Therefore, if noncompliant drivers are incarcerated or heavily fined, it is highly likely that they and others will observe driving regulations more closely and fewer accidents would occur. (99 words)

However, there are various other means of decreasing the number of traffic accidents. First of all, driving license candidates could be required to sit courses aiming at educating them on the virtues of heeding the law while on the road. These classes (104 words)

In conclusion, (31 words)

(269 words)

## **WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

**After graduating from high school, some young people decide to start working right away instead of going to university.**

**What are the advantages and disadvantages for young people who decide to do this?**

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

Write at least 250 words.



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, governments are encouraging industries and businesses to move to regional areas outside big cities.***

***Do the advantages of this trend outweigh the disadvantages?***

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

Write at least 250 words.

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***Housing and accommodation has become a major problem in many countries around the world.***

***What are some of the main factors that have contributed to this problem?***

***What can be done to help reduce the number of homeless people?***

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

Write at least 250 words.

**Nowadays, we are producing more and more rubbish.**

**Why do you think this is happening?**

**What can government do to help reduce the amount of rubbish produced?**

## **Answer by E. Tahasoni:**

Today, many cities around the world face an increasing amount of garbage produced by citizens. This essay aims to investigate the causes of this and also put forward a number of solutions. (18 words)

There are many reasons why so much rubbish is produced. One important factor is the consumerist lifestyle of many people today which has led to them buying and consuming more products such as food, clothes and home appliances. As a result, more packaging is thrown away everyday which creates a lot of rubbish. Furthermore, many families do not separate reusable garbage like cans or glass jars from the rest since they are too tired or busy. The main reason for this is that a majority of parents have to work long hours out of home to make enough money for their families. (102 words)

Governments can do various things to decrease the amount of garbage. Firstly, they can legislate laws to limit the garbage produced by households to a certain level, say, a kilogram every day. As a result, people would definitely try to buy only the things which they need to avoid throwing away too much. This is likely to be very effective although it might not be so popular, especially in large cities. Also, governments could invest in building recycling plants so that more garbage is reused to produce new products. For example, they could use plastic bottles to make new plastic balls or computer parts. (104 words)

In conclusion, the reasons behind the rise in waste production include consumerism and people not recycling, and possible solutions are laws to restrict household garbage as well as building recycling centres. (31 words)

(269 words)

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

**While mobile phones have many advantages, a number of problems have also resulted from them or the ways in which they are used.**

**What are some of these problems?**

**What solutions can you suggest for solving these problems?**

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

Write at least 250 words.

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***In many countries today insufficient respect is shown to older people.***

***What do you think may be the reasons for this?***

***What problems might this cause in society?***

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

Write at least 250 words.

Source: Official IELTS Practice Materials 2, page 29

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**Brainstorming:****Causes:**

- Fast technological progress → youngsters know more about everyday stuff than the elderly → they don't think they should learn from older people → less respect
- The problems that old people have experience in solving are different from today's issues → old people no longer act as respectable problem solvers → less respect

**Effects:**

- Less respect → Young people may think old people are jobless parasites → young people think pensions are not justified
- Less respect → Experience shared by the elderly will not be appreciated → many problems will no longer be easily solved through that experience

## Sample answer by E. Tahasoni:

In many modern communities, young people no longer appreciate old age as a symbol of reverence. This essay will try to identify the factors contributing to this and also explain some of the issues it is likely to create in modern communities.

One could think of various reasons why the youth of today do not respect the elderly much. First and foremost, the rapid pace of technological progress in today's world has led to youngsters knowing more about commonly used technologies such as email or internet television. Consequently, they seldom feel the need to learn from the elderly whose knowledge and experience might seem rather outdated so their respect for them would decline. Moreover, many youngsters do not view old people as respectable and experienced problem solvers because the problems they face now tend to be quite different from those experienced by the older generation.

The social problems this new attitude is likely to create cannot be ignored. Most importantly, youths might start to question the justifiability of high pensions for old people because they would think there is no reason for supporting those who stay at home watching the news rather than work like younger people have to. In addition, the younger generation is likely to find issues like effective and successful child rearing very difficult to handle since many may start to neglect the advice and experience shared by the elderly.

To conclude, I think disrespect towards the elderly has been caused by advances in technology as well as changes in social problems, and in turn could lead to reductions in pensions and challenges for the youth.

(269 words)

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

**Universities should provide students with the skills they will require in order to succeed at their future jobs.**

**How far do you agree or disagree with the above opinion?**

**What are some of the job skills that employers look for in new employees?**

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

Write at least 250 words.

**Example paragraph 3 (“items” body paragraph):**

There are various abilities that new employees today are required to have. Firstly, they need to have good communicative skills like letter writing so that they can communicate their ideas while understanding what their colleagues or clients think. Secondly, employees should be able to manage their time efficiently because they have to finish various tasks before their respective deadlines. Finally, many companies seek workers who can use computers effectively to handle office and business tasks. For instance, almost all modern construction companies require new engineers to know how to design buildings or manage projects using software like AutoCAD or Microsoft Project.

(101 words)



# Course Hand-Outs



# A Quick Guide to Punctuation in IELTS

Basically, the two punctuation marks you will need to use in IELTS reports, letters and essays are the full stop and comma. Exclamation (!) and question marks (?) might also be used in General Training letters, while parentheses could be used in Academic reports as well as in letters.

You are advised to avoid using the colon (:), semi-colon (;) and dashes (–) if you do not know where they need to be used, since they are unnecessary.

## Full Stop (.)

Full stops are generally used to mark the end of a sentence:

*There has been a dramatic increase in the population of urban regions.*

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## Comma (,)

Commas are used in longer sentences to separate information into readable units. They also often separate clauses in a sentence and sometimes come before a coordinator (e.g. “and”, “but”, etc.)

- A single comma ensures correct reading of a sentence which starts with a long introductory element:  
*Following efforts by pioneering scientists in the field of ecology, it has now been generally accepted that the world is gradually becoming warmer.*
- A single comma is used after many starting linkers like “however”, “moreover”, “basically” and “such”:  
*In contrast, water levels in Africa and Australia declined to reach an all-time low.*
- Pairs of commas help in the middle of a sentence to set off any string of words which is either a parenthesis, or in contrast, to whatever went before:  
*A student, whether at school or university, needs to receive guidance and instructions on how to use resources effectively and efficiently.*
- Sets of comma act as a means of separating items in a list:  
*Workplaces like business offices, banks and schools would certainly require a more formal dress code.*

**Note:** do not add a comma after “that” at the beginning of a clause:

*It has been known for some time that many flaws in children’s behavior have roots in their genes.*

## Giving an opinion

Use the following ideas to formulate sentences which represent your personal view on a given subject. Please note that this is only a small portion of the possible structures, as you may find a great deal more in vocabulary/grammar books written for the IELTS as well as in sample essays and other authentic IELTS resources.

### 👉 Agreeing/disagreeing with a view

With/without a background statement:

- I [tend to/personally/strongly/firmly] **agree/disagree** with the **view/opinion/point of view/idea/viewpoint** that...
- I [tend to/personally/strongly/firmly] **agree/disagree** that...
- I [tend to/personally/strongly/firmly] **support/oppose** the **view/opinion/point of view/idea/viewpoint** that...

Preferably without a background statement:

#### Agreeing:

- I, like many others, think...
- My view, like many other people, is that...

#### Disagreeing:

- **Whereas/While/Although/Even though** some might believe that..., I personally think ...
- **Whereas/While/Although/Even though** some might believe that..., I personally **think otherwise/disagree**.
- Despite many people's view that..., I tend to think..

### 👉 Giving an original view

- I [tend to/personally/strongly/firmly] **think/believe/feel** that...
- I am [personally/strongly/firmly/fully] convinced that...
- I am [personally/strongly/firmly] of the opinion that...
- I [personally/strongly/firmly] hold the opinion that...
- To me, ...
- As far as I am concerned, ...
- From my [personal] point of view, ...

# Ideas for Argument-led Essay Body Topic Sentences

## 👉 Type 1

### Body 1

Those who agree with Those who support The supporters of Those in favour of Those supporting	this opinion <b>(A&amp;A)</b> ---n./n.p.--- the view that-----	have present provide offer	a number of various a variety of numerous some	reasons points	to support in favour of to justify	their	view. viewpoint. point of view. opinion. idea.
--	--	-------------------------------------	--	-------------------	--	-------	--

### Body 2 (A&A)

However, Nevertheless, On the other hand,	those who disagree with those who oppose the opponents of those against those opposed to	the above idea the view mentioned above the abovementioned opinion -----n./n.p.----- the opinion that	have present provide offer	their	own respective	reasons points	as well. , too.
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### Body 2 (A&O)

However, Nevertheless On the other hand,	those who agree with those who support the supporters of those in favour of those supporting	-----n./n.p.----- the opinion that-----	have present provide offer	their	own respective	reasons points	as well. , too.
--	--	--	-------------------------------------	-------	-------------------	-------------------	--------------------

## 👉 Type 2

### Body 1

One	can may could	think of present provide offer	a number of various a variety of numerous some	reasons points	to support in favour of to justify	this opinion <b>(A&amp;A)</b> . ---n./n.p.---. the opinion that-----.
-----	---------------------	---	--	-------------------	--	---

### Body 2 (A&A)

However, Nevertheless On the other hand,	one	cannot should not	ignore forget about	the	reasons points	against ---n./n.p.---.
		should also	consider study			

### Body 2 (A&O)

However, Nevertheless On the other hand,	One	cannot should not	ignore forget about overlook	the	reasons points	supporting justifying	---n./n.p.---. the opinion that-----.
		should also	consider study				

➡ Type 3

**Body 1**

This opinion (A&A) ---n./n.p.--- The opinion that-----	provides involves offers has	a number of various a variety of numerous some	advantages. benefits. positive effects. favourable consequences. desirable impacts.
--	---------------------------------------	--	---

**Body 2 (A&A)**

However, Nevertheless On the other hand,	the	disadvantages drawbacks negative impacts unfavourable effects undesirable consequences	of ---n./n.p.---	cannot should not	be	overlooked. Ignored.
				should also be	considered. taken into consideration.	

**Body 2 (A&O)**

However, Nevertheless On the other hand,	the	advantages benefits negative consequences unfavourable impacts undesirable effects	of ---n./n.p.---	cannot should not	be	overlooked. Ignored.
				should also be	considered. taken into consideration.	

# Ideas for Advantages & Disadvantages Essay Focus Statements

## ➤ Type One:

The <b>aim/goal/objective/purpose</b> of this essay is to This essay will <b>try/attempt/make an effort</b> to In this essay, an attempt will be made to	discuss investigate examine explain	the	advantages and disadvantages benefits and drawbacks merits and downsides pros and cons
			positive and negative welcome and unwelcome favourable and unfavourable desirable and undesirable beneficial and detrimental

of	this (w/ background) this idea (w/ background) ---n./n.p.--- the idea that-----
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## ➤ Type Two:

The <b>aim/goal/objective/purpose</b> of this essay is to This essay will <b>try/attempt/make an effort</b> to In this essay, an attempt will be made to	Discuss investigate examine explain	The	advantages benefits merits
			positive welcome favourable desirable beneficial

of	this (w/ background) this idea (w/ background) ---n./n.p.--- the idea that-----	as well as the	Negative unwelcome unfavourable undesirable detrimental	ones.
----	--	----------------	---	-------

➡ Type Three:

The	advantages and disadvantages benefits and drawbacks merits and downsides pros and cons		of	this (w/ background) this idea (w/ background) ---n./n.p.--- the idea that-----	will be
	positive and negative welcome and unwelcome favourable and unfavourable desirable and undesirable beneficial and detrimental	consequences results impacts consequences effects			

discussed investigated examined explained	in this essay.
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## Ideas for Advantages vs. Disadvantages Essay Focus Statements

Despite In spite of	the its	advantages benefits merits		I believe that I am convinced that I think that ...	this (w/ background) this idea (w/ background) ---n./n.p.--- the idea that-----
		positive welcome favourable desirable beneficial	consequences results impacts consequences effects		

has involves presents	a greater number of a larger number of	disadvantages. downsides. drawbacks.	
		negative unwelcome unfavourable undesirable detrimental	ones.

## Ideas for Causes and Solutions Essay Focus Statements

<p>The <b>aim/goal/objective/purpose</b> of this essay is to                  This essay will <b>try/attempt/make an effort</b> to                  In this essay, an attempt will be made to</p>	<p>discuss                  investigate                  examine                  explain</p>	<p>the <b>factors/issues</b> responsible for                  the reasons <b>behind/for</b>                  the <b>factors/issues</b> which have contributed to                  the causes of                  the issues which have <b>resulted in/led to</b></p>
---	---	--

<p>this                  this <b>problem/issue</b>                  ----n./n.p.----</p>	<p>and also</p>	<p>propose                  suggest                  put forward                  recommend</p>	<p>a number of                  some                  different                  various                  a variety of</p>	<p>solutions.  <b>means/ways</b> to solve it.  <b>means/ways</b> to <b>resolve/deal with/tackle/improve</b> the situation.</p>
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## Ideas for Effects and Solutions Essay Focus Statements

<p>The <b>aim/goal/objective/purpose</b> of this essay is to                  This essay will <b>try/attempt/make an effort</b> to                  In this essay, an attempt will be made to</p>	<p>discuss                  investigate                  examine                  explain</p>	<p>the issues <b>resulting from/which have resulted from</b>                  the problems which <b>follow/have followed</b>                  the <b>consequences/effects/impacts</b> of  <hr/>                 the <b>problems/issues</b> which <b>could/may/might/are likely</b>  <b>to result from/follow/ensue</b>  <hr/>                 the <b>possible/potential/probable/prospective</b>  <b>consequences/effects/impacts</b> of</p>
---	---	--

<p>this                  this <b>problem/issue</b>                  ----n./n.p.----</p>	<p>and also</p>	<p>propose                  suggest                  put forward                  recommend</p>	<p>a number of                  some                  different                  various                  a variety of</p>	<p>solutions.  <b>means/ways</b> to solve them.  <b>means/ways</b> to <b>resolve/deal with/tackle/improve</b> the situation.</p>
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## Ideas for Causes and Effects Essay Focus Statements

<p>The <b>aim/goal/objective/purpose</b> of this essay is to                  This essay will <b>try/attempt/make an effort</b> to                  In this essay, an attempt will be made to</p>	<p>discuss                  investigate                  examine                  explain</p>	<p>the <b>factors/issues</b> responsible for                  the reasons <b>behind/for</b>                  the <b>factors/issues</b> which have contributed to                  the causes of                  the issues which have <b>resulted in/led to</b></p>
---	---	--

<p>this                  this <b>problem/issue</b>                  -----n./n.p.-----</p>	<p>and also</p>	<p>discuss                  investigate                  examine                  explain</p>	<p>the issues <b>it has resulted in /which have resulted from it.</b>                  the problems which <b>follow /have followed</b> it.                  its <b>consequences/effects/impacts.</b></p> <hr/> <p>the <b>problems/issues</b> it <b>could/may/might/is likely to result in/lead to.</b></p> <p>the <b>problems/issues</b> which <b>could/may/might/are likely to result from/follow/ensue</b> it.</p> <p>its <b>possible/potential/probable/prospective consequences/effects/impacts.</b></p>
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## 👉 Discussing Causes



### Approach A:

**Presentation:** Cause 1 → Issue

**Extension:** Cause 1 ← Cause 2 ← Cause 3

### Approach B:

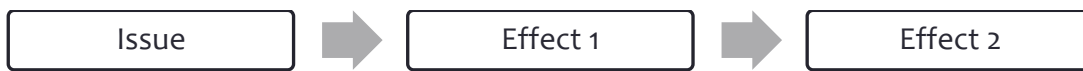
**Presentation:** Cause 3 → Issue

**Extension:** Cause 3 → Cause 2 → Cause 1

**Note:** → = consequence linker   ← = cause linker

## 👉 Discussing Effects

### Approach A (Short):



Issue → Effect 2 *because* Effect 1

### Approach B (long):



Issue → Effect 3 *because* issue → effect 1 → effect 2 [→ effect 3]

**Note:** → = consequence linker   ← = cause linker

## ✎ Discussing Solutions

### ✎ Development

Include:

- Mechanism
- Advantages over other solutions
- Any possible disadvantages

### ✎ How to introduce advantage and disadvantage:

Approach A:

Although Even though	----- disadvantage (sentence) -----	,	----- advantage (sentence) -----.
-------------------------	-------------------------------------	---	-----------------------------------

----- advantage (sentence) -----	although even though	----- disadvantage (sentence) -----.
----------------------------------	-------------------------	--------------------------------------

Approach B:

Despite In spite of	----- disadvantage (n./n.p.) -----	,	----- advantage (sentence) -----.
------------------------	------------------------------------	---	-----------------------------------

----- advantage (sentence) -----	despite in spite of	----- disadvantage (n./n.p.) -----.
----------------------------------	------------------------	-------------------------------------

### ✎ Some possible advantages and disadvantages

Advantage	Disadvantage
<ul style="list-style-type: none"> <li>• Effective</li> <li>• Efficient</li> <li>• Cost-effective, economical, reasonable Does not <b>rely on/require</b> many financial resources</li> <li>• Time-efficient</li> <li>• Popular</li> <li>• Does not <b>rely on/require</b> many resources</li> <li>• Easy to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Might not be very reasonable</li> <li>• Could be time-consuming Might not be very time-efficient</li> <li>• Might not be very popular Might not be favoured by the public</li> <li>• May <b>rely on/require</b> significant resources</li> <li>• Could be difficult to implement Might not be very easy to implement</li> </ul>

## Connectors: Usage and Meaning

### To Add Another Idea

Coordinators	Subordinators	Transitions
and		furthermore moreover besides also in addition

### To Restate, Explain or Emphasize an Idea

Coordinators	Subordinators	Transitions
		that is in other words in fact actually namely

### To Give an Example

Coordinators	Subordinators	Transitions
		for example for instance to illustrate

### To Show a Choice

Coordinators	Subordinators	Transitions
or nor		

### To Show a Difference

Coordinators	Subordinators	Transitions
But	while whereas though	in contrast on the contrary on the other hand instead however still otherwise

**To Show the Opposite of What You Might Expect**

Coordinators	Subordinators	Transitions
yet	although though even though	nevertheless admittedly even so nonetheless

**To Show a Similarity**

Coordinators	Subordinators	Transitions
	just as as	similarly likewise in the same way

**To Show a Cause or Reason**

Coordinators	Subordinators	Transitions
for	because since as now that as long as	

**To Show a Result or Effect**

Coordinators	Subordinators	Transitions
so	so + adjective + that such + ... noun + that	as a result consequently as a consequence therefore thus hence accordingly

**To Show a Time Relationship**

Coordinators	Subordinators	Transitions
	before after when whenever while as soon as until as since the moment that once	previously subsequently finally afterward meanwhile first, second, etc. after that next since then then, at first,

**To Show a Condition**

Coordinators	Subordinators	Transitions
or	if even if unless when whenever	

## The Academic Word List

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### Sublist 1

analyze • approach • area • assess • assume • authority • available • benefit • concept • consist • constitute • context • contract • create • data • define • derive • distribute • economy • environment • establish • estimate • evident • export • factor • finance • formula • function • identify • income • indicate • individual • interpret • involve • issue • labor • legal • legislate • major • method • occur • percent • period • policy • principle • proceed • process • require • research • respond • role • section • sector • significant • similar • source • specific • structure • theory • vary

### Sublist 2

achieve • acquire • administrate • affect • appropriate • aspect • assist • category • chapter • commission • community • complex • compute • conclude • conduct • consequent • construct • consume • credit • culture • design • distinct • element • equate • evaluate • feature • final • focus • impact • injure • institute • invest • item • journal • maintain • normal • obtain • participate • perceive • positive • potential • previous • primary • purchase • range • region • regulate • relevant • reside • resource • restrict • secure • seek • select • site • strategy • survey • text • tradition • transfer

### Sublist 3

alternative • circumstance • comment • compensate • component • consent • considerable • constant • constrain • contribute • convene • coordinate • core • corporate • correspond • criteria • deduce • demonstrate • document • dominate • emphasis • ensure • exclude • framework • fund • illustrate • immigrate • imply • initial • instance • interact • justify • layer • link • locate • maximize • minor • negate • outcome • partner • philosophy • physical • proportion • publish • react • register • rely • remove • scheme • sequence • sex • shift • specify • sufficient • task • technique • technology • valid • volume

### Sublist 4

access • adequate • annual • apparent • approximate • attitude • attribute • civil • code • commit • communicate • concentrate • confer • contrast • cycle • debate • despite • dimension • domestic • emerge • error • ethnic • goal • grant • hence • hypothesis • implement • implicate • impose • integrate • internal • investigate • job • label • mechanism • obvious • occupy • option • output • overall • parallel • parameter • phase • predict • principal • prior • professional • project • promote • regime • resolve • retain • series • statistic • status • stress • subsequent • sum • summary • undertake

### Sublist 5

academy • adjust • alter • amend • aware • capacity • challenge • clause • compound • conflict • consult • contact • decline • discrete • draft • enable • energy • enforce • entity • equivalent • evolve • expand • expose • external • facilitate • fundamental • generate • generation • image • liberal • license • logic • margin • medical • mental • modify • monitor • network • notion • objective • orient • perspective • precise • prime • psychology • pursue • ratio • reject • revenue • stable • style • substitute • sustain • symbol • target • transit • trend • version • welfare • whereas

**Sublist 6**

abstract • accurate • acknowledge • aggregate • allocate • assign • attach • author • bond • brief • capable • cite • cooperate • discriminate • display • diverse • domain • edit • enhance • estate • exceed • expert • explicit • federal • fee • flexible • furthermore • gender • ignorant • incentive • incidence • incorporate • index • inhibit • initiate • input • instruct • intelligence • interval • lecture • migrate • minimum • ministry • motive • neutral • nevertheless • overseas • precede • presume • rational • recover • reveal • scope • subsidy • tape • trace • transform • transport • underlie • utilize

**Sublist 7**

adapt • adult • advocate • aid • channel • chemical • classic • comprehensive • comprise • confirm • contrary • convert • couple • decade • definite • deny • differentiate • dispose • dynamic • eliminate • empirical • equip • extract • file • finite • foundation • globe • grade • guarantee • hierarchy • identical • ideology • infer • innovate • insert • intervene • isolate • media • mode • paradigm • phenomenon • priority • prohibit • publication • quote • release • reverse • simulate • sole • somewhat • submit • successor • survive • thesis • topic • transmit • ultimate • unique • visible • voluntary

**Sublist 8**

abandon • accompany • accumulate • ambiguous • append • appreciate • arbitrary • automate • bias • chart • clarify • commodity • complement • conform • contemporary • contradict • crucial • currency • denote • detect • deviate • displace • drama • eventual • exhibit • exploit • fluctuate • guideline • highlight • implicit • induce • inevitable • infrastructure • inspect • intense • manipulate • minimize • nuclear • offset • paragraph • plus • practitioner • predominant • prospect • radical • random • reinforce • restore • revise • schedule • tense • terminate • theme • thereby • uniform • vehicle • via • virtual • visual • widespread

**Sublist 9**

accommodate • analogy • anticipate • assure • attain • behalf • bulk • cease • coherent • coincide • commence • compatible • concurrent • confine • controversy • converse • device • devote • diminish • distort • duration • erode • ethic • format • founded • inherent • insight • integral • intermediate • manual • mature • mediate • medium • military • minimal • mutual • norm • overlap • passive • portion • preliminary • protocol • qualitative • refine • relax • restrain • revolution • rigid • route • scenario • sphere • subordinate • supplement • suspend • team • temporary • trigger • unify • violate • vision

**Sublist 10**

adjacent • albeit • assemble • collapse • colleague • compile • conceive • convince • depress • encounter • enormous • forthcoming • incline • integrity • intrinsic • invoke • levy • likewise • nonetheless • notwithstanding • odd • ongoing • panel • persist • pose • reluctance • so-called • straightforward • undergo • whereby

**References:**

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2): 213–238.  
<http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx>  
 Kinsella (2003). The academic word list: A list of 570 high-incidence and high-u



# Hand-outs from 'IELTS Graduation' (Macmillan)



**7** It is important in an essay to use a range of expressions to describe yours and other’s opinions. Add the opinion phrases 1–6 to the appropriate category in the language box.

- 1 It is widely believed that ...
- 2 I partially support ...
- 3 It is certainly true that ...
- 4 My personal view is that ...
- 5 I totally disagree with ...
- 6 Many consider that ...

**Useful language: Expressing opinions**

Describing your own opinion	Describing other people’s opinions
<p><b>Agreeing with an idea (+ reasons)</b>                      I am certain that ...                      For me it is obvious that ...                      I am convinced that ...                      It has long been my belief that ...</p>	<p>It is often said that ...                      It is often claimed that ...                      It seems apparent that ...                      Scientists are convinced that ...</p>
<p><b>Disagreeing with an idea (+ reasons)</b>                      There is no justification for ...                      I am completely against ...                      I believe there is no evidence to support ...                      I do not agree with the idea that ...</p>	<p>Many researchers have found that ...                      Some people believe that ...                      X argues / asserts / believes / claims / concludes / confirms / insists / maintains / states / points out / that + sb + v</p>
<p><b>Giving an opinion</b>                      In my view ...                      I would agree that ...                      I feel strongly that ...                      It seems to me that ...                      I would argue that ...</p>	
<p><b>No strong opinion</b>                      There could be a case for saying that ...                      It would appear that ...</p>	

**Writing: Further practice**

**8** Use the language and ideas presented in this unit to write an opinion essay to the following question.

*There are serious concerns about the sale and production of genetically modified food. Yet this is necessary if we are to meet the demands of an increasing world population.*

*Give your opinions on this.*

**Useful language: Introductory phrases**

<p><b>Introducing the topic</b>                  Some people think that + noun + verb                  Research has shown that + noun + verb                  It is often reported that + noun + verb                  Recent advances in A have led to B.                  ... is an ever-increasing problem.                  The issue of ... is one which needs to be looked at carefully.                  It has become apparent in recent years, that ... is an issue that many people feel strongly about.                  Recently, ...</p>	<p><b>Explaining the focus of your essay</b>                  In this essay the arguments / issues surrounding ... will be examined.                  The arguments both for and against ... will be evaluated in this essay.                  This essay will discuss the topic of ... in more detail.                  This essay will consider the problem of ... and outline possible solutions.</p>
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**Useful language: Conclusions**

Introducing the conclusion	Re-stating your opinion	Stating the final decision / conclusion or recommendation
<p><b>To sum up,</b>  <b>In conclusion,</b>  <b>To conclude,</b></p>	<p>See Useful language: Describing opinions in Unit 4, page 70</p>	<p><b>Therefore,</b>  <b>Hence,</b>  <b>As a result,</b></p>

## Unit 7 Editing your writing

1 It is a good idea to edit your writing to check that it is clear and accurate.

Read the following table and decide what kind of writer you are.

Poor writer	Average writer	Good writer
Band Scores : 2–4	Band Scores: 5–6	Band Scores: 7–9
1 Does not check if what they have written is accurate.	1 Sometimes checks that what they have written is accurate.	1 Makes sure that what they have written is accurate and that the facts are correct.
2 Does not control the length. Writes too little.	2 Sometimes controls the length.	2 Writes the correct amount and does not write more words than the question requires.
3 Has no clear sense of purpose in writing. Does not really know why they are writing and does not clearly understand the topic.	3 Knows why they are writing, but does not clearly understand the topic.	3 Defines the purpose clearly in their introduction. Knows exactly what they are writing about and has a good understanding of the topic and the question.
4 Works in any order and does not write a plan.	4 Does not always write with a plan.	4 Prepares and plans writing well.
5 Is unable to change the style of writing to suit different topics and questions.	5 Can only slightly change the writing style.	5 Has the flexibility to change the style of writing to suit different topics and questions.
6 The writing has too many grammar, spelling and punctuation mistakes which badly affect communication.	6 The writing has many grammar, spelling and punctuation mistakes.	6 Writes correctly and pays attention to grammar, spelling and punctuation. Checks work for mistakes before handing it in.
7 Has a limited vocabulary.	7 Uses too much repetitive and memorized vocabulary.	7 Has a wide vocabulary and is always developing their vocabulary by learning new words and expressions and then using this vocabulary in their writing.
8 Writes untidily. The handwriting is difficult to read.	8 Writes neatly, but not everything is clear.	8 Writes neatly.

**Study skills**

**Editing 1: Editing your writing**

**1** In Writing Task 2, you have about 40 minutes to write 250 words. Leave at least 2 minutes at the end to check your work.

- 1 Match the grammar mistake to the example.
- 2 Correct each mistake.

Grammar mistake	Example
1 Subject-verb agreement	<b>A</b> Playing computer games a common pastime for young people is fast becoming a major cause of poor social skills.
2 Punctuation	<b>B</b> Tourism is a much needed source of income in developing country.
3 Plurals	<b>C</b> It is undeniable that the young children are easily attracted by advertising campaigns.
4 Articles	<b>D</b> This suggests to have a fast and efficient train system will encourage the general public to using private transport less.
5 Repetition	<b>E</b> Older people are more reluctant to travel long-distances because older people are less prepared to take risks.
6 Use of 'that' clause	<b>F</b> Relaxing visa regulations would be fairer for overseas students, particularly as their tuition fees is normally much higher than those for home students.
7 Word order	<b>G</b> On the another hand, other groups argue that it is the responsible of governments to maintain roads.
8 Word form	<b>H</b> These two charts are clear examples that different climate conditions in European countries.
9 Verb pattern	<b>I</b> In other words, their daily lives elements of traditional culture also include such as language, food and fashion.

## Editing your writing – Answer Key

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- 1 F Relaxing visa regulations would be fairer for overseas students, particularly as their tuition fees *are* normally much higher than those for home students.
- 2 A Playing computer games, a common pastime for young people, is fast becoming a major cause of poor social skills.
- 3 B Tourism is a much-needed source of income in developing *countries*.
- 4 C It is undeniable that *young children* are easily attracted by advertising campaigns.
- 5 E Older people are more reluctant to travel long-distances because *they* are less prepared to take risks.
  
- 6 H (accept any reasonable answer) These two charts are clear examples that different climate conditions in European countries vary considerably.
- 7 I In other words, their daily lives also include elements of traditional culture such as language, food and fashion.
- 8 G On the *other* hand, other groups argue that it is the *responsibility* of governments to maintain roads.
- 9 D This suggests *having* a fast and efficient train system will encourage the general public to *use* private transport less.

congestion.

4 Look at the Useful language box, then rewrite the sentences underneath replacing the words in *italics* with language from the box.

**TIP**

In academic writing, opinions or predictions are not usually expressed as absolute statements. Words like *all*, *every* and *always* are often avoided.

**Exam information**

Problem and solution questions need:

- 1 Words and phrases to offer solutions and hypothesize.
- 2 Words and phrases to show you are suggesting ideas rather than expressing absolute certainty (see Useful language: Avoiding absolute statements).

**Useful language: Avoiding absolute statements**

Expressing probability			
This solution	would	certainly probably	have a positive effect.
Such a policy	may could might	possibly	make the situation worse.
It seems	highly	possible (un)likely	that the problem will get worse.
Avoiding 'all' or 'every'		Avoiding 'always'	
certain	+ noun	sometimes	
the majority of		often	
a minority of		occasionally	
a large number of		at certain times	
many	+ countable noun		
a few			
much	+ uncountable noun		
a little			

- 0 It is *not true* that poor road conditions are the only explanation for road accidents.  
*It seems unlikely that poor road conditions are the only explanation for road accidents.*
- 1 *All* road accidents cause fatal injuries.
- 2 *Everyone* believes that drivers *always* drive too fast.
- 3 Higher fines for speeding *will* reduce the number of accidents.
- 4 Having speed cameras on *all* streets *is* the best solution to the problem of speeding.
- 5 It is *a fact* that *every* accident involves drivers who have consumed alcohol.

**Suggested Answers:**

1. a large number of
2. many people believe, often
3. would probably
4. certain, is highly likely to be
5. certain, the majority of accidents involve

**Vocabulary**

**Synonyms for people**

**Exam information**

To achieve a higher band score you need to avoid repetition and show precision of meaning.

For example:

*Some people feel that globalization gives multinational companies too much power. However, consumers can influence manufacturers by changing their purchasing habits.*

**1** Place the words into an appropriate part of the table.

the general public    the unemployed    employees  
 national/religious leaders    students    consumers    politicians  
 the middle-aged    managers    parents    voters    celebrities  
 manufacturers    representatives    home owners    teenagers  
 entrepreneurs    workers    individuals    employers    human beings

**Useful language: Synonyms for people**

People – in general	People and work	People and power	People – specific groups
everyone	the unemployed	politicians	the old / young

**2** Use words from the table to replace the underlined language.

- 0 People with children are a common target for marketing campaigns.  
 Parents are a common target for marketing campaigns.
- 1 Many people think governments only listen to the views of people during election campaigns.
- 2 People with original business ideas should be given investment by governments as they are a potential source of jobs.
- 3 Product design is influenced by the views of people who buy things.
- 4 It is up to people on their own to decide if they believe a company's business is unethical.
- 5 People out of work need to be given training to help them find productive work.
- 6 Changes in interest rates are of concern to people.
- 7 If people who make goods are unable to make a profit, they will cease trading.
- 8 Controlling inflation and balancing imports and exports is a key priority for people in government.
- 9 People in work will look for alternative employment if their salary is too low.
- 10 Some people think that high income groups such as famous people should pay higher taxes.

# Synonyms for People – Answer Key

## Exercise 1:

People (in general)	People and work	People and power	People (specific groups)
everyone the general public individuals human beings entrepreneurs workers employers	the unemployed employees managers manufacturers representatives	politicians national/religious leaders consumers voters celebrities home owners teenagers	the old/young senior citizens students the middle-aged parents

## Exercise 2:

1. voters
2. entrepreneurs
3. consumers
4. individuals
5. the unemployed
6. everyone (or similar)
7. manufacturers
8. politicians/national leaders
9. workers
10. celebrities



## Linking expressions

See Grammar reference, page 176.

**1** Match the sentence beginning (1–6) with an ending (a–f) to make true sentences about the reading passage.

- 1 The word 'organic' has been used to describe everything from vegetables to toothpaste. **In addition**, ...
  - 2 Casa Mila has two courtyards **in order to** ...
  - 3 Both Gaudí and Utzon left major projects unfinished. **However**, ...
  - 4 Utzon left the Sydney Opera House project before it was finished, **so** ...
  - 5 The interior of the Sydney Opera House is disappointing **because** ...
  - 6 Many of Gaudí's buildings resemble plants or animals. **For example**, ...
- a it was not designed by Utzon.
  - b allow light into each flat in the building.
  - c they did so for very different reasons: Gaudí was killed, while Utzon was dismissed.
  - d Casa Mila seems to stand on elephant legs.
  - e he did not complete its design.
  - f it describes a distinctive form of architecture.

**2** Which of the expressions **in bold** in exercise 1 indicate:

- 1 a *reason* for an action, event or situation?
- 2 the *result* of an action, event or situation?
- 3 a *purpose*?
- 4 a *contrast* between two ideas?
- 5 support through an *example*?
- 6 an extra or *additional* argument or piece of information?

**3** Match these linking expressions to the categories in exercise 2.

although    as well as    because of    despite    for instance  
 furthermore    so that    nevertheless    in spite of  
 so as (not) to    such as    thus    therefore    whereas

**4** Look at the expressions in exercises 2 and 3. Which of them usually connect:

- 1 two ideas in the same sentence?
- 2 ideas in different sentences or paragraphs?

**5** Study the linking expressions in the sentences in exercise 1 and the expressions in exercise 3. Which expressions are usually followed by:

- 1 a clause?
- 2 a noun or -ing form?
- 3 a verb?

**6** Rewrite the sentences so they that contain the word(s) in **CAPITAL** letters and the meaning stays the same.

- 1 Architects should express themselves freely. However, their work must also be practical. **ALTHOUGH**  
Although .....
- 2 While living in a city can be stressful, there are still many advantages to doing so. **DESPITE**
- 3 Because people are concerned about the environment, organic architecture will probably remain popular. **BECAUSE OF**
- 4 The city invested in a new sports complex so that more people would be encouraged to exercise and get fit. **SO AS TO**

**7** Complete the statement or argument appropriately.

- 1 I enjoyed / didn't enjoy growing up in ...
  - a because ...
  - b although ...
  - c so ...
- 2 Cities offer more amenities than towns.
  - a For example, ...
  - b However, ...
  - c Therefore, ...

# Linking Expressions – Answer Key

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**Exercise 1:**

1. f
2. b
3. c
4. e
5. a
6. d

**Exercise 2:**

1. because
2. so
3. in order to
4. however
5. for example
6. in addition

**Exercise 3:**

1. Reason: because of
2. Result: thus, therefore
3. Purpose: so that, so as (not) to
4. Contrast: although, nevertheless, in spite of, despite, whereas
5. Example: for instance
6. Addition: as well as, furthermore

**Exercise 4:**

1. although, as well as, because, because of, despite, for example, for instance, in order to, so that, since, so, so as (not) to, whereas
2. for example, furthermore, however, in addition, thus, therefore, nevertheless

**Exercise 5:**

1. Clause: although, because, for example, for instance, furthermore, however, in addition, in order that/so that, since, so, thus, therefore, nevertheless, whereas
2. Noun: as well as, because of, despite, for example
3. Verb: so that, in order to/so as to

**Exercise 6:**

1. Although architects should express themselves freely, their work must also be practical.
2. Despite the stress of living in a city, there are still many advantages to doing so.
3. Because of concerns about the environment, organic architecture will probably remain popular.
4. The city invested in a new sports complex so as to encourage more people to exercise and get fit.





# Ideas for IELTS Topics

# Common IELTS Topics

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1. Advertising
2. Animal Rights: testing on animals, vegetarianism, zoos
3. Cities: urbanisation, problems of city life
4. Crime: police, punishments/prisons, rehabilitation, capital punishment
5. Education: studying abroad, technology in education, education in developing countries, higher education, home-schooling, bad behaviour, corporal punishment, single sex education, streaming (grouping children according to ability)
6. Environment: global warming, impact of humans on the environment, solutions to environment problems, waste/rubbish, litter, recycling, nuclear power
7. Family: family size, working parents, negative effects on children, divorce, care for old people
8. Gender: gender and education, gender and work, women's and men's role in the family
9. Genetic Engineering: positives, negatives, genetically modified foods
10. Global Issues: problems in developing countries, how to help developing countries, immigration, multi-cultural societies, globalisation
11. Government and Society: what governments can do, public services, censorship, video cameras in public places
12. Guns and Weapons: gun ownership and possession, police and guns, nuclear weapons, armed forces
13. Health: diet, exercise, state health systems, private healthcare, alternative medicine, stress
14. Housing and Architecture: state housing, old buildings, modern/green buildings
15. International Language: English as an international language
16. Money: money and society, consumerism
17. Personal Development: happiness, success, nature or nurture
18. Sport and Leisure: professional/competitive sport, sport salaries, sport and politics
19. Tourism: positives, negative effects on environment, future of tourism
20. Traditions and Modern Life: losing traditional skills, traditional customs
21. Transport: traffic problems and solutions, public transport, road safety
22. Television, Internet and Mobile Phones: positives and negatives, Internet compared to newspapers and books
23. Water: importance of clean water, water supply, water should be free, bottled water
24. Work: same job for life, self-employment, unemployment, work/life balance, technology and work, child labour

**Source:** <http://ielts-simon.com/ielts-help-and-english-pr/2011/02/ielts-advice-you-need-ideas-and-opinions.html>

## 1. Advertising

### Positives of Advertising

Advertising is a key part of modern business  
Companies need to tell customers about their products  
Advertisements inform us about the choices we have  
Advertising is a creative industry that employs many people  
Without advertising we would have less choice  
Without advertising there would be higher unemployment  
Advertising is a form of modern art  
People enjoy adverts

### Negatives of Advertising

Advertising manipulates people  
It aims to persuade people that buying a product will make them happier  
Advertisers focus on selling a brand image  
They use glamorous, successful people  
We now live in a consumer culture  
We are persuaded to follow the latest trend  
We are encouraged to associate certain brands with a higher status  
Advertisers often aim their marketing at children  
Children can easily be influenced by advertisements.  
Children put pressure on parents to buy them things

### Opinions about Advertising

Advertising should be regulated  
Advertising aimed at children should be controlled or even banned  
Unhealthy foods should not be marketed in a way that attracts children  
Products that can be risk to healthy should display warnings  
In some countries it is illegal to advertise cigarettes on television  
Warnings must be displayed on cigarette packets  
However, advertising is necessary in free market economies  
It creates demand for products  
Governments should only censor false information or products that are harmful

## 2. Animal rights

### Arguments for Animal Testing

Animals are used in important scientific research  
It is necessary to do medical tests on new drugs  
Animal testing helps to advance medical and scientific knowledge  
Many important medical discoveries involved experimentation on animals  
Researchers aim to minimize the suffering that animals experience  
Testing for the cosmetics industry is now banned in many countries

### Arguments against Animal Testing

The benefits of research using animals do not justify the suffering caused  
There are alternative methods of research  
The lives of animals should be respected  
Humans have no moral right to do experiments on animals

### Arguments for Vegetarianism

Vegetarians do not eat foods that are produced by killing animals  
Many people choose a vegetarian diet for moral or health reasons  
A healthy diet is possible without eating meat  
It is unnecessary to kill animal for food  
A vegetarian diet may reduce the risk of disease like cancer  
Many people question the treatment of animals in factory farms

### Arguments against Vegetarianism

Vegetarians do not eat a balanced diet  
In many cultures, meat is the main ingredient in traditional meals  
Meat-eaters argue that animals are below humans in the food chain  
It is completely natural for us to kill them for food  
Our aim should be improve farming methods  
Farms should produce organic food  
Positives of Zoos  
Zoos paly an important role in wildlife conservation  
They can help to protect endangered species  
Zoos allow scientists to study animals and their behavior  
Zoos are educational, interesting and fun  
Children, in particular, enjoy learning about animals  
Zoos provide job opportunities.

### Negatives of Zoos

Zoo animals are kept in artificial environments  
They are kept in cages or have limited space  
Zoo animals rely on humans  
They lose the freedom to hunt for food  
They best way to save endangered species is by protecting natural habitats.  
Some people believe that zoos are unethical  
Zoos exhibits animals with the aim of making money  
We have no right to use animals for entertainment and profit.

## 3. Cities

### Reasons for Urbanization

People move to cities in search of job opportunities  
Cities offer greater employment possibilities and a higher standard of living  
People migrate to cities from the countryside  
Traditional activities like farming need fewer workers nowadays



### Negatives of City Life

Life in cities has its drawbacks  
The cost of living is higher than in rural areas  
Some people do not manage to find work  
Housing is usually much more expensive  
Homelessness and poverty are common in cities  
There is a gap between rich and poor  
Life in cities can be extremely stressful  
There are problems like traffic congestion and crime  
Cities lack a sense of community  
People do not even know their neighbors  
Cities are sometimes described as “concrete jungles”.

### Pedestrian Areas

Pedestrian zones in city centre can improve the local environment  
Banning cars encourages people to walk or cycle  
Many European cities have built bicycle lanes  
Dependence on cars is linked to health problems like obesity  
People who walk or cycle regularly are generally healthier  
Pedestrian areas are safer and more attractive for both residents and tourists

## 4. Crime

### Police and Crime Prevention

The job of the police is to catch criminals  
They must also prevent crime and make communities safer  
There should be an increase in the number of police officers on the streets  
Police officers should be seen as part of the community  
They should be involved with education and prevention  
The police should be in close contact with schools  
They should focus on young people who have dropped out of school.  
These teenagers may become involved with gangs

### Punishments/Prisons

Fines are used as punishment for minor crimes  
If the crime is more serious, prison is the most common punishment  
Some criminals pose a threat to society  
They are put in prison to ensure the safety of other citizens

### Negatives of Prisons

Criminals are put together  
They make friends with other offenders  
Many prisoners re-offend when they are released  
A criminal record makes finding a job more difficult

**Rehabilitation**

Another aim of prisons is rehabilitation  
Prisoners receive education or vocational training  
Prisoners should learn personal skills and specific job skills  
Punishment could make prisoners' behavior worse  
Rehabilitation aims to make them better citizens  
Rehabilitated prisoners are less likely to re-offend

**Capital punishment**

Supporters say that capital punishment deters crime  
Fear of the death penalty stops people from committing offences  
The death penalty shows that crime is not tolerated  
It is a form of revenge  
The cost of imprisonment is avoided  
The offender cannot pose a threat to others

**Against Capital Punishment**

Innocent people could be wrongly convicted and executed  
Crime rates are not necessarily reduced  
Many criminals do not think they will be caught  
Capital punishment is not a good deterrent  
Executing prisoners creates a violent culture and encourages revenge  
We have no right to take another human life

**Community service**

Community service is a way to reform offenders  
It could be a solution to prison overcrowding  
It avoids the cost of imprisonment  
It makes offenders useful in their local communities  
They are required to clean streets or talk to school groups  
Offenders repay their community  
They avoid the negative influence that prison can have

**Against community service**

Community service is not a sufficient punishment  
Criminals should be locked up, away from their victims

**Crime in the Media**

Crime is one of the main subjects of most news programs.  
The mass media focus on violent and sensational crimes  
This leads to fear of crime among the public  
Sensational stories attract more viewers or readers  
The media report crime stories in order to increase their audience

**5. Education**

**Benefits of education**

Education gives people knowledge and skills  
People with qualification are more likely to find work  
They can earn a higher salary  
They can contribute positively to society  
Schools aim to teach young people moral values such as tolerance and sharing  
Schools prepare children to be members of a society

**Benefits of Studying Abroad**

Foreign institutions may offer better courses  
Many students want to attend a prestigious university  
The best universities employ teachers who are experts in their fields  
Qualifications gained abroad can open the door to better job opportunities  
Living abroad can broaden students' horizons  
Overseas students are exposed to different cultures and customs.  
They become more independent  
They are responsible for cooking, cleaning and paying bills  
They will learn a foreign language

**Drawback of studying abroad**

Living and studying abroad can be difficult  
Students have problems with paperwork such as visa applications  
The language barrier can be a problem  
Students have to find accommodation and pay bills  
Studying in a foreign language is challenging  
Living alone in an unfamiliar culture can cause homesickness

**Technology in Education: Advantages**

Technology is a powerful tool to engage students  
Technology can make lessons much more interesting  
Students can do research using online resources  
Students can study at their own place  
Adults can take distance learning courses  
Students can study whenever and wherever they want  
Students also learn skills which are useful for their future jobs  
For example, they learn to write reports using a word processor

**Technology in Education: Disadvantages**

People rely too much on computers  
Young learners do not become proficient in some basic skills  
They use word processors and spelling may suffer  
People should be able to write a letter by hand  
Technology is no substitute for a real teacher  
Learners need a structured course  
An experienced teacher knows what materials to choose  
Computers are expensive to maintain and can be unreliable

**Technology in Education: Opinion**

Institutions should supplement traditional teaching with the use of technology  
Technology is part of everyday life  
It can enhance a teacher's lessons  
Students can use online resources to help with homework  
Students must still learn to write by hand  
They should still use traditional sources of information such as books

**Education in Developing countries: Problems**

Children often have to work from an early age  
There are no schools in many areas  
Families do not have access to books or computers  
Literacy rates are often low  
People in developing countries need knowledge and skills  
Education is the key to improving the economy of these countries

**Education in developing countries: solutions**

Developed countries could help developing nations by providing money  
They could invest in schools and technology  
They could supply the funds to build schools and pay for teachers  
Children need to have access to free schooling  
Computer equipment could be donated  
The Internet can expose students to a world of knowledge and information  
Governments should make education compulsory for all children  
They should encourage parents to send their children to school  
Governments of developed and developing countries must work together

**Higher education: Advantages (also see "benefits of education")**

There are many benefits to going to university  
A degree can open the door to better employment prospects  
Economies are becoming increasingly knowledge-based  
Most jobs require specific knowledge and skills  
Skilled workers are needed for sectors such as information technology and engineering  
Repetitive manual jobs are now done by machine  
Many factories have moved to developing countries

**Higher education: Disadvantages**

A healthy economy needs a wide range of workers  
Some manual workers will always be needed  
A university degree is not necessary for many service professions  
Practical training is more important in some industries  
In the UK, for example, there is currently a shortage of plumbers  
Their services are therefore becoming more and more expensive

**Advantage of Home-schooling**

Some parents decide to educate their children at home  
Some families live in isolated areas with poor transport  
Other parents are not satisfied with local schools  
Parents can respond to what their children need and how they learn best  
One-to-one lessons allow much faster progress  
The child can work at his or her own pace  
Discipline problems are avoided by home-schooling

**Disadvantages of home-schooling**

Most parents do not have the time to educate their children at home  
One parent would need to give up work  
School subjects are normally taught by up to ten different teachers  
Most parents do not have the necessary knowledge or resources  
Private tutors are expensive  
Children will miss out on the social experience that school offers  
At school, children learn how to get on with each other  
Home-schooled children may lack social skills  
Schools offer a better overall educational experience

**Bad behavior in schools: causes**

Bad behavior is due to a lack of structure and discipline  
There are too many children in some classes  
Large classes are difficult to manage  
May disruptive students come from an unstable family background  
Other parents are too lenient and spoil their children  
Some children are used to getting whatever they want  
Schools can do very little if they are not supported by parents

**Bad behavior in schools: solutions**

Schools need a clear code of conduct  
Schools need a clear set of rules about behavior  
They need to create a positive working atmosphere  
Teachers must have the power to punish disruptive students  
Schools should remove difficult children from lessons  
Schools need to work closely with parents  
Discipline could be lacking at home  
Parents must support the school rules  
They should take responsibility for their children's behavior

**Corporal Punishment: Opinion**

Corporal Punishment is not a good idea  
Physical punishment is a way of controlling children using fear  
This does not promote trust between adults and children  
Children who are punished physically may become shy or resentful  
Corporal punishment creates an atmosphere of fear and anger

**Single Sex Education: Advantages**

Some people believe that male and female students should go to separate schools  
This is often for religious or cultural reasons  
Discipline problems might be avoided by separating boys and girls  
Boys and girls may learn in different ways and have different needs

Student at single-sex schools often get better exam grades.

**Single-sex Education: Disadvantages**

Separating boys and girls is unnecessary  
It is unhealthy in terms of children's social development  
Many coeducational schools are extremely successful  
A mixed-sex environment is more representative of real life  
Coeducational schools provide children with better social skills for adult life

**Advantages of Streaming (grouping children according to ability)**

Some schools separate students according to their academic ability  
Teachers can work at the right speed for their students  
Teachers can plan more suitable lessons  
High-level groups may progress faster  
Lower level groups can benefit from a slower pace  
Some teachers and parents support streaming for these reasons

**Disadvantages of Streaming**

Grouping by ability may have a negative impact on students  
Children do not want to be seen as less intelligent than others  
Streaming could damage students' self esteem  
They may lose motivation  
Students from wealthier families tend to be better prepared  
Children from poorer families may receive less support from parents  
Mixed ability classes encourage everyone to achieve their potential.

**6. Environment****Global warming**

Gases such as carbon dioxide trap heat from the sun  
This causes global temperatures to rise  
This process is known as the greenhouse effect  
Human activity is a major factor in the rise of the greenhouse gases  
Factories and vehicles produce emissions and exhaust fumes  
Many developing countries are becoming industrialized  
The number of cars on our streets is growing  
Cheap air travel is allowing more people to fly

**Effects of Global Warming**

Global warming will have a significant impact on our planet  
Rising temperature will cause melting of the polar ice caps

Sea levels will rise  
We can expect more extreme weather conditions  
Flooding and droughts may become more common

### **Impacts of humans on the environment**

The increasing world population is putting pressure on natural resources  
Fossil fuels like oil and gas are running out  
We are destroying wildlife habitats  
We have cut down enormous areas of rainforest  
This has led to the extinction of many species of animals and plants

### **Solutions to environment problems**

Governments could introduce laws to limit emissions from factories  
They should invest in renewable energy from solar, wind or water power  
They could impose “green taxes” on drivers and airlines companies  
Government campaigns should promote recycling  
Natural areas and wild animals should be protected  
Individuals should also try to be greener  
We should take fewer flights abroad for holidays  
We should take public transport rather than driving  
We should choose products with less packaging  
We should recycle as much as possible

### **Waste/rubbish**

The amount of waster we produce has increased  
This problem is a result of our consumer culture  
Products are not made to last  
If something breaks, we throw it way and buy a new one  
Advertisers encourage is to buy the newest fashions  
Packaging is an important part of selling  
Most foods are sold in non-biodegradable plastics packaging  
The amount of household waste is growing  
This waste ends up in landfill sites

### **Litter**

People do not think about the consequences of dropping rubbish  
They assume that somebody is pad to clean the streest  
Plastic packaging does not break down easily  
Most of the litter seen on streets is fast food packaging

### **Recycling and other solutions**

Companies should make goods that last longer  
They should not use so much packaging  
Governments should be stricter, about waster produced by companies  
They should put legal limits on packaging  
Consumers should avoid buying over-packaged products

We should recycle and reuse useful materials.  
There are collection banks for glass, paper and plastic bottles  
Households can use several rubbish bins to separate waste  
Recycling saves energy and raw materials.

### **Nuclear Power: Positives**

There are several benefits to build more nuclear power stations  
Fossil fuel like oil and gas are running out  
Nuclear power is a sustainable energy source  
It can be used to produce electricity without wasting natural resources  
It could be replace the use of natural resources like coal, oil or gas  
Nuclear power stations are cleaner than fossil fuel power stations  
They could help to reduce carbon emissions that cause global warming  
The risks of accidents are being reduced

### **Nuclear Power: negatives**

Opponents of nuclear power worry about the safety of power stations  
The building of new nuclear power stations is unpopular  
Nobody wants to live near one  
Nuclear waste disposal is a significant problem  
There is currently no way to decontaminate radioactive material  
People worry that terrorists could steal radioactive materials  
It is safer to produce energy from solar, wind or water power.

## **7. Family**

### **Family size**

Families in many countries are not as large as they used to be  
We tend to live in small nuclear families rather than large extended families  
Parents tend to have fewer children  
Young children are no longer expected to work  
Nowadays both parents often work  
It costs so much to bring children up  
It is more difficult to raise a large family

### **Working parents (also see “gender” topic)**

Children and their parents seem to be less close nowadays  
Parents spend less time with their children  
Women traditionally stayed at home to cook, clean and look after children  
Nowadays both parents often work full time  
Children may be left alone, or with nannies or babysitters  
Busy parents have less contact with their children  
Many families no longer eat meals together  
Children spend more time with friends or surfing the Internet

### **Negative effects on Children**

The lack of closeness in families can have a negative effect on children  
Many parents have no idea how their children spend their time  
Friends, television and the Internet become the main influence on children’s behavior



Teenagers are influenced by peer pressure  
Some of them join gangs  
Juvenile delinquency is on the increase  
Parents should be more involved with their children's upbringing  
Young people need positive role models

### **Divorce**

In the past, divorce was unacceptable  
It was considered to be embarrassing for a family  
People stayed together for religious or family reasons  
Divorce is more socially acceptable nowadays  
It has become much more common  
Divorce can be extremely stressful  
Lone parents may face financial difficulties  
Many single parents have to rely on benefits paid by the state  
Divorce can have a negative effect on children  
Children from single-parent families are more likely to get lower grades or drop out of school.  
The rise in divorce rates may be connected to some social problems

### **Care for Old people**

Caring for elderly people was traditionally the responsibility of families  
Adults had to look after their elderly parents  
A woman's job was to stay at home taking care of her family  
Nowadays, fewer elderly people are looked after by their relatives  
Residential homes provide care for large number of elderly people  
Some families are unable to look after elderly relatives  
Families tend to be smaller these days, and women often have full-time jobs  
Cares homes provide a professional service for senior citizens  
Nurses are better trained than family members

### **Care for Old people: Opinion**

The best form of care for the elderly depends on the family situation  
It depends on whether family members have the time resources  
We all have a responsibility towards the older people in our society  
Governments should invest money in facilities and training for care workers.

## **8. Gender**

### **Gender and education**

Men and women should have access to the same educational opportunities  
Males and females should be accepted onto courses according to their abilities  
It is wrong to discriminate against students because of their gender  
Gender should be irrelevant in education  
Student's achievements should depend on hard work and individual merit  
In the UK, there are similar numbers of male and female students in higher education

### **Gender and work**

Men and women should have access to the same professional opportunities  
Both man and women should be able to pursue a career  
They should earn equal salaries  
They should be employed according to their abilities, qualifications and experience

Traditionally women have been restricted to certain roles  
They were often employed as secretaries or receptionists  
Nowadays, a range of occupations is available to both sexes  
Career success depends on individual merit

### **Women's and Men's roles in the Family**

Some people argue that a mother should not work  
She should stay at home and bring up her children  
The father should be the breadwinner of the family  
Others believe that both parents should share these responsibilities  
Working women can take maternity leave during and after pregnancy  
Many mothers continue to work after this period  
Many fathers and mothers share their parenting and domestic responsibilities  
They contribute equally to childcare, cooking and cleaning  
Some women may have better career prospects than their husbands.  
Paternity leave and "househusbands" are becoming more common  
Traditional gender roles are gradually changing  
Families can divide roles and responsibilities in the most convenient way.

## **9. Genetic Engineering**

### **Positives of genetic engineering**

Genetic engineering is the practice of manipulating the genes of an organism  
It is used to produce crops that are more resistant to insects and diseases  
Some genetically modified crops grow more quickly  
Some drugs and vaccines are produced by genetic engineering  
It may become possible to change human's genetic characteristics.  
Scientists may use genetic engineering to cure diseases.  
Inherited illnesses would no longer exist  
Genes could be changed before a baby is born  
It could also be possible to clone human organs  
We could all have replacement body part  
Humans could live longer, healthier lives

### **Negatives of genetic engineering**

There are ethical concerns about human genetic engineering  
Parents might want to choose their children's characteristics  
This would be unnatural  
It would be unacceptable in most religions  
Soldiers could be cloned from the genes of the strongest people  
Clones might be used like robots to do certain jobs  
Clones might even be developed just for organ replacements  
Society and human evolution would change completely  
Currently, human genetic engineering is prohibited

### **Genetically-Modified (GM) foods: Advantages**

Farmers can produce crops that grow bigger and faster  
Some GM crops are more resistant to disease or insects  
This could be important for food production in developing countries

Faster growing cereals, fruit and vegetables will mean more profit  
GM foods can be modified to look perfect  
They may be more attractive to customers

### **Genetically-Modified (GM) Foods: Disadvantages**

There may be risks involved in the genetic engineering of foods.  
GM crops might change whole ecosystems  
Food chains could be broken if crops are resistant to predators  
Organic foods are produced without chemicals or genetic modification  
Organic farming may be slower and more expensive  
However, the environment is not damaged by fertilizers or pesticides.

## **10. Global issues**

### **Problems in developing countries**

Developing countries face a range of problems  
Standards of healthcare and education are low  
Life expectancy is usually lower than in developed countries  
There is a lack of infrastructure, employment and good quality housing  
Many people are forced to live in poverty  
Food, drinking water and basic medicines are in short supply

### **How to help developing countries**

The best form of help for developing countries is development aid  
Richer nations can help by investing in long-term projects  
Governments and charities can help by building new houses and schools  
Globalization may also help developing countries  
Multi-national companies can create jobs in developing countries  
On the other hand, many people emigrate to find work in richer countries  
They often send money back home to their families  
This money helps to improve the standard of living in developing countries

### **Immigration**

Some people move to another country in search of a better life  
Many immigrants come from less developed countries  
Richer, industrialized countries may offer opportunities for employment  
Free healthcare and schooling are available in some developed countries  
Other people migrate to a foreign country to improve their academic qualifications

### **Positives of immigration and Multi-cultural societies**

From an economic perspective, immigration can be extremely positive  
Many immigrants have skills that are needed in the country they move to  
Immigrants who find work contribute to the economy of their new country  
Many immigrants send money home to help family members  
Immigration also creates cultural diversity  
People of many different nationalities learn to live together  
This can help people to become more open-minded and tolerant

**Negatives of Immigration**

Some people believe that immigrants take jobs that should go to local people  
Some immigrant workers work longer hours for less money  
Companies might pay lower salaries to immigrant workers  
Unemployment rates could rise if there are too many immigrants

**Opinions about Immigration**

Immigration can help the economy of a country  
It can create multi-cultural societies  
However, immigration needs to be controlled  
In many countries, immigrants need visas or work permit  
Governments should stop companies from exploiting immigrant workers  
Foreign and local workers should have the right to equal pay and conditions

**Positives of Globalization**

Business of becoming increasingly international  
Multi-national companies do business across the world  
Companies like MacDonald's can be seen on high streets in most cities  
Goods are produced in one country and sold in many others  
A global economy means free trade between countries  
This can strengthen political relationships  
Globalization can also create opportunities for employment  
It encourages investment in less developed countries  
It could reduce poverty in the developing world

**Negatives of Globalization**

Globalization is not always beneficial to everyone  
Companies can move to countries where labour is cheap  
This creates redundancies, or job losses  
Employees cannot be confident that they have stable jobs  
Companies sometimes exploit their employees in developing countries  
Global trade creates more waste and pollution

**The future of Globalization**

There should be global regulations for salaries and working conditions  
Governments should impose laws to protect the environment

**11. Government and Society****What governments can do**

Governments provide public services like healthcare and education  
They support people who are living in poverty or unable to work  
Governments raise money by taxing working people  
They can spend money on resources and campaigns  
They can introduce new laws  
They can impose taxes  
They can raise people's awareness of issues (e.g climate change/healthy eating)  
They can influence people's habits and opinions  
They can create jobs

They can regulate the activities of companies such as banks  
They can provide resources for schools  
They are also responsible for the security and well-being of their citizens  
They control armed forces and police forces

**Public services**

Governments pay the salaries of public sector workers like police officers and teachers  
The necessary money is raised by taxing people's income  
Free education and healthcare may be provided by the state  
Some governments control public transport systems and even TV channels  
In other countries, these services are provided by private companies  
Some people believe that competition between private companies is good  
It helps to improve quality while bringing prices down  
Other people think that essential services should be free  
Governments should pay for them

**Censorship: Opinion**

Governments can censor what public sees or reads in the media  
To a certain extent censorship is necessary  
We should use censorship to protect children from violent images  
Some computer games involve killing people or committing crimes  
The Internet also needs to be controlled  
Many websites show pornography and violence  
There should be age limits for websites and computers games  
Parents need to take responsibility for checking what their children watch  
It is impossible for governments to control everything we see

**Video cameras in public places**

The use of CCTV is becoming widespread  
Video cameras have been installed in many public places  
They are supposed to protect us and deter criminals  
Many people think that this surveillance violates our privacy  
The authorities could build databases with our pictures and identities  
We should not be treated like criminals

**Smart cards: Positives**

Governments will probably introduce a digital identification card system  
Smart cards will have benefits and drawbacks  
They could help to reduce crime  
They could hold personal information, such as DNA  
Digital bank cards could contain fingerprint information  
It would be very difficult for criminals to use a stolen card  
It would be easier for police to identify people and catch criminals

**Smart cards: Negatives**

Many people are worried about losing their privacy  
Governments could store all our personal and medical information  
This information could be used by insurance companies

Employers could check our health records

### **People with Disabilities**

People with disabilities should be treated the same as everybody else

They should have the same rights as other people

They should have access to the same jobs as other citizens

Discriminations against disabled people is illegal in many countries

Ramps and lifts for wheelchairs should be installed in public buildings

Support teacher can be employed to help children with learning difficulties

## **12. Guns and Weapons**

### **Why guns should be legal:**

In some countries, people are allowed to own firearms

Individuals have the right to protect themselves

People can use guns in self defence

This deters criminals

### **Why gun ownership should be illegal:**

There is a risk of accidents with guns

The number of violent crimes increases when guns are available

Criminals may be armed

The police then need to use guns

Suicide rates have been shown to rise when guns are available

Guns create violent societies with high murder rates

### **Why polices should use guns**

Many criminals use weapons

The threat of a gun can deter criminals

Police officers can force a criminal to surrender

It is easier to arrest someone and avoid physical violence

The police may shoot violent criminals in self defence

They can protect the public

They can shoot an escaping criminal who poses a serious danger to the public

### **Why police should not carry guns**

There is a risk of accidents and mistakes

The police might shoot an unarmed criminal or an innocent person

Accidents can happen in public places

There are several alternatives to guns (e.g tear gas, sprays and electric shock weapons)

Only special police units should use guns

### **Arm Trade: Positives**

The export of arms, or weapons, is an extremely controversial issue

Governments of rich, industrialized countries sell arms to each other

This industry creates jobs and wealth

The trade of weapons may improve relationships between governments

**Arms Trade: Negatives**

Weapons may be used in conflicts and wars  
 The supply of arms could be responsible for deaths  
 Governments are promoting war in order to make a profit  
 Rich countries can influence the politics of other nations

**Nuclear weapons**

Nuclear weapons are capable of destroying whole cities  
 A nuclear war between two countries would destroy both countries  
 Nuclear weapons are used as a deterrent  
 They prevent wars from starting

**Nuclear weapons: Opinion**

Nuclear weapons should be prohibited  
 Governments should limit the production of nuclear weapons  
 There is a danger of nuclear weapons being obtained by terrorists  
 Nuclear weapons cannot be used against terrorist organizations

**Armed Forces: Positives**

Armed forces provide security and protection  
 They deter military attack by another country  
 They can also be used to maintain peace within countries  
 They can be used to give the police extra support  
 Soldiers are also used to help in emergency situations, such as after a natural disaster

**Armed forces: negatives**

Armies require a lot of funding from governments  
 Too much money is spent on weapons and military technology  
 This money could be spent on schools, hospitals and other public services

**13. Health****Diet**

The human body requires a balanced diet  
 An unhealthy diet can cause various health problems  
 Obesity, diabetes and heart disease are on the increase  
 Many people nowadays rely on fast food or pre-prepared meals  
 These foods often contain too much fat, salt and sugar  
 They are cheap to buy and very easy to prepare  
 Many young people have grown up on a diet of convenience foods  
 Populations in developed countries are increasingly overweight

**Exercise**

Regular exercise is essential in maintaining a healthy body  
 Exercise burns calories and helps to build healthy bones and muscles  
 Doctors advise exercising at least three times a week for 20 minutes  
 Most people nowadays lead a sedentary lifestyle  
 We tend to walk less and do desk jobs  
 Most adults relax by watching television  
 Children play video games rather than doing outdoor sports  
 In the past, people were more active in their jobs and at home

**Government's Role**

Governments have a significant role to play in reducing obesity  
More and more people, including young children are seriously overweight  
They are at risk of heart disease and diabetes  
This situation will increase the burden on hospitals and taxpayers  
Hospitals rely on the government for money and resources  
Governments should promote a healthy diet and regular exercise  
There should be more time for sports on school timetables  
Unhealthy junk food should be banned from school menus  
People need information about what foods contain  
Food packaging must show the food's nutritional content  
The British Government recommends eating five portions of fruit and vegetables per day

**State Health system: advantages**

Good healthcare should be available to everyone for free  
State healthcare is paid by the government using money from taxes  
Everyone has access to the same quality of care and treatment  
Private healthcare is unfair because only wealthy people can afford it  
The National Health Service in the UK provides free healthcare for every resident

**Private Healthcare: advantages**

State hospitals are often very large and difficult to run  
Private hospitals have shorter waiting lists for operations and appointments  
Patients can benefit from faster treatment  
Many people prefer to pay for more a personal service  
Patients have their own room and more comfortable facilities

**Alternative medicine: Positives**

People are increasingly using alternative medicines to treat illnesses.  
For example, acupuncture can be used to treat backache  
Herbal medicines can be used to treat allergies or viruses  
Many patients report positive experiences with these treatments  
Some traditional cures have been used for hundreds of years

**Alternative medicine: Negatives**

Many alternative medicines have not been tested scientifically  
They may have no beneficial effect at all  
They may cause unknown side effects  
People should trust the opinions of qualified doctors  
An illness could get worse without treatment from a doctor

**Stress**

Modern lifestyles are increasingly stressful  
People work long hours with strict deadlines  
Our busy lifestyles mean we have less time to relax  
Unemployment is a major cause of stress  
Children may be affected by their parents' relationship problems  
Tests and exams can also cause stress



**How to reduce stress**

Stress can be reduced by taking regular exercise and eating a healthy diet  
It is also important to get sufficient sleep and make leisure time a priority  
People should work less overtime and take regular holidays  
Schools have started to employ psychologists  
They can offer emotional support to students  
They can help students to cope with exam stress

**14. Housing and Architecture****State/council housing**

In some countries the government provides state or council housing  
This helps people who cannot afford to buy their own house  
It can be argued that state housing creates dependence on the government  
People should rely on the government to look after them  
People have no incentive to earn money and buy their own home  
Council properties are often made with cheap, poor-quality materials.

**Old Buildings**

Historic buildings are part of a country's heritage  
They should be protected  
Old buildings are often considered to be works of art  
They give character to cities and attract tourists  
They show us how people lived in the past  
We identify countries by architectural symbols like the pyramids in Egypt  
Governments should spend money on looking after historic buildings  
They need regular repairs and maintenance  
New buildings should be designed to complement them

**Modern/green buildings**

Modern buildings should be designed to be environmentally friendly  
They should use less energy and produce less waste  
Modern insulation can make houses more energy-efficient  
Solar and wind power can be used to generate electricity  
Rainwater and waste water can be recycled and used to flush toilets.  
Modern glass buildings take advantage of natural light

**15. Language****English as an international language**

English is widely used around the world  
It is becoming a global second language  
It is the dominant language of technology, science and international business  
International business meetings are regularly held in English  
The most important textbooks and journals are published in English  
The ability to speak English is a necessary skill in the modern world

**Negative of English as an International Language**

If one language is dominant, other languages may disappear  
The dominant language brings its own culture

American culture has become popular around the world  
Other cultures may be damaged  
As an alternative to English, a new global language could be invented  
It would have no nationality or culture attached to it  
This could help to promote international peace and understanding  
Esperanto is an example of a language that was invented with this aim

## 16. Money

### Money and Society

Society has become increasingly materialistic  
People aspire to earn more money  
They want a bigger house or a better car  
We connect wealth and material possessions with happiness and success  
Brands like “Armani” or “Mercedes” are status symbols  
Advertising creates new desires and needs  
It persuades us to buy the latest styles

### Positives of Consumerism

Consumerism creates employment  
It helps to reduce poverty  
It encourages innovation and creativity in business  
We live in a global economy  
We have a better quality of life

### Negatives of Consumerism

Consumerist societies create more waste  
They use more natural resources  
They cause damage to the environment  
Consumerism creates a “throw-away” culture  
Advertisers tell us who we are and what we want  
Wealth does not lead to happiness  
Materialism causes greed and crime  
We should return to traditional values like sharing

## 17. Personality

### Happiness

Happiness means different things to different people  
It can be described as a feeling of pleasure or enjoyment  
People enjoy spending time with family and friends  
Hobbies, sports and games can be a source of fun and enjoyment  
Some people see money as a source of happiness  
Other people define happiness as something deeper  
In order to be truly happy it is necessary to live a good life  
We need to feel that we are doing something useful with our lives  
Some people get a sense of achievement from their work  
Others find happiness in bringing up their children  
Religion or a sense of purpose can also be a source of happiness

**Success**

People define success in different ways

Some people get a sense of achievement from raising a family

For others, success is defined by wealth or status

We often think of rich and famous people as being successful in life

Millionaires like Bill Gates are considered to be successful

They have risen to the top in their chosen professions

For some, being successful means achieving personal or professional goals

They see success as the result of hard work

Success in any field requires long-term planning and effort

**Nature or Nurture**

Some people believe that our personalities are determined mainly by genetics

We inherit our abilities and talents from our parents

Others think that our education and upbringing are more important

We develop according to the influences around us

Our personalities and achievements depend more on nurture than nature

Many people argue that we control our own destinies

We can shape our own personalities

By working hard we can achieve and goal that we put our minds to

Many successful people are “self-made”

We are not limited by our genetic characteristic or upbringing

**18. Sport and Leisure****Arguments against Professional/competitive sport**

Sport has become a business

Professional sport encourages people to compete for money

Many sports stars are only concerned about money and fame

Some athletes take drugs in order to win at any cost

Competitors are often selfish and rude

They are not good role models for children

All sports should be amateur

Sports should be leisure activities rather than jobs

People should do sporting activities for enjoyment and health reasons

Taking part is more important than winning

**Arguments for Professional sport**

Professional sports are the same as any other business

Many people are employed in the sports industry

People should be able to use their talents to earn a salary

Sports stars entertain millions of people

Money is necessary to improve facilities and train athletes

The level of professional sport is much higher than that of amateur sport

**Arguments for Competitive sport**

Competition is a natural instinct in humans

In daily life we compete to get jobs or the highest grades

Sports are a safe form of competition

Competition is healthy because it pushes us to give our best  
Competitors and fans can release energy and aggression  
Supporters of teams feel a sense of belonging to a community

**Opinion: professional sport salaries are too high**

Sports professionals earn too much money  
They do not provide a vital service  
Football players, for example, earn enormous salaries by simply kicking a ball  
We could all live happily without professional football  
Life would be difficult without doctors, engineers and other vital professionals.  
Society does not seem to value these professions as highly as professional sport  
Sports salaries should be compatible with the wages most people earn

**Opinion: professional sport salaries are fair**

It is fair that the best professional earn a lot of money  
Sport is a multi-million-pound industry  
There is a large audience of sports fans  
Sports on television attract many viewers  
Sports stars have dedicated hours of practice to developing their fitness and skills  
Only the most talented among them will reach the top  
A sports career many only last 10 years  
Sports fans are willing to pay to support their teams

**Sports and Politics**

Some people think that sport and politics should remain separate  
Governments are involved in the hosting of sporting events such as the Olympics.  
These events attract investment and create jobs.  
The Olympic Games are an advertisement for the host nation  
They attract huge numbers of visitors and sports fans  
Wealthy countries tend to hold these events  
Developing countries should be given the chance to become hosts

**19. Television, Internet, Phones****Positives of television**

Watching television is a good way to relax  
It is many people's favorite way to wind down after a hard day at work  
Television programs can be entertaining and enjoyable  
Viewers have access to a huge variety of entertainment channels  
Television brings the best comedians, musicians and actors into our homes  
Programmers can also be informative and educational  
News coverage makes the public aware of events around the world  
Documentaries can make learning more interesting

**Negatives of Television**

Television is having a negative impact on society  
Some people link violence on television with crime rates in the real world  
Children copy the behavior they see on the screen  
Children are less healthy because they spend less time playing

Advertisers direct their marketing at children  
Most programs do not require much thought  
Watching TV is a waste of time

### **Opinions about Television**

Television has many benefits  
However, it can be addictive  
Children should play outside rather than sit in front of a screen all day  
Behaviour shown on TV can influence people  
Parents should choose carefully what their children watch  
Children should not be exposed to violence, swearing or sexual images  
Advertising during children's programs should be strictly controlled  
TV companies should make more positive, educational programs

### **Positives of the Internet**

There are many advantages to using the Internet  
It gives us instant access to information on almost any subject  
Shops and other services are now available online  
People can buy goods and services from the comfort of their homes  
The Internet is starting to replace other forms of entertainment  
It has revolutionized communication  
We can keep in touch by email or instant messenger services  
Video messaging is becoming common for business meetings

### **Negatives of the internet**

Many websites contain offensive content  
Some sites show violent or sexual images  
Parents find it difficult to control what their children see online  
They do not always know who their children are chatting to  
With so many websites it is difficult to search for good information  
Criminals increasingly use the Internet to steal people's money

### **Internet compared to newspaper and books**

Newspapers and books are now published online as well as in print  
We can read the news in any language from any country in the world  
It costs nothing to publish or access information on the Internet  
The Internet allows anybody to publish their own writing  
Newspaper articles and books are written by professionals  
Professionals produce better quality writing than amateur  
People still buy newspapers and books because they are portable  
People do not like reading from a screen

### **Positives of Mobile Phones**

The mobile phone is the most popular gadget in today's world  
Mobile phones have revolutionized the way we communicate  
We can stay in touch with family, friends and colleagues wherever we are  
Users can send text messages, surf the Internet, take photos and listen to music  
Mobiles have also become fashion accessories

**Negatives of Mobile Phones**

Mobiles phones can be a problem in some public places  
Ringing phones cause disturbance in cinemas and school lessons  
Some people are not aware that others can hear their conversations  
Mobile phones may also interfere with electronic equipment  
Their waves could cause damage to our brains  
Mobile phones can also be a dangerous distraction  
Using a phone while driving reduces the driver's concentration  
Mobile phones are a popular target for thieves

**Opinion about Mobile Phones**

The benefits of mobile phones outweigh the drawbacks  
We need to use these phones with care

**20. Tourism****Positives of Tourism**

Tourism is a popular leisure activity  
People go on holiday to relax and have fun  
Tourists can experience different cultures  
They can sunbathe on beaches or go sight-seeing  
Travelling abroad opens our minds  
We can learn to speak other languages  
The tourist trade is vital for some economies  
It creates employment in services like accommodation, transport and entertainment  
Some areas rely on tourism for their income  
Tourists spend money  
Tourism attracts investment from multi-national companies  
It helps to improve the standard of living  
Low-cost airlines are making it cheaper to travel abroad

**Negative effects of tourism**

Tourism can have a negative effect on the natural environment  
The building of facilities and infrastructure can destroy the habitat of wild animals  
Beautiful beaches are spoilt by the building of hotels  
Tourism creates pollution and waste  
It puts pressure on local resources  
Local traditional and cultures may be endangered  
A rise in the cost of living affects local people  
The price of goods, services and housing may increase significantly

**The future of tourism**

Government should introduce laws to protect natural environments and local cultures  
Tourism should have a low impact on wildlife  
Renewable resources like solar or water power should be used  
Waste should be recycled  
Local businesses such as farms should be supported

**21. Traditional vs Modern****Losing traditional skills**

Because of industrialization and global trade, many traditions have disappeared

Global advertising encourages everyone to buy the same products

Most products are now made in factories

Machinery has replaced skilled human labour

Factory work is boring and leaves people feeling unfulfilled

Goods are produced very quickly and in large numbers

Products are cheaper, which means that more people can buy them

**Examples**

Clothes are mass produced in standard sizes

People wear similar clothes, rather than traditional costumes

Jeans and T-shirt are now worn throughout the world

Historic buildings took skilled craftsmen years to build

Modern concrete, steel and glass buildings are built in only weeks or months

There are fewer people who can create hand-made goods

**Traditional customs**

Traditional customs are still important during weddings and religious festivals

People wear traditional costumes and eat special foods

It is important to maintain our different cultural identities

We should celebrate festivals, teach traditional skills and protect historic places

**22. Transport****Traffic problems**

Traffic congestion is caused by commuters travelling to work

Most people live in the suburbs outside city centre

Commuters tend to travel at the same time of day

They tend to travel alone

Cars and road space are not used efficiently

This causes traffic jams during the rush hour

**Traffic solutions**

In order to reduce traffic we should change our working habits

The internet can now be used to connect people

More people could work from home

Meetings can be held as video conferences

Workers could be given flexible timetables

Another solution would be to tax drivers

Workers should share their cars and travel together

In London, for example, there is a congestion charge

This helps to raise money for better public transport

Public transport needs to be reliable and efficient

**Positives of Public transport**

We need to reduce our dependence on cars

Parking a car can be extremely difficult in big cities

Well-designed transport systems are comfortable and convenient

Modern public transport can be fast and cheap  
Public transport can help to reduce pollution in cities  
Investment in buses and trains will ease traffic congestion  
Buses can be given special lanes to avoid traffic

### **Negatives of public transport**

Public transport is often slow and unreliable  
Metro systems and trains are often dirty and crowded  
People feel like “sardines in a can”  
Cars are much more comfortable

### **Road safety**

Driving while tired or drunk is extremely dangerous  
Mobile phones can be a dangerous distraction for drivers  
They draw the driver’s attention away from the road  
The use of phones while driving has been banned in many countries  
Punishments are becoming stricter  
Television campaigns are used to remind people to drive safely  
Speed cameras have become more common  
Speed bumps are another form of traffic calming  
Many streets are designed with the aim of slowing traffic down

## **23. Water**

### **Importance of clean water**

Water is as necessary a natural resource  
Humans need access to clean, safe drinking water in order to live  
Poor water quality is a major cause of disease and death in some countries  
Water usually needs to be treated before we can drink it  
Developing countries often lack the means to treat and supply water to citizens  
Developed countries tend to have much better sanitation  
Citizens have access to clean tap water  
Drinking water is not contaminated by sewage or waste water  
The supply of clean water would improve public health in many developing countries

### **Water supply**

Urban life would be impossible without water supply systems  
These systems are massive engineering projects  
Many professionals are involved in their planning, construction and maintenance  
The supply and distribution of water are major concerns  
Water is becoming scarce in some countries  
Areas that suffer droughts often need to import water  
As populations grow, there is more pressure on water supplies  
This could lead to a water crisis

### **Water and politics**

The supply of water is also an important political issue  
Huge amounts of water are needed for agriculture and industry  
The irrigation of crops accounts for a large proportion of water use



A water crisis could lead to political conflicts or even wars

**Argument: water should be free**

Some people believe that water should be free for everyone

Governments should supply water to all homes at no cost

Private companies should not be allowed to profit from this natural resource

Money from taxes can be used to pay for water supply systems

**Argument: water should not be free**

If water is free, people take it for granted

They do not think about how much water they waste

They leave taps running while washing or brushing their teeth

If we have to pay for water, we will use it more responsibly

Water supply systems are extremely expensive

Investment is needed to maintain and improve them

Private companies may provide a better service than governments

If they provide an efficient service, they will make more money

They will repair leaks to avoid losing money

**Bottled Water: Opinions**

Some people carry bottles of water wherever they go

For example, they take bottles of water to work or to the gym

They believe that bottled water is healthier than tap water

They also argue that it tastes better

However, other people believe that we should consume less bottled water

Plastic water bottles add to litter and waste problems

Companies should not be able to make a profit from water

It is unethical to make money by selling packaged water

There is no difference in quality between bottled and tap water

**24. Work**

**The benefits of staying in the same job for life**

Employees have a stable career with one employer

They have a good pension and health insurance

Their salaries gradually increase

They may be promoted within the organization

They demonstrate loyalty

Experienced staff can be trusted with more responsibility

They become part of a team

There is a clearly defined path for development

**The benefits of not staying in the same job**

People often change jobs in order to further their career

Another company may offer a promotion or a higher salary

People who change jobs can gain experience

They can learn different skills

Changing jobs is interesting and challenging

People can retrain in a different occupation

In a fast-changing world workers need to be flexible  
People need to develop a range of experience and skills

### **Self-employment**

Nowadays, it is easy to set up a company  
The Internet provides a global marketplace  
Self-employment offers greater freedom than working for a company  
However, there are risks to starting a new business  
Self-employed people may face financial difficulties  
Many businesses fail to make a profit  
There is less stability in self-employment  
There are no benefits like pensions, sick pay and holiday pay  
Self-employment involved hard work, long hours and total responsibility

### **Unemployment**

Unemployment is a big problem for individuals, communities and society  
Some people are unable to find a job  
They may not have the sufficient level of education or qualifications  
They may find themselves homeless  
Unemployment causes frustration and stress  
Jobless people may become involved in crime as a means to get money  
The unemployed need careers advice  
Governments need to provide vocational courses and retraining

### **Unemployment benefits: positives**

Some governments pay unemployment benefits in order to help jobless people  
Unemployed people need financial support until they find a new job  
By claiming benefits they can continue to pay for their homes  
The benefits system helps to reduce poverty, homelessness and crime

### **Unemployment benefits: negatives**

Some people claim benefits rather than working  
They become dependent on the government  
They are not motivated to find a job  
The benefits system is a burden on taxpayers  
All citizens should work to earn a living and support themselves  
Receiving benefits affects people's self esteem

### **Work/Life Balance**

It is important to achieve a balance between work time and leisure or family time  
Too much work can result in stress and poor health  
“workaholics” may neglect their families and friends  
People need to take regular holidays  
Companies should be expect employees to work overtime  
Nowadays, many people work part-time or have flexible working hours  
Technology allow people to work from home  
Many companies provide childcare facilities  
A good work/ life balance can raise job satisfaction

Happy, healthy workers are more productive

### **Technology and work**

Internet, fax and mobile phone technologies have revolutionized working life

Workers can communicate via email, online networks and video conferencing

Technology can connect workers in different countries

It gives people more freedom

It can also save time and money

Some people believe that offices could disappear in the future

Virtual online offices may replace them

### **Child labour**

In some countries, children are exploited

They do repetitive jobs for very low pay

Children are often used in agriculture and factory work

The employment of children is prohibited in other countries

Many people think that children should be free to enjoy their childhood

Governments should make education a priority

They should build new schools

They should supply the resources to educate children

Children need to be given the knowledge and skills for adult life



# IELTS Grammar Exercises

# IELTS Grammar Exercise 1

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IELTS Grammar Exercise 1 is a review of verb tense:

There are six *basic* verb tenses in English.

**Present:** I walk.

**Past:** I walked.

**Future:** I will walk.

**Present Perfect:** I have walked.

**Past Perfect:** I had walked.

**Future Perfect:** I will have walked.

There are also *continuous* verbs forms, which are not illustrated in the above examples!

Look at the examples of the verb tenses above. Then complete the exercises below by using the grammatically correct form of the verb.

- (1) She \_\_\_\_\_ (meet) me at the restaurant at 7:00 tonight.
- (2) I \_\_\_\_\_ (try) my best on the exam yesterday.
- (3) By this time tomorrow, we \_\_\_\_\_ (finish) this project.
- (4) My Grandmother always \_\_\_\_\_ (make) delicious cake.
- (5) Until his death, Mr. Brown \_\_\_\_\_ (always work) on a farm.
- (6) He \_\_\_\_\_ (purchase) his new car for only £5,000.
- (7) I \_\_\_\_\_ (trim) my hair last week.
- (8) Maryanne \_\_\_\_\_ (sing) in the choir every Wednesday afternoon.
- (9) I \_\_\_\_\_ (never drive) in such heavy traffic before in my life.
- (10) The businessman \_\_\_\_\_ (conceal) certain important facts in order to complete the deal.

# IELTS Grammar Exercise 2

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IELTS Grammar Exercise 2 is a review of irregular verb forms:

There are many *irregular* verb forms in English. An irregular verb is one that does not take -ed to form the simple past tenses. Look at these grammar examples:

**Regular verb - simple present:** I work in a factory.

**Regular verb - simple past:** I worked in a factory when I was younger.

**Irregular verb - simple present:** I eat chocolate quite often.

**Irregular verb - simple past:** I ate chocolate yesterday afternoon.

Look at the grammar examples above. Then complete the exercises below by using the grammatically correct form of the verb.

- (1) The final outcome \_\_\_\_\_ (bear) no resemblance to the original plan.
- (2) He \_\_\_\_\_ (catch) the ball with both hands.
- (3) She \_\_\_\_\_ (feed) her cat special food because of its allergies.
- (4) I \_\_\_\_\_ (feel) unwell for most of the day yesterday.
- (5) He \_\_\_\_\_ (build) a new house after the tornado struck.
- (6) He \_\_\_\_\_ (deal) the cards during the poker game.
- (7) I \_\_\_\_\_ (mistake) her for her younger sister.
- (8) He \_\_\_\_\_ (partake) in illegal activities.
- (9) The lawyer \_\_\_\_\_ (plead) for his client to receive a lenient sentence.
- (10) He \_\_\_\_\_ (sell) some of his old items on an online auction.

# IELTS Grammar Exercise 3

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IELTS Grammar Exercise 3 is a review of irregular verb forms:

There are many *irregular* verb forms in English. An irregular verb is one that does not take -ed to form the simple past tenses. Look at these grammar examples:

**Regular verb - simple present:** I work in a factory.

**Regular verb - simple past:** I worked in a factory when I was younger.

**Irregular verb - simple present:** I eat chocolate quite often.

**Irregular verb - simple past:** I ate chocolate yesterday afternoon.

Look at the grammar examples above. Then complete the exercises below by using the grammatically correct form of the verb.

- (1) They \_\_\_\_\_ (fight) like cats and dogs because of that problem!
- (2) He \_\_\_\_\_ (speed) away in his new sports car.
- (3) She \_\_\_\_\_ (hang) the photograph in her living room yesterday.
- (4) I \_\_\_\_\_ (pay) 12 euros for that book.
- (5) He \_\_\_\_\_ (wind) the old clock carefully.
- (6) She \_\_\_\_\_ (sink) lower into despair after losing her job.
- (7) The baby \_\_\_\_\_ (shut) his eyes and went to sleep
- (8) He \_\_\_\_\_ (thrust) the paper in front of me and asked me to read it.
- (9) She \_\_\_\_\_ (sling) the bag over her shoulder carelessly.
- (10) I \_\_\_\_\_ (wring) out my swimming costume after I got out of the pool.

# IELTS Grammar Exercise 4

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IELTS Grammar Exercise 4 is a review of irregular verb forms:

There are many *irregular* verb forms in the English language. An irregular verb is one that does not take -ed to form the simple past tenses. Look at these grammar examples:

**Regular verb - simple present:** I work in a factory.

**Regular verb - simple past:** I worked in a factory when I was younger.

**Irregular verb - simple present:** I eat chocolate quite often.

**Irregular verb - simple past:** I ate chocolate yesterday afternoon.

Look at the grammar examples above. Then complete the exercises below by using the grammatically correct form of the verb.

- (1) She \_\_\_\_\_ (withstand) the pain of her injury in order to complete the race.
- (2) The problem with the construction \_\_\_\_\_ (arise) early last year.
- (3) He \_\_\_\_\_ (bleed) profusely as a result of the accident.
- (4) She just \_\_\_\_\_ (creep) in. I had no idea she was even coming.
- (5) He \_\_\_\_\_ (dive) into the water head first.
- (6) They \_\_\_\_\_ (flee) the country during the riots.
- (7) The mother \_\_\_\_\_ (kneel) in order to speak to her child face-to-face.
- (8) He \_\_\_\_\_ (lend) me 5 euros, but I haven't paid (pay) him back yet.
- (9) I \_\_\_\_\_ (misunderstand) the teacher's instructions and failed the exam.
- (10) He \_\_\_\_\_ (win) the competition for the best essay.



# IELTS Grammar Exercise 5

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IELTS Grammar Exercise 5 is a review of transitive and intransitive verbs in the English language:

*Transitive* verbs take an object. *Intransitive* verbs do not take an object.

**Transitive verb:** He kicked the ball really hard.

He = grammatical subject; kicked = transitive verb (past simple); the ball = object

**Intransitive verb:** I work from 9:00AM to 5:00 PM every day.

I = grammatical subject; work = intransitive verb (simple present)

In addition, sometimes a verb can be transitive in one sentence and intransitive in another sentence.

**Transitive verb:** She sang two songs for the audience.

She = grammatical subject; sang = transitive verb (past simple); two songs = object

**Intransitive verb:** She sings beautifully.

She = grammatical subject; sings = intransitive verb (simple present)

Look at the grammar examples above. Then decide whether each the verb in sentence below is transitive or intransitive.

- (1) Our class went on a trip to London.
- (2) He shut the door behind himself on his way out.
- (3) He sent me a letter on Tuesday last week.
- (4) She complains constantly about her small flat.
- (5) The coach blew the whistle to call a time out.
- (6) She picked the flowers by hand.
- (7) They took a trip to the Lake District.
- (8) He eats too much.
- (9) He ate the cake really quickly.
- (10) I watched TV for most of the evening.

# IELTS Grammar Exercise 6

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IELTS Grammar Exercise 6 is a review of singular and plural verb forms in the English language:

When writing an essay for the IELTS exam, be sure to identify the grammatical subject of your sentence, especially if the grammatical subject contains prepositional phrases. This will help you to understand whether you need a singular or plural verb.

**Singular grammatical subject + singular verb:** The child in boy scouts knows how to light a fire.

child = singular subject; knows = verb; ["scouts" is part of a prepositional phrase]

**Plural grammatical subject:** Many residents of the local community are on good terms with one another.

Residents = plural subject; are = verb; ["community" is part of a prepositional phrase]

Look at the grammar examples above. Then complete the exercises below by using the grammatically correct form of the verb.

- (1) Most of my classmates \_\_\_\_\_ (agree / agrees) with me.
- (2) Ten euros \_\_\_\_\_ (is / are) the price.
- (3) Ten miles \_\_\_\_\_ (seem / seems) a long distance to jog.
- (4) Two cups in the cupboard \_\_\_\_\_ (is / are) broken.
- (5) Many people in the public eye \_\_\_\_\_ (has / have) concerns about their privacy.
- (6) My sister or my brother usually \_\_\_\_\_ (help / helps) my mother.
- (7) The price \_\_\_\_\_ (is / are) ten euros.
- (8) Two-thirds of the children in the class \_\_\_\_\_ (has / have) the flu.
- (9) Several workers in the group \_\_\_\_\_ (need / needs) a higher wage.
- (10) Neither the apples nor the bananas \_\_\_\_\_ (is / are) fit to eat.

# IELTS Grammar Exercise 7

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IELTS Grammar Exercise 7 is a review of conditional sentence structures in the English language:

In spoken English, the phrase "if I were you" is used to give advice.

*Example:* If I were you, I would try to finish the assignment on time.

The phrase "in your shoes" can be used instead of "you" in conversational English.

The phrases "in your position" and "in your situation" can also be used instead of "you" and are more formal than "in your shoes".

*Examples:*

If I were in your shoes, I would try to finish the assignment on time.

If I were in your position, I would try to finish the assignment on time.

If I were in your situation, I would try to finish the assignment on time.

This type of advice can be made more formal by putting the word "were" first in the sentence. This sentence structure is known as the subjunctive.

Look at these examples of grammatically correct conditional sentences:

Were I you, I would try to finish the assignment on time.

Were I in your position, I would try to finish the assignment on time.

Were I in your situation, I would try to finish the assignment on time.

Look at the grammar examples above. Then complete the exercises below by making grammatically correct sentences out of the jumbled words.

**(1)** were / I / supervisor / you / I / tell / my / would

**(2)** I / wouldn't / hard / so / I / in / position / your / work

**(3)** shoes / in / I / speak / her / were / would / in / I / to

**(4)** I / more / you / exercise / get / I / would

**(5)** I / crazy / would / in / go / situation / your / were / I

# IELTS Grammar Exercise 8

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IELTS Grammar Exercise 8 is a review of subjunctive verb forms:

The phrases "it's high time", "it's time" and "it's about time" can be used to give advice in conversational English.

*Example:* It's time you told your tutor that you are having problems.

Notice that the verb *tell* is in the simple past tense (*told*). This is the subjunctive verb form.

Look at the grammar example above. Then complete the exercises below by placing the grammatically correct verb from the list in each gap.

*Remember:* You will need to change verb tense.

start / eat / finish / stop / pay / speak / realise/ get / go / be

- (1) It's high time we \_\_\_\_\_ home.
- (2) It's about time you \_\_\_\_\_ to study harder.
- (3) It's time you \_\_\_\_\_ to your parents about the problem.
- (4) It's about time you \_\_\_\_\_ staying out so late.
- (5) It's time you \_\_\_\_\_ your assignment.
- (6) It's high time you \_\_\_\_\_ more exercise.
- (7) It's about time we \_\_\_\_\_ more sensibly.
- (8) It's high time you \_\_\_\_\_ more polite.
- (9) It's time you \_\_\_\_\_ a visit to your friend.
- (10) It's about time we \_\_\_\_\_ we can't finish the project on time.

# IELTS Grammar Exercise 9

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IELTS Grammar Exercise 9 is a review of passive verb forms:

You should write some sentences in your IELTS writing test in the *simple past active* form and other sentences in the *simple past passive* form. This will create a good variety of sentence structures in your IELTS essay.

Examples:

*Active:* First, the teacher gave the students a card showing a role-play scenario.

*Passive:* First, the students **were given** a card showing a role-play scenario **by the teacher**.

Look at the grammar examples above. Then complete the passive sentences in the grammar exercises below.

**1 (Active):** Then the teacher explained the cultural problems related to this scenario.

**1 (Passive):** Then the cultural problems related to this scenario . . .

**2 (Active):** During the question and answer session, the teacher allowed the students to take notes.

**2 (Passive):** During the question and answer session, students . . .

**3 (Active):** When the students had finished reviewing their notes, the teacher placed them in pairs to perform the role-play.

**3 (Passive):** When the students had finished reviewing their notes, they . . .

**4 (Active):** At this time, the teacher observed their interactions.

**4 (Passive):** At this time, their interactions . . .

**5 (Active):** Finally, the teacher indirectly corrected the student's errors.

**5 (Passive):** Finally, the student's errors . . .

# IELTS Grammar Exercise 10

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IELTS Grammar Exercise 10 is a review of demonstrative pronouns:

Demonstrative pronouns include the following:

Those (used as subject - plural)

Them (used as object - plural)

This (used as subject - present situation)

That (used as subject - past or distant situation)

Look at the grammar examples above. Then place the correct demonstrative pronoun in the gaps in the sentences below.

- (1) \_\_\_\_\_ apples look really delicious.
- (2) I gave my presents to \_\_\_\_\_ during my summer holiday.
- (3) \_\_\_\_\_ outcome wasn't what she expected.
- (4) \_\_\_\_\_ report has been copied from the Internet.
- (5) \_\_\_\_\_ trip certainly has been an adventure.
- (6) \_\_\_\_\_ was a disaster which could have been avoided.
- (7) Homeless people need compassion. We should care for \_\_\_\_\_ in our community.
- (8) \_\_\_\_\_ people need our help.
- (9) \_\_\_\_\_ shoes look too old now.
- (10) \_\_\_\_\_ coat is my favourite at the moment.

# Answers to IELTS Grammar Exercises

## IELTS Grammar Exercise 1

- (1) will meet
- (2) tried
- (3) will have finished
- (4) makes
- (5) had always worked
- (6) purchased
- (7) trimmed
- (8) sings
- (9) have never driven
- (10) concealed

## IELTS Grammar Exercise 2

- (1) bore
- (2) caught
- (3) fed
- (4) fell
- (5) built
- (6) deal
- (7) mistook
- (8) partook
- (9) pled
- (10) sold

## IELTS Grammar Exercise 3

- (1) fought
- (2) sped
- (3) hung
- (4) paid
- (5) wound
- (6) sank
- (7) shut
- (8) thrust
- (9) slung
- (10) wrung

**IELTS Grammar Exercise 4**

- (1) withstood
- (2) arose
- (3) bled
- (4) crept
- (5) dove
- (6) fled
- (7) knelt
- (8) lent
- (9) misunderstood
- (10) won

**IELTS Grammar Exercise 5**

- (1) intransitive
- (2) transitive
- (3) transitive
- (4) intransitive
- (5) transitive
- (6) transitive
- (7) transitive
- (8) intransitive
- (9) transitive
- (10) transitive

**IELTS Grammar Exercise 6**

- (1) agree
- (2) is
- (3) seems
- (4) are
- (5) have
- (6) helps
- (7) is
- (8) have
- (9) need
- (10) are

**IELTS Grammar Exercise 7**

- (1) If I were you, I would tell my supervisor.
- (2) Were I in your position, I wouldn't work so hard.
- (3) If I were in your shoes, I would speak to her.
- (4) Were I you, I would get more exercise.
- (5) If I were in your situation, I would go crazy.



**IELTS Grammar Exercise 8**

- (1) went
- (2) started
- (3) spoke
- (4) stopped
- (5) finished
- (6) got
- (7) ate
- (8) were
- (9) paid
- (10) realised

**IELTS Grammar Exercise 9**

- 1 (Passive):** Then the cultural problems related to this scenario were explained by the teacher.
- 2 (Passive):** During the question and answer session, students were allowed to take notes by the teacher.
- 3 (Passive):** When the students had finished reviewing their notes, they were placed in pairs by the teacher to perform the role-play.
- 4 (Passive):** At this time, their interactions were observed by the teacher.
- 5 (Passive):** Finally, the student's errors were indirectly corrected by the teacher.

**IELTS Grammar Exercise 10**

- (1) Those
- (2) them
- (3) That
- (4) This
- (5) This
- (6) That
- (7) them
- (8) Those
- (9) Those
- (10) This



# Grammar Reference from 'IELTS Graduation' (Macmillan)

## Unit 1 Tense revision

### Use

- 1 A verb phrase will give information about:
  - time, or when something happened.
  - aspect, eg whether an action is complete or incomplete, permanent or temporary.See Unit 5 for information about active and passive uses of verbs.
- 2 The simple aspect is used for actions or events which we think are finished or permanent.  
Present simple: used for facts, opinions and regularly occurring actions or events, eg *There are many highly respected universities in America. I live in London and travel to work by train.*  
Past simple: used for regularly occurring or completed past actions or events, eg *I attended university in London. I travelled on the Underground.*
- 3 The continuous aspect (to be + present participle) is used for actions or events we think are incomplete, involving change or temporary.  
Present continuous: used for temporary or incomplete present actions or events, eg *The number of students attending university is decreasing, but we hope to see an improvement in numbers.*  
Past continuous: used for incomplete or interrupted past actions or events, eg *The school was preparing its students for final exams when bad weather forced it to close.*
- 4 The perfect aspect (to have + past participle) is used when we look back from one time to an earlier time.  
Present perfect (simple or continuous): used for a present action or event which is connected to the past because it is still continuing or recently completed eg *Numbers have been falling since last month. I've just received my exam results.*  
Past perfect (simple or continuous): used to describe a past action or event that happened before another past action or event, eg *The government had predicted that student numbers would improve, but instead they fell. Universities had been warning the government for some time before it acted.*

- 5 These are the main ways in which we refer to the future in English:

Future simple: used to refer to facts or to state beliefs about the future, eg *I'll be twenty years old on my next birthday. I don't think there will be an end to world conflict.*

Going to: used for predictions where there is evidence for the prediction or to state intentions, eg *I don't feel well – I think I'm going to be sick! I'm going to study Architecture at university.*

Present continuous: used to describe arrangements, eg *We're flying to Paris tomorrow.*

Future perfect: used for actions or events we believe will be completed by a point of time in the future, eg *By the end of the year I'll have completed university.*

Future continuous: used to describe actions or events we believe will be in progress at a point of time in the future. Example: *In five years, time fewer young people will be studying abroad.*

See Unit 9 for more information on future tenses.

- 6 In academic English, verbs in the simple aspect are the most common and present simple is the most common tense.

### Form

Regular and irregular verbs:

Present simple: increase; rise

Past simple: increased; rose

Future simple: will increase; will rise

Present continuous: am / is / are increasing; am / is / are rising

Past continuous: was / were increasing; was / were rising

Future continuous: will be increasing / will be rising

Present perfect: have / has increased; have / has risen

Past perfect: had increased; had risen

Future perfect: will have increased; will have risen

Present perfect continuous: have / has been increasing; have / has been rising

Past perfect continuous: had been increasing; had been rising

## There is/was ...

### Use

- 1 When we say that something 'is' or exists we can start the sentence with *There + be*. In these sentences, *there is* the grammatical subject and the real subject, or what we are talking about, comes after the verb.

eg There are **many reasons** why I felt it necessary to ask you here today. eg Look! There's **snow** on the ground. (*many reasons* and *snow* are the real subjects of the sentences.)

- 2 *There + be* is usually used to introduce new information or topics. This new information is usually in the form of an indefinite noun or pronoun.

eg *There is a lamp on the table* (new information / indefinite) is more likely than *There is the lamp on the table* (known information / definite).

eg *There is someone at the door* is more likely than *There is John at the door*.

### Form

- 1 We use a singular form of *to be* before a singular or countable noun, and a plural form before a plural noun. This remains true if there is more than one noun after the verb, eg *There are some tools and a bucket in the shed*, but *There is a bucket and some tools in the shed*.
- 2 We can use *there* as a grammatical subject with all tenses of the verb *to be*.
- 3 Be careful with the word order of *there + be* clauses when *to be* is followed by a participle. In these sentences the participle does **not** separate *to be* and the noun following it.

eg There **are 24 teams** competing in the tournament, NOT There ~~are competing 24 teams~~ in the tournament.

There **has been an investigation** ordered into the death, NOT There ~~has been ordered an investigation~~ into the death.

- 4 *There is* often used with modal verbs and *seem*. In these sentences we use an infinitive form of *to be*.

eg **There must be/has to be** a reason for this. **There should be / ought to be** someone here to help you. **There seems to be** a mistake.

## Practice

- 1 Complete the table.

Present simple	decrease	fall
Past simple	1	fell
Future simple	2 will decrease	3
Present continuous	is decreasing	4
Past continuous	5	6
Future continuous	7	8
Present perfect	9	has fallen
Past perfect	10	11
Future perfect	12	13
Present perfect continuous	has been increasing	14
Past perfect continuous	15	16

- 2 For a Task 1 Writing question the tenses you use must match the times given in the diagram. Complete the following sentences by putting the verb in brackets into the most appropriate tense. Name each tense.

- The number of students choosing Business \_\_\_\_\_ (increase) considerably throughout the 1980s.
- If the trend continues, by 2025 the percentage of graduates \_\_\_\_\_ (double).
- For the last five years, on the job training \_\_\_\_\_ (rise) steadily.
- Figures for this year \_\_\_\_\_ (reveal) a slight drop.
- In the next decade, the ratio of males to females \_\_\_\_\_ (level off).
- The table shows that retraining \_\_\_\_\_ (grow) for the last 30 years.
- The proportion of non-Asian students \_\_\_\_\_ (decline) gradually in 2000 but this year it \_\_\_\_\_ (remain stable).
- The cost of subsidies, which \_\_\_\_\_ (fall) throughout the 1990s, \_\_\_\_\_ (begin) to rocket in 2000.

## Unit 2 Sentences and their subjects

### Sentences

#### Use

- 1 We use sentences to make statements, ask questions, or to make requests or give commands. A sentence can also be an exclamation.
- 2 We use conjunctions, eg *and, because, if, since* to show relationships between ideas in a sentence.  
eg Many young people say that they smoke *because* they are unhappy.  
*Because* links the reason for the action with the action.  
eg Six out of ten boys *and* seven out of ten girls feel pressured by schoolwork.  
We use *and* to add one piece of information to another.  
Note: Conjunctions and other linking expressions are covered in Unit 8.
- 3 To use English effectively you need to know
  - the meaning of conjunctions and other linking expressions in English
  - how to use them grammatically in a sentence.

#### Form

- 1 A simple sentence contains one clause with a noun phrase (subject) and a verb phrase. The verb phrase must have a tense:  
eg Many young people **feel** unhappy, but NOT ~~Many young people feeling~~ unhappy
- 2 A compound or complex sentence contains two or more clauses joined by a conjunction. We often omit subjects and auxiliary verbs after *and, but* or *or*.  
eg Many young people feel unhappy **but** (they) lack understanding of how to deal with their emotions. (The sentence has two clauses.)  
eg **When** the children were asked about quality of life, England was in the bottom half of the league, **while** Dutch, Swedish and Greek young people were the happiest. (The sentence has three clauses.)

### Sentence subjects

#### Use

- 1 Statements and questions in English must have a grammatical subject. See Unit 1 for sentences beginning with *There + to be ...*

eg There is a book on the table, but NOT ~~Is a book on the table~~  
It is raining, but NOT ~~Is raining~~

- 2 The sentence subject is often the agent, or person or thing responsible for an action.  
eg **Alex** put the book on the table.
- 3 With verbs that describe states, eg *is, live, know* the subject is often the person or thing experiencing an action or state.  
eg **Yun** is a doctor. **She** lives in China.
- 4 With a passive verb the subject is usually the person or thing affected by the action.  
eg **The bank** was robbed yesterday.

#### Form

Subjects may take the following forms:

- Noun: **John** is a doctor.
- Pronoun: **He** is married to Alice.
- *-ing* clause: **Swimming** is his hobby.
- Infinitive clause: **To become a doctor** was John's childhood ambition.

### Practice

#### Parts of speech 1: Revision

- 1 Match the parts of speech in A with their examples in B.

Example: 0-f

A	B
0 nouns	a can, must should
1 main verbs	b what, who, how
2 adjectives	c do, be, have
3 adverbs	d the, some, our
4 determiners	e and, however, nevertheless
5 pronouns	f London, book, beauty
6 auxiliary verbs	g she, her, myself
7 modal verbs	h live / lived, swim / swam / swum
8 linking expressions	i heavy, quick, happy
9 question words	j heavily, quickly, hard

2 Match the expressions (1–7) with the sections of the text in italics (a–g).

- 1 adjective + noun
- 2 preposition + noun
- 3 determiner + noun
- 4 preposition + adjective + noun
- 5 modal verb + verb
- 6 linking expression
- 7 adjective + adjective + noun

(a) *The number of overseas students who study*  
(b) *at British universities* could rise to 850,000 by 2020. (c) *However*, British universities need to spend more (d) *on facilities* to continue to attract (e) *overseas students*, or they (f) *will find* (g) *many overseas students* turn to other countries, including the US Germany and France.

### Parts of speech 2: Revision

1 Match the grammatical term in A with its definition in B.

#### A

- 1 infinitive
- 2 present participle
- 3 past participle
- 4 auxiliary verb
- 5 modal verb
- 6 phrase
- 7 clause
- 8 sentence

#### B

- a the form of the verb ending in *-ing*; used in progressive tenses and as an adjective, eg *living, doing*
- b a verb used with another verb to show tense or to form questions, negatives or the passive, eg *do, be, have*
- c a word or group of words which form a unit in a clause, eg *the boy* (noun), *is walking* (verb), *to school* (preposition)
- d the basic form of the verb, eg *(to) live, (to) do*
- e a group of words that expresses a statement, question or instruction; contains two or more clauses, eg *The boy is walking to school because the bus drivers have gone on strike.*
- f an auxiliary verb used with a main verb to show certainty, permission or intention, eg *will, must*
- g a group of words that contains a subject and a verb; is a sentence or a main part of one, eg *the boy is walking to school*

h the form of the verb ending in *-(e)d* for regular verbs; used in perfect tenses, the passive and as an adjective, eg *lived, done*

2 Match the terms (1–9) with the sections of the text in italics (a–h). For one of the terms there is no example.

- |                      |                            |
|----------------------|----------------------------|
| 1 infinitive         | 5 modal verb               |
| 2 present participle | 6 subject / noun phrase    |
| 3 past participle    | 7 verb phrase              |
| 4 auxiliary verb     | 8 relative clause          |
|                      | 9 simple sentence / clause |

(a) *Albert Einstein* was born in Ulm, Germany on March 14, 1879. From (b) *being* a shy child, (c) *whose parents feared his slow development*, he grew up (d) *to be* a first-rate scholar. When he left school, his record (e) *showed* the highest possible grade in geography, history, algebra, geometry and physics. In spite of this, there is a belief that he was a poor student. Perhaps this is due to the fact that he dropped out of school at the age of around 14 and rejoined his family who (f) *had* (g) *moved* to Italy. Then, during his higher education at the Zurich Polytechnic he skipped most of his classes, *hating* them because of the Polytechnic's regimented methods. (h) *He continued his studies alone.*

### Unit 3 Compound adjectives

#### Use

Compound adjectives are used to condense a lot of information in few words. They are more common in writing than in speech.

There are two main types of compound adjectives:

- 1 Compound adjectives which are original to the text in which they occur. These words will not usually be found in a dictionary.  
Example: **oil-rich** shales; hydrogen **fuel-cell** activity
- 2 Compound adjectives which are used so commonly that they have become part of the vocabulary of the English language. These words will usually be found in a dictionary  
Example: a **short-sighted** policy = a policy which shows little thought for what is likely to happen in the future

## Form

- 1 The most commonly used compound adjectives are formed in the following ways:
  - 1 adverb + adjective, eg **environmentally friendly**
  - 2 adverb + participle, eg **highly strung; well-known**
  - 3 adjective + participle, eg **best-selling; hard-working; ready-made; short-sighted**
  - 4 noun + participle, eg **king-sized; man-eating; face-saving**
  - 5 adjective + noun, eg **full-time; high-speed**
  - 6 noun + adjective, eg **accident-prone; lead-free; sugar-coated; tax-free**
- 2 Compound adjectives usually come before the noun they describe. However, they can also come after certain verbs.

Example: He's a **well-known film star**.  
He's quite **well known**.

## Practice

Replace the relative clause in italics. Use an appropriate compound adjective below.

environmentally friendly    face-saving  
hard-working    high-speed    lead-free  
ready-made    sugar-coated

- 0 Firms will compete to employ individuals with talent *who are willing to work hard*.  
Firms will compete to employ hard-working individuals with talent.
- 1 There is an increased demand for products *which do not cause pollution*
- 2 Sales of petrol *which has no added lead* have soared in recent years.
- 3 Many doctors still prefer to prescribe tablets *which are covered in sugar* for children.
- 4 Many commuters now travel from London to Paris on trains *which travel very quickly*.
- 5 Foods *which have been prepared in advance* are a popular choice for working parents.
- 6 The government was forced to make a compromise *which would avoid further embarrassment*.

## Unit 4 Defining and non-defining relative clauses

- 1 **Relative pronouns:** We form relative clauses using these relative pronouns: *which, who, whom, whose, that, where, when, why*. *Which, who* and *that* are used most frequently.

Example: Chocolate contains substances **which** are known to affect the hypothalamus.

Example: Men **who** eat modest amounts of chocolate live longer.

- 2 **Defining relative clauses:** these identify the person or thing we are talking about. They provide essential information in the sentence. In defining relative clauses we can use *that* in place of *who, whom* or *which*.

Example: Example: Chocolate contains substances **which/that** are known to affect the hypothalamus.

Example: Men **who/that** eat modest amounts of chocolate live longer.

**Non-defining relative clauses:** these add extra information or a second idea to the main idea. Non-defining relative clauses do not provide important or necessary information and are separated from the rest of the sentence with commas.

Example: Peter, **who/whom** I introduced you to last night, is the new Regional Manager.

We cannot replace the relative pronoun with *that*.

- 3 **Subject and object relative clauses**

The relative pronoun can replace the subject or the object of the relative clause.

Subject: Chocolate contains substances **which/that (they)** are known to affect the hypothalamus.

The subject relative pronoun is followed by a verb. We cannot leave out the pronoun.

Object: Chocolate is something **which/that/zero many people** feel guilty about eating (**it**).

The object relative pronoun is followed by another noun or pronoun. If the clause is defining we can leave out the relative pronoun altogether.

I see an excellent doctor, **who/whom** a colleague recommended.

*Whom* is more formal than *who*.

4 **Participle clauses:** In academic writing it is common to replace a relative clause with a clause containing a past or present participle.

With an active verb we use a present participle. When the active verb is progressive we leave out the relative pronoun and the verb *to be*.

Active verb: The woman ~~who is sitting~~ next to the door has been looking at you. Do you know her?

When the verb is passive we keep the past participle and leave out the relative pronoun and the verb *to be*.

Passive verb: The article ~~which was published~~ in yesterday's *Times* could be useful.

Note: We cannot reduce the relative clause when the relative pronoun is the object of the clause.

eg The man who(m) I was telling you about is over there, NOT  
The man I telling you about is over there.

### Practice

Are these sentences right (R) or wrong (W)? Correct those which are wrong.

- 1 I was given a prescription for an acne medication which worked wonders for my complexion.
- 2 There are powerful forces, that are affecting the way doctors treat their patients.
- 3 Your doctor is not supposed to be an authority whom determines the course of action necessary.
- 4 Many drugs are available as over-the-counter remedies that consumers choose them themselves.
- 5 The patient has become like a customer ordering from a menu.
- 6 A sick patient is visiting a healthy care-giver will be entering into a one-sided relationship.
- 7 There is an inequality in the doctor-patient relationship that no amount of education can resolve it.
- 8 Governments, that are worried about the increasing cost of medication, are reluctant to pay for it.
- 9 Consumers, encouraged by drug companies, are becomingly increasingly confident about their ability to make medical decisions.

## Unit 5 The passive

### Use

- 1 We use the passive when the person or thing responsible for the action, or the agent, is unknown, obvious or is less important than the action, event or process. The passive is commonly used in academic writing and in descriptions of processes.
- 2 In many passive sentences the agent is not mentioned.  
Hurricanes **are named** to avoid confusion about which storm **is being described**. (No agent).
- 3 We do not mention the agent when the subject of the active sentence is a pronoun.  
eg **We** name all tropical hurricanes. All tropical hurricanes are named **by us**.

### Form

We form the passive using the verb *to be* in the same tense as the active verb followed by the past participle of the active verb. When the agent is mentioned we use the preposition *by*.

eg The scale for measuring wind speed *was devised by* Sir Francis Beaufort.

The most commonly used active-passive transformations are:

	Active	Passive
Present simple	identify / identifies	am / is / are identified
Present continuous	am / is / are identifying	am / is / are being identified
Present perfect	has / have identified	has / have been identified
Past simple	identified	was / were identified
Past continuous	was / were identifying	was / were being identified
Past perfect	had identified	had been identified
Future simple	will identify	will be identified
Future perfect	will have identified	will have been identified
Modal verbs	will / may / could etc. identify	will / may / could etc. be identified



## Practice

- 1 Put the verbs in brackets into an appropriate passive tense.

Did you know?

- 1 To meet the demand for hardwood, 4.5 million hectares of rainforest **1** \_\_\_\_\_ (log) each year. Hardwoods take hundreds of years to mature, so they **2** \_\_\_\_\_ (cannot/easily/replace).
- 2 Topsoil can take 1000 years to develop, and yet it **3** \_\_\_\_\_ (can/destroy) in less than 10 years.
- 3 The rainforest contains such a density of plants that it **4** \_\_\_\_\_ (call) 'the lungs of the world'. The atmosphere on which life depends **5** \_\_\_\_\_ (create) by the exchange of oxygen and carbon dioxide which takes place when sunlight **6** \_\_\_\_\_ (convert) into energy.
- 4 Forests absorb solar energy. Now that they are disappearing, the 'shininess' of the earth's surface **7** \_\_\_\_\_ (alter). As a consequence, in the near future wind currents and rainfall **8** \_\_\_\_\_ (disrupt) and weather patterns worldwide **9** \_\_\_\_\_ (affect).

## Unit 6 Conditional sentences

### Use

- 1 We use **real** conditionals to talk about a possible situation and its result.  
If/When you *boil* water, it *evaporates*. = The situation is always true.  
If public awareness *is raised*, then real changes *will take* place. = The speaker believes that the change is likely if public awareness is raised.
- 2 We use **unreal** conditionals to talk about unlikely, hypothetical or imaginary situations.  
If tourists *were* more considerate, there *would be* far less damage to the environment. = The speaker believes it is unlikely that tourists will be considerate.  
If laws *had been enacted* earlier, there *would be* fewer issues to discuss today. = The past cannot be changed.
- 3 The modals used in conditionals are often *will* and *would*. However, other modals like *could*, *may* and *might* can be used to express less certainty about the result.
  - 1 In first and second conditional main clauses we use *may*, *might* and *could* in similar ways to talk about possibility.

If X happens, then Y *could/may/might* happen.

- 2 **Could not** and **could not have done** can change the meaning of the main clause.  
If tourism were banned, then many businesses *may/might not survive*. = It's possible that many businesses would not survive.  
If tourism were banned, then many businesses *could not survive*. = It's certain that many businesses would be unable to survive.
- 3 Unless has the same meaning as If ... not ...  
If X *doesn't happen*, Y will happen = *Unless* X happens, Y will happen.
- 4 *Provided (that)* and *unless* cannot be used in unreal conditionals.

*Unless* new laws are enacted, future generations will pay the price.

~~*Unless new laws had been enacted, future generations would have paid the price.*~~

*Provided* new laws are enacted, future generations will have fewer worries.

~~*Provided new laws had been enacted, future generations would have had fewer worries.*~~

### Form

- 1 In real conditionals when the outcome is always true, we can use:

If/When + present tense, present simple

When it *snows/is snowing*, the children *love* to go outside to play.

When the outcome is likely to happen, we can use:

If + present, *will/could/may/might*

If you *tell/are telling* me the truth, I'll *forgive* you.

- 2 In unreal conditionals when we talk about an unlikely or hypothetical situations in the future, we can use:

If + past simple/continuous, *would/could/may/might* + infinitive

If I *had* enough money, I'd *buy* a new car.

In more formal speech and writing we often use *were* in place of *was* after *if*:

eg If tourism *was/were* banned, businesses would be affected.

When we talk about an imaginary situation in the past, we can use:

If + past perfect, *would/could/may/might* have done/ do

If you *had told* me the truth, I *could have forgiven/could forgive* you.

## Practice

Re-write each sentence so that it contains the word in capitals.

- 0 Anyone who wishes to work in the tourist industry must speak English and one other language. **IF**  
If you wish to work in the tourist industry, you must speak English and one other language.
- 1 The city was not chosen as the venue for the Olympics because the public transport system was inadequate. **WOULD**
- 2 Because governments don't invest enough money in protecting the environment, future generations will suffer the consequences. **UNLESS**
- 3 Assuming no delays, we should be at our destination by midday tomorrow. **PROVIDED**
- 4 Winning the lottery would allow me to travel the world. **WON**
- 5 The government ignored economic warnings and as a result the country is in recession. **IF**
- 6 Edward doesn't speak Spanish so he wasn't offered the job in South America. **BEEN**
- 7 Before the invention of the airplane travel to distant parts of the world was impossible for most people. **WOULD**
- 8 It's best not to apply for the job if you really don't want it. **UNLESS**

## Unit 7 That - clauses

### Use

- 1 *That* may be used as a conjunction which connects a clause to a larger sentence. *That* has no real meaning.  
eg The Prime Minister has **announced that** he will step down.  
eg Tests **show that** the drug is safe and effective.
- 2 Clauses beginning with *that* may:
  - 1 report speech, thoughts, feelings or information  
eg The Prime Minister is **certain/confident** that the war will be won.  
eg It is **unlikely that** he will prove to be correct.

### Form

- 1 *That*-clauses can occur after verbs (*announced, show*) or adjectives (*certain, confident, unlikely*).
- 2 *That*-clauses may follow verbs or adjectives in sentences beginning with *It*.  
eg It is **hoped/unlikely** that the situation will improve.
- 3 *That*-clauses which form the subject of a sentence may follow *The fact (that)...* or *In spite of/Despite the fact (that)...*  
eg **The fact that unemployment has fallen** (sentence subject) does not necessarily mean that the economy is strong.
- 4 *That*-clauses should not be confused with defining relative clauses where the relative pronoun (*that, who, which, etc.*) replaces either the subject or object of the relative clause.  
*That* - clause: It is clear *that immediate action must be taken*.  
The clause following *that* contains all of its grammatical parts and could function independently as a sentence.  
Relative clause: I have a number of ideas *that (they) could help to improve the situation*.  
The relative pronoun *that* replaces the subject of the clause. The relative clause could not function independently as a sentence.
- 5 Some reporting verbs, eg *tell*, take a direct object before the *that*-clause.  
eg Alex **said** that if I wanted the job I should apply for it.  
eg Alex **told me** that if I wanted the job I should apply for it.

### Practice

Put the verbs into the table. Use a dictionary to help you.

admit announce argue assume assure  
claim convince deny estimate inform  
insist persuade pointout remind recognize

Verb + <i>that</i> -clause eg <i>say that</i>	Verb + Object + <i>that</i> - clause eg <i>tell someone that</i>

## Unit 8 Linking expressions

### Use

- We use linking expressions to show:
  - the relationships between ideas in a sentence or paragraph
  - the structure of a text
- We often use linking expressions in academic writing and argument to:
  - show that an action, event or conclusion is a result or consequence of something: \*so, \*therefore, \*thus, as a result.
  - support (through an example) or restate information or arguments: \*for example, \*\*eg, that is, \*\*ie, such as
  - show a contrast between two ideas or between less important information and the main point: \*although, \*however, despite, in spite of, nevertheless, on the other hand, whereas / while
  - list or add information or reasons to support an argument: first, second, lastly, \*furthermore, in addition, as well as
  - explain purpose: \*in order to; in order / so that, \*so as to
  - to indicate a reason: because (of), since
- Linking expressions are also used in academic writing to:
  - express time: \*when, after, before, until, as, since
  - express a condition: \*if, unless (See Unit 6)  
\*These expressions are common in academic writing.  
\*\*These expressions are not commonly used in academic writing.

### Form

- Conjunctions connect clauses to form a sentence.  
eg He left his parent's home **because** he wanted to live independently.  
**Because** he wanted to live independently, he left his parents' home.
  - Some prepositions also act in this way, but prepositions are followed by a noun, eg *despite, in spite of, because of* + noun.  
eg **Despite growing** up in a city, he preferred country living.  
**Despite the fact that** he grew up in a city, he preferred country living.
  - Some words can act as prepositions or conjunctions, eg *since*.  
eg He hasn't lived at his parents' home **since** last month. (preposition)

**Since** he was no longer living at his parent's home, he was forced to spend less. (conjunction)

- Some conjunctions can express more than one meaning, eg *as, since, while*.  
eg **Since** he's left, the house has felt empty. (time)

**Since** he had to stop and change the tire, he was delayed. (reason)

- Linking adverbials connect a sentence to another sentence or to a paragraph.  
eg Finding somewhere to live can be difficult.  
**However**, the more time and money you have to spend the easier it can be. **For example**, ...
  - In academic writing, the most common place for the adverbial is at the front of the sentence. The next most common position is between the noun and the verb.  
eg **Therefore**, our work here is finished.  
Our work here, **therefore**, is finished.
  - Most, but not all, adverbials at the front of a sentence are followed by a comma.

### Practice

Complete the first part of a Task 2 essay with an appropriate linking expression.

Some people argue that city officials should provide public works of art, 1 \_\_\_\_ others argue that they should put resources into efficient services and an effective infrastructure, 2 \_\_\_\_ communications and transport systems.

3 \_\_\_\_ putting a focus on infrastructure seems sensible, it does not necessarily mean that this would always be in the best interests of the city. In many cities, public art attracts people, 4 \_\_\_\_ making them popular locations to work and visit. 5 \_\_\_\_, the popularity of London is partly due to the famous buildings and statues, 6 \_\_\_\_ the city having some serious infrastructure problems with an aging underground and a congested road system.

7 \_\_\_\_, I believe that public art is a major factor in a city retaining a skilled workforce and remaining an attractive destination for tourists.

## Unit 9 Talking about the future

- 1 For some of the ways in which we refer to the future in English see Unit 1.
- 2 When we are talking about future events there is always a degree of certainty attached to what we say. We use *will* and *shall* to show that we are very certain that an event will take place. Other modals like *may*, *might* and *could* show that we are less certain about the likelihood of an event.  
eg By 2050 the world's population **will have exceeded** 1 billion in number. (The speaker is certain.)  
By 2050 the world's population **may have exceeded** 1 billion in number. (The speaker is less certain.)
- 3 We also use expressions like *certainly*, *(un)likely*, *probably* and *possibly* to show how certain we are about something happening.  
eg They'll **probably be** late, because they nearly always are, NOT ~~They may probably be~~ late.

### Form

- 1 We form the future perfect using *will have + past participle*.  
eg By next year I'll **have finished** my College course.
- 2 We form the future continuous using *will be + present participle*.  
eg By 2050 the majority of the world's population **will be living** in cities.
- 3 We say *X will probably/definitely/certainly + infinitive ...*, but *X probably/definitely/certainly won't + infinitive ...*  
eg He **will probably be** late BUT He **probably won't be** on time.

Complete these sentences. Use either the future perfect or the future continuous.

- 1 In the next century, people (live) on the moon.
- 2 By 2050, scientists (discover) how to turn lead into gold.
- 3 Twenty years from now, doctors (produce) the first human clone.
- 4 In the 21st century people (use) virtual technology for home entertainment, in place of television.
- 5 By 2010 all fuel-burning engines (replace) by 'greener' energy devices.
- 6 By 2100 humans (travel) to different galaxies to explore and colonize.

## Unit 10 Articles

- 1 The indefinite article (a/an) is used with singular countable nouns. We use *a/an*
  - a when the person or thing is new to the reader/listener because the person or thing
    - has not been mentioned before.
    - is not already known to the reader/listener.
  - b when we mean any person or thing of a particular type.  
eg You need **a dictionary** for this exercise.
  - c when we say what type, class or group something belongs to, or what job someone has.  
eg My father is **a computer programmer**.
  - d with a singular countable noun when we use one example to make a generalization. Note that zero article with a plural noun has a similar meaning.  
eg **A computer** needs to be checked occasionally for viruses. or **Computers** need to be checked regularly for viruses.
  - e with some expressions of quantity, eg *a few*, *a lot*, *a great deal*
- 2 The definite article (the) is used with countable and uncountable nouns. We use *the*:
  - a when the reader/listener knows which person or thing we are referring to because:
    - the person or thing has been mentioned before.
    - it is obvious because there is only one, eg *the sun*, *the earth*, *the beginning/end*
    - it is clear from the context or situation.  
eg Would you open **the window**, please?
  - b with singular countable nouns when we make a general statement about a class or group of people or things. Note that we can use the zero article in the same way.  
eg **The car** is a popular means of transport. or **Cars** are a popular means of transport.
  - c when we refer to parts of a thing or parts of the body.  
eg Using a computer can cause injury to **the wrists and arms**.
  - d before dates or periods of time, eg *the 12th of September*, *the 1980's*.
  - e when we explain which person or thing we are referring to by using a relative clause or a prepositional phrase,  
eg **The school** which I attend specializes in Information Technology.

f before an adjective to form a noun which refers to a group or class.

eg **The rich** have better access to information than **the poor**.

g Other uses:

- before superlative adjectives, eg *the most efficient system*
- before the names of seas, deserts, rivers or groups of mountains, eg *the Pacific Ocean, the Thames, the Sahara, the Alps*
- before plural countries and republics, eg *the United States, the Republic of China*

3 Zero article (Ø) is used with uncountable and plural countable nouns when we are referring to people or things in a general way.

eg **Information** is widely available. (information in general)

**The information** they sent was misleading. (specific information)

Other uses:

- before institutions in general, eg She is in (Ø) hospital. He goes to (Ø) school.
- when talking about travelling by a particular form of transport; eg I travel to work by (Ø) car, bus, etc.
- before the names of individual mountains or lakes, eg the Himalayas but (Ø) Mount Everest; the Great Lakes but (Ø) Lake Superior
- before the names of streets, towns, countries, counties, states or continents, eg I come from (Ø) Canada.
- before the names of meals, eg What time is (Ø) dinner?

### Practice

Complete the text. Use *a/an, the* or leave the space blank.

Research into mass communication research started at 1 \_\_\_ beginning of 2 \_\_\_ twentieth century. However, it was not until after 3 \_\_\_ Second World War in 4 \_\_\_ United States that 5 \_\_\_ possibility of 6 \_\_\_ communication science was first discussed. In fact, it was 7 \_\_\_ mathematician, Claude Shannon, who first provided the stimulus to 8 \_\_\_ social scientists to think about 9 \_\_\_ communication in model form.

## IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inaccuracies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

<p><b>5</b></p> <ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
<p><b>4</b></p> <ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
<p><b>3</b></p> <ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
<p><b>2</b></p> <ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
<p><b>1</b></p> <ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
<p><b>0</b></p> <ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			









